

Chapter V

FINDINGS AND DISCUSSION

5. Introduction

This chapter presents the findings and discussion of the study. The study focussed on the development of an integrated affective domain programme, implementation of the same on selected group of students to see its effectiveness in developing affective domain among students of upper primary schools.

The study was guided by two overarching research questions which were formulated to conduct the study.

- a) What are the aspects of affective domains that need to be developed among students?
- b) How such a programme can be developed that can develop affective domains without neglecting the cognitive domains in students?

To develop such an educational programme, it was required to find out the vital dimensions of affective domain which are deficient in the students. It was thought appropriate that to take care of both affective and cognitive domains for development among students, integrated instructional programme was appropriate. For that, the researcher developed an integrated affective domain programme, in which unit and lesson plans were designed in such a way that the students develop selected dimensions of affective domain such as positive attitude, emotions, values, interest and socialization without compromising cognitive attainment. Appropriate group activities, video shows and other teaching learning process were considered and included to develop students' interest in studies, understanding the concept, gaining knowledge, develop positive attitude, interest, emotion, and socialization, and important values in students.

5.1. Discussion of the Findings:

As per the objectives of the study, Development of Integrated Affective Domain Programme, Implementation of the Integrated Affective Domain Programme, and Evaluating the Effectiveness of the Programme, the following findings were arrived at:

- a) The first objective of the research being development of an Integrated Instructional Affective Domain Programme, the researcher first identified the dimensions of affective domain. The needed affective domains were – attitude, emotions, interest, value and socialization.

It is necessary to develop positive attitude of the students so that they can face positively all the challenges of life. It is necessary to arouse the interest of the pupils to acquire life skills and apply them in their daily routine and to make them understand the importance of the subjects taught in every subject in their life. Values and ethics are dwindling day by day. It is very important to make students understand the importance of values and instil them in their lives. The researcher while observing students in the school premises found that they lack emotions that lead to bullying on school campus, making fun of other people's problems. It is necessary to generate emotions in the pupils. The pupils lack in socialization. They must learn to integrate with each pupil in their class and in the school, to learn to work in different groups, to help each other to acquire knowledge, and shall be cooperative. Through the review of several research papers, it has been found that schools around the world are not able to instil in children certain values like interest in studies, life, society and the environment, etc. Such problems of lack of positive attitude towards life, diminished values, emotions and socialization have become a challenge in today's world as also reported by Christopher, 2008; Cheng, 2011; Victoria, 2012; and Sakesh, 2013. So therefore, the researcher identified five dimensions of affective domain i.e. attitude, interest, emotions, value and socialization to be developed in the students of grade VII.

- b) To develop the affective domain among the students, essential principles were followed to develop the Integrated Instructional Affective Domain Programme which were based on previous literature review, researcher's discussion with the teachers and students, her own observation and experiences. The principles followed were;
 - i) The Integrated Instructional Affective Domain Program gives importance to both affective domains and cognitive domain. Emphasis was placed on the development of the affective domain together with the cognitive domain. Griffin, 1997 also stated in his studies that the students learn best when the affective and cognitive domains of education are blended together.

- ii) The Integrated Affective Domain Programme provided extensive guidance on general methods and strategies, as well as specific guidance on each unit and lesson plan, for effectively using materials to achieve the desired tangible result. The reviewed studies show that specifically designed educational programme aided the students to successfully boosted their self-esteem, awareness, and attitudes (Deuquette, 1990; Pearson J.L., 2005; Sakesh, 2013).
- iii) Teacher should be confident, cheerful, sincere, and passionate, dedicated, focused and should be appreciating students for their participation, supported by Rao, 2001. He claimed in his studies that teachers' attainment of students' emotional need can bring desirable change in students' attitude and they will be self-disciplined and responsible. Sakesh, 2013 stated that teachers' command over the subject; appreciation of the students, skills to conduct various activities, friendly and caring behaviour would make the classroom environment conducive for performing the activities for nurturing affective domain.
- iv) The structural patterns, sequence and content was planned to provide extended practice. As observed by the researcher and also found while discussing with the teachers that it is a momentous challenge for the teachers to bring innovative ideas in every teaching learning process due to lack of time and availability of electronic gadgets. The affective domain programme is planned and structured to be used in convenient manner.
- v) The program encourages learning mainly by speaking the English language combined with positive attitudes, emotions, values, interest and socialization. The reviewed studies emphasised that if the teaching-learning process is more interactive that includes role plays, demonstrations and discussions etc. The students get opportunities to express themselves which should support both affective and cognitive development (Griffin, 1997; Wang, 2007; Carmichael, 2010).
- vi) This is an age-specific program that has been designed by selecting and developing Worksheets, videos, quizzes, gamification, and other activities by considering the age of children i.e., 12 to 14 years age group. The researcher finds use of variety of teaching and learning materials such as videos charts, learning cards, etc has an impact on students' learning, as found by Bhattacharjee, 2011 that in the 20%of classes where child-friendly teaching was taking place, higher attainments were seen where the teacher was observed using any teaching and learning materials other than the textbook.

- vii) The strategies and techniques used to convey the topics did not take much time, but were very interesting for the seventh graders, which made them learn faster. Linnea, 2012 also highlighted in the study that by making the lessons taught interesting and value based activities, teachers can increase students' engagement in the lessons and enhance students' efficiency.
- c) The objectives of the Integrated Instructional Affective Domain Programme were decided based on researcher's observations, discussion with the teachers and the students of grade VII. The past revealed that the planned teaching learning processes should not only be for cognitive domain but should be integrated with the development of affective domain. If the activities for the development of affective domain are blended with the curriculum it becomes effective (Christopher, 2008; Shukla, 1991; Sakesh, 2013; Saptono, Suparno, 2018). Therefore the objectives of the Integrated Instructional Affective Domain Programme were:
- i) The students will be able to comprehend the topics taught to them and able to analyze, compare, evaluate and draw inference.
 - ii) The students will be able to develop new vocabulary and use them in writing.
 - iii) The students will develop grammar; tense, adjectives, noun, pronoun, and use simple and complex sentences.
 - iv) Students will be able to speak English fluently.
 - v) Students will develop active listening skills.
 - vi) Students will develop a positive attitude towards life, society and self, develop moral and ethical values, interest in learning good habits, emotional maturity and socialization through lessons
- d) The third objective was to find out its effectiveness in terms of affective domain development without cognitive development being compromised.
- i) The Integrated Instructional Affective Domain Programme is effective in developing Attitude, Emotion, Interest, Value, Socialization and overall affective domain without compromising or neglecting the development of cognitive domain. After the implementation of the programme, all the teachers found positive change in the behaviour of almost all the students. The teachers also shared that majority of students developed concentration, started showing gratitude, working harmoniously and became more attentive. The parents also claimed that they found positive changes in

the behaviour of their children. With regard to the feedback of the students on the programme during group discussion, the students appreciated the activities to make the learning interesting. The various role-plays, debate on interesting activities, the power point presentation by the group of students, short motivational videos, poster making with slogan writing, display of their talents, brain storming on challenging topics, were appreciated by them.

- ii) The various activities to make the learning enjoyable was found to be enjoyed by students and helped in enhancement of their interest in English subject. They demonstrated positive attitude towards learning new concepts, accepting the given challenges, respecting the teachers, maintaining classroom discipline by following golden rules which was formed by students and the researcher jointly, showed empathy towards each other and enjoying group activities, valuing group members' opinion.
- iii) The activities like demonstrations and group presentation improved their communication skills, the motivational videos inspired them to utilize time productively, value Indian culture, sensitize them towards conservation of natural resources, and it also helped them to understand the importance of teachers in their life.
- iv) The activities like poster making and slogan writing made them aware of their inner power to bring change in the society. Group activities helped them to know their classmate better, respect each other's opinion, and develop patience to listen to others and to bring harmony among them.
- v) The activities like value inculcation through video shows, storytelling, role play changed their attitude towards learning English subject, sensitized them on their responsibilities towards their parents, school and the nation. This brought in them a positive behavioural change reflected through their gestures and actions.

5.2. Findings of the Study

As per the objectives of the study; Development of Integrated Affective Domain Programme, Implementation of the Integrated Affective Domain Programme, and Evaluating the Effectiveness of the Programme, the following findings were arrived at:

- a) The needed affective domains for developing the Integrated Instructional Programme are; Attitude, Emotion, Interest, Values, and Socialization.

- b) The following principles were followed for developing the Integrated affective domains programme for teaching English;
 - i) The Integrated Instructional Affective Domain Program gives importance to both affective domains and cognitive domain.
 - ii) The Integrated Affective Domain Programme provided extensive guidance on general methods and strategies, as well as specific guidance on each unit and lesson plan, for effectively using materials to achieve the desired tangible result.
 - iii) Emphasis was placed on the development of the affective domain together with the cognitive domain. The programme became relevant to the development of affective domain without compromising on cognitive domain.
 - iv) The structural patterns, sequence and content was planned to provide extended practice.
 - v) The program encourages learning mainly by speaking the English language combined with positive attitudes, emotions, values, interest and socialization.
 - vi) This is an age-specific program that has been designed by selecting and developing Worksheets, videos, quizzes, gamification, and other activities by considering the age of children i.e., 12 to 14 years age group.
 - vii) The strategies and techniques used to convey the topics did not take much time, but were very interesting for the seventh graders, which made them learn faster.
- c) The Integrated Instructional Programme was found to be effective in developing students' over all affective domains and all the domains viz., Attitude, Emotion, Interest, Values, and Socialization.
- d) The Integrated Instructional Programme developed affective domains of students without compromising their cognitive development.

5.3. Implications of the Study

From the present study, the following implications can be drawn for teachers, curriculum designers, administrators, researchers and policy makers.

- a) Teachers need to be trained for making their classroom teaching integrated with affective domains by selecting./adapting various activities that are enjoyable and helps students develop positive attitude, values, emotions, interest and socialization.

- b) The study shows that the teachers should express that they care for the students and must behave the way they expect from the students and develop them into future professional who works in harmony with others and follow the values and professional ethics.
- c) This study will make the Administrators take up the curriculum based on affective domain development and make sure that it is taken care of by the teachers along with cognitive development of the students, include assessment of progress of affective domain in formative assessment and to give adequate weightage to it.
- d) More research should be done in the field of affective domain. Researchers must study further and expose how the affective domain is declining in students day by day. There is a need to identify various dimensions of affective domain where the children throughout the world are lacking and to suggest variety of steps to overcome this serious issue of declining affective domain of the students.
- e) Policy makers can take a cue to frame policies giving importance to the development of affective domain along with cognitive domain.
- f) Teacher education curricula may be redesigned whereby proper emphasis can be given to plan and teach in classrooms by taking proper care of students' affective domains.

5.4. Suggestions for Further Studies

Based on the findings of the study, the following suggestions are tendered for further research.

- a) Such programmes can be developed in other school subjects at different grade levels and effectiveness can be studied.
- b) A longitudinal study can be conducted on students to see the retention of affective domain behaviour acquired by students at schools.
- c) A cross cultural study can be conducted to see as to how students develop their affective domains.
- d) A research study considering socio-economic background and children's affective domain development can be surveyed.

5.5. Conclusions

The schools have been assigned the task of shaping the future of the students or generating ideal citizens of the nation by nurturing positive attitude, emotions, transacting the values, developing interest to gain knowledge, maintaining peace and harmony through socializing.

When a school fails in their task of generating ideal citizens it becomes a matter of concern to the society at large. Development of various dimensions of affective domain in school going children is not a new concept but perhaps not tried by teachers to inculcate in students or rather we can say that it is not taken up seriously in schools. Focus is always on marks scored in Examinations. Out of this concern, the researcher studied the problem of affective domains development for developing positive attitude, interest, values, emotions and socialization while gaining knowledge in specific subjects.

The researcher identified the domains of affective domains that are to be developed among students and develop the Integrated Instructional Affective Domain Programme. She experimented the programme on a selected group of school children and found that it develops the affective domains of children over and in all dimensions; attitude, interest, values, emotions, and socialization. The programme was so developed that it took care of the children's cognitive development and the children enjoyed all the components of the programme.

It was recommended that there is a dire need of both pre-and in-service training programme to train the teachers on how one can develop affective domain in students while teaching their subjects. Effective professional development initiatives to be planned and executed, for the transformation of teaching-learning methodologies where affective aspects should compulsorily be blended with the cognitive domain not only in English subject but also in every subject taught in all the grades in school.

At the end researcher would like to affirm that the Integrated Instructional Affective Domain Programme was designed to develop attitude, emotions, interest, value and socialization and make children to learn English effectively. It was observed that the students enjoyed all the activities which arouse enthusiasm and inspired them to perform better.