

**TCT 102: GENERAL METHODS**

**Topic 4: Goals, Aims and Objectives of Education**

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**Objectives**

At the end of this topic the learner should be able to:

- i. Define goal, aims and objectives of education
- ii. Explain the relationship between educational goals, aims and objectives.
- iii. Write instructional objectives using the ABCD model
- iv. Explain characteristics of an appropriate instructional objective.
- v. Explain the importance of instructional objectives to preschool learning

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**Introduction**

- Goals, aims and objectives are used to refer to various expressions of purpose or intention of learning.
- Goals, aims and objectives inform all on what is to be learned, whom to learn, why to be learnt and how assessment will occur
- Goals, aims and objectives can be long term or short term
- The three words, goal, aim and objective are often used synonymously among professionals in education
- In most instances they are used interchangeably although they refer to different functions and meanings, hence a distinction is appropriate.

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**Relationship Between Goals, Aims and Objectives**

**a) Goals of Education**

- A goal is defined as the purpose toward which an endeavor is directed
- It is the result of achievement toward which effort is directed
- In education, goals are statements of purpose with some outcome in mind
- They are broad, general statements about what is to be learned
- They tend to be long range and are somewhat removed from what is ordinarily considered immediate classroom activities.

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**Relationship Between Goals, Aims and Objectives**

**a) Goals of Education**

- Goals are general guidelines that explain what you want to achieve in your course
- Goals seek to answer the question: what will be learnt?
- Hence goals can focus on content, skills or context for what a “vision document” is trying to achieve.
- They are usually long term and represent national vision and philosophy
- The Kenya national goals of education are:

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**Relationship Between Goals, Aims and Objectives**

**1. Foster nationalism, patriotism and promote national unity –**

- Kenya’s people belong to different ethnic groups, races and religions but these differences need not divide them.
- They must be able to live and interact as Kenyans
- It is a paramount duty of education to help the youth acquire this sense of nationhood by removing conflicts and by promoting positive attitudes of mutual respect which enable them to live together in harmony, and foster patriotism in order to make a positive contribution to the life of the nation

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**Relationship Between Goals, Aims and Objectives**

**2. Promote social, economic, technological and industrial needs for national development**

- **Social needs:** Prepare children for the changes in attitudes and relationships which are necessary for the smooth process of a rapidly developing modern economy
- **Economic needs:** Produce citizens with skills, knowledge, expertise and personal qualities that are required to support a growing economy
- **Technological and industrial needs:** Provide the learners with the necessary skills and attitudes for industrial development

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**Relationship Between Goals, Aims and Objectives**

**3. Promote individual development and self-fulfillment**

- Education should provide opportunities for the fullest development of individual talents and personality. It should help its recipients to develop their potential interests and abilities. A vital aspect of individual development is character building.

**4. Promote sound moral and religious values**

- Education should provide for the development of knowledge, skills and attitudes that will enhance acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

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**Relationship Between Goals, Aims and Objectives**

**5. Promote social equality and Responsibility**

- Education should promote social equality and foster a sense of social responsibility within an education system which provides equal education opportunities for all.
- It should give all learners varied and challenging opportunities for collective activities and corporate social services irrespective of gender, ability or geographical environment.

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**Relationship Between Goals, Aims and Objectives**

**6. Promote respect for and development of Kenya's rich and varied cultures**

- Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in the contemporary society
- The learners should be able to blend the best of traditional values with the changed requirements that must follow rapid development in order to build a stable and modern society.

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**Relationship Between Goals, Aims and Objectives**

**7. Promote international consciousness and foster positive attitude towards other nations**

- Kenya is part of the international community. It is part of the complicated and interdependent network of people and nations. Education should therefore lead the youth of the country to accept membership in this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

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**Relationship Between Goals, Aims and Objectives**

**8. Promote positive attitudes towards good health and environmental protection**

- Education should inculcate in the youth the value for good health in order to avoid indulging in activities that will lead to physical or mental ill health
- It should foster positive attitudes towards environmental development and conservation
- It should lead the youth to appreciate the need for a healthy environment.

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**Relationship Between Goals, Aims and Objectives**

- In summary, goals of education seek to answer the following questions;
  - i. What purposes should the educational system seek to attain?
  - ii. What qualities of mind, what knowledge, skills, values, do we wish our learners to acquire?
  - iii. **In general**, what qualities are thought most desirable to develop among the citizens of the country?

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**Relationship Between Goals, Aims and Objectives**

- This assists those charged with the promotion of education in the country to organize appropriated programmes of study
- As opposed to objectives, national goals of education are a massive objective whose achievement can only be evaluated at the end of school
- This means that what is seen in the Kenyan society today is the reflection of the level of achievement of the national goals of education.

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**Relationship Between Goals, Aims and Objectives**

**Reflection Questions**

1. Define the term goal of education. (2 marks)
2. Describe the eight (8) national goals of education in Kenya. (16 marks)
3. Explain how the Kenya national goals of education contribute to the Sustainable Development Goal (SDG) number 4 (Quality education). (8 marks)
4. Discuss how the Kenya society is a reflection of the level of achievement of the national goals of education. (8 marks)

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**Relationship Between Goals, Aims and Objectives**

**b) Aims of Education**

- An aim is an expression of a long term purpose, usually over the course of one or more years
- Educational aims are general statements of what is hoped to be achieved by a course or subject
- They are general statements that provide shape and directions to the more specific actions designed to achieve some product or behavior
- They provide guidelines for the educational or training processes.

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**Relationship Between Goals, Aims and Objectives**

- Since aims are general and vague (infinite/indeterminate) they are usually used at the higher level in the curriculum development. They are normally used in the introductory phase of a course syllabus. Aims have the following purposes in that they:
  - Assist to conceive the broad outcome of the course before moving on the specifics
  - Provide the emphasis or key areas of the course
  - Provide a basis for justifying the objectives
  - Give a direction to the selection of teaching methods and resource.

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**Relationship Between Goals, Aims and Objectives**

- In general, curriculum aims are statements that describe expected life and /work outcomes based on some scheme borrowed from philosophy
- Curriculum aims also vary in degree of specificity from one course to another
- Some aims are set knowing that it will be achieved by each learner

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**Relationship Between Goals, Aims and Objectives**

**Reflection Questions**

1. Define aims of education. (2 marks)
2. Highlight the aims of secondary in Kenya. (8 marks)
3. Highlight the aims of teaching two subjects (History & Kiswahili) of your specialization in secondary level in Kenya. (10 marks)

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**Relationship Between Goals, Aims and Objectives**

**c) Educational objectives**

- Educational objectives are the foundation upon which teachers can build lessons and assessments that you can use to prove that you meet your overall course or lesson goals (Orenstein, 1995).
- As teachers develop a learning item, a course, a lesson or a learning activity, they have to determine what they want the learners to acquire or learn and how they will know that they have learned.

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**Relationship Between Goals, Aims and Objectives**

**c) Educational objectives**

- Educational objectives are also referred to as: learning objectives, outcomes, terminal objectives, enabling objectives, performance objectives, competencies, instructional objectives or behavioural objectives.
- Instructional objectives are short but clear statements about the specific outcomes we expect from children
- They are specific, measurable, short term, observable learner behaviours.

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**Relationship Between Goals, Aims and Objectives**

**c) Educational objectives**

- They are the outcomes that children exhibit as a result of the experiences they receive from the curriculum and hence, are immediate and specific outcomes of instruction
- They are tools to ensure children reach the set goals.

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**Writing Instructional Objectives Using ABCD Model**

- The ABCD model was proposed by Robert Mager (1962).
- Mager’s ABCD model for instructional objectives includes four components which are:
  - A - audience
  - B - Behavior
  - C - condition
  - D - degree

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**Writing Instructional Objectives Using ABCD Model**

- **A** refers to **audience** such as the learner, reader or participant, but not the teacher. It is about what the activity is intended for. For example, “At the end of the lesson **the learner should** be able to.....”
- **B** refers to **the behaviour** of what the child, learner, reader or participant should do. It is about what exactly the child, learner, reader or participant to should do as a result of teaching. For example in a Social studies topic such as Extended Family members; “At the end of the lesson the child should be able to:

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**Writing Instructional Objectives Using ABCD Model**

- **Define** a computer.
- **Describe** computer system
- **Explain** the components of a computer system

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**Writing Instructional Objectives Using ABCD Model**

- **C** refers to **the Condition** imposed by the teacher when the learner, reader or participant is demonstrating mastery of a skill
- The condition component describes the situation in which the learner, reader or participant will be required to demonstrate the terminal behaviour
- It is usually characterized by when or while statements. For example,

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**Writing Instructional Objectives Using ABCD Model**

- With the aid of a diagram.....
- While using relevant examples.....
- In reference to the Newton's law of motion, show that..

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**Domains of Instructional Objectives**

- **D** refers to **the degree of what is good enough or** a standard to describe the minimal level of performance that will be accepted as evidence that the child, learner, reader or participant has achieved
- It is the criterion for judging the effectiveness of the terminal behaviour.
- Also, it describes what has to happen to the child, learner, reader or participant in order to succeed.

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**Writing Instructional Objectives Using ABCD Model**

- For example, the child should be able to:
  - i. Answer nine of the ten questions correctly.
  - ii. Solve a problem within six minutes.
  - iii. Be accurate to within  $\pm 1\%$ .
- Behaviours for instructional objectives fall into three categories, called **domains**: cognitive, affective and psychomotor.

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**Behavioural Domains of instructional Objectives**

- Behaviours for instructional objectives fall into three categories, called **domains**: cognitive, affective and psychomotor.
- **Cognitive domain** deals with intellectual abilities such as understanding, awareness, and insights. Approximately 80% of instructional objectives fall into this domain. They are the most familiar objectives to instructors, authors and learners. They are sometimes referred to as “head” objectives.

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**Behavioural Domains of instructional Objectives**

- **Affective domain** deals with attitudes, appreciations and relationships. They relate to the expression of feelings, including emotions, fears interests, attitudes, beliefs and appreciations.
- They are often the most difficult objectives to develop and measure. Objectives in this domain are sometimes called “heart” objectives. For example, at the end of the lesson, the child should be able to:

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**Behavioural Domains of instructional Objectives**

- Demonstrate non-tribal discrimination through play.
- Interact with others with honesty, civility and respect.
- Identify their attitudes and beliefs regarding HIV positive children.

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**Behavioural Domains of Instructional Objectives**

- **Psychomotor domain** deals with motor or physical skills. The objectives in this domain are the easiest to write as the behaviour is easily observed and monitored.
- Psychomotor skills often involve the use of tools or instruments. “Hands on” courses will contain psychomotor objectives.
- They are sometimes called “hand” objectives. For example, at the end of the lesson, the child should be able to:

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**Behavioural Domains of instructional Objectives**

- Scribble using assorted colours
- Draw animals found in our homes.
- Use a personal computer.
- Maneuver a children tricycle in the classroom pathways.

**NB:** The ABCD model must feature in every instructional objective.

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**Behavioural Domains of instructional Objectives**

- The **cognitive domain** is organized into levels of increasing complexity (also referred to as taxonomies) within the domain category
- For example the Bloom’s taxonomy has organized the objectives in the cognitive domain into six levels: Knowledge, Comprehension, Application, Synthesis, Analysis, Evaluation
- The levels build on each other, with remembering at the lowest level.
- Each level in the hierarchy demands the skills and abilities of the levels that are lower in the hierarchy.

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**Behavioural Domains of instructional Objectives**

- For example, an objective written at the Application level also requires the abilities in Knowledge and Comprehension levels which are lower.
- Below is an image showing the Bloom’s Taxonomy and verbs used in writing instructional objectives for each level;

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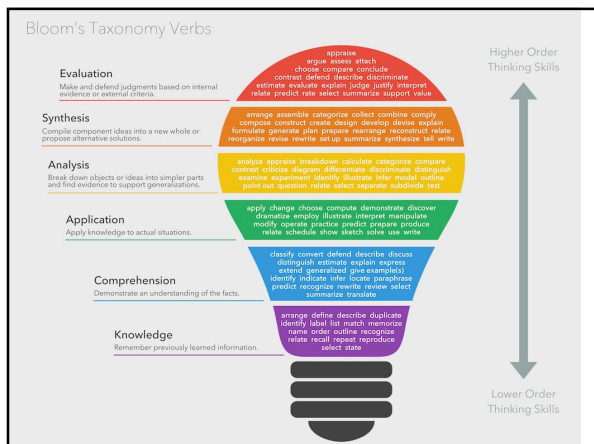
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**Characteristics Of Appropriate Instructional Objectives**

- Appropriate instructional objectives use the SMART model postulated by Mager (1962). **SMART** refers to an acronym built around the five leading characteristics of a good objective.
- This acronym can be very helpful in writing objectives that can be employed to evaluate the quality instrument carried out.

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**Characteristics Of Appropriate Instructional Objectives**

- **Specific** refers to what exactly the teacher is going to do, with or for the learner
- The instruction states a specific outcome is or a precise objective to be accomplished
- The outcome stated in numbers, percentages, frequency, scientific outcome ...etc.

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**Characteristics Of Appropriate Instructional Objectives**

- **Measurable** means that the objective can be measured and the measurement source is identified
- It can be the behaviour to be measured or observed to determine the outcome of the lesson
- All activities should be measurable at some level.

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**Characteristics Of Appropriate Instructional Objectives**

- **Achievable** refers to what can be done in the proposed time frame and within the capabilities of the child.
- **Relevant** is about whether the objective can lead to the desired results. This means that the outcome or results of the instruction directly supports the outcomes of the child's long range plan or goal.
- **Time-bound** refers to when the teacher will accomplish the objective.

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**Importance of Instructional Objectives**

- 1) Makes sure that one reaches the goals.
- 2) Allows learner to have a better understanding of expectations and their link with teaching and grading.
- 3) Provides basis for assessment and grading
- 4) Provides a basis for the selection and designing of instructional resources, content and methods.
- 5) Forms a basis for determining when learning has occurred.
- 6) Allows learner to set direction in organizing their own learning.

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**Reflection Questions**

- a) Define instructional objective
- b) Discuss the importance of instructional objectives learning.
- c) Explain the six levels of objectives in the cognitive domain and write an objective for each.
- d) Describe the four components of an instructional objective used in the ABCD model.

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**.....END.....**

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