

A Review of Financial Authority's Trainers' Prior-Knowledge in Behavioral Objectives Definition.

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Abstract:

This research aimed at assessing financial authority trainers' prior knowledge in the behavioral objective statement. Indeed, to attain this goal, we tried to verify the following research hypothesis: "Ivorian financial authority trainers are able to define teaching objectives correctly." Our exploration revealed that though they all claimed to master behavioral objective statement, most of them actually have unclear knowledge of it. For example, we noticed that not all their general objectives were found tolerable. Besides, 97.88 of them ignore the different components of a complete behavioral objective. This discovery led to the conclusion that the behavioral objective definition is at the beginning, the center and the end of the teaching-learning process in a sense that teaching dexterity is closely related to assessing handiness which greatly depends on behavioral objective definition expertise. It is therefore a must for every trainer to master the ability to define behavioral objectives through a sound training.

Key words: review, prior-knowledge, statement, financial -authority trainers, behavioral objectives

Résumé:

Cette étude a essayé d'évaluer les prérequis des formateurs des régies financières en matière de définition des objectifs pédagogiques. Pour ce faire nous avons entrepris de vérifier l'hypothèse de recherche suivante: "les formateurs des régies financières de COTE D'IVOIRE sont capables de définir correctement les objectifs pédagogiques". Les informations qui ont servi à tester cette hypothèse de recherche ont été recueillies auprès de l'ensemble des 47 formateurs des régies financières.

Il ressort de nos enquêtes que malgré qu'ils prétendent tous maîtriser la définition des objectifs pédagogiques, la plupart d'entre eux n'en n'ont qu'une idée vague. Par exemple, nous avons découvert que ce ne sont pas tous leurs objectifs généraux qui sont acceptables. En plus, 98.88 pour cent de ces formateurs ignorent les composantes d'un objectif pédagogique complet. Cette découverte nous a emmené à conclure que la définition des objectifs pédagogiques étant au début, au centre, et à la fin du processus d'enseignement-apprentissage en ce sens que la dextérité en enseignement est intimement liée à l'aisance en évaluation qui dépend elle-même de l'art de définir les objectifs pédagogiques, c'est donc un devoir impérieux pour tout formateur d'affiner sa capacité à définir les objectifs pédagogiques à travers une formation adéquate.

Mots clés: évaluation, prérequis, définition, formateurs, régies financières, objectifs pédagogiques

1. INTRODUCTION: THE RESEARCH PROBLEM STATEMENT

If it is true that nobody will get to a given destination by just wondering, but rather after taking some time to determine a clear objective, it is as well clear that every sensible teacher has to define clear learning objectives during the preparatory phase of a course if he really wants his learners to succeed. As pointed out by Nehru (1889-1964) "Failure comes only when we forget our ideals and objectives and principles".

We will never insist enough that teaching is a profession and as any profession, it requests a serious training, and stating teaching objective is the starting point of this training and accounts for one of the first skills to master by any teacher, any trainer. The government of Côte D'Ivoire, employer of financial authority trainers seems to be conscious of the importance of financial authority trainers' teaching ability reinforcement, considering the frequency of training seminars organized in favor of them.

Furthermore, the representatives of financial authority trainers themselves assured of their mastery in teaching objective definition during the preparatory meetings of a four-day workshop on the principles of andragogy.

Moreover, our first contact with them at the above mentioned workshop and particularly during the introductory session, gave us the positive impression that most of them are experienced trainers and course designers. Besides, each course contains a clear general objective as well as specific objectives. The general impression they gave us was that our team had nothing new and original to offer concerning designing teaching objectives.

Despite all this assurance of their representatives, in spite of their own assurance and all these positive things they said, the micro teaching session revealed that the specific objectives of some of them were not in harmony with their general objective. Besides, some specific objectives had no link at all with their general objective.

Consequently, many questions started to flow from our mind. Do they really know how to set teaching objectives? Do they know the different components of complete teaching objectives? Do they know the link between teaching objectives and the lesson plan? Do they know the link between teaching objectives and assessment? These few questions constitute the essence of our research question.

1.1 LITERATURE REVIEW

What do we really mean by behavioral objectives? First, the term behavior refers to the way a person or an animal acts or conducts himself/itself in reaction to a stimulus. As for behavioral, it is the adjective that derives from the word behavior.

Likewise, the term objective refers to the target, the goal to be reached. It is what we are aiming at, what we are seeking for, it is the goal we intend to reach. Put together, behavioral objectives refer to a set of behaviors that we expect a person or an animal to have in reaction to a given stimulus.

Historically, behavioral objectives refer to the learning theory called **behaviorism**, which tries to explain animal or human behavior as a set of reflexes produced by a response to a given stimulus. The debate on behaviorism was so intense and contributions so abundant that an article can never cover each of them.

However, we can memorize that behaviorism can be defined as the psychology that studies human behavior. Indeed, it is based on the observation of learners' reactions to given stimuli.

Undeniably, the Russian Psychologist Ivan Pavlov (1840-1936) is considered as the father of behaviorism as a learning theory, whereas the American psychologists John Broadus Watson and Burrhus Frederic Skinner (March 20, 1904 – August 18, 1990) ensured its popularization.

Appeared in the early twentieth century and based on the principles that “the shaping of individual’s behavior is conditioned by the influence of the external environment”, behaviorism, in clearer terms, is the learner’s response to a given stimuli that leads to a change in behavior.

Robert D. Tennyson (2010) identifies the theories of Dewey (1910) and Edward Thorndike (1913) as “**two theorists of particular importance at the turn of the century**”. For him, Dewey’s merit is to have “**envisioned a special linking science between learning theory and educational practice**”. As for Edward Thorndike (1913), he has “**investigated principles of learning that could be directly applied to the teaching process**”. For the same researcher Thorndike went further by developing “**a body of instructional design principles that included task analysis and teaching methods based on his research findings and student evaluation methods**”.

On the historical plane, the after World War II period was that of the application of scientific research and approaches to social science. That period was characterized by the trend to use scientific research and results to develop teaching or teaching materials for soldiers in the USA. That was the era of “**instructional systems design development and methodologies**” and that of “**testing of variables of design to achieve specific learning outcomes**” still according to Edward Thorndike (1913).

Hence, the scientific foundation for all this movement was behaviorism. This is what (Finn, 1957) calls “**the embrace of advanced technology and the automation of the learning process**”.

Accordingly, behaviorists view learning as a change in behavior. Similarly, learning is also “**the acquisition of new behavior based on environmental conditions**”. In one word, learning is “**an objectively observable behavior**” (D.C. Phillips & Jonas F. Soltis, 2003).

As for Skinner (1961), behaviorism is a “**theory of learning in which learning is a process of ‘conditioning’ in an environment of stimulus, reward and punishment.**” Thus, Skinner makes a difference between natural learning and formal education. For him, natural learning occurs naturally whereas formal education depends on the teacher who is in charge of creating “**optimal patterns of stimulus and response**” or “**reward and punishment**” that he also called “**operant conditioning**”.

In clearer terms, for Skinner, the father of the reinforcement theory, behavior depends on the positive or negative consequence that comes after a stimulus. For example, encouraging the learner with verbal qualifiers such as “excellent”, “very good” that he called “reinforcement” conditions the learner to repeat the desired behavior. However, for negative reinforcements, Burns noticed that they reduce the chance of the learner to repeat “the negatively reinforced behavior” (Burns, 1995).

Moreover, Arthur J Brodbeck, in his review of skinner's book (1961), explains the latter's view by the fact that we should not understand skinner's interest through experiences but rather through **"people's unperceptive practices in discovering lawful stimulus-response connections"**.

Likewise, Inhelder and Piaget (1958) brought their contribution through what is known as their **"quantitative construct"** or **"the central processor"**, that is to say **"a set of measures"** or a number of **"discrete chunks"** of information or schemes that can be controlled or integrated in a single act. The quantitative characteristic of each developmental stage is **"referred to and postulated as experimental hypotheses."**

Besides, Werner (1940) was also concerned with learners' cognitive development. For him we must not expect any identity between children living in society, primitive men living in that same society and what he calls pathological cases. The best that we can do is to find certain parallels. The same way, each of the following writings; Inhelder and Piaget (1963), Kholberg(1964), Tanner and Inhelder(1956 , 1960) stressed on the fact that learners' cognitive development follows its own logic.

However, for Inhelder and Piaget (1963), that logic is **"a coordinate determinant of behavior, heredity, past experience and current circumstances"**. As for Kholberg (1964), he finds an opposition between the behavioristic approach of "reward-punishment" and personality development.

Though behaviorism was highly hindered by cognitive ideas promoted by the constructivist Piaget (1964) for whom learning occurs through two complementary processes; assimilation and accommodation and also by the socio- constructivist Vygotsky, and many others, the works of Bloom(1964) and Mager(1961a) will give that "defeated theory" a special character.

Indeed, the concept of education as a set of behavioral changes was not affected. Neither was the relevance of the concept of educational objectives stated in terms of stimulus conditions that can provoke observable behavior. Bloom (1964) invented his taxonomy for teachers' educational objectives to "give direction to the activities" of both students and teachers. Also, he said, the terminology in which those objectives are expressed has to be as clear and as meaningful as possible.

As a result of this abundance of debates, from the 1960s to the 1970s the topic of stating behavioral objectives gained great interest in many schools. Mager was seen as the pioneer of a new approach whose impact was so great that his approach was baptized **"the manual for preparing instructional objectives"**. That manual was so **"revolutionized that a bill was passed in California to compel teachers to describe what they wanted their students to achieve (i.e., behavioral outcomes) by preparing instruction because of its clearly outlined steps on how to define objectives"**.

For the above reasons, though this article does not aim at answering the question how to define behavioral objectives, but rather at examining if a group of learners know how to define

behavioral objectives, most words, terminology, methods, theory, descriptions etc. used in the present work were borrowed from Mager's works.

1.2 Purpose of the Study

The present study was assigned the following objectives:

1.2.1 General Objective

This research aims at understanding if Ivorian financial authority trainers know how to define behavioral objectives. This general objective can be translated into the following specific objectives.

1.2.2 Specific Objectives

Six specific objectives were identified:

Asserting that Ivorian financial authority trainers can demonstrate ability to define behavioral objectives implies that they know:

- that a general objective is not formulated with an action verb
- that each specific objective is formulated with **a verb** of action
- that put together, all their specific objectives must enable to attain their general objective
- how to identify an observable behavior in a given behavioral objective
- how to identify a performance criteria in a given behavioral objective
- how to identify a performance condition in a given behavioral objective

1.3 HYPOTHESES

Our hypotheses consist of a general hypothesis and specific hypotheses.

1.3.1 General Hypothesis

The general hypothesis of this research is: Ivorian financial authority trainers are able to define teaching objectives correctly.

This general hypothesis engenders the following specific hypotheses.

1.3.2 Specific Hypothesis

The above general hypothesis produced the following specific hypotheses:

- Ivorian financial authority trainers can define a general objective.
- Ivorian financial authority trainers' general objective is free of an action verb
- Ivorian financial authority trainers can define clear specific objectives
- Ivorian financial authority trainers formulate each specific objective with (only) a verb of action
- Ivorian financial authority trainers can prove that, put together, all their specific objectives should enable to attain the general objective
- Ivorian financial authority trainers know the different components of a complete behavioral objective
- Ivorian financial authority trainers can identify an observable behavior in a given behavioral objective
- Ivorian financial authority trainers can identify a performance criteria in a given behavioral objective
- Ivorian financial authority trainers can identify a performance condition in a given behavioral objective.

2. METHODOLOGY

At this level of the present research, we will present our research site first, then the population and afterwards our sampling and analysis method.

2.1 Research Site

The research site here is that of **Hotel Président**, in Yamoussoukro where we were opportune to gather all financial authority trainers of COTE D'IVOIRE for a seminar on the principles of andragogy and their use in training adults. Our survey took place in the three luxurious conference rooms hired for this training purpose.

2.2 Research Population

Our research population consists of the majority of Ivorian financial authority trainers. Forty seven (47) in number, they are trainers operating at the general directorate for taxation, the general directorate for finance and budget, the general directorate for customs.

They are generally holders of a masters' degree in the fields of economy, finance, law etc. with further studies in "*Ecole Nationale d'Administration (E.N.A.)*" with a major variance in accounting, finance, administrative law, insurance, administrative writings, to private and state insurance etc.

2.2.1 Sample :

Generally, researchers find it either impossible or too costly to collect data from a whole target population. This is why they generally seek for an accurate sampling to have a good representation from which we can infer or generalize about the total population.

In the particular case of the present research, we were offered the opportunity to talk to the whole population, give them our questionnaire, watch them, and speak to each of them for three days. Besides, they were only forty seven in number. Consequently, we seized this chance to use all the 47 trainers for our investigation instead of using a sample population.

2.3 Data Collection Instruments

In order to identify Ivorian financial authority trainers' learning needs for the January 2017 seminar, we decided to issue two instruments aiming at verifying which of adult learners' assessment and teaching objectives definition would be more appropriate for them. In another word, is it worth preparing a teaching module for adult assessment or stating teaching objectives? In order to answer this question we opted for both quantitative and qualitative data collection methods, both exploratory and observable. For this sake we have decided to issue a questionnaire whose results will be reinforced by field observation. Since we are in contact with the entire population, questions for individuals or group will be associated. Thus, numerical data offered by the questionnaire will be combined with non-numerical data collected directly from the respondents or from our observation.

Besides the workshop we were at offered a chance to each trainer taking part to present one of the lessons that he usually teaches for review and criticism. This was another chance that we did not miss to use observation in this research. The last two days of the seminar were devoted to their practical training. These were January 20, and 21, 2016.

2.4 Sampling and Analysis Method

As earlier mentioned, our role was highly simplified by the fact that our entire population was available on the research site, in a reasonable number, and totally discharged off any other professional activity, rendering the risk of having unreturned questionnaire almost totally nil. Subsequently, there was no need for a sample population.

As for our analysis method, our option was that of framework analysis. This choice can be explained by the fact that our option was to focus our discussion on the view and style of Mager's behavioral definition framework. Therefore, any qualitative data that does not much the stated framework was rejected in favor of quantitative data that seems more structured.

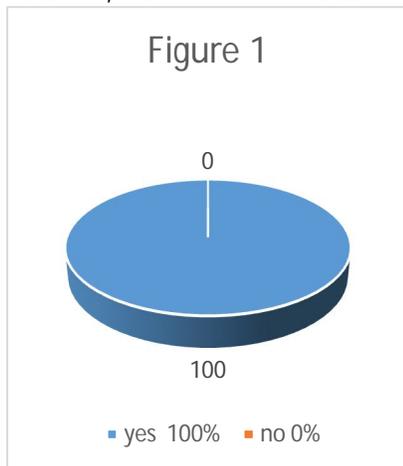
3 RESULTS AND DISCUSSION

Here, we will present the results of the present research and then, we will discuss these results.

3.1 Results: This result presentation consists in revealing the answers to our research questions one after another as well as the result of our observation.

3.1.1 Ivorian financial authority's trainers can define a general objective.

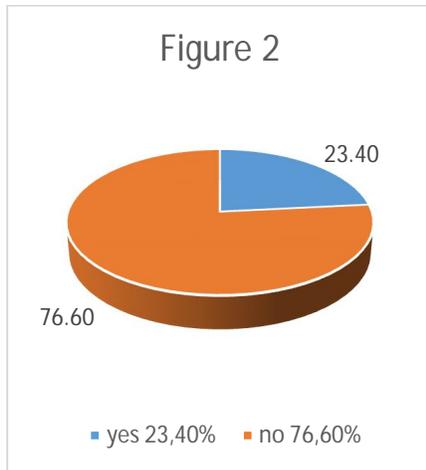
Based on their own declaration, 47 respondents out of 47 responded that they were able to define a general objective. Based on the observation by our team of the financial authority trainers' courses, each of the 47 trainers presented a course with a general objective.



Still, was the general objective correctly presented is not the issue yet at this level of our results presentation.

3.1.2 Ivorian financial authority's trainers' general objective is free of an action verb

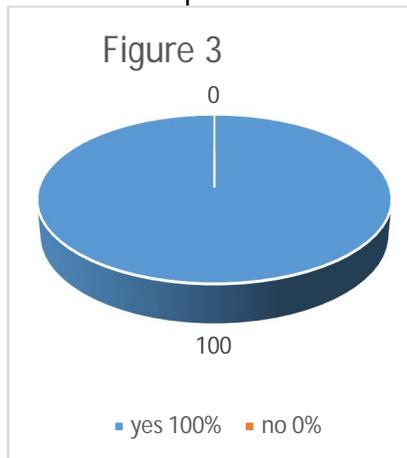
This hypothesis enables us to filter the respondents' answer relative to hypothesis number one. Indeed, if it is true that all the 47 trainers really know how to define a general objective, they should also know that a general objective cannot be formulated with a verb of action. Nevertheless, our results show that 11 out of 47 formulated their general objective with at least a verb of action. **This figure represents 23.40 per cent of the total population and denotes the rate of trainers who wrongly believed that they knew how to define a clear general objective.**



In conclusion, contrary to their own assertion the true rate of the trainers who can define a correct general objective is 76.6 per cent.

3.1.3 Ivorian financial authority's trainers can define clear specific objectives

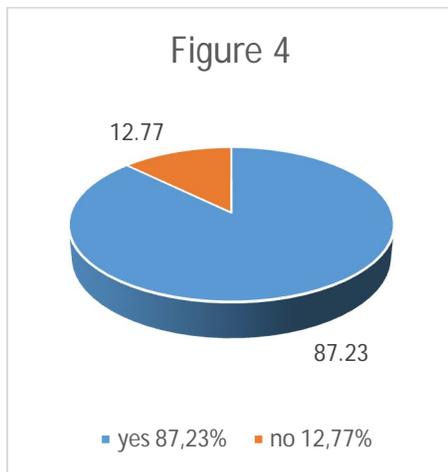
As for the hypothesis on financial authority trainers' ability to define specific objectives, the entire population asserted to be able to define specific objectives. In another term 47 out of 47 responded categorically to be able to define specific objectives, and this represents 100 per cent. What we actually saw through financial authority trainers' practice is slightly different from their assertion. We prefer to reserve this result for hypothesis four.



Nonetheless, can we say that using or not using a verb of action is enough to assert that someone masters behavioral objective definition?

3.1.4 Each specific objective is formulated with a verb of action

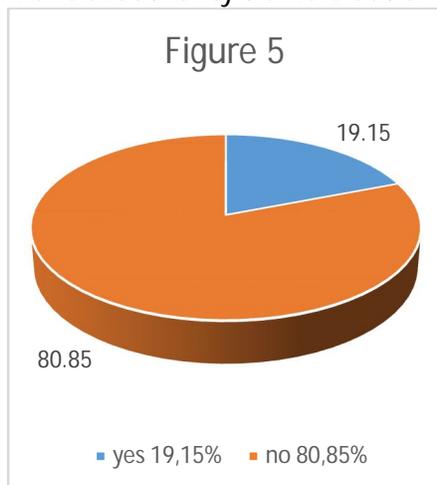
Our survey revealed that the entire population of trainers know that a specific objective is verbalized with a verb of action. However, we actually observed that six trainers out 47 did not use a verb of action in their specific objective.



This means that 12.77 per cent of them wrongly believe to be able to define specific objectives. In clearer terms (41 out of 47), that is to say 87.23 per cent of them are assumed to know how to define specific objectives and not 100 per cent as revealed by our survey.

3.1.5 None of their specific objectives must contain two verbs

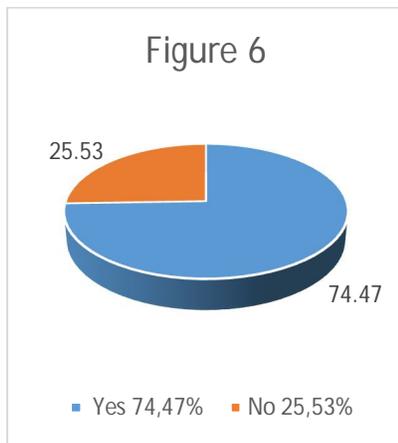
This hypothesis is highly correlated to hypothesis 2 relative to the financial authority trainers' ability to define specific objectives, a hypothesis that was confirmed at a rate of 100 percent according to the results of our survey. Yet, by observing them teach, we noticed that a total of 9 financial authority trainers out of 47 defined their specific objectives with two action verbs.



They represent 19.1 per cent of the total population. Instead of 100 per cent as revealed by our survey, **the true rate of trainers who know that a specific objective is not formulated with two action verbs is 80.9 per cent.**

3.1.6 Put together, all their specific objectives enable to attain their general objective

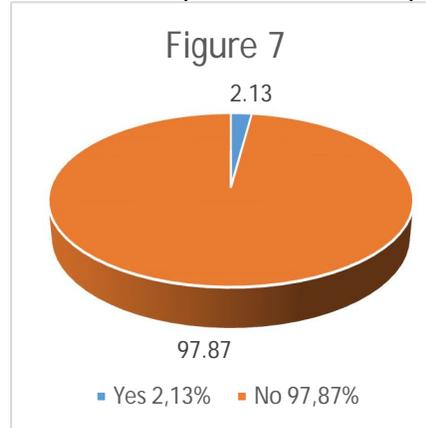
As for hypothesis 5, we realized by the observation that when we put all their specific objectives together, we hardly have their general objective. Indeed, 12 out of 47 defined specific objectives which had no real link with their general objective. They represent 25.5 per cent of the population. Moreover, 15 trainers' specific objectives have the same characteristics as a general objective and they represent 31.9 per cent of the entire population.



Put together, a total of 57.5 of the entire population have a serious issue with the specific objective definition.

3.1.7 Ivorian financial authority's trainers know the different components of a complete behavioral objective

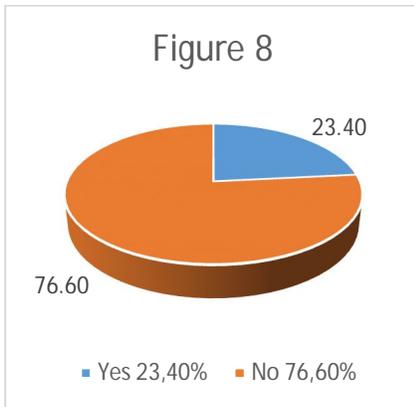
To the question "What are the different components of a complete behavioral objective?" none of them was able to answer correctly. Only one of them tried to explain vaguely two out of three parts. He could not use accurate terms, but we could understand that he had a vague idea on the matter. However, even if we assume that he was the only one who knows, this represents 2.13 per cent of the total population. In another word, 97.87 per cent of the entire population ignores the different components of a complete behavioral objective.



Customarily, we should stop our investigations at this level and draw our conclusions, but we decided to help them go through the whole process. Therefore, we decided to just name the different components (observable behavior, performance condition and performance criteria) of a complete behavioral objective. It was left to them to identify each component through a number of predefined sentences.

3.1.8 Ivorian financial authority's trainers know how to identify an observable behavior in a given behavioral objective

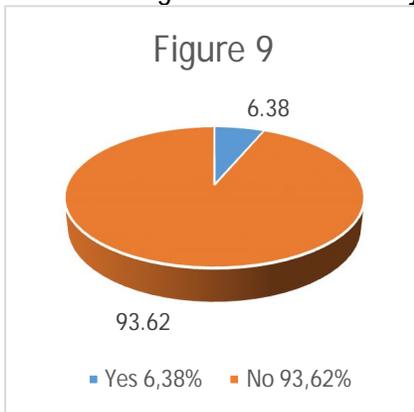
Assumption 8 recorded a total of 11 respondents out of 47 who were able to identify "the observable behavior" correctly. This figure represents 23.4 per cent of the total population. This simply means that assumption eight is verified for 23.4 per cent of the entire population.



Likewise, 76.6 per cent of these trainers ignores how to identify an observable behavior in a given behavioral objective.

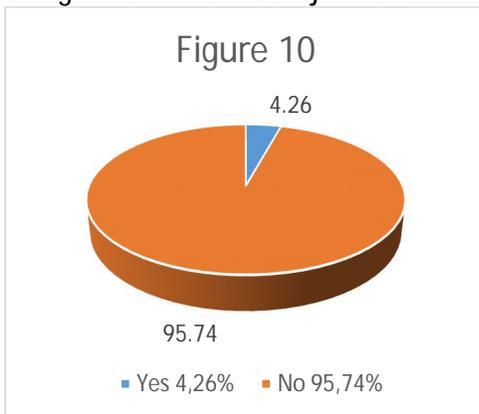
3.1.9 Ivorian financial authority’s trainers are able to identify a performance criteria in a given behavioral objective

As for *“performance criteria”*, three of the forty seven financial authority trainers identified it correctly. Assumption nine is therefore **verified at 6.38 per cent of the entire population** and this simply means that 93.62 per cent of the entire population are not able to identify a performance criteria in a given behavioral objective.



3.1.10 Ivorian financial authority’s trainers are able to identify a performance condition in a given behavioral objective.

Finally, the last assumption was true for only two respondents out of forty seven. In another term, 4.26 percent of the whole financial authority trainers are able to identify a performance condition in a given behavioral objective.



This simply means that 95.74 of our respondents are not able to identify a performance criteria in a given behavioral objective.

Partial Conclusion:

This research enabled us to discover that 23.40 per cent of the Ivorian financial authority trainers cannot define clear general objectives. Besides, 12.7 per cent of them wrongly believe to be able to define specific objectives. Moreover, 19.1 per cent of the total population of trainers ignore that a specific objective cannot be defined with two action verbs while 25.5 per cent of them define specific objectives that have no link with their general objective. As for 31.9 per cent of them, their specific objectives have the same characteristics as a general objective.

The last two figures enable us to assert that 57.5 per cent of those trainers have an issue with what can be considered as an overview as far as specific objectives are concerned that every trainer or course designer should have.

As for specific knowledge expected from those who are considered to master behavioral objective definition, such as the different components of a complete behavioral objective, we realized that 97.88 per cent of them totally ignore it. Even after giving them some indications, 76.6 per cent of those trainers were still not able to identify an observable behavior in a given behavioral objective, while 93.7 per cent of the entire population are not able to identify a performance criteria in a given behavioral objective. Finally, 95.8 per cent of our respondents are not able to identify a performance criteria in a given behavioral objective.

3.2 DISCUSSION

To understand Mager's method we need to note that for him an objective consists of an audience, a behavior, a condition under which the performance is supposed to be accomplished, and finally the realization degree.

For him, the audience refers to the people we are expecting a given performance from. In a teaching –learning setting, those people are generally a student, a learner, a trainee etc. Consequently, he suggests to start our behavioral objective by: "the student will be able to..." or "at the end of this course the student will be able to..."

As for the behavior, Mager (1984) says that it refers to what is expected of the learner at the end of the teaching-learning process. The expected behavior is the answer to the question "what must the learner do to demonstrate that he has achieved the stated objective"? For example "at the end of this course, Ivorian financial authority trainers will be able to define a specific objective". Here, the behavior is "to define a specific objective".

The same way, Mager (1984) believes that a good performance condition tries to indicate the condition under which the learner or the student is expected to perform. Still for him, the performance condition tries to answer the question "how is the learner expected to perform"? For example, "at the end of this course, Ivorian financial authority trainers will be able to define a specific objective without using their course". In this particular case the performance condition is "without using their course"

Finally, the realization degree or a performance degree describes the desired degree of the learners' performance. It shows to what extent the learner's performance can be judged satisfactory by the instructor. It replies to the question "how well shall the learner perform to satisfy his instructor"? For example "at the end of this course, Ivorian financial authority trainers will be able to define two

specific objectives correctly every ten seconds." The performance degree is "correctly every ten seconds."

As for the present survey, it was organized such a way that question two serves to check the validity of question one. Indeed, whoever asserts to be able to define a general objective, is supposed to know that this implies avoidance of using behavioral verbs or action verbs. Therefore, we assume that 76.5 per cent is the correct rate of those who can define a general objective.

We noticed that 100 per cent of financial authority trainers believe that they are competent objective definers. What is defining an objective for them? Is that view in line with the view of Mager who is considered as a world class expert in this field?

For Mager (1984) an objective aims at describing a given performance that the teacher expects his learner to exhibit at the end of the teaching –learning process as a proof that the learner has the required competence. Thus, in Mager's view, an objective is not concerned with the instructional process, but rather with the end result of a given instruction.

To come back to financial authority trainers, the proof that all of them know how to define a general objective does not depend on their assertion since the seminar gives them a chance to perform through a ten-minute micro teaching. This micro teaching offers a chance to each of them to exhibit the required competence if they really have it.

Similarly, the team of teacher trainers was offered the opportunity to verify if such an ability really exists with them. Indeed, although we can confirm that all of them presented a general objective that seems acceptable at the first sight, we noticed that not all their general objectives were found tolerable.

Indeed, contrary to assumption 2 that states that a general objective must not be formulated with a verb of action, **figure one** shows that eleven out of forty seven financial authority trainers' general objective contains at least a verb of action. **This simply means that 23.40 per cent of them do not know how to define a general objective.** As a matter of fact, **76.6 of them can assert to exhibit the ability to define a general objective and not 100 per cent as revealed in assumption one.** Though the rate of those who can define a general objective is still reasonable, can we get to the conclusion that they all know how to define behavioral objectives? Is defining a general objective enough?

First of all, we would like to point out that hypotheses 3, 4, 5 and 6 are interrelated. Indeed, as Mager (1984) points out, whoever ignores where he is going will hardly find the suitable means to get to his destination. After this introduction to the importance of defining clear objectives, Mager also stresses the fact that specific objectives have to be explicit, therefore they must have the same meaning for everyone.

Thus, students and teachers will have a clear idea of where they are going. For example, students knowing clearly what is expected of them will have a clear idea of how to organize their efforts to accomplish their learning objectives.

As for teachers, they also need to know if they have been successful in attaining their teaching objectives. They also need to know if assessments are not misleading students, if the information deriving from these assessments are really as informative as they should be.

Accordingly, both teachers and students can attain their teaching or learning objectives only if behavioral objectives are clearly defined. Subsequently, when 12.7 per cent of our research population are not able to define their specific objectives with suitable verbs, at least this population needs to be trained adequately (Assumption 3 & 4). This training solution is applicable to the result of assumption 5 which revealed that 19.1 per cent of our respondents ignore that for the sake of clarity each action verb should represent each specific objective.

Indeed, a specific objective with two verbs of action is not one, but two specific objectives. For that reason, they must dully be separated in order to have two specific objectives.

Likewise, when 25.5 per cent of the same population of trainers ignores that put together, specific objectives should enable to get to the general objective, we think that at least, this population needs to be trained too.

Undeniably, a general objective can be compared as a big cake. In order to enable each family member to have a share, the cake must be divided into several portions. No matter the size of some of the parts but, put together, they should enable to get the original size and shape of the cake. Conversely, we should never have a mixture of cake, butter and/or bread. What does such an ignorance imply?

GENERAL CONCLUSION

This research was an opportunity for us to understand that financial authority trainers in COTE D'IVOIRE have some knowledge in the behavioral objective definition. However, this knowledge is far from enough for their level of responsibility. For example, when general objectives are defined with action verbs as it was the case for **23.40 per cent of them, or** when 25.5 per cent of them define specific objectives that have no link with their general objective, or when 31.9 per cent of define specific objectives that have the same characteristics as a general objective, we are faced with serious troubles that need a solution.

As for specific knowledge expected from those who are considered to master behavioral objective definition, such as the different components of a complete behavioral objective, we realized that 97.88 per cent of them totally ignore it. Even after giving them some indications, 76.6 per cent of those trainers were still not able to identify an observable behavior in a given behavioral objective, while 93.7 per cent of the entire population are not able to identify a performance criteria in a given behavioral objective. Finally, 95.8 per cent of our respondents are not able to identify a performance criteria in a given behavioral objective

Therefore, we decided in early January 2016 as soon as we came to this conclusion that the next January 2017 seminar would be devoted to deepen their knowledge in the behavioral objective definition.

Finally, ignoring that put together all the specific objectives lead to the general objective proves two things: either one is not correctly trained, or one is trained but one did not follow the training attentively. At this level of our analysis and in the light of all that we described above, we are ascertained that financial authority trainers have a partial ignorance in behavioral objective definition that need to be corrected through a sound training.

As true as the craft of teaching is intimately related to the craft of assessing, it must be recognized that the craft of assessing greatly relies on the good and the meticulous definition of behavioral

objectives. Being at the beginning, the center and the end of the teaching-learning process, it is a must for every trainer to master the craft of defining behavioral objectives. If the population under study have an imprecise knowledge of behavioral objectives definition, what to say about their ability to teach and assess their learners?

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