

Chapter VI

SUMMARY

6. Introduction

Education plays an important role in the growth and prosperity of a nation. Its role is fundamental for a number of development parameters, ranging from increasing green knowledge and sustainable practices in society to disaster preparedness, increased productivity, poverty reduction, lowering the crime rate, improving skills, etc. In short, education has been the determining factor in economic and social development and the cornerstone of government policies globally. The National Education Policy (1986) stated that "if a child has a good education at primary level, he never looks back in his life because he was ready to exercise his initiative to overcome difficulties". Childhood is the period that easily absorbs new values and cultures. If the society aspires to build its social, moral and ethical character, the best way would be to build a similar personality in its children. Noteworthy is the observation of the National Focus Group on Examination Reforms (2006: 5) "... if you want curious minds that can 'think outside the box' at 21, you can't start 17. You have to start at 7 or at least 11 ".Children are the foundation of the future society. Primary education therefore plays a very important role. Recognizing the important role of primary education, the Supreme Court of India in its 1993 decision declared primary education as a fundamental right. The Constitution of India established free and compulsory primary education for all citizens of the country without any form of discrimination based on caste, sex, religion, etc.) In this regard, it was noted that access to primary education is constantly expanding across the country, but the quality of education remains a matter of concern. The pupil-teacher ratio and the lack of qualified teachers affect the quality of education provided to pupils. Indian education is in the midst of a quality crisis, starting in primary schools. This does not mean that there are no exceptions or that all institutions are equally bad; the main problem we face today is that most of our educational institutions do not pay enough attention to the development of emotional dominance in students at all levels. It is necessary to seriously think about whether the existing educational institutions serve to educate our students of the 21st century taking into account their cognitive, affective and psychomotor

development. Attendance, use of slang / swear words and antisocial activities by students at different educational levels undoubtedly demonstrates that they lack values, emotions and have not been socialized at the expected height. Despite the significant material progress made by human beings, we face problems of terrorism, corruption, psychosocial conflicts, war and violence on a global level. Peace and harmony in the family, in the nation and in the world are deteriorating day by day. The main cause of these ailments may be the fact that humans lack positive attitudes, values and emotions due to the change in their needs and lifestyle. In this context, a quality primary education is the need of the moment because it is the foundation of the education and a proper development of an individual. The right kind of education has the capacity to end all evil in society and create a peaceful world. The world is changing at a very rapid pace which places enormous demands on the quality of human resources capable of thinking innovatively and outside the box. Undoubtedly, many initiatives have been taken.

The study focused on the development of an integrated affective domain program, implementing it on a selected group of students to see its effectiveness in developing selected affective dimensions in students of Upper Primary School. In the final phase, the study was evaluated to see how it worked in the development of the affective domains of students in class VII. The study was guided by two general research questions that were formulated to conduct the study.

- a) What aspects of affective domains need to be developed in students?
- b) How can such a program be developed which can develop affective dimensions without neglecting cognitive aspects in the pupils?

To develop such an educational program, it was necessary to discover the vital dimensions of the affective domain which the pupils lacked. It was considered appropriate that in order to support both affective and cognitive domains for development in students, an integrated teaching program was appropriate. For this, the researcher has developed an integrated affective domain program, in which the unit and lesson plans are designed in such a way that students develop selected dimensions of the affective domain such as positive attitude, emotions, values, interest and socialization without compromising cognitive skills. Appropriate group activities, video shows and other teaching and learning processes have been considered and included to develop students' interest in studies, understand concept,

gain knowledge, develop positive attitudes, interest, emotions and socialization and important values in students.

6.1.Review of Literature

Literature review enabled the researcher to learn from previous theory on the subject, provided a context for the research and justified the same. It helped the researcher to gauge the flaws and gaps in the previous studies. In the present study, the researcher tried to restrain the review process on the basis of title, objectives, methodology, findings and conclusion etc.

6.1.1. Study on Attitude

Griffin 1997 studied on Attitude, Skills, Concept and Affective learning. He found that the students learn best when the affective and cognitive domains of education are blended together. Rao, 2001 worked upon Emotional need, Attitude, Responsibility and Self – discipline of students and found that teachers’ attainment of students’ emotional need can bring desirable change in students’ attitude and they will be self-disciplined and responsible. Christopher, 2008 did research on development of Beliefs and Attitude through character education curricula and found that character education curricula is useful when used as resources at the elementary school level but irrelevant at the high school level. Philip, 2010 claimed that (i) SSC schools are effective in enhancing emotional intelligence of students but ineffective in enhancing their creativity and general role attitude. (ii) CBSE schools are effective in creativity and general role attitude but ineffective in emotional intelligence and political awareness. (iii) ICSE schools are effective in creativity and political awareness but ineffective in emotional intelligence and general role attitude. (iv) IGCSE schools are effective in creativity of students but ineffective in emotional intelligence and general role attitude. He studied the Creativity, Emotional Intelligence, Political Awareness, Individual Modernity and General Role Attitude of the school going students. Cheuk Pun, 2011 found that value education affects the development of Knowledge, Skills and Attitude of students. Sakesh, 2013 found the students of secondary section very undisciplined. He proved through his studies that the 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 characteristics like Attitude, Self-Efficacy, Interest and Values. Saptono, Suparno, 2018 studied and proved the correlation of Attitudes and Values to academic achievements.

6.1.2. Study on Interest

Sarangi, 1994 found that the students lack interest in studies. Through his studies proved that Moral Education and Interest are significantly correlated. Bulunuz, M. 2007 found that Motivational aspects of the methods course has direct positive impact on developing interest in Science subject and interest in teaching Science. Carmichael, 2010 found through his studies that students' self-competency beliefs were a strong predictor of their interest but that interest itself was not a strong predictor of achievement. Linnea, 2012 proved through her studies that by making the lessons taught, interesting and value-based activities, teachers can increase students' engagement in the lessons and enhance students' efficiency. Fredson S., 2015 found through his studies that positive relationship between teachers and students have a positive impact on the students' interest and motivation in school which contributes to the enhancement of the learning process.

6.1.3. Study on Value

Shukla, 1991 found through his studies that Value education programme should be based on various approaches and activities in order to have better appeal for the students. Dubey, 1992 studies focused on the National Integration, Brotherhood, Secularism, Punctuality and found that there was negligence of affective domain in education and concept of value education, in practices. Durance, 1995 proved through his studies that a school has a significant, unique role to play in adolescent value formation and value development is positively correlated with effective schooling. Narad, 2007 found in his studies that the senior secondary school students of Punjab did not differ significantly with respect to religious, social and power values but differed significantly with respect to democratic, aesthetic, economic, family prestige and health values. Cheng, 2011 studied perceptions of school teachers and students on affective education. He found that teachers were particularly dominant for creating school climate. Albalawi, 2014 found in his studies that by teaching life lessons and values, teachers can create good relationship with students to enhance students' academic performance. Saptono, Suparno, 2018 observed in his studies that attitude and values are correlated and had directed effects on achievement of the students.

6.1.4. Study on Emotions

Hyang Jin, 2001 studied correlation between Adolescence, Emotions, Socialization and Self-discipline. He found that self-discipline plays a vital role in the socialization of early adolescents. Emotional control is the core of self-discipline for early adolescence. Self-

discipline for early adolescence, which was considered a highly emotional stage, perceived not only as integral to personhood, but also as the basis on which to cultivate the creativity of the self. Rao, 2001 conducted study on Emotional need, Attitude, Responsibility and Self – discipline. According to his studies, teachers’ attainment of students’ emotional needs can bring desirable change in students’ attitude and they will be self-disciplined and responsible. Week, 2001 found in his studies that learners with emotional problems experience behavior problems which serve as barriers to effective learning. Surabala, 2005 found in his studies that students who belonged to High Parent-Involvement group have positive and balanced self-esteem. They also had excellent and good adjustment in the area of emotional, social and educational adjustment. Further, it was found that students of less involved parents had low academic achievement. Wang, 2007 studied the impact and correlation among Self discovery, Love and Gratitude, Empathy, Emotions, Optimism, and Hope. In his studies, he found society and culture had an impact on affective education implementation. Moreover, the components within these three levels were interrelated and affected each other overtly and covertly.

6.1.5. Study on Socialization

Jacobs, 1990 studied the impact of social competence on academic achievement of the students. He claimed in his studies that social skills programme had a significant impact on social competence but analysis of the parent ratings and standardized achievement scores revealed encouraging but not significant results on academic achievement. Pearson, J. L. 2005 studied the effect of ability, learning behaviors and Gender on the Academic achievement of the students. It was claimed that school ability and learning behaviors both have significant direct effects on academic achievement and learning behaviors. However, the addition of social skills and gender to a model comprised of learning behaviors and school ability did not increase the model’s ability to predict academic achievement. Bhattacharjee et. al., 2011 proved that Working in small groups was strongly correlated with Grade IV learning outcomes but less so with Grade II outcomes. Where child friendly teaching was taking place, with use of teaching and learning materials other than the textbook, higher attainments were seen. He studied the correlation between Child friendly classrooms, Socialization and learning outcomes. Sharma, 2013 also claimed that students learnt effectively in groups. Mirsky, M. E., 2014 said that there is a significant need for effective and structured interventions that target the social needs of high functioning autism children. Barber E. D., 2017 also proved that social development and language development

are largely independent aspects of child development during the early school years. Delays in social development and academic development tend to correlate in the teenage years.

The investigator reviewed various studies done in India and across the globe related to her study. Educational researchers have considered the affective domain to be an integral part of the learning experience, but it is the least studied, most often overlooked. Factors contributing to school effectiveness in the affective domain have been largely ignored in recent research in spite of a transnational concern about value disorientation. Though it is an important aspect, the researcher has not come across any kind of detailed study on the process of developing affective domain in the children in Indian scenario.

6.2. Rationale of the Study

On the way of considering knowledge in School curricula is to facilitate all-round development of students; cognitive, affective, and psychomotor domains (Sowell, 1996). These domains are areas of learning that share a common characteristic in shaping a student to become more useful in the society. The cognitive domain is associated with intellectual functions; the affective domain with emotions, attitudes, and values; and the psychomotor domain with physical activities (Bloom, 1956). Unfortunately, the scenario is different today irrespective of schools (Siang, 2012). Therefore, there is a great need to include affective domain instead of just developing cognitive dimensions among the students. In 1956, Bloom and his associates came up with a taxonomy which could be used to classify cognitive learning outcomes in conjunction with the use of affective and psychomotor dimensions. The version was improved by the study done by Krathwohl & Anderson, (2000) to qualify the affective domain as one of the most important dimensions in learning. However, the research studies witness that most school curriculums all over the world reflect scantily or not at all on the integration of affective domain in their undertakings. The reasons for this could be because many schools concentrate more on grade attainment. When focused on cognitive domain only, neglecting the affective dimensions leaves a vacuum in students' character excellence. As a result, violence and all sorts of vices are rampant in society. There is no doubt that the school management / leaders have failed to address the root causes of such mannerism.

Development of the affective domain is the most essential part of the schooling of the children especially when they are heading towards adolescence period because the students at this stage having certain characteristics like curiosity to learn, to explore the world and energies which they have to channelize to achieve their goals. Dealing with the students of 11 or 12 years of age in the classrooms is a very challenging task to the teachers. Students need special programmes to channelize their energies properly in a regular school programme for bringing all-round development. As can be referred from the researches and reports of national level committees and commissions, it is indeed essential to develop affective attributes of students. As only the cognitive domain is getting major emphasis in school education, there is a need to enhance affective attributes of children to make them responsible adult citizens with responsible behavior.

As the studies conducted so far have neglected the affective attributes, and the few studies conducted are not providing enough understanding about how a teacher can provide emotional support and attention to the students, teachers' competencies to organize such lesson is essential. How he can integrate affective dimensions along with cognitive domains in his teaching, how in the school activities; assembly, games and sports, annual day etc. the affective domain can be developed needs further research. Specially the upper primary school, where children are at the threshold of adolescent, a modeling period of their life for affective and cognitive attributes, the development of an integrated affective education programme assumes importance. Unless measures are taken to address the problem, our schools will continue to produce high achieving doctors, engineers, lawyers and so on without emotions and values, whose manners and sense of professionalism will be questionable by the society.

This study was conducted to find solutions to help fix the situation and a process to integrate affective dimensions along with cognitive domain while teaching in the class.

6.3. Research Question

The overarching question guiding the study is as follows.

Is there any mechanism to develop the affective domain among the Upper Primary School Students without compromising on Cognitive domain?

6.4. Title of the Study

“Development of an Integrated Instructional Programme on Affective Domain of Upper Primary School Students”

6.5. Objectives of the Study

The following are the objectives of the study;

- a) To develop an Integrated Instructional Programme on Affective Domain for the students of standard VII.
- b) To implement the programme on a selected group of standard VII students.
- c) To find out its effectiveness in terms of;
 - i) Extent of development of affective domain among the students without compromising on development of Cognitive domain.
 - ii) Opinion of the students, teachers, principal and parents about the programme.

6.6. Hypothesis

The following null hypotheses were formulated to achieve the above stated objectives to study the effectiveness of the developed Integrated Instructional Affective Domain Programme:

- Ho1: There will be no significant difference in the development of attitude of experimental group and control group students at the post-treatment level.
- Ho2: There will be no significant difference in the development of emotion of experimental group and control group students at the post-treatment level.
- Ho3: There will be no significant difference in the development of interest level of experimental group and control group students at the post-treatment level.
- Ho4: There will be no significant difference in the development of value of experimental group and control group students at the post-treatment level.
- Ho5: There will be no significant difference in the development of socialization of experimental group and control group students at the post-treatment level.
- Ho6: There will be no significant difference in the overall affective domain scores of experimental group and control group at the post-test level.
- Ho7: There will be no significant difference in the academic achievement of experimental group and control group students in scores of Annual Examination in their English Subject at the post- treatment level.

6.7. Operational Definition of the Terms:

- a) **Affective domain:** It is the social and emotional nature of human beings; a part of educational process that concerns itself with interests, attitudes, feelings, emotions, morals and values of students. For the present study, attitude, emotion, value, interest and socialization are taken as affective domain of students. The overall scores obtained by a person on all the dimensions represents his/her level of affective domain development.
- b) **Attitude:** For the present study, attitude refers to the students' mental state of readiness/willing of the students to learn i.e., willingness to listen and respond to teachers and classmates. It also includes students' willingness to learn different subjects, and towards their school.
- c) **Emotions:** In the present study, emotion refers to the behaviour of the students depicting a matured and accepted behaviour as per their age. It also includes the handling of feelings like anger, love, affection, reverence, fellow feeling, sympathy and empathy to different situations that they face in school.
- d) **Values (Morals and ethical):** In the present study, value refers to students' behaviour just as per the righteousness and worthiness of their action from the Indian perspective.
- e) **Interest:** For the present study, interest refers to the scores achieved by the students on a given interest scale. For the purpose of this research, interest is defined as willingness to take responsibilities of self, class and curricular, co-curricular and extra-curricular activities in school.
- f) **Socialization:** In the present study, socialization is operationally defined as a process to live in harmony with others, carry out group activities, developing team spirit, fellow feelings and helping one another.
- g) **Overall Affective Domain:** It refers to the difference between the overall scores of pre-test and post-test achieved by the students in total scores of all the five selected dimensions of affective domain.

- h) **Cognitive Domain:** It refers to the difference between the overall scores of academic individual achievement in English subject in their Annual Examination.

6.8.1. Delimitation of the Study

The present study was delimited to the upper primary school students of Gujarat State Board.

6.8.2. Limitation of the Study

The present study is limited to the development of affective domain of students of grade VII.

6.9. Methodology

Details of the Methodology that includes design of the study, selection of sample, tools and techniques used for data collection and statistical treatments, are presented in the following sections.

6.9.1. Design of the Study

The aim of the present study was to develop an integrated affective domain programme, implemented on students for an academic year in a natural setting with the available resources and to study its effectiveness. To meet the stated objectives of the present study, a developmental cum experimental study is warranted. The whole process is divided into three phases;

- a) **Phase-I:** Development of an integrated instructional affective domain programme:

The proposed research intended to develop selected dimensions of affective domain in the students of upper primary school students. The observation of students, discussion with teachers and students, and preliminary literature review had identified several key areas which helped the researcher to identify and select the dimensions of affective domain to be developed in students. An integrated instructional affective domain programme was developed to nurture the specific areas of affective attributes in the selected group of students.

- b) **Phase-II:** Implementation of the developed programme on a selected group of students of grade-VII:

The researcher implemented the developed programme in the selected experimental group of students of grade VII. The researcher chose Quasi – Experimental Design. Pre-Test –

Post-test Non-equivalent – Group Design as it found to be best suited for the present study as shown in Table No. 6.1.

Table No. 6.1: Research Design

Students' Groups	Pre-test Score	Treatment	Post-test Score
Experimental Group (E)	E ₁	X	E ₂
Control Group (C)	C ₁	—	C ₂

Note: Experimental group – E, Control group – C, X is Intervention that is use of integrated instructional affective domain programme; (–) means no intervention – does not use integrated instructional affective domain programme.

c) **Phase-III:** Finding out the effectiveness of the programme.

The effectiveness of the developed programme was judged by collecting the pertinent and ample evidences in the process of trying out of the programme on the selected group of students. At the end of the academic year, marks scored in their English subject were also compared. Parents' feedback, Teachers' feedback and group discussion with students were also done to get comprehensive view about the programme. Check-list was maintained and researcher observed and noted the changes in the students of experimental group while undergoing the treatment over a period of time. The effectiveness of the Integrated Instructional Affective Domain Programme was studied by administering the affective domain scale on the students taken as sample for the experimental group and the controlled group, before and after implementation of the programme. The scores obtained by Experimental group students and control group students in Affective domain scale was analyzed using the Mann-Whitney U-test for all the five domains separately and also the overall score in Affective domain.

6.9.2. Population

The students of grade VII E & VII F, Baroda High School, ONGC (Afternoon Shift), Vadodara of the academic year 2018-'19, comprised the population for the present study.

6.9.3. Sample

For the purpose of study, the researcher used Random Sample Method. Under this method, she had identified Baroda High School, ONGC to implement the educational programme.

Two sections of grade VII were selected from the afternoon shift. There were on an average 48 students in each section of grade VII. Students of grade VII E were taken as an experimental group and VII F students were taken as a controlled group in the sample.

For the requirement of the data for objective one, students of the academic year 2015-16 who were studying in Grade VII (section A, B, C, D) of Baroda High School, ONGC, morning shift were considered as the sample. For objective 2 & 3, students of Grade VII, afternoon shift of academic year 2018-19 were selected purposively for the study.

6.9.4. Tools and Techniques of Data Collection

Integrated Instructional Affective Domain Programme aimed to develop selected dimensions of affective domain in the students. It was imperative to check the level of affective domain in students before and after undergoing the implementation. Considering the same, a set of tools were developed. The researcher used the following tools and techniques to collect the required data for the study.

- a) Observation of Classroom Interactions
- b) Teachers' Ratings of Students' Affective Domain Development
- c) Focussed Group Discussion
- d) Field Diary
- e) Photography
- f) Observation
- g) Check List for Observation of Students' Behaviour
- h) Parents' Response Scale
- i) Affective Domain Scale

6.9.5. Data Collection

Data were collected during the various phases of the present study to study the effectiveness of the developed affective domain programme. It consists of both qualitative and quantitative data which were collected during the three phases within the framework of the study. Considering the nature of study, the data were collected in the following phases:

6.9.5.1.Phase I: Development of an Integrated Instructional Affective Domain Programme.

The researcher collected the data in phase I during development of the Integrated Instructional Affective Domain Programme. Phase I was having two sub-phases.

- To identify the needed dimension of affective domain and
 - To develop the programme.
- a) To identify the needed dimensions of affective domains, the researcher took permission from the management of Baroda High School, ONGC and observed the classroom processes of grade VII of the selected class, observed their behaviour, and interacted with the teachers and students through focused group discussion. She observed the parents-teachers meeting, referred related past studies and have gone through the report cards too. The researcher maintained the field notes for writing down the details of her observations. This process was carried out intensely for a period of about one month. The collected data was triangulated to identify the required components of affective domain. The five dimensions of affective domain identified are: Attitude, Interest, Value, Emotion and Socialization.
- b) After developing the programme, the researcher approached five experts in the field of education for their suggestions in the Unit plans and lesson plans as a part of validation. The experts' advises were noted and adopted as per the rules of the school. Three teachers were invited to participate in the pilot study. Their verbal feedbacks about the programme were noted.

6.9.5.2.Phase II: Implementation of the Developed Programme:

In phase II, the researcher applied the developed integrated instructional programme on affective domain on the experimental group students. For 9 months, the researcher used the developed programme to teach English subject. Special care was taken to record the observation of the students' affective behavior in the class. She maintained her observation diary on day-to-day basis. During the implementation process, whenever the group activities were conducted, photography and field diary was used to record the observations.

6.9.5.3. Phase III: Study the Effectiveness of the Developed Programme:

The effectiveness of the Integrated Instructional Affective Domain Programme was seen in terms of the difference of scores obtained by the students of experimental group and control group during pre-test and post-test. The effectiveness of the programme was also judged by collecting the relevant evidence in the process of trying out of the programme on experimental group. After implementation of the programme for nine months in the academic year 2018-'19, data regarding the affective domain were collected from both the experimental and control groups by using the affective domain scale. The researcher conducted focused group discussion with the four teachers of the class of experimental group to find out their reactions about students' development. The teachers were also asked to rate the development of selected dimensions of affective domain in 5-point scale. Focused group discussion was also conducted with the students of experimental group to collect data about their suggestions and reaction to the programme. At the end of the experiment, 27 parents who could be approached were asked to share their observations about their wards' behavioral changes in a scale developed to collect the same. Marks scored in English subject by the experimental group and control group, in their Annual Examination in the academic year 2018-'19, were compared.

6.9.6. Data Analysis

The nature of research carried out called for an amalgamated set of response recordings. Different tools used in the study and as discussed above, deserve a varying statistical treatment for analysis. Accordingly, the researcher employed the relevant statistical procedures and details of which are as follows:

The first objective of this study was to develop an Integrated Affective Domain Programme. For that it was essential to identify the most important dimensions of affective domain to be inculcated among students. For that, the researcher took up observations of classroom process, group discussions with the subject teachers, and group discussions with the students. She also referred and reviewed related literature on affective domains and observed the conversation between the teacher and the parents in PTA meetings. The researcher also used her past experiences as a teacher to design the integrated instructional programme. The data were analyzed using content analysis.

Quantitative information collected through affective domain scale and teachers response scale were analyzed quantitatively by using Mann Whitney U test. Data obtained through observation, discussions and parents responses, was analyzed using content analysis. Data obtained as a part of ongoing analysis of the activities was analyzed by using frequency analysis and content analysis.

6.10. Major 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:

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.

The designed programme provide testimony to the fact that it is possible to provide learning experiences, i.e., inculcate selected dimensions of affective domain along with cognitive aspects, based on experiential, collaborative and ICT embedded learning technique to the students through Integrated Instructional Affective Domain Programme.

6.11. 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.

6.12. 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.

6.13. 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.