

Empowering Primary School Teachers in Nigeria: Exploring their Role in Fostering Social Skills through Affective Domain Measures

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Abstract

Empowering Primary School Teachers in Nigeria: Exploring their role in Fostering Social Skills Through Affective Domain Measures in continuous assessment is aimed at developing a manual for the training of primary school teachers. A sample of 147 teachers were drawn from a population of 1470. The cross-sectional survey design was adopted. Proportionate to size sampling technique was used. The instrument (RNPT-IADM) of the study was a self- developed questionnaire. The content validity of the instrument was sought through expert judgments. The Cronbach Alpha method was used and a reliability coefficient of 0.83 was obtained. The findings show that the teachers found respect and appearance easy to implement while honesty, obedience, self-control and relationships traits difficult to implement. There are no significant differences in the implementation according to gender, school type and school location for t-test at Alpha = 0.05. It is concluded that the implementation of the affective domain measures is critical in averting the current trend of insecurity in Nigeria and recommended among others that teachers should be trained on its implementation by stakeholders like the State Universal Basic Education Board and using such traits alongside the cognitive records of pupils for promotions.

Keywords: Primary School, Teachers, Social Skills, Affective Domain

Introduction

The primary school teacher is the person that is saddled with the responsibility of inculcating knowledge, values and skills to children aged 6- 12yrs. Knowledge refers to the cognitive ability of the child to learn, values refer to affective components while skills refer to the psychomotor ability of the child. In the primary school emphasis is made on training children in the cognitive to the detriment of the affective and the psychomotor domains. Thus, this trend continues to the secondary and tertiary institutions of learning in Nigeria despite the claim that a candidate must be found worthy in character (affective) and in learning (cognitive),

The affective domain refers to one's feelings, values, appreciations, enthusiasm, motivations, and attitudes (The Peak Performance Center, 2024). It has five levels arranged in ascending order namely: Receiving, responding, valuing, organization and characterization ((The Peak Performance Center, 2024). The teachers' role is to implement these core components to the pupils so that not only will these help them in their cognitive development but also for peaceful co-existence in the society. In the primary schools these values are further broken down into respect, honesty, obedience, self-control, social relationship skills, and appearance.

Respect is the admiration of people or things and can also be considered as moral behavior which are sometimes wrongly considered as fear, acceptance or tolerance by some people (Jones, 2022, Mokracek& Mohammed, 2022). Primary school teachers who are supposed to train pupils to be respectful are themselves the least respected in Nigerian society today unlike their counterparts in the 70's and early 80's (Wanlor., Ezulike&Punshak, 2022, Mokracek& Mohammed, 2022). Despite the fact that they are not trained on how to use instrument that will help them in assessing the pupils, they try their best to train pupils to rise up and greet the teacher both morning and afternoon in the class, make children to run errands, help the elderly in the society and above all entreat pupils to treat their colleagues' as they would want themselves to be treated.

Store (2024) defined honesty as a state of being truthful, sincere, responsible, and fair among others. Although teachers do not have the requisite training to assess and implement this soft skill they often impart this spirit consciously as well as unconsciously to pupils. Consciously, they demand that children tell the truth when settling disputes among them, while unconsciously they act as role models for the pupils when they are prompt and regular in school, in the classroom for teaching, marking pupils' assignments and providing them with

immediate feedback among others.

Obedience on the other hand is the carrying out of instructions or obeying rules and regulations. Pupils who do not obey rules and regulation engage in stealing, bullying, and gangsterism among others (Manaf, Ali, Said & Musa, (2017). Teachers inculcate this trait in pupils by ensuring that pupils do not come late to school and leave only after school hours, are punctual at school functions, obey the school prefects, maintain silence in the classroom when the teacher is teaching them and would not be roaming outside while their teachers are teaching others in the classroom.

Self- control is the ability of the child to control his or her behaviors in order to avoid unpleasant consequences in the future.in order word it can also be referred to as self-discipline, self- restraint or will- power (Henden, 2008, Schiffer & Brown, 2023). In school teachers tend to restrict pupils' movements during school hours and to think rather than provide answers to questions asked by impulse, be quiet and listen attentively. Outside the classroom teachers place restrictions on pupils playing around while they are expected to be in their respective classes and also give them assignments to do at home in order to engage in what will help them in future rather than watching films, playing computer games and wasting time on what might not benefit them later in life.

Appearance is the physical out-look of the child. In order words how such a child appears before his peers, teachers and other people (Fitzpatrick & Cote-Lussier, 2015). Teachers inculcate this value by inspecting pupils' hair, teeth, finger nails, uniforms and by keeping the classroom clean through a planned duty roster for them. Social relation skills on the other hand are the ability of pupils to interact with each other in specific ways that are acceptable to their peers and the society (Astuti & Asyari, 2022). It includes oral and written communication skills, and the ability of a pupil to cooperate with others in small or large groups. Teachers try to implement this virtue in pupils by giving them individual or group assignments such as written compositions, debates, quiz, and Arts and Science exhibition among others.

Some empirical findings reveal that aggression, immorality, disobedience, class disruption and not following school rules and regulations affect students' performance in examinations both in developed and developing countries (Manaf, Ali, Said & Musa, 2017) found that there is a significant relationship between achievement of learning outcomes and obedience to rules and regulation. Similarly, Schiffer and Brown (2023) found that self-control is very significant in achieving school work and sports and also strengthens intra and interpersonal relationships. Fitzpatrick and Cote-Lussier (2015) found that academic outcomes are likely to be associated with students' general appearance demeanor like appearing hungry, tired, dirty, and poorly dressed. Similarly, Astuti and Asyari (2022) found that no meaningful learning outcomes can be achieved without proper mastery of task-related behaviours and communication skills by elementary school pupils.

Purpose

The purpose of the study is to empower primary school teachers in Nigeria by exploring their roles in fostering social skills through affective domain measures. The specific objectives are to:

- determine the extent to which primary school teachers in Pankshin LGEA assess pupils' level of respect.
- determine the extent to which primary school teachers in Pankshin LGEA assess pupils' level of honesty.
- find out how which primary school teachers in Pankshin LGEA assess pupils' level of obedience.
- find out how primary school teachers in Pankshin LGEA assess pupils' level of self-control
- investigate the extent to which primary school teachers in Pankshin LGEA assess pupils' social relationship skills?

Research Questions

The following research questions were raised to guide the study:

- To what extent do primary school teachers in Pankshin LGEA assess pupils' level of respect?
- To what extent do primary school teachers in Pankshin LGEA assess pupils' level of honesty?
- To what extent do primary school teachers in Pankshin LGEA assess pupils' level of obedience?
- What will be the level of Pankshin LGEA primary school teachers' assessment of pupils' self-control?

- To what extent do Pankshin LGEA primary school teachers assess pupils' social relationship skills?
- What will be the extent to which Pankshin LGEA primary school teachers assess pupils' appearance?

Hypotheses

The study was anchored by the following hypotheses:

- H₀1: There is no significant difference in the mean score implementation of the affective domain measures based on gender in Pankshin LGEA.
- H₀2: There is no significant difference in the mean score implementation of the affective domain measures based on school type in Pankshin LGEA.
- H₀3: There is no significant difference in the mean score implementation of the affective domain measures based on school locations in Pankshin LGEA.
- H₀4: There is no significant difference in the implementation of the affective domain measures based on teachers' qualifications (M. Ed, B. Ed, NCE and Others) in Pankshin LGEA.

Methodology

The study adopted the survey research design. The population of the study was 1470 primary school teachers from public and private schools within Pankshin Local Government Education Authority, Pankshin LGEA. The sample was 10% of the population, that is 147. Out of this sample there were 52 males and 95 females. There were 93 respondents from public schools and 54 of them from private schools. Similarly, 98 of the respondents were from Urban Area while 49 of them were from rural areas. The Probability Proportionate Sampling (PPS) technique was used.

The instrument called Roles of Nigeria Primary teachers in the Implementation of Affective Domain Measures (RNPT-IADM) adapted from Wanlor (2007) was four-point Likert Scale or questionnaire. The instruments had two sections, A and B. Section A sought for respondents' biodata while section B had items on the implementation of affective domain. The content validity of the instrument was established by two experts: One from Measurement and Evaluation Unit Department of Educational Foundations University of Jos and the other from Psychology Unit school of Education, FCE, Pankshin. The instrument was trial-tested using 30 teachers randomly selected for the establishment of internal consistency. The Cronbach Alpha method was considered appropriate as it ensured the homogeneity of the items from section B. The reliability coefficient of 0.83 was obtained. This indicated that the instrument was reliable.

The mean was used to answer the six research questions. The criterion mean was 2.50. Mean values greater than or equal to 2.50 were accepted while mean values less than 2.5 were rejected. Hypotheses one to three were tested using the student t-test statistics while hypothesis four was tested using Analysis of Variance (ANOVA).

Results

Research Question One

To what extent do primary school teachers in Pankshin LGEA assess pupils' level of respect?

Table 1

Mean Ratings of Respondents on the Assessment of Respect in Primary schools

Section B1	Respect	SA	A	D	SD	Mean	Decision
	1 Tolerance	21	29	67	30	2.28	Reject
	2 Respect for Teachers	102	38	7	0	3.85	Accept
	3 Respect for School Authority	46	94	7	0	3.23	Accept
	Mean of means					3.12	Accept

Table 1 shows that the respondents found it difficult to assess tolerance of pupils with a mean score of 2.28 below the criterion mean while respect for teachers and school authority were being assessed. Respect was being assessed by the respondents as indicated by the mean of means 3.12 above the criterion mean

Research Question Two

To what extent do primary school teachers in Pankshin LG EA assess pupils' level of honesty?

Table 2

Mean Ratings of Respondents on the Assessment of Honesty in Primary schools

Section B2	Honesty	SA	A	D	SD	Mean	Decision
	4 Truthfulness	40	84	23	0	3.27	Accept
	5 Trustworthiness	17	53	70	7	2.65	Accept
	6 Faithfulness	15	24	48	60	1.67	Reject
	Mean of means					2.53	Accept

Table 2 shows that the respondents found it difficult to assess faithfulness of pupils with a mean score of 1.67 below the criterion mean as compared to truthfulness and trustworthiness which both have means above the criterion mean. The mean of means shows that the teachers found it easy to assessed pupils' honesty with a mean of 2.53 slightly above the criterion mean of 2.50

Research Question Three

To what extent do primary school teachers in Pankshin LG EA assess pupils' level of obedience?

Table 3

Mean Ratings of Respondents on the Assessment of Obedience in Primary schools

Sections B3	Obedience	SA	A	D	SD	Mean	Decision
	7 Regular in school activities	23	40	57	27	2.33	Reject
	8 Punctuality in class	22	47	66	12	2.54	Accept
	9 Obey Rules and Regulation	18	40	60	29	2.32	Reject
	Mean of means					2.39	Reject

Table 3 shows that the respondents found it difficult to assess regularity with a mean of 2.33 and obeying school rules and regulations with mean score of 2.32 below the criterion mean but easy to assess pupils' punctuality in class with a mean score of 2.54. The mean of means shows that the teachers found it difficult to assessed pupils' level of obedience with a mean of 2.39 below the criterion mean of 2.50

Research Question Four

What will be the level of Pankshin LG EA the primary school teachers' assessment of pupils' self-control?

Table 4

Mean Ratings of Respondents on the Assessment of Self-control in Primary schools

Section B4	Self-control	SA	A	D	SD	Mean	Decision
	10 non-aggressions	9	30	42	66	1.88	Reject
	11 Use of decent language	12	24	23	88	1.73	Reject
	12 Interaction with the opposite sex	11	24	20	92	1.69	Reject
	Mean of means					1.77	Reject

Table 4 shows that the respondents found it difficult to assess aggression, use of decent language and interaction of pupils with the opposite sex in primary schools with all the means below the criterion mean of 2.50. Thus, the mean of the means 1.77 below the criterion mean reveals that the respondents found it difficult to assess self-control in primary schools

Research Question Five

To what extent do Pankshin LGEA primary school teachers assess pupils' social relationship skills?

Table 5

Mean Ratings of Respondents on the Assessment of Social Relationship Skills in Primary schools

Section B5	Relationship Skills	SA	A	D	SD	Mean	Decision
	13 Kindness	15	22	30	80	1.81	Reject
	14 Leadership roles	15	18	7	107	1.59	Reject
	Mean of means					1.7	Reject

of pupils with the mean scores below the criterion mean. Similarly, the mean of means 1.7 reveals that respondents found it difficult to assess pupils' social relationship skills

Research Question Six

What will be the extent to which Pankshin LGEA primary school teachers assess pupils' appearance?

Table 6

Mean Ratings of Respondents on the Assessment of Appearance in Primary schools

Section B6	Appearances	SA	A	D	SD	Mean	Decision
	15 Neatness of Body	88	48	10	1	3.52	Accept
	16 Neatness of Clothes	49	87	7	4	3.23	Accept
	Mean of means					3.38	Accept

Table 6 shows that the respondents found it easy to assess pupils' neatness of body and clothes with both mean scores above the criterion mean. Similarly, the mean of means 3.38 reveals that respondents found it easy to assess pupils' appearances.

Hypothesis One

There is no significant difference in the mean score implementation of the affective domain measures based on gender in Pankshin LGEA

Table 7

Summary of t-test Statistical Mean Difference of Respondents Based on Gender

GENDER	N	Mean	Df	t	Sig	Sig (2-tailed)
Male	52	40.01	145	0.575	0.233	0.582
Female	95	39.14				

Table 7 shows that there is a significant difference in the mean score implementation of the affective domain measures based on gender with p- value $0.582 > .05$ level of significance

Hypothesis Two

There is no significant difference in the mean score implementation of the affective domain measures based on school type in Pankshin LGEA.

Table 8**Summary of t-test Statistical Mean Difference of Respondents Based on School Type**

SCHOOLTYPE	N	Mean	Df	T	Sig	Sig (2-tailed)
Public schools	93	41.95	145	4.86	0.000	.001
Private schools	54	35.17				

Table 8 shows that there is a no significant difference in the mean score implementation of the affective domain measures based on school type with p- value $.001 < .05$ level of significance

Hypothesis Three

There is no significant difference in the mean score implementation of the affective domain measures based on their school locations in Pankshin LGEA.

Table 9**Summary of t-test Statistical Mean Difference of Respondents Based on School Location**

SCHOOL LOCATION	N	Mean	Df	T	sig	Sig (2-tailed)
Urban schools	98	41.52	145	4.27	0.000	.001
Rural Schools	49	35.32				

Table 9 shows that there is no significant difference in the mean score implementation of the affective domain measures based on school location with p- value $0.001 < .05$ level of significance

Hypothesis Four

There is no significant difference in the implementation of the affective domain measures based on teachers' qualifications (M. Ed, B. Ed, NCE and Others) in Pankshin LGEA.

Table 10**Summary of ANOVA Statistical Difference of Between and Within Groups for Respondents Based on Qualification**

ANOVA					
Mean					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6834.097	3	2278.032	74.232	.000
Within Groups	4388.366	143	30.688		
Total	11222.463	146			

Table 10 shows that with Df of Between Groups 3 and Within Groups 146 there is a significant difference in the mean score implementation of the affective domain measures based on teachers' qualification with p- value $0.001 < .05$ level of significance.

Post Hoc Tests

Multiple Comparisons								
Dependent Variable: MEAN								
	(I) QUALIFICATION	(J) QUALIFICATION	Mean Differen ce (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
Scheff e	M.Ed	B.Ed	3.25000	2.919 66	.744	-5.0099	11.5099	
		NCE	18.2326 7*	2.824 15	.000	10.2430	26.2224	
		OTHERS	17.6666 7*	3.575 84	.000	7.5504	27.7830	
	B.Ed	M.Ed	-3.2500 0	2.919 66	.744	-11.5099	5.0099	
		NCE	14.9826 7*	1.075 31	.000	11.9406	18.0248	
		OTHERS	14.4166 7*	2.442 76	.000	7.5059	21.3274	
	NCE	M.Ed	-18.232 67*	2.824 15	.000	-26.2224	-10.2430	
		B.Ed	-14.982 67*	1.075 31	.000	-18.0248	-11.9406	
		OTHERS	-.56601	2.327 76	.996	-7.1514	6.0194	
	OTHERS	M.Ed	-17.666 67*	3.575 84	.000	-27.7830	-7.5504	
		B.Ed	-14.416 67*	2.442 76	.000	-21.3274	-7.5059	
		NCE	.56601	2.327 76	.996	-6.0194	7.1514	
*. The mean difference is significant at the 0.05 level.								

The Post Hoc test for Table 10 reveals that staff with NCE qualification display significant differences in the implementation of the affective domain in primary schools with the P-values less than 0.05 level of significance. This finding shows that the significant differences in the implementation of affective domain measures is caused by teachers with NCE qualification.

Discussion of Findings

The findings of the study revealed that primary school teachers do not find much difficulty in the implantation of respect as an aspect of the affective domain which they do by enforcing both inside and outside the classroom. It was found that although teachers implement honesty as a value it was not so much emphasized as respect. Assessment of pupils' level of obedience was poor as teachers do not take time to assess it. In the same vein it was found that self-control and social relationship skills were also difficult to assess and implement by the teachers. The lack of assessment and the non- implementation of these attribute might be responsible for the poor performances of primary school pupils which is in line with Manaf, Ali, Said and Musa (2017) who found that there is a significant relationship between achievement of learning outcomes and obedience to rules and regulation and Schiffer and Brown (2023) who found that self-control is very significant in achieving school work and sports and also strengthens intra and interpersonal relationships.

Social relationship skills which are very vital were found not to be assessed by the respondents as compared to respect and appearance which they try to implement daily which again can affect students'

performances. This finding corroborates with Astuti and Asyari (2022) who found that no meaningful learning outcomes can be achieved without proper mastery of task-related behaviours and communication skills by elementary school pupils and Fitzpatrick and Cote-Lussier (2015) who found that academic outcomes are likely to be associated with students' general appearance demeanor like appearing hungry, tired, dirty, and poorly dressed.

The finding also revealed that there was significant difference in the way the primary school teachers implement the attributes of the affective domain measures based on their gender – male or female but no significant difference was found based on their school types-public or private and school location - urban or rural. However, it was found that a significant difference exists in the implementation of these attributes based on teachers' qualification. The Post Hoc Test revealed that the significant difference occurs as a result of teachers with NCE qualification. This difference might be as a result of the low qualification of these categories of teachers who might not have been properly exposed to how to implement affective domain measure as their counterparts with B.Ed. or Master's Degree qualifications

Conclusion

Despite the fact that the affective domain attributes contribute effectively to the cognitive domain objectives in academic performance, primary school teachers have been found to be poor in its implementation. This may not be unconnected to the fact that they have not been trained on how to assessed and generate scores that can be used for transiting pupils from one class to the next. The lack of teacher expertise in the implementation of the affective domain and its lack of emphasis among primary school teachers probably leads to lack of character among Nigerian youths today that has resulted in the current insecurity being experienced. Thus, there are no empirical records such as portfolios, anecdotal, or socio-gramme proving the letter grades that teachers normally award to pupils in their academic reports cards on the attributes discussed in this paper. Therefore, the primary school teachers have a greater role to play in the implementation of the affective domain more than any other stakeholder in promoting the character of pupils that will be needed for sustainable development of Nigeria.

Recommendations

In the light of this findings the following recommendations were made.

- Teachers should be trained to implement the attributes of the affective domain measures by their authorities
- Test experts from research measurement and evaluation should be invited to train teachers on how to implement affective domain measures
- Reports of children affective domain should contribute to their promotion or repeating a class.
- Government should take the implementation of the affective domain seriously to address the problem of insecurity among youths in the future

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