

**DEVELOPMENT OF AN INTEGRATED INSTRUCTIONAL  
PROGRAMME ON AFFECTIVE DOMAIN OF UPPER PRIMARY  
SCHOOL STUDENTS**

**SYNOPSIS**

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**Guide**

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## 1. Introduction

Education plays an important part in the development of individuals and nation. Its role is fundamental for a range of developmental parameters from increasing green knowledge and sustainable practices in society to disaster preparedness, increasing productivity, reducing poverty, decrease in the crime rate, and enhancement of skills etc. So it is important that all our citizens are educated.

The process of formal education begins with the primary education. So it forms an important stage of the education system. National Policy on Education (1986) has stated that, “If a child goes through good education at primary stage, s/he never looks back in his/her life for s/he has been prepared to exercise his/her initiative to overcome difficulty.”

Children are a valuable asset for a society. Childhood is the period that easily absorbs new values and trends. Again if the society aspires to build its permanent social, moral and ethical character, the best way for it would be to build similar personality in its children. It is worth noting the remark of National Focus Group on Examination Reforms (NCERT, 2006) “... if you want inquiring minds who can ‘think out of the box’ at the age of 21, you cannot begin to create them at age of 17. You have to begin at 7, or at least at 11”.

Recognizing the significant role of Primary Education, the Supreme Court of India in its judgement of 1993, declared Primary Education as fundamental right. Article 21-A of the Constitution of India and its consequent legislation, the Right of Children to Free and Compulsory Education (RTE) Act, 2009 became operative in the country on 1<sup>st</sup> April 2010. In this regard, it has been observed that the access to primary education is steadily expanding across the country but quality education is still a matter of concern. Lack of proper infrastructure facilities, high pupil-teacher ratio and lack of trained teachers are impacting the quality of education imparted to students.

Indian education is in the midst of a crisis of quality – starting from primary schools (ASER,2019). It can be noted that the Draft New Education Policy (NEP), 2019 also links the “severe learning crisis” to what goes on with young children in India. This is not to say that there are no exceptions or that all institutions are equally bad; the main issue that

confronts us today is that majority of our educational institutions do not pay adequate attention to development of affective domain in students at all level.

The Indian education system needs to be overhauled and transformed so that it may harness the resultant talent pool for the economic growth we aspire to achieve. The draft National Education Policy (NEP, 2019) is a step in this direction. It envisages a complete transformation of the education system during the student lifecycle, from pre-school to higher education. The proposed transformation as stated in NEP, 2019 will require changes in pedagogy and consequently, teachers will need capacity development. Teaching and learning approaches are expected to be more interactive through discovery, discussion and analysis based learning which means that classrooms and other school facilities will have to be modernised with contemporary teaching aids, installation of smart classroom equipment, etc. A reworking of curriculum and activities is urgently needed for the entire age band from 4 to 8, cutting across all types of preschools and early grades regardless of whether the provision is by government institutions or by private agencies. The year 2020 marks the 10<sup>th</sup> anniversary of the RTE Act. This is the best moment to focus on the youngest cohorts before and during their entry to formal schooling and ensure that 10 years later they complete secondary school as well-equipped and well-rounded citizens of India (ASER Report, 2019). There is a need to give a serious thought to the point whether the existing educational institutions serve the purpose of educating our 21<sup>st</sup> century learners taking into account their cognitive, affective and psychomotor development as in future they are going to occupy the key positions in the society. In spite of significant material progress made by the human being, we are facing problems of terrorism, corruption, psycho-social conflicts, war & violence globally. Peace and harmony in family, nation and throughout the world are degrading day by day. The root cause of these evils can be the fact that the humans have started lacking positive attitude, values and emotions due to the change in their needs and lifestyle.

In this background, quality primary education is the need of the hour as it is the foundation for further education and proper development of an individual. Right kind of education has the capacity to end all the evils of the society and create a peaceful world. One of the major initiatives at global level is 'Education for All' movement by UNESCO, 2015. Under this, various programmes have been introduced to provide quality education for children. Education has been the top priority and is the heart of the Millennium Development Goal,

Sustainable Development Goal and it is reaffirmed in the Education 2030 Framework of Action (UNESCO, 2015). No doubt so many initiatives have been taken and various programmes have been introduced to provide quality education to the children but the question arises that ‘Are these facilities really reaching the classrooms? Are the teachers taking initiative to generate interest in the students to learn? Are the teachers successfully able to inculcate positive attitude, values, emotions and socialization in the children while teaching in their class rooms or they are in hurry to complete the syllabus on time? Kirk (2007) writes, "In the educational literature, nearly every author introduces their paper by stating that the affective domain is essential for learning, but it is the least studied, most often overlooked, the most nebulous and the hardest to evaluate of...[the three learning] domains". Brett, James (2006) describes that Affect is an important domain in which children learn. The affective domain of learning in physical education focuses on feelings, values, social behaviour, and attitudes as they relate to human development.

## **2. Importance of Developing Affective Domain in Education**

The growing emphasis being placed on affective development in education throughout the world reflects a re-emergence of an old and more holistic view of education. India’s ancient Upanishadic thinkers like Adi Shankara and many western philosophers like John Pastalozzi believed in progressive educational movement, insisted that education should be understood as the art of cultivating the moral, emotional, physical, psychological, artistic and spiritual, as well as intellectual dimension of the developing child (Forbes and Robin, 2004). Aristotle (384-322 BCA) defined Education as creating of a sound mind in a sound body. Aristotle, a realist and an empiricist, asserts that education is needed for man to achieve self realization. As educated man is a happy person, a happy person is a virtuous man. Gandhi (1937) had visualised education as a means of awakening the nation’s conscience to injustice, violence and inequality entrenched in the social order. According to Sri Aurobindo (1956), “Education is bringing out the best in man, to develop his potentialities to the maximum, to integrate him with himself, his surroundings, his society, his country and mankind to make him the ‘complete person’, the ‘integral person’.” Aurobindo was a nationalist and believed that the process of education should aim at complete development of character, values and spiritual wellbeing of an individual. Such development in an individual should be favourable for the socio-economic and political development of a nation.

Considering the meanings of the various definitions of education, it could be deduced that the need to develop life skills, social skills, emotional skills, and values among the school students have always been emphasized not only in India but by the nations all over the world. It helps children to be equipped to combat their personal struggles and become socially adjusted and responsible citizens of the country. Better inter and intrapersonal relationship can be established in students if education enables them to make meaning of the things around, understand relationships, help them to adapt in their social conditions and would inspire them to set their goals and attain them

The ability to capture the students' attention and structure the presentation to engage the student with the subject matter is an art form. Good teachers control the learning environment using their experience tested techniques and the technology available to maintain interest and positive attitude in the learner. In formal classroom teaching, majority of the teachers' efforts typically go into the cognitive aspects of the teaching-learning process and most of the classroom time is designed for cognitive development because evaluating cognitive learning is straightforward but assessing affective outcomes is difficult and is neglected. Due to this, students may experience affective roadblocks to learning that can neither be recognized nor solved when using a purely cognitive approach.

The main task of teachers should not only limit for developing children's intellectual ability, but also to inculcate emotions, positive attitude and values. There is a need of an education programme, which would develop the cognitive and affective aspects, might guide discipline of mind and emotion, may develop an individual with balanced needs and improved social relationship.

Seeing across the researches, it can be said that affective domain development is essential for our children to be good citizens, socially and emotionally well adjusted individuals who can understand others and their roles for the society. It is usually mastery of effective techniques that set apart the master teacher from the rest. By understanding the interconnection between Affective Learning Outcome and Achievement, teachers can adopt various strategies and techniques in arousing Affective Domain in students that will finally lead to the mastery of content area and better achievement.

Now we are in 21<sup>st</sup> century, but the present situation shows that there is hardly change in the society throughout the world. Though lots of research had been done, and actions taken to improve the education system but there is no change. The lack of emotions, values, positive

attitude, interest and socialization among the people are not developed properly. In contrast to the advocacy of Bloom (1956) to finely blend educational activities into cognitive, affective and psychomotor domains, schools generally lay much stress on cognitive development. Iscan and Senemoglu (2009).

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### **3. The Need of Integrated Teaching (Cognitive & Affective Domain)**

Students' learning process comprising the cognitive, affective and psychomotor dimensions (Fredricks 2004, Wang & Holcombe 2010) has to be emphasized. The three identified dimensions have their roots in the work of Bloom on learning taxonomy (Trowler 2010). A student's learning process refers to an integrated approach where the cognitive objectives can be taught in congruence with affective objectives. Students will attain the desired domains in careful harmony.

According to Chapman (2003), cognitive engagement refers to thinking exercise mainly dealt with the use of cognitive strategies such as coding, analysis, interpretation, etc. Trowler (2010) suggests that in contrast to cognitive engagement, affective engagement is associated with the emotional reactions such as acceptance, interest, sense of belongingness, a feeling of being accepted by a friend or simply being happy to be at school.

Quality education perceives humans as a whole and supports education that feeds the affective domain as well as the cognitive domain (Association for Living Values Education International & UNESCO, 2006); Siang (2012) reiterates the same and opines that, "Education systems have an important role to play in the economic and technological progress but it can be disastrous if the systems fail to develop people's attitudes and social behaviours at all or even positively."



#### **4. Principles of Integration for the Affective Domain Package**

Following principles were followed for conveniently and effectively integrate selected dimensions of affective domain along with cognitive aspects in the learning of English subject:

- I. Numerous Ways of Representation - In order to familiarise the students of phonemic awareness, phonics, vocabulary, fluency and comprehension and to connect the same to the selected dimensions of affective domain.
- II. Learning is Multisensory - Some children learn better by listening, others learn better by seeing, and many learn better by doing. The concept that learning is multisensory is taken care in the affective domain programme.
- III. Several Ways of Expression – The activities in the affective domain programme provides all students with rich and varied opportunities to demonstrate their integrated learning. The programme is designed to encourage students to apply the knowledge and skills they learn within the context of everyday routines.
- IV. Implement Differentiated Instruction – teachers are responsive to individual students. He / she should be familiar with each learner’s knowledge base, language, learning preferences or style and interest.
- V. Multiple Ways of Engagement – Planned open-ended meaningful curricular experience that support affective development along with learning of different skills or concepts that are relevant to all the students in the classroom.
- VI. Various Means of Appraisal – Offers Multiple Ways for students to Demonstrate Learning – students may demonstrate knowledge verbally; or physically; or may write or draw. For example, after taking class on a thematic unit on “Helen Keller”, the researcher provided several options for assessing students’ knowledge. Students were allowed to choose their preferred presentation method for their final project. Several students choose to write and orally present a book report on Helen Keller. Other students created a series of posters detailing the main events in Helen Keller’s life. Several students choose to take a multiple choice test on the life of Helen Keller. The

remaining students created a dramatic production about the life of Helen Keller and perform it for the class.

## **5.1 Review of Related Literature**

A summary of the writings of recognized authorities and of previous researches provide evidence that integrated teaching is being researched and reflected. The researcher studied several past researches out of which 6 were related to Attitude, 5 were related to Interest, 12 were related to Value, 8 were related to Emotions, 8 were related to Socialization and 9 were related to Integrated Approach for Affective Teaching-Learning. Here below an attempt has been made to present a brief of the review under different aspects of affective domains and the integrated teaching-learning.

### **5.1.1 Studies on Attitude:**

Griffin (1997) considered Attitude, Skills, Concept, Affective learning as the variables in his studies and he found that students learn best when the affective and cognitive domains of education are blended together where as Rao (2001) stated that teachers' attainment of students' emotional need can bring desirable change in students' attitude and they will be self-disciplined and responsible. Christopher (2008) claimed that character education curricula is useful when used as resources at the elementary school level but irrelevant at the high school level. Philip (2010) found 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 generating 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 generating attitude. (iv) IGCSE schools are effective in creativity of students but ineffective in emotional intelligence and general role attitude. Cheuk Puu (2011) stated that value education affects the development of knowledge, skills and attitude positively. According to Sakesh (2013), 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. Saptono, Suparno (2018) claimed that attitude and values are correlated and had directed effects on achievement.

### **5.1.2 Studies on Interest:**

Sarangi (1994) considered Moral Education and Interest as the variables in his studies and found that Moral Education and Interest are significantly correlated where as 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) considered Interest and Self – Efficacy as the variables in his study and found 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) claimed that by making the lessons taught, interesting and value based activities; teachers can increase students' engagement in the lessons and enhance students' efficiency. Sakesh (2013) found 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 whereas Fredson S. (2015) found that positive relationship between teachers and students have a positive impacts on the students' interest and motivation in school which contributes to the enhancement of the learning process.

### **5.1.3 Studies on Value**

Shukla (1991) considered value and efforts as the variables in his studies and found that value education programme should be based on various approaches and activities in order to have better appeal for the students whereas Dubey (1992) considered National Integration, Brotherhood, Secularism, Punctuality as the variables in his studies and found that there was negligence of affective domain in education and concept of value education, in practices. Sarangi (1994) found moral education and interest significantly correlated. Durance (1995) considered Effective Schooling and Values as the variables of his studies, and found that a school has a significant, unique role to play in adolescent value formation and value development is positively correlated with effective schooling. So (2006) claimed that development of emotions and values during educational practices in preschools are very important. Cheng (2011) and Cheuk Puu (2011) too found that time – honoured moral values development in students and teachers were particularly dominant for creating school climate and value education affects the development of knowledge, skills and attitude positively where as Albalawi (2014) took Life lessons and Values as the variables in his studies and

found that by teaching life lessons and values, teachers can create good relationship with students to enhance students' academic performance.

#### **5.1.4 Studies on Emotion**

Hyang Jin (2001) considered Adolescence, Emotions, Socialization and Self-discipline as the variables of his studies and 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 (the quality or condition of being an individual person), but also as the basis on which to cultivate the creativity of the self. Where as Rao (2001) found that Teachers' attainment of students' emotional need can bring desirable change in students' attitude and they will be self-disciplined and responsible. Week (2001) studied the behavioural problems and emotional needs of the learners and found that Learners with emotional problems experience behaviour problems which serve as barriers to effective learning. But Surabala (2005), in her studies found 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. So (2006) and Duck, K. D. (2014) considered Emotion and Value as variables and found that development of emotions and values during educational practices in preschools are very important. Wang (2007) found that Self discovery, Love and Gratitude, Empathy, Emotions, Optimism, and Hope were interrelated and affected each other overtly and covertly. Lemmons H. R. (2015) found that Inclusive educational setting has a positive impact on the behavioural, social, and emotional growth and development of students with various disabilities.

#### **5.1.5 Studies on Socialization**

Jacobs (1990) considered Social competence and Academic achievement as the variables of his studies and found 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. Hyang Jin (2001) also found that Self-discipline plays a vital role in the socialization of early adolescents.

Bhattacharjee (2011) claimed that working in small groups was strongly correlated with learning outcomes. Sharma (2013) also found that students learnt effectively in groups. Barber E. D.(2017) considered Social Development and Language Development as the variables of his study and found 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.

#### **5.1.6 Studies on Integrated Approach for Affective Learning**

Mistry (1985) considered the classroom, the organizational climate and the school community relations important for enduring educational improvement whereas Singh (1985) stressed on the relationship of school climate with leadership, positive behaviour and moral development of the students. Duquette (1990) observed a negative correlation between students' self-esteem and the number of problems that students reported. He believed that affective education programs can be effective in increasing student self-esteem. Holder (1997) also proved that self esteem of students can be influenced by the affective curriculum. Surabala (2005) highlighted the parents' involvement can balance the self-esteem of the students and such students had excellent adjustment in the area of emotional, social and educational adjustment. On the other hand, Tomar (2005) found that Audio-Visual mass media has a great effect on the behaviour of the students with special reference to affective domain. Bhattacharjee (2011) observed a link between child classrooms, socialization and learning outcomes. He stressed group work has a strong correlation with learning outcomes. Similarly Thies T. (2014) found negative correlation between affective learning and anxiety based behaviours. Jaleel, Philip (2017) found positive correlation between affective learning outcome and achievement in Physics subject of secondary school students.

### **5.2 Methodological Implications**

Many of the studies reviewed were of survey type, where by random sampling method was used (Jaleel S. Philip S. (2017); Weeks, 2001; Sarangi, 1994; Dubey, 1991). However few studies were intervention studies and these intervention studies have used purposive sampling (Rao, 2001; Holder, 1997; Duquitte, 1990; Sakesh, 2013). Cheng (2011) were of case studies where mixed method has been used. Jaleel S. Philip S. (2017) used stratified sampling

Technique, the data collected were tabulated and analyzed using statistical techniques like Descriptive Statistics, Significance of difference between Means and Call Pearson Product Moment Correlation. The study of Saptono A., Suparno, Najah S. (2018) has made a significant contribution in the development of instruments for measuring and evaluating entrepreneurial learning in high schools, the development of entrepreneurial affective domain learning indicators on attitudes and values in students is limited. But the research only focuses on the assessment of the affective domain from a teacher with the learning process in school. Therefore, further research needs to be seen in the assessment of students' skills in all aspects, and from a broader central perspective.

In the fast paced world, where myriads of things are competing for getting the attention of the today's children, it is a momentous challenge for the teacher to develop positive attitude, emotions, value and retain the attention of the children in the classroom on the specific topic. Traditional pedagogical practices may not be competent enough to engage the students in learning process. The use of technology is inevitable for searching innovative ways to sustain interest in today's technocratic learners. That includes various audio-visual aids, posters, educational trips, story-telling, and role play by students, dramatization, debate, elocution, paragraph writing, quizzes and weekly assessments. Sharma (2013) found that setting frequent homework, quizzes and tests with constructive feedback correlated with raising student attainment.

The studies have helped the researcher to find research gaps in the area of affective domain and design the process of developing an integrated approach to develop affective domain among school children. It has also helped her to ascertain the effectiveness of the materials developed to enhance the affective domain of children.

## **6 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 focussed 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 observed 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 behaviour.

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 modelling 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 proposes sound solutions to help fix the situation and how to integrate affective dimensions along with cognitive domain while teaching in the class.

## **7 Research Questions**

The overarching questions guiding the study are as follows.

1. What are the aspects of affective domains that shall be taken care of by classroom teacher while teaching?
2. How the needed affective domains can be developed among the elementary school children?

## **8. Assumption of the Study**

The present research is based on the following two assumptions;

1. Elementary school students lack in affective domains
2. Affective domains among students can be enhanced by integrating it in the teaching-learning process by teachers.

## **9. Statement of Problem**

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

## **10. Objectives of the Study**

The following are the objectives of the study;



1. To develop an Integrated Instructional Programme on Affective Domains for the students of standard VII.
2. To implement the Programme on a selected group of standard VII students and find out its effectiveness in terms of;
  - a. Extent of development of affective domain among the students.
  - b. Opinion of the students, teachers, principal and parents about the programme.

## 11. Operational Definition of the Terms

In the present study “Affective domain” as a dependent variable has been used. To measure this variable, the following operational definition has been used.

**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 following are the operational definitions of these terms taken here in this study. The summation of score achieved by a student represents his/her level of affective domain.

1. Attitude: Attitude can be defined as “a mental state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related” In the present study, attitude includes – 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. This will be measured by using a Likert type scale.
2. Emotions: An intense mental state that arises subjectively and is often accompanied by physiological changes; a strong feeling: the emotions of joy, sorrow, reverence, hate and love etc. In the present study, emotion includes depicting a matured and accepted behaviour by the students 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. This will be measured by using a Likert type scale comprising of items on these aspects.

3. **Values (Morals and ethical):** Values are the concerns of a student about the righteousness, goodness or badness of their own actions in different situations that one faces. In the present study, value includes students' behaviour just as per the righteousness and worthiness of their action from the Indian perspective. This will be measured by applying a Likert type scale with all its aspects.
4. **Interest:** Interests refer to individuals' inclination to people, objects or ideas that influence the types of occupations and leisure activities that they find attractive, fulfilling, and enjoyable. For the purpose of this research, interest is operationally defined as willingness to take responsibilities of self, class and curricular, co-curricular and extra-curricular activities in school as measured by a Likert type scale.
5. **Socialization:** It refers to the lifelong process of learning to behave in a group situation by taking into consideration social norms, customs, and ideologies. In the present study, socialization is defined as a process to live in harmony with others, carry out group activities, developing team spirit, fellow feelings and helping one another as measured by a Likert type scale.

## **12. Hypotheses**

The following null hypotheses are formulated to achieve the said objectives of the proposed study:

1. There will be no significant difference in the attitude of experimental group and control group students at the post-treatment level.
2. There will be no significant difference in the emotion of experimental group and control group students at the post-treatment level.
3. There will be no significant difference in the value of experimental group and control group students at the post-treatment level.
4. There will be no significant difference in the socialization of experimental group and control group students at the post-treatment level.
5. There will be no significant difference in the interest of experimental group and control group students at the post-treatment level.

### **13. Plan and Procedure of the Study**

The present study is a developmental cum experimental research. The researcher formulated affective domain programme on the theoretical foundation from four major schools of thought namely behaviourism, cognitivism, socio-culturalism, and constructivism. Their technique such as reinforcing appropriate behaviour, immediate feedback, motivational video, persuasive technique, cognitive construction, magnification and minimization, arbitrary inferences, modelling, peer learning, group processing were used where appropriate. Students in both schools had the same syllabus. The subject taught to students was English (Prose, Poem & Grammar part of the text book).

After selection of important dimensions of affective domain, the researcher developed a student's centred, integrated affective domain programme. Under this programme, the researcher designed instructional lesson plans for each and every chapter of English Textbook of grade VII integrating the selected dimensions of affective domain based on the topic taught, with the assistance of many research studies, teachers' experiences and experts' suggestions.

The researcher used non-equivalent quasi-experimental design to implement the program. In the experiment, the participants did not have an equal chance of being either in the control or the experimental groups. In order to improve external invalidity, the researcher ensured that the groups chosen are similar to the target population. The researcher intentionally selected one of the known, popular, 65years old English medium school for the study. As in terms of teaching and learning culture, educational resources, and teaching staff, students, there should not be much difference; the researcher chose two sections of the afternoon shift of the same school.

The study was conducted in three phases and the details of plan and procedure followed at each level are mentioned here below.

#### **14.1 Phase-I: Development of the First Draft of the Integrated Package:**

In Phase-I, the researcher developed the first draft of the integrated instructional affective domain programme. To do so, the following process was followed.

#### **14.1.1 Identification of the Needed Areas of Affective Domain:**

To design an integrated instructional programme for the development of affective domain, needs identification of the specific areas of affective domain at grade VII was the basis. Following tools and techniques were used for selection of needed dimensions of affective domain:

##### **a) Related Literature Review:**

The researcher referred many sources to review literature related to the topic. It was found that schools world over, are facing the common problem of disinterest among the students in study, life, society, and environment etc. Lack of positive attitude towards life, diminishing values, emotions and socialization has become a challenge in today's world.

##### **b) Observation of Students' Behaviour in School:**

To find out the affective domains that need to be developed among the elementary school students of Class VII, the researcher thought it essential to have a first hand experience. Therefore, students' behaviour were to be observed in the classrooms and school complex. To observe their manifested behaviours, a school affiliated to Gujarat Board was selected from Vadodara city. The school was selected on the basis of convenience as the researcher was a teacher in a school. In order to observe the natural behaviour of the students, the researcher thought it important of not to inform the students and their teachers although she took due permission from the school management. Such observations were made for 20 working days. The researcher maintained a daily diary book to keep records of her observations about students manifested behaviour viz., respect to each other and teachers, liking and disliking demonstrated for different things in the class and school, helping nature, fellowfeelings etc. The observation diary was subjected to content analysis at the end of the observation phase. This helped the researcher to identify the needed affective domains.

##### **c) Observation of Students' Behaviour in their classrooms:**

Three class observational schedules were conducted. All the three observations were conducted by the researcher herself. The researcher sat at the back with the observation checklist and blank pages for recording the observations. It is a beneficial way for the researcher to record the behaviour amongst novices in such a way that information about behaviour occurrence is not lost but recorded. For example, in the current study 'interacting with the classmates' refers to peer learning and students', inattentive and distracted behaviour during lecture time refers to 'disruptive behaviour'. The observation checklists were divided into two categories namely positive behavioural engagement and negative behavioural engagement. The checklist for positive behavioural engagement includes asking

questions voluntarily, responding voluntarily, responding only when the teacher poses questions, interacting with classmates, writing down notes, giving opinions freely, and submitting class assignment on time. The negative behavioural engagement includes yawning/sleeping in the class, wasting time when a teacher allots class assignments, disruptive behaviour, wasting time, looking outside, daydreaming, and looking at watch. A standard checklist was utilized to record the earlier-mentioned aspects. (Source: Chapman 2003, Lee 2008, Alias & Tukiran 2010.)

#### **d) Group Discussion with the Students**

As mentioned above, an elementary school was selected on the basis of convenience by the researcher for observing their affective domain behaviour. The same sample of students were selected for group discussions to find out as to what they have to say about their affective domain behaviour. During the discussion, the researcher noted their points so that any meaningful point is not filtered. The discussion was conducted till the students did not come out any new points. It went on for about an hour. After the discussion was over, the researcher prepared detailed notes for further analysis.

#### **e) Group Discussion with the Subject Teachers:**

To conduct group discussion with teachers of the selected elementary school, five teachers teaching in grade VII in afternoon shift were taken. All these teachers were having bachelor degrees with professional qualifications as teachers and were full-time teachers having good acquaintance with all the students. The discussion was continued for about an hour and ended with a vote of thanks by the researcher. The main points which emerged from the discussion were noted and recorded for further analysis.

During the discussion with the teachers following vital points were shared:

1. What teaching strategies do they follow?
2. What is classroom management? Have they made any 'Peace Treaty' (classroom rules) along with the students with mutual understanding?
3. Do they assess the past knowledge of the students before starting the lesson? What techniques do they use to gauge the past knowledge about the concept to be taught?
4. Do they prepare 'Program Outcome' & 'Course Outcome' along with lesson plans and unit plans?
5. Are they taking any initiative to integrate affective domain along with cognitive development in teaching learning sessions?
6. How are they meeting the needs of emotionally disturbed students?

7. What are the tools used by them to make the students familiar with the subject contents?

**f) Parents Teachers Meetings**

Another way of getting to understand the affective domain requirements among the students was to take note of the transactions in parent-teacher's meeting. Such meetings are organized by the school to appraise the parents about their wards' progress in school. She observed the transactions to note the discussion among the parents and the teacher if any issue about children's affective domain discussed. After the meeting, she prepared a note for further analysis.

**g) Progress Report Cards of Students**

A report card is a document that communicates a student's performance. On top of academic performance, a teacher makes remarks on the report cards about their all-round development at the end of each semester. The report cards of all the 48 students of class VII- E division were studied by the researcher. This also helped the researcher to understand the affective domain requirements in the students.

**Triangulation of the Data to Identify the Affective Domains:**

The data collected by using literature review, class observation, discussion with the students and teacher, study of the report cards etc., were studied, and emerging affective domains were noted. The most important areas of affective domain needed for students' development were taken up for the development of the package.

### **14.1.2 Development of Unit Plans and Integrated Lesson Plans**

The researcher followed behavioural approach in integrating affective domain with cognitive and psychomotor domains while teaching English language in the experimental group of grade VII in selected school. The principles of affective domain programme was based on the Taxonomy of the Affective Domain, developed by Krathwohl et al., 1964, that contains five levels, from lowest to highest: 1) receiving, 2) responding, 3) valuing, 4) organization, and 5) Integration of values (characterization). The researcher listed the five major categories from the simplest behaviour to the most complex which was taken care in the affective domain programme.

The researcher designed the Unit Plans and Lesson Plans for each and every chapter of English Textbook of grade VII for the school selected to conduct the experiment with the assistance of many research studies, teachers' and experts' experiences. The researcher

formulated learning objectives pertaining to the unit. Objectives like acquiring knowledge, understanding, application and appreciation were devised. Every unit plan prepared by the researcher helped in attending the mentioned objectives. Each lesson plan prepared by the researcher is objective based – acquiring of knowledge, a better understanding, application, creation, and evaluation. All the chapters were integrated with positive attitude, values, emotions, interest and socialisation, depending upon the content of the lesson.

The researcher, to tackle the biggest challenge of capturing students' attention and conveying ideas effectively enough to a lasting impression effectively, implemented innovative ideas that made the classroom experience much more lovable for the students. The researcher incorporated many interesting latest techniques to create interest among the students to inculcate positive attitude, values, interest, emotions and socialization while learning the concept.

Experts in the field of education validated the unit plans and the lesson plans prepared by the researcher. Details are mentioned below:

**a) Experts' Feedback:**

Once the researcher developed the unit plans and lesson plans for each and every chapter of the English Prose text book used in the selected school, it was sent to ten experts in the field of education to obtain their feedback and suggestion for improvement on the developed lesson plans. Suggestions by the experts were espoused in the lesson planning.

**b) Teachers Feedback:**

The researcher also interviewed three teachers at the selected school after the pilot study. The researcher received verbal and written feedback from all the three teachers. Overall, the teachers echoed experts' view that the lesson plans are very effective but it would be burdensome for the teachers as they need to finish up the course within stipulated time.

## **14.2 Phase-II: Try Out of the Package (The Pilot Study)**

Two groups (Experimental group and Control group) were selected from the school which allowed the researcher to conduct the experiment. The researcher took up the pilot study and implemented the developed programme for a month in the experimental group of grade VII to see if it is feasible to carry on with the lesson plan in stipulated time, whether the designed

programme could be carried out successfully in the real class room situation or not and if the programme is really effective to enhance students' affective domains and English performance.

During the pilot study, the researcher noted each day's reaction in the classroom, the behaviour of the students, the time consumed while taking the class, other barriers she faced while conducting the class, etc. After the implementation of the pilot study, opinion of teachers and students were taken as a feed back.

The problems faced by the researcher during the pilot study were as follows:

- As there was no permanent arrangement of LCD projector in the class room, the students were taken down to the common hall for any video show, which was time consuming.
- In the month of June, due to heavy rain, on some days, and due to power cut, the researcher could not conduct the lesson as per the planning. On such days, the researcher carried out few interesting activities based on the chapter taught. She took up debate on related topic, played quiz after forming groups, asked open ended questions integrating affective dimensions with the cognitive attainment. Students enjoyed participating enthusiastically and actively in each activity. Positive reinforcements were applied to students' response.
- In the beginning of the academic session, the researcher found it difficult to make many of the disturbing students follow her instructions but gradually when they found the English classes very interesting, they too started helping in creating conducive environment in the class room.

### **14.3 Phase-III: Implementation of the Programme and Finalization of the Package:**

After the implementation of the pilot study, opinion of teachers and students were taken as a feed back. Alterations were done. In Phase-III, the developed programme was applied on the selected experimental group of students of grade VII to enhance the selected dimensions of affective domain that were either missing or under developed. This was done with greater care of not losing the sight of cognitive development and language skill development among the students while teaching English subject.



Finally the affective domain programme was implemented on the experimental group for 9 months in the academic year 2018-'19. Before and after the application of the Integrated Instructional Affective Domain Programme, the researcher, to gauge the level of selected dimensions of Affective Domain, administered the affective domain scale on the students.

Research procedure clearance to conduct the study was obtained from the school management (Baroda High School, ONGC) prior to the data collection process. Affective Domain Scale on the selected dimensions of affective domain was given to both classes (Experimental Group and Controlled Group) on the same day. The intervention is the integrated affective domain programme (affective-cognitive teaching and learning approach). During the intervention the experimental group was taught using the integrated affective-cognitive teaching and learning approach while the control group used the method that was normally used by the teachers which is the lecture and demonstration method.

The integrated instructional programme is formulated on the theoretical foundation from four major schools of thought namely behaviourism, cognitivism, socio-culturalism, and constructivism. Their technique such as reinforcing appropriate behaviour, immediate feedback, motivational video, persuasive technique, cognitive construction, magnification and minimization, arbitrary inferences, modelling, peer learning, group processing were used where appropriate. Students in both classes had the same syllabus, course materials and printed notes. The subject taught to students was English language. The researcher herself taught English subject to the students of experimental group throughout the year and the regular experienced BA, B.Ed. teacher of the same school taught English subject in the controlled group. The differences between the two groups were the teachers, teaching English subject and the teaching and learning technique, where the experimental group was taught using the integrated instructional programme (affective-cognitive learning approach). At the end of the semester, students were prescribed the post-tests (affective domain scale) which are the same as the pre-test.

## **15. Development of Tools Needed for the Study**

The researcher used the following tools and techniques to collect the required data for the study.

### **1) Classroom Interactions:**

The researcher recorded the affective behaviours of the students and the teachers during the classroom interaction. The tool consisted of the observable traits exhibited by the students and the teachers during the class room interactions.

## **2) Observation of Participants:**

The researcher used this technique to identify specific affective behaviours of the students. This tool was used while implementing the activities to teach English subject.

## **3) Teachers' Response Scale:**

The researcher constructed a response scale for the teachers who teach in the class of experimental group to find out their opinions about the inculcation of selected dimension of affective domain in students before and after the application of affective domain programme.

## **4) Focussed Group Discussion:**

The researcher used Focussed Group Discussion technique to collect qualitative data from the students and the teachers of grade VII studying in the sample school. This technique was used to record the specific dimension of affective domain which needed improvement. The facets helped the researcher for the preparation of the affective domain programme and also during the collection of the views and opinions of the students of experimental group on class room learning and implemented activities in support of those lessons.

## **5) Unstructured Interview:**

Personal interview with the teachers of experimental group was conducted by the researcher. The researcher used this technique to record their feedback about the impact of affective domain programme on students' behaviours in the classroom.

## **6) Affective Domain Scale:**

This scale was developed to measure the level of development of attitude, interest, value, emotions and socialization in the experimental group and controlled group of students of grade VII in the selected school. Due to non availability of a standardised scale having the selected dimensions of affective domain suitable for the sample under investigation, the researcher made an attempt to develop such a scale. Four principles guided the selection of the statements for the affective domain scale: 1) Statements were aligned closely with the definitions of the target skill; 2) Statements for the students were developmentally appropriate for administration with grade VII students; 3) The type and number of statements selected didn't place an undue burden on the students or teachers; and 4) It was made sure that the items in affective domain scale are reliable and valid.

Once the scale was drafted, the researcher took three approaches to test the same: 1) the researcher solicited feedback from ten experts in the field of education; 2) she solicited feedback from the teachers; and 3) the draft scales were piloted with students of grade VII.

- **Content Validity**

The content validity of the test was established by seeking the judgment of experts on the scale. Also the investigator consulted the relevant documents and literature. The experts opined that the statements in the scale are adequate and relevant to measure the affective dimensions of grade VII students. This indicates the high content validity of the test.

- **Reliability**

The reliability of the test was established by ensuring internal consistency of the test through product moment correlation method. Further the split-half reliability co-efficient of 0.809 was also fairly high and ensured intrinsic validity of the affective domain scale.

## **15.1 Data Collection Procedure**

The researcher used the following tools and techniques to collect the required data for the study.

### **1) Recording of Classroom Interactions:**

The researcher recorded the affective behaviours of the students during the classroom interaction.

### **2) Teachers' Response Scale:**

The researcher constructed a response scale for the teachers who teach in the class of experimental group and the control group to find out their opinions about the inculcation of selected dimension of affective domain in students before and after the application of affective domain programme.

### **3) Focussed Group Discussion:**

The researcher used Focussed Group Discussion technique to collect qualitative data from the students of grade VII studying in the sample school. The data helped the researcher during the collection of the views and opinions of the students of experimental group on class room learning and implemented activities in support of the lessons taught during application of the programme.

### **4) Unstructured Interview:**

Personal interview with the teachers of experimental group was conducted by the researcher. The researcher used this technique to record their feedback about the impact of affective domain programme on students' behaviours in the classroom.

#### **5) Affective Domain Scale:**

This scale was developed to measure the level of development of attitude, interest, value, emotions and socialization in the experimental group and controlled group students of grade VII in the selected school. Due to non availability of a standardised scale having the selected dimensions of affective domain suitable for the sample under investigation, the researcher made an attempt to develop such a scale. Once the scale was drafted, the researcher took three approaches to finalize the test: 1) the researcher solicited feedback from ten experts in the field of education; 2) she solicited feedback from the teachers; and 3) the draft scales were pilot studied with students of grade VII.

## **15.2 Analysis of Data**

The researcher collected the data in different phases and analysed the data, as per the objectives, in the following ways:

1. The data from the classroom interaction, observation and focussed group discussion was analysed qualitatively.
2. The effectiveness of the implemented affective domain programme was judged on the basis of the opinions collected from students while discussing with students were analysed qualitatively.
3. The obtained data from affective domain scale, teachers' and parents' opinion scales were analysed quantitatively by applying Mannwhitney U test.

## **16. Tentative Findings**

The integrated instructional programme on affective domain developed by the researcher and implemented on the selected group of students of grade VII. Following findings were derived about the integrated programme.

- 1. The different aspects of affective domains that were needed to be taken up for integration were as follows.**

- 1.1 Attitude - In the present study, the researcher found attitude of the students essential for integration in learning. Attitude includes the 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.
- 1.2 Emotion - The researcher found emotions essential for the integration in learning that includes the matured and accepted behaviour by the students as per their age, the handling of feelings like anger, love, affection, reverence, fellow feeling, sympathy and empathy to different situations that they face in school.
- 1.3 Values - The researcher found values essential for the integration in learning which includes students' behaviour just as per the righteousness and worthiness of their action from the Indian perspective.
- 1.4 Interest - The researcher considered interest essential in the programme as it includes willingness of the students to take responsibilities of self, class and curricular, co-curricular and extra-curricular activities in school.
- 1.5 Socialization - The researcher also found socialization an important dimension of affective domain to be included in the integrated learning that includes whether students live in harmony with others, carry out group activities, develop team spirit, fellow feelings and help one another.

**2. Principles Followed to Develop the Package** - The integrated instructional package developed was on the basis of the following;

- a. Instructional objectives as given in the curriculum
- b. Affective domains as needed to be strengthened
- c. Students' participation and sustaining their interest in learning
- d. As per the developmental stage of the children
- e. Audio-visual presentations and examples based instruction was designed
- f. The activities and task were designed as per social norms and its acceptability
- g. Lessons were organized in natural setting and as per given time duration for English teaching

### **3. Effectiveness of the Package.**

- 3.1 The attitude of the students of experimental group was found significantly better than that of controlled group.

- 3.2 The emotion of the students of experimental group was found significantly better than that of controlled group.
- 3.3 The value of the students of experimental group was found significantly better than that of controlled group.
- 3.4 The interest of the students of experimental group was found significantly better than that of controlled group.
- 3.5 The socialization of the students of experimental group was found significantly better than that of controlled group.

## **17. Conclusions & Recommendations**

It is recommended that affective dimensions should be considered significant along with the academic development of the students. The study has established the worthiness of the intervention; the present study showed that integrating affective dimensions along with cognitive domain while teaching English language in upper primary school in promoting positive changes among the students. Students who were exposed to positive attitude, interest, values, emotions and socialization during classroom activities tend to reduce to exhibit distracting and deviant behaviour.

Since, learning in past studies has been found to be not only associated with cognition but also with affective dimensions, therefore, the integrated approach which supports positive attitude, interest, emotion, values and socialization is expected to enhance the students learning experience in making teaching more efficient and learning more effective. In brief, the approach appears to be effective in inculcating selected affective dimensions along with cognitive and psychomotor domain. It is recommended that several measures to generate interest of the students, inculcation of positive attitude, values, emotion and socialization should be undertaken while teaching in the class.

Further studies could look at the mediating effect of selected affective dimensions on academic achievement.

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