

Trainer Trainers in the Pedagogical Objectives of the Pedagogical Option Courses

Ilunga Nkomba Vincent De Paul

Assistant, UNILU / FPSE

Abstract: *Being a pedagogue is not only a really desired thing, but a thing of great importance. On the other hand, it is not enough to do the pedagogical section to become a pedagogue worthy of his name. The pedagogue is not only the one who knows how to transmit the knowledge, but especially the one who masters all the notions related to his training like the subjects, the objectives, the methods ... our main concern through this study is that to discover what the trainer of the trainers (the teacher of psychopedagogy of pedagogical humanities) is able to do with regard to the formulation of pedagogical objectives. The lines that follow will allow you to discover the reality of things.*

Keywords: educational objective, purpose, finality

1. Introduction

The study that we are pleased to present is of vital importance as it concerns not only all those who work in the field of education in general, especially teachers of teaching option courses, trainers, often considered as models that any other teacher of other training must imitate. It aims to awaken everyone's awareness of the quality of the formulation of objectives by these trainers of trainers so that they can subsequently evaluate the pedagogical and didactic level of student-teachers in their professional practices. With this, it is also of interest to the supervisors of education (inspectors and heads of schools) who are responsible for enforcing recommendations related to pedagogy and didactics.

The choice of this subject is not a coincidence, because it is by observing the level of students in the pedagogic section during their professional practices in primary schools that we found it useful to address it.

1. Problems

In the pedagogical training, no activity can be pronounced without knowing where one must lead. Organizing teaching-learning activities is not enough, but formulating in concrete and precise terms the operational objectives to be attained for each learning is a task of great importance.

Indeed, training in teaching will be more effective if it is defined correctly and if we determine exactly what is expected of the learner in behavioral terms at the end of the apprenticeship. When the operational objectives are not clearly defined, it will be impossible to evaluate it effectively, because the correct formulation of the operational objectives determines the intentions that one wishes to obtain at the end of the course. It charts the way, a line to follow, to form a type of man useful and determined for a society, and also makes possible the evaluation of learning.

According to François MOOSER (2003-2004), the teacher must respect the principle of consistency in an evaluation, that is to say take into account the learning objectives

defined, the content of his course as well as the evaluation criteria.

For D'HAINAUT (1980), in his analysis devoted "challenge to the objectives of education", is concerned about the use of certain verbs of action and mentalistic verbs which call upon a particular effort of concretization or operationalization of the decomposed final behavior and intermediate objectives in order to respect the hierarchy up to the terminal integration objective.

Psycho-educational communication is a very important process, but often difficult to achieve. It depends not only on the teacher, but also on the learners and the various factors that make it successful: the communication framework, communication methods and techniques, the objectives of communication, etc.

This communication does not choose the grade level. This process is the same from kindergarten through university to elementary school and high school, but it is always mandatory to adapt it to each grade level.

According to LUBAMBA KIBAMBE LANGAYI, quoted by MWENZE WA KYUNGU Eric Jean-Paul (2016, p.25), if on the one hand the work of education is of capital importance and of a divided greatness, of the other, it presents difficulties which greatly increase the merit for those who devote themselves to it.

The precise pedagogical activity must therefore be conducted by a quality teacher especially as education prepares for life. Thus, we recognize that every high school teacher must not only possess knowledge according to his field of training, but he must also and above all possess the gift of communicating his knowledge to learners (students). And this is only possible thanks to some training followed.

The educational objective is therefore the starting point of any didactic action. It has a decisive influence in the design of didactical situations, both in their practical use and in the evaluation of academic performance a

Thus, we found in our field research that many teachers still have difficulties in formulating operational objectives, do not respect the rules of formulation and subject students to work that is not related to objective expected at the end of learning.

Following these observations, we ask ourselves the following question in order to arrive at an objective conclusion: Do teachers of option courses in the humanities of instruction respect the criteria of the operational formulation of objectives?

2. The working hypothesis

In order to address our concern raised above, we make our assumption as follows: The operational objectives formulated by option course teachers would not meet the pedagogical criteria in their operational formulation.

3. Methods and techniques of work.

We used the survey method supported by document analysis and maintenance techniques; to collect the data needed to develop this work. As for data processing, we used the chi-square statistical technique appropriate for frequency comparison.

4. Research objective

In conducting our research on the formulation of operational objectives, we set ourselves the objective of analyzing the operational objectives formulated by the teachers, checking that they respect all the pedagogical characteristics recommended in order to overcome the weaknesses often experienced by the student's teachers in their teaching practices.

5. Delimitation of the subject

This study is part of the educational sciences in general and more particularly in the field of didactics which is a branch of pedagogy.

Our investigations on the formulation of the objectives we limit them to the secondary schools of the district Kigoma of the Kampemba commune in Lubumbashi, in the courses of options of the educational humanities, that is to say the pedagogy, the psychology, the didactic general and the didactics of disciplines. Our research covers a period of one school year from 2016 to 2017.

2. Theoretical Framework

2.1 Importance of a Pedagogical Objective

An objective is an element of great importance in that they allow (of):

- Determine with precision the expected results in terms of learner knowledge, attitude and behavior at the end of the learning activities;
- Promote changes in the roles of the teacher, from the knowledge provider to the student leader in the acquisition of knowledge;
- Guide the choice of teaching;
- Make a judicious choice of teaching methods and techniques, teaching materials, class organization and evaluation methods.

2.2 Levels of Objectives

We classify objectives according to their order of importance and responsibility as classified by different authors. At this stage, we adopt the classification of Eugène EBENGO MAKOKÉ (2009) which divides the objectives into 6 levels:

- 1) The Purpose: This is a very general and vague statement defined by the political power and explained through the course program. It is a statement that reflects the philosophy, the principles through which a society draws the guidelines in an educational system. In every nation, philosophers emit a reflection to determine the type of men desired and useful to society.
- 2) Purpose: This is a target point that we intend to reach, or what we are trying to achieve. The goal is therefore a statement that defines in a general way the intentions pursued through a training program. In any educational activity, individuals must assign what they are supposed to pursue in order to be well situated.
- 3) The General Objectives: This is an expected result whose formulation remains general and vague.
- 4) Intermediate Objectives: This is the one that remains a compulsory passage between two apprenticeships. It is necessary to reach the terminal goal. To move from one degree to another, from one class to another; the learner must master the essentials of subjects provided for that class or degree.
- 5) The Specific Objectives: These are those that are specific to each discipline. They derive from an intermediate objective; it consists of precisely determining the content-matter of an educational activity serves as a gateway to content-subject.
- 6) Operational Objectives: This is an observable behavior or a concrete and measurable action expected of the learner at the end of a learning sequence. It is therefore an answer to this famous question that arises when one proposes to give a lesson, "What will we expect from this teaching?"

2.3 Taxonomy of Objectives

Jacques CHALIFOUR (1993), states that personality is the structured set of psychic characters of an individual (cognitive, emotional and psychomotor).

The taxonomy of objectives being the science of hierarchical classification of objectives, the trainer must have a classification on which he can rely when planning his action. For the qualities required for a statement made about a learner's behavior to take the form of an educational goal are not easy to fulfill.

Objectives are classified in the following educational goal areas:

a. Cognitive objectives

In this area, it is about acquisition of knowledge or knowledge. And here we find the B. BLOOM taxonomy based on knowledge.

b. BLOOM provides six broad categories of objectives grouped into knowledge acquisition (knowledge of how to

handle information, generalizations and theories), development of comprehensibility (translation, interpretation and extrapolation), in application (which has for originality the effective resolution of a problem), in analysis (elements, relations and organizing principles), synthesis and evaluation (or judgment).

In this cognitive domain, we also find the taxonomy or the three-dimensional model of Jean-Paul GUILFORD which is exclusively for the intelligence.

C. Emotional goals

By socio-emotional purpose, we see the acquisition of a sense of being, feelings, tastes, values, attitudes, opinions...

KRATH WOHL applies his taxonomy for the affective domain, subdividing the objectives into five broad categories: reception, response, valorization, organization of values and categorization.

d. Psychomotor objectives

These are the ones who aim for the know-how. Here we find the taxonomy of HARROW DAVE (quoted by DE CORTE, 1990) which distinguishes: imitation, manipulation, coordination, precision and the acquisition of second nature.

It should be noted that DE BLOCK (DE CORTE, 1990) proposes, for its part, a three-dimensional taxonomy:

- The stage of the learning process (knowing, understanding, applying, integrating);
- Objective cultural content (facts, concepts, relationships, structures, methods, attitudes);
- Level of transfer or subjective culture (training within a branch, training within transfer networks, general cultural training).

2.4 Choice of A Pedagogical Objective

The choice of the objectives of a lesson depends primarily on the expectations of the mandatory, who can be an organization, a program director, a director of human resources ... To these expectations about the content, are added the expectations concerning the modalities of such as the number of people, the duration, the frequency of meeting, the mode of evaluation.

2.5 Components of a Pedagogical Objective

According to Eugène EBENGO (2009), for an objective to be logically operational, it must include the following elements:

- [1] The time at which the behavior must take place, the time of mastery of the material or the achievement of the objective.

- [2] The content of the subject: here we specify the subject or subject of the lesson.
- [3] The target subject, agent or authors of the expected performance or behavior: it is the character that will produce the desired behavior.
- [4] The expected behavior expressed by a verb of action: it is the verb of which expresses an observable activity or operation that the subject is called to perform. It is preceded by expressions: able to ..., fit to ..., as...
- [5] The performance or output of the activity: a concrete, observable, and measurable result of the desired behavior.
- [6] Behavioral Conduct Conditions: The material and psychological conditions acceptable to achieve the goal.
- [7] The Assessment Criterion of Behavior or Criterion of Performance or Success: What the teacher considers acceptable in the final work of the student: speed, accuracy, accuracy.

2.6 Characteristics of An Operational Objective

For an objective of a lesson to be considered effective, note EBENGO, it must be S.M.A.R.T that is to say:

S: specific: an objective is specific to this or that notion.

M: measurable: the objective in its formulation must be evaluable.

A: achievable: which is appreciable and assessable as the end point of the educational act.

R: achievable: the objective must be formulated in a relevant, valid way.

T: tangible: what is concrete, observable, palpable and delimited in time (the deadline)?

2.7 Methodological Aspects

In the data collection of our investigations, we made use of the investigation method supported by the document analysis technique and the interview.

Our sample was extracted from an indefinite population of educational objectives collected at random from four targeted schools (Zénith College, Eben-Ezer School Complex, Safina Institute and Stevenson Institute) in Kigoma Ward, Kampemba Commune, and Lubumbashi City. Province of Upper Katanga. These are the objectives formulated by teachers of pedagogical option courses: pedagogy, psychology, general didactics and discipline didactics.

Here is how our sample looks:

Table 1: The research sample

No	Criteria	PEDA	Psycho	G.D	D.D.	Total
	Schools					
1	COLL. ZENITH	17	20	13	14	64
2	S.C. EBEN EZER	3	7	4	7	20
3	INST. SAFINA	1	3	0	0	4
4	INST. STEVENSON	12	11	8	8	38
	TOTAL	33	41	25	29	126

Caption: PEDA: pedagogy, PSYCHO: psychology, DG: general didactics, DD: disciplines didactics

From this table above, it is clear that our research sample consists of 33 objectives for the pedagogy course, 41 of psychology, 25 of general didactics and 29 of didactics of the disciplines, for a total of 126 objectives taken respectively from the four targeted schools including 64 at Zenith College, 20 at CS Eben-Ezer, 4 at Safina Institute and 38 at Stevenson Institute.

3. Search Results

3.1. Objectives of the pedagogy course

By analyzing the content of the pedagogical objectives of the pedagogy course we collected, the following data were collected:

Table 2: Use of the seven elements in the operational formulation of the objectives of the pedagogy course

No	Criteria Schools	Subject	Action verb	Performance	contents	Criterion	Deadline	Condition
1	COLL. ZENITH	17	16	17	0	1	17	0
2	S.C. EBEN-EZER	3	3	3	0	2	3	0
3	INST SAFINA	1	1	1	1	1	1	0
4	INST STEVENSON	12	12	12	0	0	12	0
	Total	33	32	33	1	4	33	0

By examining the data presented in the table above, it emerges that in the course of pedagogy, of the 33 objectives analyzed, all have at least one subject, a performance, and a deadline. But we see that 32 or 97% of objectives have a verb action, 4 or 12% have at least one evaluation criterion and a single objective has content and if that is not enough, we find that No objective has a condition of realization.

Evaluating the chicarré we find that the calculated chi-square ($\chi^2_{cal} = 85.7732$) is much higher than the tabular

chicarré at the severe significance threshold ($\chi^2_{.05} = 12.52$) and which allows us to reject the null hypothesis and to support the alternative hypothesis that there is a significant difference between the numbers.

Objectives of the psychology course as part of the psychology course, 41 objectives were provided. The data collected is as follows in the table below:

Table 3: Use of the seven elements in the operational formulation of the objectives of the psychology course

No.	Criteria Schools	Subject	Action verb	Performance	contents	Criterion	Deadline	Condition
1	COLL ZENITH	20	19	20	0	0	20	0
2	S.C. EBEN -EZER	7	3	7	0	4	7	0
3	INST SAFINA	3	3	3	3	0	3	0
4	INST STEVENSON	11	9	11	0	0	11	0
	TOTAL	41	39	41	3	4	41	0

Reading this table notes that in the course of psychology, of the forty-one objectives analyzed in the course, all have a subject, a performance and a deadline whereas, only 34, or 83% of objectives have a verb d Action 4, or 12% of objectives have an evaluation criterion and 3 objectives contain the content. As for the conditions of realization, no objective formulated in this course has presented it.

3.3. Objectives of the course of general didactics

Compared to the didactic general course, we have collected 23 objectives whose details of different elements can be found in the table below:

Table 4: Use of the seven elements in the operational formulation of the objectives of the general didactics course

N°	Criteria Schools	Subject	Action verb	Performance	contents	Criterion	Deadline	Condition
1	COLL ZENITH	13	11	13	0	1	13	0
2	C.S. EBEN -EZER	2	1	2	0	2	2	0
3	INST SAFINA	0	0	0	0	0	0	0
4	INST STEVENSON	8	8	8	0	0	8	0
	Total	23	20	23	0	3	23	0

This table shows us that of the 23 objectives formulated, in the general didactics course, at least all presented the subject, the performance and the deadline. 20 or 87% of objectives gave the word of action, 3 or 13% objectives were able to present the evaluation criterion, while none of these

objectives presented the content and the conditions of realization.

When evaluating the chi-square, we find that the calculated chi-square ($\chi^2_{cal} = 87.7837$) is much higher than the tabular chi-square at the severe significance threshold ($\chi^2_{.05} =$

12.59). This leads us to reject the null hypothesis and easily confirm the acceptance of the alternative hypothesis that says there is a significant difference between the numbers in this table.

3.4. Objectives of the discipline didactics course

As part of the discipline didactics course, 29 educational objectives were collected. After careful examination, the data collected is as follows:

Table 5: Use of the seven elements in the operational formulation of the objectives of the discipline didactics course

N°	Criteria	Subject	Action verb	Performance	contents	Criterion	Deadline	Condition
	Schools							
1	Coll Zenith	14	14	14	0	0	14	0
2	C.S Eben Ezer	2	7	7	0	7	7	0
3	Inst Safina	0	0	0	0	0	0	0
4	Inst Stevenson	8	8	8	0	0	8	0
	Total	23	29	29	0	7	29	0

This table reveals that in the course of didactic of the disciplines 29 educational objectives were collected, among which 29 objectives present a subject, a verb of action, a performance, a deadline and 7 show the criterion of evaluation. This table above shows on the contrary that no objective has presented the content and conditions of achievement.

hypothesis and to support the alternative hypothesis confirming that there is a significant difference between these numbers.

The chi-square statistical test used verifies this analysis of the criteria and confirms that there is a significant difference between the numbers in the table showing the constituent elements of an operational objective, since the calculated chi-square ($\chi^2_{cal} = 71,24156$) is greater than the tabular chi-square ($\chi^2_{.05} = 12.59$) and this leads us to reject the null

3.5. Overall result of all the objectives collected from the four educational option courses

By combining all the results obtained through the four courses in the tables above, a total of 126 objectives are collected. After analyzing the content of all these pedagogical objectives, in order to examine all the elements of their operational formulation, we arrived at the situation presented to us by the following table:

Table 6: Cumulative results

No	Criteria	Subject	Action verb	Performance	contents	Criterion	Deadline	Condition
	Schools							
1	COLL. ZENITH	64	60	64	2	64	0	0
2	C.S. EBEN EZER	19	14	19	15	19	0	0
3	INST. SAFINA	4	4	4	1	4	0	4
4	INST. STEVENSON	39	37	39	0	39	0	0
	Total	126	115	126	18	126	0	4

Reading this summary table of all other tables presents the finding that for all four psycho-educational courses 126 objectives were observed. Of the 126 objectives analyzed, all presented a topic, a performance and a deadline. But we note that 115 objectives or 91% have a behavioral behavioral verb, 18 or 14% contain the evaluation criterion, 4 or 3% gave the content while none of these objectives presented the evaluation conditions.

With ROBERT F. Mager (2005), we accept that teaching is effective only to the extent that it achieves a primary objective: it must move the student in the desired direction. If he does not succeed, he is sterile and unproductive. If it goes so far as to stifle all vocation and all desire to learn, it is that, far from being effective, it is frankly pernicious. It is therefore desirable for the teacher to start by deciding well and to specify his destination.

This analysis is confirmed not only by a simple observation, but it is verified even through the calculated chi-square ($\chi^2_{cal} = 316.7495$) which is greater than the tabular chi-square at the severe significance threshold ($\chi^2_{.05} = 12.59$). This leads us to reject the null hypothesis and support the alternative hypothesis that there is a significant difference between the numbers of elements of an objective presented in the data compilation table.

To be successful in formulating a goal, the teacher does not need to worry and deal with the fact that the goal set covers such a small proportion of the skills and knowledge that he or she wants to provide during a lifetime course. It is necessary to simply write an objective covering each category of skills or knowledge that one wishes to acquire by the student. The more you formulate or define the goal of this kind, the better you have been able to communicate your pedagogical intent.

4. Discussion of the Results

At this stage of our work, it is now compelling to give meaning to the results we have obtained throughout our investigation. It is for us to confront and discuss in relation to these results obtained above.

OSTERRIETH, quoted by Gérard Scallon (2007), maintains that it is foolish to undertake an action without knowing what one wants to achieve. Educating without knowing the direction, may not have much sense or efficiency. Whether one is watching or not, the notion of the goal is omnipresent

and constitutes the fundamental element in any problematic of effective action.

After analyzing the results of the pedagogy course, we discover that many of the objectives formulated by the teachers in the pedagogy course are not operational.

From the table relating to the presence of the constituent elements of an operational objective in the psychology class, we draw the following essential facts: in the majority of objectives formulated by the teachers in their psychology lessons the criteria are also not respected. Because some elements come back in the formulation of the objectives, the others are not there. We often find the subject, the action verb, the performance and the deadline while the others are not there.

The analysis of the results of the didactic general course reveals that in the objectives formulated by the teachers of this course, the criteria of formulation are not respected either as in the preceding cases. By reading these results, we really discover that there is a problem with the formulation of the objectives because they are not operational.

The results of the discipline didactics course also prove the same thing. By analyzing this situation of the formulation of the operational objectives for this course, we find that all the objectives do not respect the conditions or the criteria of the operational formulation, that is to say all the elements are not present there.

The results of the summary table (compiled table) show that the objectives formulated by the teachers in the four psycho-educational courses do not meet the criteria of an operational objective. In analyzing the results, we note with regret that there are some elements that are respected in the formulation, others are not found there and others are less frequent or less observable, which makes these objectives operational.

The situation presented above is very deplorable, because why is it that a teacher who wants to make his students competent can ignore the objectives that show the path to follow? By observing these results, there is a certain negligence on the part of teachers of educational psychology, who themselves are supposed to give a directive to pupils and other teachers.

Thus, this situation supports the idea put forward by KALENGA MUKISHI (2013) who recognized that the field of education which is indeed an essential success in life is not generally well assured. We find it too much to let go in the camp of those who hold pedagogy in our schools. This makes us think that teachers do not adequately formulate the operational objectives of their lessons.

On the other hand, several teachers discuss the results, the merits and the evaluation without ever being precise about the goals that these means or methods must achieve. A teacher will work totally in the wave until he really knows what he wants to see his students do at the end of his teaching but the real problem is how do you write goals that clearly describe the behavior you want to get from the

student, the behavior expected at the end of an apprenticeship but that some teachers do not respect in formulating the operational objectives of their lessons

Thus we accept the idea of NGAMA MATUNGULU (2014) which stipulates that several teachers discharge their hourly load by teaching children without formulating objectives that are operational. He further argues that one must work on a goal until it presents and communicates clearly the educational outcomes sought or expected. Each of the constituent elements at this level is no longer necessary and makes it possible to make a goal more precise. Thus, he rightly argues that many teachers do not take into account the proper formulation of objectives. No one will dream of imagining, let alone building a chain of transformation if there is no need beforehand to transform something.

Thus, with Eugène EBENGO MAKOKÉ we say that the definition of the objectives is a key concern that several educators neglect while in the world as in DR CONGO especially with the spirit of teaching by objective, the determination of the objective is passed at the forefront of pedagogical action. It is now the operational goal that triggers all the mechanisms of a lesson to be taught. This is why it is important to precisely define the objectives in order to assess the extent to which the student is able to progress in the desired direction.

5. Conclusion and Recommendations

At the end of this study, it is fitting to say that it has been a question of evaluating the quality of formulation of the operational objectives by the teachers of the pedagogical option courses of the secondary schools of the Kigoma district. This study therefore wanted to analyze the operational objectives formulated by the teachers in order to verify that they respect all the recommended pedagogical characteristics.

To achieve this goal, we hypothesized that the operational objectives formulated by the option course teachers would not meet the pedagogical criteria in their operational formulation.

Thus, this study focused on the field of teaching didactics was carried out on an infinite study population consisting of the educational objectives of the optional courses of the educational section of the secondary schools of Kigoma district in Lubumbashi. From this population, we randomly selected a sample of 126 objectives using the survey method supported by the document analysis technique and the interview technique for data collection and chi-square statistical technique. the interpretation of the results.

After analyzing and interpreting the results, we come to the conclusion that the objectives formulated by teachers of psychopedagogy are largely non-operational. As a result, this result confirms with conviction our initial hypothesis.

After reviewing all this, to cope with the inconvenience, we recommend:

- Inspectors and school heads to be attentive during visits to the maintenance of pedagogical documents in general and particularly to the formulation of pedagogical objectives,

and to organize training and retraining sessions for the refresher of teachers ;

- Political and administrative authorities to ensure the good remuneration of teachers in order to provide them with a high level of awareness on this subject;
- Teachers to follow the legal requirements of the pedagogical formulation of teaching objectives.

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