AIMS, GOALS AND OBJECTIVES: A TRIPOD OFEDUCATIONAL FOCUS INCURRICULUM DEVELOPMENT.

ABSTRACT

This paper considers the distinctions among the three educational terms that are being often erroneously considered as standing for the same concept. Though differ in some ways as enunciated in the work, their congruence is equally well established. As a descriptive work, meticulous survey of the functional status of each term was carried out. The different domains of operations were analyzed. It is therefore submitted that the neglect of one or more of the domains had grave consequences on the social growth and community development of a society. There is need for knowledge –cognitive; the affective domain promotes cordial blissful social relationship while the other domain (Psychomotor) promotes skills manipulation that generates gainful job for happy individual and a wealthy society.

Key Word: Aims, Goals, Objectives, Curriculum, Domain, Cognitive, Affective and Psychomotor.

Introduction

Aims, goals and objectives are put in place in a dynamic form responding to the progressive status of a dynamic society. The three terms are sequentially related: they occur in hierarchical order. The limit or the height of society aspiration is encapsulated in its aim. Ritz (2014) considers aim as "a general statement that suggests direction". It provides a guide for the educational and training processes by which a terminal point of live outcome is focused. Anderson, Krathwohl et al (2000) see goal as statement of academic intention which are more specific than aim (it is a subset of aim). The statement of goals denominates the amorphous terms of the aim which are not directly measurable. Nodding (2007) believes that aims and goals are "brushed aside in favour of objectives because the last can be cast in language conducive to measurement". Curriculum development is concerned with putting activities in place in order to effect desirable change in learners' behaviour (Nilcholls, 1973). Therefore objectives designed for classroom activities bring into fore the kind of knowledge and skills needed in the society. Lawton(1975) explains that the structures and elements of curriculum must be designed in such a way as to promote social utility, social responsibility, common culture and personal satisfaction.

The Concept of Aim

Every exploration, adventure or ambition is placed on a purpose propelled by a desire to create a suitable, life- enhancing atmosphere. Man is placed in his environment with the needed potentials to discover how best to manage the riches of his world. The problems man encountered in his milieu push him to look for solutions. Aims, goals and objectives are set because of these natural and man- made problems. Different geographical zones present similar or completely different challenges. The general purpose of existence calls for a specific life- model that makes the cosmos worth living. Man is created in order to subdue other creations through superior management structures: the structures are put in place in order to solve problems that impede optimal utilization of the natural and spiritual resources to the benefit of mankind through rigorous investigations and explorations in research endeavours.

The focus of education programme is to cultivate human mind: the human mind that promotes peaceful atmosphere for pleasant experience in different components of life domain. The National Policy of Education (NPE) has its focus on the type of society that pleasantly supports the existence of its inhabitants. The society of such dreams is characterized by free environment where democratic institution is promoted: a land where equal (egalitarian) right is enhanced; a united strong and self- reliant society with great and dynamic economy: dynamic economy thatguaranties full and bright opportunities for all citizens (NPE, 2004).

The broad aim put in place by any society stands for the height of her aspiration for growth and development. The design for this must be unique and peculiar to such a community of men. Progress is retarded when the original culture is discarded and the quest for foreign ways of life prevails. Two individuals are not the same neither can two nations possess the same identity for life. Adoption of culture and technology cannot reasonably work for meaningful progressive life-style of any people. Nigeria as a nation is inconsistently adopting the so- called developed world gamut of life-style. Today it is Britain, tomorrow America. The political entity of Nigeria has rosy policy declaration but poor policy implementation because the leaders who are to really execute the policy are not guided by the stated aim and some of them are ignorant of the philosophy that establishes the institution of governance.

Good and well stated aims enhance a good system. A good understanding of it builds a strong and dynamic institution. The system or the institution of governance must be stronger than the operator. The operator learns and thoroughly understands the structures of the system. An operator who is oblivious of the operating manual of the system is rejected and put aside. In a situation where the untrained operator forces his own model of operation on the system, the system is bound to collapse. In some underdeveloped countries of the world especially in Africa, man seems stronger than the manual. The outcome witnessed, as a result of this, is economic downturn, social crisis, religious chaos and moral breakdown.

The appropriate manual designed for a particular society must be carefully considered. There is something peculiar to a society: its system in such areas (areas of peculiarities) cannot be transplanted. A well designed programme does not emerge from sudden intuition of wide wildflowery imagination but from concrete practical experience as manifested in the physical world. Aims consider the weather, the terrain, the vegetation and capture a people's value for living including their religion. Included in the value is the dreamed worldwhere peace will be prevalent and dynamic nature of the natural world will be accommodated.

The tone of appropriate and relevant aim for a society is made very clear in the value for life such a society embraces and this is promoted in the culture of the citizens. There is value for healthy living, peaceful living, fulfilled living and happy living. The two major institutions that promote the aim of the society in order to realize the stated values are home and worship centers. Homes are not particularly established in order to address a part of the ideals that build - up a total man. Homes are expected to produce individuals who can be assets and profitable successful operators in the wider society. As a result of this, educational aims must consider the family structure. The State must have interest in the goings in the family. It is a terrible wrong assertion that family may scatter but the nation will stand. The aim is recognizing the wellness of the citizens at the level of family units. Every member from a home must be placed appropriately in the society.

If the aim set by the society is to promote the well-being of the individual, the law and the governance must be framed in such a way that the template that regulates and control the family setting supplies the definite roles of individuals in the home setting including what should be the family size, family planning and the potentials available in the various family units. The capture of the aim should take care of different individual status in the society as accommodated by different homes: these include the healthy and the sick, the genus and the dullard. A land where lunatics roam about the street has a perverted aim. The philosophy behind a well-conceived aim for a people include the development of the individual into a

sound and effective citizen and full integration into the community for the optional utilization of the talent, gifts and all the natural endowment which God has planted in the lives of the people.

Aim that is foggy produces unstable and chaotic society. Aim must be clearly stated in a way that gives direction to the people. It must start from the development of every individual. The development must be balanced giving attention to the entire domain. The focus on cognitive, affective and psychomotor developments must be clearly stated. The problem in Nigeria is the attention given to the cognitive at the expense of other domain. It must be well stated the role and the importance of each domain:

Cognitive/mental **– head/ brain**(head knowledge)

Affective **– heart/mind**(love and affection)

Psychomotor **– hand/arm**(acquisition and manipulation of skills)

The **"3Hs":** Head, Heart and Hand walk together to make a whole man. One or two cannot be developed without the other. If one domain malfunctions it affects the other. But at this point, one dare say that an individual that suffers an injury in one of the domains must be catered for. The injury or malfunctioning of the head (brain),heart or hand may occur through inheritance, congenital or accident that man experiences in our danger - infested world. A man that is sick in the brain must be catered for. The society must cater for all the citizens. In a situation where lunatics roam about the street in rags or complete nakedness, talks volume of the development at the level of affective domain of the people where this is obtainable. There is something to develop in the life of an insane individual that makes him useful to the society. No creation of God is a menace to other creation no, not a man. The aim of a progressive society is to nurture man and other element of creation in a way that mutual benefit is established at different levels. The energy stored in the body of a mad person may not be available in the system of the president. How then can the society utilize this energy and tame the wild man to the point of creating the right habit for a useful life -style. The aim should capture the right stream of activities that cultivate every individual in the society for a meaningful and exciting experience in life. A well formulated aim correlates with the growth in the society and this growth must be adapted to the varied conditions of individuals. The appropriate aim formulated for a particular society liberates the spirit of the citizens for free promising operation:

Objective **- body:** train the body (for practical skills).

Goal -------**soul:** Equip the soul (for proven knowledge).

Aim --------**spirit:** Free the spirit (for promising operation).

What are the needed facilities provided in the society that can provoke cognitive exploration? Any practical conventional way of equipping the mind for a wholesome godly rewarding social relationship? Exposure to a well structural natural phenomenon develops cognitive growth. Meaningful exposure triggers the brain through which the knowledge is built up. An individual cognitive power operates within the scope of experience. The brain could only perceive and interpret what it witnesses within the universe of existence. Educational aim therefore becomes so dynamic when it provides unlimited adventures for the child. Methods and facilities that expose the child to diverse natural developments must be used. The child must be exposed to challenges and problems in his world. Man is not living in a problem - free - world. Problems must be identified. Solutions must be sought for growth, progress and better life experience

Considerations of Goal

Goal is more definite than the aim. The most general of the tripod is the aim while goal is more general than the objective. If the aim is associated with the society, or the community, goal belongs to the school or college.

Society/**c**ommunity --- aim

School/**c**ollege - -------goal

Student/**c**lassroom ----objective

If a player deserves to score a good and acceptable goal, he must first of all locate the goal post. There are goal posts to attack and there are goal posts to defend. When the aim is well defined, good channel will be easy to create for a free flow of the stream of progress. Goal is tangential. The aim of a peaceful progressive society is pursued and realized through a well-defined goal. Goal is specific and it is designed to address a specific aspect of the society life through which value and integrity for wholesome living is achieved. The pursuit of realizing the aim of the society brings about the departmentalization of human endeavors in the society: the religion and worship, economics and business, politics and governance, justice and fair play are renown sectors of human society that have specific goals. There are specific goals to be scored in each of the sectors and these are rigorously pursued with all aggression. How do we enhance piety and acceptable worship that builds up godly interpersonal relationship? Theological and seminary institutions are established for this purpose. The target goals answer the questions of what is religion. How do we worship? What are the focus of religion and the ultimate of worship? The concept of godliness and religion tolerance are not waved aside so that man can live together peacefully. This is the heart and the ethics of approved religious practices. A society with various religious groups create good avenues through which each group freely practices what it believes but only according to the acceptable model and pattern in the society.

The target goal is subsumed in the general aim of the society. Goal, as earlier maintained, is the soul of the society growth and development through which the seat of knowledge is created. This is pursued and realized through school programmes and activities. Each school established has focused: focus on agriculture and vocational training, school of

medicine and health technology are all put in peace for specific goals to service the different sectors of the society. The school can be polytechnic or monotechnic, the focus and emphasis depend on the need of the society. These needs in the society are appropriately considered in all the different levels of education established in the society.

Level I – Nursery and primary schools: this is the foundation of all other levels of education. All subjects are taught and all the subjects are expected to be passed before certificate can be awarded to the pupils. The goal is to promote the needed literary level in order to enhance progressive growth in knowledge acquisition and also to supply the needed key to build and develop the potentials in the pupil as a member of the larger society.

According to the National Policy on Education (NPE) (2004), the goals of primary education are to:

1. inculcate permanent numeracy and cultivate the ability to communicate effectively

2. lay a sound basis for scientific and reflective thinking.

3. give citizenship education as a basis for effective participation in and contribution to the life of the society

4. mould the character and develop sound attitude and morals in the field

5. develop in the child the ability to adapt to the child's changing environment

6. give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity

7. provide the child with basic tools for further educational advancement, including preparation for trades and crafts for the locality

As a result of the above stated goals, the primary school curriculum shall accommodate the following school subjects. None shall be optional:

The language of the immediate environment, English Language, Mathematics, Science, Physical and Health Education, Religious Knowledge, Agriculture/ Home Economics, Social Studies and Citizenship Education, Cultural and Creative Arts (Drawing Handicraft, Music and cultural Activities) and Computer Education.

Level II – secondary schools. This is divided into two sections: The junior secondary and the senior secondary schools. The programme of the junior secondary school is designed in such a way as to consolidate the training received in the upper primary school. All subjects that arestructured into the programme are made compulsory for the students. There is no choice of subjects. The performance here dictates the line of the job and occupational engagement in the next higher level. Students are exposed to all the relevant subjects which are referred to as the core subjects. Students are expected to offer a minimum of ten subjects and a maximum of thirteensubjects. The subjects are grouped into three:

Group A: core subjects – English Language, French, Mathematics, one major Nigerian language other than that of the language of the environment, Integrated Science, Social Studies and Citizenship Education and Introductory Technology.

Group B: Pre- vocational Electives – Agriculture, Business Studies, Home Economics, Local Crafts, Computer Education, Fine Arts and Music.

Group C: Non pre vocational Electives – Religious Knowledge, Physical and Health Education and Arabic.

The products of the Junior Secondary schools can choose one of the following further education programmes based on individual's academic ability, aptitude and vocational interest: the senior secondary school, the technical colleges, vocational training centre and an apprenticeship scheme.

The senior secondary school Education:

As at 2004, the document on education policy in Nigeria designed the following programme for senior secondary school students.

(a) The senior secondary school shall be comprehensive with a core – curriculum designed to broaden student's knowledge and outlook

(b) Every student shall take the entire six (6) core subjects in group A and a minimum of one and a maximum of two (2) from the list of elective subjects in group B and C to give a minimum of seven (7) and maximum of eight (8) subjects.

(c) One of the three elective subjects may be dropped in the last year of Senior Secondary School course.

Group A – core

English Language, Mathematics, a major Nigerian Language, one of Biology, Chemistry, Physics or Health Science, one of literature, History, Geography or Religious Studies, a vocational subject.

Group B – Vocational Electives

Agriculture, Applied Electricity, Auto – Mechanics, Book – keeping and accounting, Building Construction, Commerce, Computer Education, Electronics, Clothing and Textiles, Food and Nutrition, Home Management, Metal Work, Technical Drawing, Woodwork, Shorthand, Typing, Fine Art and Music

Group C – Non-Vocational Electives

Biology, Chemistry, Physics, Further Mathematics, French, Health Education, Physical Education, Literature in English, History, Geography, Bible Knowledge, Islamic Studies, Arabic, Government, Economics, Any Nigerian Language that has orthography and literature

All these items are structured in such a way as to give the right training to the citizens. Therefore, the focus of the school is to design specific programmes that will build the recipients and give them the orientations that are relevant to the aspiration of the society. Different specific skills are needed by different individuals to function in different sectors of the society. The length of time to receive the required training toward achieving the institution goal is determined by the school according to the contents and the details of the programme. The goal is one; the means of achieving this could be diversified. A nation considers her area of need and spend reasonable chunk of her resources to put in place facilities that are necessary to meet the needs.Secondary education is comprehensive enough to provide the needed opportunities for every individual to locate appropriate field of human activities where the individual special traits can be accommodated and made useful in the society.

Tertiary education is designed to admit individuals into a programme that further develops students along the line of individual peculiarities. No citizen must be left out. The programme is comprehensive. College of education has schools of studies that cater for different skills, monothectic has a focus on specific branch of knowledge e.g. school of agriculture, school of nursing; polythecnic programme is designed for skill acquisition in different vocational skills while University education creates avenues of diverse opportunities for individual maximum development of potentials. The training here is designed to be rigorous. The creams of the intellectuals are trained and equipped here in different areas of human concerns in the society.

 The programmes capture intensive and extensive research activities in order to break the frontier of knowledge. The stream of knowledge is made dynamic here. Through serious research activities, new and better ways of doing things are discovered. This helps the professional and the technicians perform better. Some nations remain under developed because the policy makers are blind to the essence of University education. The recipients of such education are not well equipped to face the challenges posed by the nature. In such a land, University degrees are taken as a means to an end. The degrees are mere flowery academic decorations to gain access to the 'national cake'. Nigeria is a good example of this. The aim of bringing development to the society cannot be realized in this way. University should be a rendezvous where the intellectual giants roll out amazing research discoveries that can change the society for better: a society where the destitute are rare to see, a society where there is food security, a society where the health care of the citizens is guaranteed and a society where the environment is safe to live. A dreamed society of this sort cannot be realized where there is no commitment on the part of the policy makers and the political trustees. Things cannot work when a system that requires twenty – six percent of the total income is given less than one third of the requirement. A well tested typical university product must serve as a catalyst in the society rather than bedbugs or parasite.

The diagram below demonstrates the relationship between the society and the education system. The participants stream from the society and end up in the society:
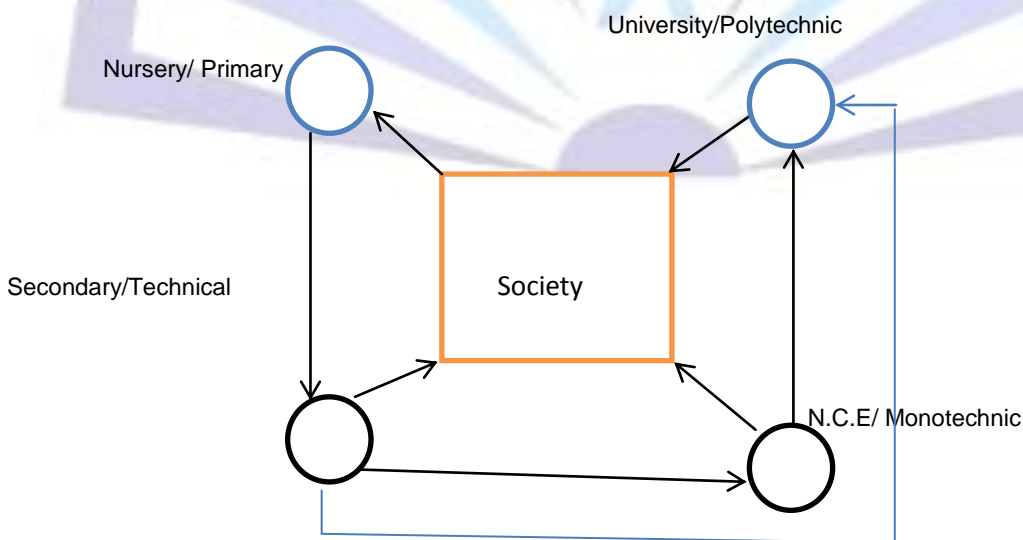

Diagram showing the relationship between the society and the educationsystem

Commitment to Objective

Objective translates the goal of an institution into concrete action through well-coordinated programmes of activities. The results are measurable in terms of physical changes in attitude, action and orientation. Lots of body of knowledge are put together and manipulated in order to effect the desired changes in the behaviour of the recipients. Objectives are formulated in a way as to realize the institutional goals. Therefore there is need for an immediate assessment of objective in order to effect the necessary adjustment in the programme of events. Classroom activities are carefully formulated based on tested taxonomy. Objective in this wise is specific and behavioural. Trend of learning is measured through a well designed instrument (this instrument could be a test, an interview, etc.) for an evaluation. The outcome of the evaluation shows the direction of activities.

A well designed objective spells out what the students can do at the end of a specific period of instruction. It is concerned on what the recipient of knowledge can DO and the CHANGE IN BEHAVIOUR by the end of the length of time spent on teaching. In the formulation of the objective, knowledge is not delayed to the end of the lesson. It may not be correct therefore to say: at the end of the lesson, student should be able to… rather it will be more acceptable to state that: by the end of the lesson. If the teacher desires to formulate realizable objective, he must put into consideration some factors. These include the age, the experience and level of exposure, the cultural background, the religion, the social contents, the learning environment and the resources available for learning. The consideration given to the above suggests the right method to be used in order to achieve the objectives.

Age: Age constitutes a major factor in the child readiness to learn a task. Chronological age focuses on the child's actual age in terms of one, two or thirteen years of age. This has to do with the physiological growth and development of a child. Some task cannot be introduced in the training of a child when the biological elements are not matured to undertake them. A child must be able to craw well before standing up to walk. In a classroom situation tasks in different disciplines must start from simple to complex according to the child maturity level and readiness to face the task.

Apart from normal biological growth and development, there is the concept of disparity in the process of mental growth and development among individuals. Growth either physical or mental does not occur to individuals the same way. We have early 'maturers' as well as late developers. Different inborn instincts as inherited from the progenitors cannot but come into manifestations which affect people's ability to perform in different tasks. All these must be considered in designing classroom programmes of activities for the child if classroom activities are to be made relevant rewarding and beneficial to the child. The mental age of a child may outshoot the chronological age. This happens when a child performs a task higher than his age. For example if a class two students could solve the problems meant for a class three students and the trend of this is consistent with the students, then his mental age is higher than his chronological age. If such a student is forced to stay in class two, the teacher iswasting his time and this can be counter productive. In a situation like this, the teacher can adopt a group method where students are grouped according to the mental ability as demonstrated in their   classroom   academic   performances.
A well graded mental test will help the teacher to determine the mental ability of the students. The common formula for this is mental age divided by chronological age multiplied by 100

$$\frac{mental\ age \times 100}{chronological\ age1} = actual\ age$$

This means we have chronological age, mental age and actual age. The problem of a child becoming a local champion in a class is eliminated with the adoption of group method. This approach guarantees a progressive academic move from"E" group to "A"group. A child is challenged to the utmost level of his potentials. He is given the privilege to operate among his equals through which idle moment and bogus self-assessment are obliterated.

Experience*:* This occurs through exposure. The nativist (mentalists) theorists believe that all the needed learning apparatus (organs) by every normal individual are naturally supplied. They need activation through exposure and the right training. The nurturists (behaviourists) argue that the environment stimulates learning. The point of agreement between these two schools of thoughts is the exposure of the organism for learning to take place. Experience and exposure promote knowledge. Ajelabi (2005) submits that 75% of man's experience is promoted by sight: 15% is enhanced by hearing while other senses (touch, smell, and taste) share the remaining 10% in the process of knowledge promotion. Some other experts even give a higher percentage to sight. In this assessment, sight carries 80%, hearing 11%, smell 3%, touch 3% and taste 3% and these are the outlets through which man relates with the environment. Knowledge is acquired from the environment as these sense organs function effectively. The richer theenvironment, the better the development of man. Environment stimulates as the stimuli from the sense organs respond in the process of total development of man.

A progressive society therefore makes good provision for learning promoting aura in order for the learners to have rich experience that makes him functions adequately in the larger world. Classroom activities must be supported with relevant learning tools and materials that advance knowledge to concrete real life experience which help the knowledge recipients develop the desirable attitude in the real world.

The Cultural Background: Learning programmes become relevant, useful and rewarding when it reflects the culture of the people. The contents of the curriculum must capture the acceptable cultural values of the people. Peoples' life modes are not exactly the same. There are different people with different philosophies of life. The aboriginal cultural etiquette is unique and never a subordinate or an appendage to any other one. The culture of the people captures the gamut of their lifestyle – dressing, feeding, marriage and family, language, occupation and some other sociological variables. The learners are the products of these variables. Life is made real and pragmatic when learning activities

promote the societal values. Culture itself is dynamic. The basic aims, goals and objectives of a progressive society are to make the culture better, more functional and supporting decent and dignified living. Classroom therefore becomes the cooking pot where the best due the community is prepared. Dynamic leaders who make things work better in the society are baked in the classroom and tested in the community.

The product is, on the prima-facie consideration, prepared for the immediate society. Therefore learning objectives must recognize the structural elements of the society and prepare the learner *in such a way as to identify his own original role in the system.*

The religion status. Religion plays s major role in man's existence. Most men are controlled absolutely by their attachment to their religious belief. Religion operates at the level of affective domain. Adequate positive consideration of this promotes good social relationship. Religious tone dictates the kind of atmosphere that is obtainable in a society. Religion can make the people aggressive and militant. But the essence of religion is to generate love, through which man cultivates attitude to life; he is concerned and cared for the welfare of others in the society. The creed and the doctrines of an acceptable religion are open and cannot be concealed to the common man whose welfare, such a religion is designed to promote. The propagation of a religion of acceptable standard is through presentation and demonstration of love. This is the reason why a teacher is careful in the classroom not to abuse the religion of his students. Classroom is not a venue where the teacher uses hisauthority to coerce the students into his own religion belief. Thereshould be tolerance and neutrality. No member of the school community should use force or intimidation on any individuals as to compulsorily embrace a particular religion. This is how a progressive society is built. Religion is to promote peace and not to propagate evil and throw the community into anarchy.

The social contents: The social contents consider the level of development in the society. There should be a good link between the school/society and the outside world. The social contents in the rural setting may not be on the same stand with the urban. The social life of the people at the boarder may not be the same with the people living in the interior. Social life affects occupation, income and the standard of living. While formulating the objectives for classroom learning activities, the level and status of social life of the people must be scrupulously investigated. The philosophy of classroom learning must not be exotic whereby the school is alienated from the social life of the society.

The learning environment: The organization of learning experience is a major task of an educator. Environment plays a major role on the contents of instruction in schools. The objectives cannot be properly formulated without looking into the composition of the environment. The environment one considers here is the geographical environment (not religious or social). The weather is considered before a topic is introduced. The type of sports that could be emphasized in the riverine area may be different from the one that could be embraced in the desert area. The kind of agriculture that can be practiced in the north may not be the same with the one in the other geographical zones. The topography could dictate the activities to be carried out in the school system through well-organized classroom activities.

Resources: Objectives are realizable in a classroom teaching adventure when relevant resources are identified and used appropriately. Most of the resources needed for classroom teaching adventure are supplied by the environment. Improvisation of teaching accessories is the hallmark of an ingenuous teacher. It takes the guts of a committed and experienced teacher to identify those resources in the environment, tap themappropriately and utilize them for the optimize realization of the set objective in the classroom. Indolent instructor wastes resources. He wastes talents of men. He wastes materials of the management. He wastes the money of the philanthropists. He waits all the time for ready-made teaching helps. He is full of complaints. He blames everybody except himself for the failure experienced in the classroom situation. In fetching for the needed resources for meaningful teaching in the classroom, collaborative efforts are required. Some resources can be obtained from students or their parents free of charge. In fact, donations of such kinds are joyfully given by the concerned stake-holders. A resourceful teacher produces resourceful students. The natural environment is rich enough to support acquisition of knowledge by knowledge seekers. If the right people are produced in schools, the right people will be in government to equip the schools with relevant resources for rewarding classroom learning.

The Stream of Classroom Instruction

In order to realize the objectives of learning outcome in the classroom, the operators must be guided by the correct manual. Teaching must be down to earth. Tested methodology must be adopted—the topic/subject of consideration must dictate the methods and not the other way round. A teacher must be well informed about his job (knows the subject matters adequately); he must understand his students (knowledge of child and developmental psychology must be sound); he must be accustomed with the society (well aware of the norms of the society).

The lesson delivery must be well patterned with a clear focus on the set objectives. The following suggested five steps can be observed.

1. **Introduction:** The previous knowledge of the students must be ascertained in this process before a-go-ahead light can be recognized.

2. **Instruction:** This is the period of thorough teaching. The adoption of appropriate methods as dictated by the topic/subject of consideration.

3. **Inquisition***:* The teacher gives the section to the students to ask questions, offer suggestions, and express their opinions. The students must be free to disclose the topic according to the acceptable classroom etiquette.

4. **Interrogation***:* Graded questions are posed to the students based on the teaching and the teacher's observation especially during the inquisition period.

5. **Investigation***:* This covers brief test and assignment for evaluation of the learning outcome.

Conclusion and Recommendations

Aims, goals and objectives as formulated for a society are the pillars and guiding stars leading a people to the land of promise. A people without the tripod remains the same and continue to live in poverty. Aims, goals and objectives are generated out of vision for better living. People are propelled into meaningful mission when the aims are clear. Societies are different one from the other; therefore, sheepish adoption of the cultural contents of another society may not be all that favourable. Aims are conjectured to solve the problems of a particular society. They are not, on the primary note, put in place to solve the problem of the foreign land. There may be adaptation but such an adaptation must seriously consider the peculiarities of the society. Formulation of aims, goals and objectives results from the problem encountered and the desire to solve such problems in order to improve the structure of the system.

The three domains of human display of knowledge must be developed on equal scale. The desired result will elude a society who major on one or two and neglect the other(s).Where cognitive is neglected no vision will be captured, if affective is not developed, people become selfish and wicked and finally if the psychomotor is abandoned no result of physical progress but indolence that ends in joblessness and poverty. Aims, goals and objectives must be constantly evaluated to actually discover whether the school is making an impact on the society. The products of the school system must be fitted appropriately in the society. Institutional roles must be well defined and citizens must be adequately rewarded by the system according to individual's contributions. The system in the society must be stronger than the individuals in it. There should not be unhealthy rivalry among our citadel of learning (The University, the polytechnic / monotechnic, technical schools and high schools.) Academic decorations must not be the yardsticks of benefits and reward but concrete contributions to the development of the society and the mankind.

Though, "aims, goals and objectives (AGO) differ,congruence must be well established for a balanced development of the society".

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