

# A STUDY ON UNHEEDED AFFECTIVE DOMAIN AFFECTS THE AFFECTION ON NEIGHBOURHOOD

By

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## **ABSTRACT**

*Three domains have to be developed for making a perfect man. Affective domain is indispensable for protecting the aged parents, encouraging the moral values and changing the positive attitude of the learners. All the parents, policy makers and academicians expect to develop the cognitive domain of the learners but they fail to improve the domains of affective as well as psychomotor. Affective domain deals with the attitude of the learner and the emotional part of the learning. The skills that a person acquires in (or owing to) this domain are used more in humanities or arts subjects. Objectives of the study: (i) To assess the development of three domains. (ii) To find out the significant association on the opinion on affective domain between the teachers of male and female. (iii) To find out the remedial measures to develop affective domain. Methodology: Survey method was adopted in the study. Sample: One hundred pupils studying in standard XII and ten teachers from Government Higher secondary school, Thondamutur were selected as samples for the study. Tool: Researcher's self-made questionnaire to the students and an opinionnaire to the teachers were used as tools for the study. Procedure of the study: 1. Assessing the development of domains, 2. Identifying remedial measures. Findings: Affective domain is not yet developed.*

*Keywords: Cognitive Domain, Psychomotor Domain, Affective Domain, Individually Prescribed Instruction and Unheeded Affective Domain.*

## **INTRODUCTION**

Chief aim of Education is to modify the behaviour of the learners for improving the Economical status and social status of the country. Educational development becomes global need to protect the mankind. Three domains such as Cognitive domain, Psychomotor domain, Affective domain are modifying the character of the learners. Equal importance should be given to three domains. If not provided, equal importance to three domains, parallel improvement can not be seen among the learners. Policy makers, administrators, teachers, parents and employers assess the enhancement of cognitive domain only and other two domains are neglected. Acquisition of cognitive domain of the learner is a yardstick for considering the qualification of the learner for the appointment and admission. Psychomotor domain is also normally failed to be considered in Educational institutions. None of the learners were aware of the Affective domain and it is neglected by all levels of Education. Curriculum framers do not provide room for measuring affective domain.

Heedless Affective domain in Education may pave way to decrease the affection among the learners, teachers, parents and neighbours. Man becomes inanimate due to heedless affective domain and it is to be ameliorated for the betterment of Mankind.

## **Significance of the Study**

Affective domain is not developed in Educational institutions. Acquisition of cognitive domain fixes qualification of a learner as well as helps him to get the appointment and the admission but Affective domain has no provision for scoring of marks. Unheeded affective domain affects the old aged parents. Due to failure of acquisition of affective domain in Educational institutions, maximum people revoke their responsibilities to look after their aged parents. Values are vanishing in the society and it may encourage terrorism. Controlling terrorism is inevitable to protect human beings from great annihilation and disaster. The present study is indispensable to steer the ensuing generation in right way to save the world.

## Review related Studies

Rengasamy, A, Balasubramanian, P & Sweetly Nirmala, R (2007) reveal in their study that Psychology of learning is utilized positively and it would play a vital role in the building of a bright career of a child. Rookey .T, Jerome Valdes & Aline .L (1972) determines the effect of individually prescribed instruction (IPI) on the affective domain of elementary students. IPI is designed to maximize the school experience for each child by minimizing the instance of failure and giving the child control of the learning situation. Mary Miller(2009) implies that the cognitive domain is an inadequate guide in achieving the vision but affective domain provides adequate support for acquiring vision. Miller ensures that the attitudes and attitudinal changes among the students happen through affective domain. Several theories of attitudinal change are discussed, such as cognitive dissonance theory, affective-cognitive consistency, social judgment theories, social learning theory and functional theories.

Figure 1 compares the affective domain and cognitive domain and it describes the concept of both domains. Concepts of Cognitive domain are Synthesis, Recollection, Comprehension, Evaluation and Analysis. Concepts of Affective domain are Values, Motivation, Attitudes and Feelings. Digrametic representation shows the equal importance of both the domains and both should be concentrated equally. Educational system assesses the Cognitive domain only. Hence no study tries to assess the heedless affective domain .

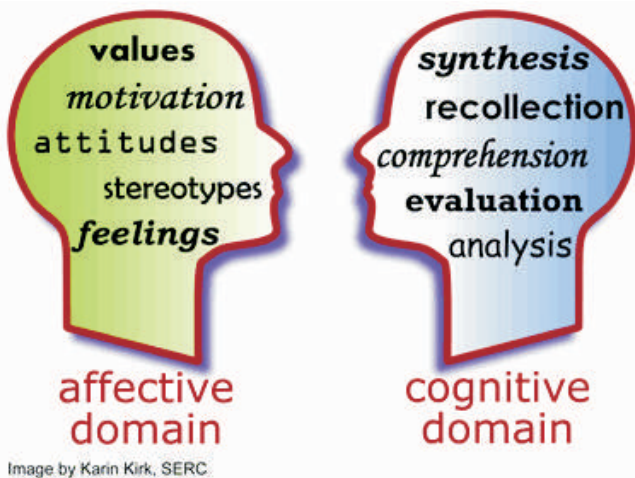


Image by Karin Kirk, SERC

Figure 1. Diagram comparing affective domain vs cognitive domain

## Objectives of the study

- To assess the development of affective domain among the students of Higher Secondary.
- To find out the behavior of the students on affective domain.
- To assess the opinion of the teachers on students' concentration of affective domain.
- To find out the significant association between the teachers of male and female on the opinion of the affective domain of the students.
- To suggest the remedial measures to develop the affective domain.

## Hypotheses

The following are hypotheses of the study

- Students of selected Higher secondary school have less development of affective domain.
- Opinion of the students is negligible towards affective domain.
- Opinion of the teachers on students' concentration of affective domain is negligible.
- There is no significant association between the teachers of male and female on the opinion of the affective domain of the students.

## Methodology

Survey method was adopted in the study.

## Sample

One hundred pupils studying in Standard XII and ten teachers from Government Higher Secondary School, Thondamatur were selected as samples for the study. A questionnaire was given to the students to assess the behavior of the learners on three domains. Behavior of the learners about affective domain was substantiated by collecting opinionnaire from the selected teachers in the selected school.

## Tools

Researcher's self-made Questionnaire to the students and a self-made opinionnaire for the teachers were used as tools for the study.

## Delimitations of the study

- The study is confined to the students of standard XII Government Higher Secondary School, Thondamatur Coimbatore district only.
- One hundred Students from the school were selected for the study.
- Development of the three domains is only considered in the study.
- Ten teachers were taken for the opinion collection on the behaviors of the learners on affective domain

## Procedure of the study

- Identifying the School.
- Consulting the teachers about the cognitive domain.
- Preparation of questionnaire to the students and preparation of opinionnaire for teachers about the cognitive domain.
- Securing administrative support from the Head of the institution.
- Preparation of tools-pilot study-final study.
- Data collection.
- Analysis and Findings.

## Statistical technique

Descriptive analysis and chi square test were used to analyze the study.

## Data collection

The researcher visited the selected school, got the permission from the headmaster of the school and collected the data from the students and teachers.

## Data Analysis

### Hypothesis Testing

#### Hypothesis 1

*Students of selected Higher secondary school have less development in affective domain*

Table 1 implies that students provide much importance to cognitive domain from the item number 3, Average importance to Psychomotor domain from the item number 1 and low preference to Affective domain from the item number 3. Items number 4,5,6,7,8,9 and 10 have more points of preferences for lower scale which confirm the

Sl No	Content	High	Average	Low
1	Psychomotor domain	1	2	7
2	Affective domain	1	0	9
3	Cognitive Domain	8	2	0
4	Affection of the students towards teachers	1	2	7
5	Respecting of the students towards teachers	1	1	8
6	Affection of the students towards classmates	2	2	6
7	Helping tendency	0	1	9
8	Co-operation of the students	1	3	6
9	Kindness with neighbour	1	1	8
10	Adjustment	2	1	7

**Table 1. Opinion of the teachers on students on three domains and components**

Students of Higher secondary have less development in affective domain.

#### Hypothesis 2

*Students' opinion on affective domain is negligible.*

Table 2 shows the negligence of the affective domain and maximum students support to economics in item numbers 8,9 and 10. Item numbers 4,5,6, and 7 reveal the poor attitude of the students towards Affective domain. Hence Affective domain is neglected in all items which indicate the level of the students towards affective domain.

#### Hypothesis 3

*Opinion of the teachers on students' concentration of affective domain is negligible.*

Table 1 implies that students provide much importance to cognitive domain from the item number 3, Average importance to psychomotor domain from the item number 1 and low preference to Affective domain from the item number 3. Items number 4,5,6,7,8,9 and 10 have

Sl.No	Content	No of students answer the questions YES	No of students answer the questions NO
1	Respecting parents is compulsory	40	60
2	Obedience to the parents is necessary	90	10
3	Hating the neighborhood is wise	80	20
4	Adjustment is necessary towards others	24	76
5	Aversion towards the enemy is good	89	11
6	Showing affection towards teacher is waste	79	21
7	Affection towards relative is waste	90	10
8	Money is important than affection	97	03
9	Loving parents is for getting economical support	89	11
10	Helping others is based on money	90	10

**Table 2. Opinion of the Students**

more points of preferences for lower scale which confirm the Students of Higher Secondary have less development in affective domain. It shows the Opinion of the teachers on students' concentration of affective domain is negligible.

### Hypothesis 4

*There is no significant association between the teachers of male and female on the opinion of the affective domain of the students.*

Table 3 shows that the calculated Chi-square value is (8.90) greater than table value (5.99). Null Hypothesis is rejected at 0.05 level. Hence there is significant association between the male and female teachers' opinion on the affective domain of the students. The study reveals that the poor acquisition of affective domain towards the student is associated with the opinion of both sexes of the teachers in Coimbatore District.

### Results

- Students of Higher secondary have less development in affective domain.
- Due to the negligence of the affective domain , maximum students support to the economics in item numbers 8,9 and 10.Item numbers 4,5,6, and 7 reveal the attitude of the students towards Affective domain. Hence Affective domain is neglected by the students.
- Hence there is significant association between the male and female teachers' opinion on the affective domain of the students. The study reveals that the poor acquisition of the affective domain towards the student is associated with the opinion of both sexes of the teachers in Coimbatore District.

### Educational Implications and Recommendations

- This study was conducted towards one Higher Secondary School only. If the study is conducted to other schools, it can be useful to assess the level of Affective domain in rural schools, urban schools, aided

schools and government schools.

- It may be extended to Primary Schools, High Schools and Upper primary schools. It may find the way to improve the students on affective domain and it paves way to arrange in-service programme for the teachers.
- This study may be extended to Higher Education and Teacher Education for strengthening the attitude of the students and teacher-trainees towards fostering affective domain. Basic needs of developing affective domain should be fed from the teacher-education. Curriculum can be framed to develop the affective domain in Teacher Education.
- Appropriate remedial measures can be adopted for catering to the affective domain among the learners and scholars.

### Remedial Measures

The affective domain includes factors such as student motivation, attitudes, perceptions and values. Teachers can increase their effectiveness by considering the affective domain in the following activities.

- Planning courses is essential for developing affective domain.
- Arranging lectures, seminars and symposium on affective domain
- Awareness activities such as preparation of role play and video recording on importance of affective domain.
- Assessing the students' learning and attitude towards affective domain.
- Affective domain should be included in curriculum of all levels of Education.
- Marks should be given for acquisition of affective domain.

### Conclusion

Cognitive domain is preferred by the teachers, employers, politicians and parents. Educational attainment and achievement is determined by the acquisition of cognitive domain. Opinion of the teachers towards the students on affective domain and preference of the students about

Sex	High	Average	Low	Total	Chi square value	Result
Male	0	0	5	5	8.90	Significant 0.05level
Female	01	0	4	5		
Total	01	0	9	10		

**Table 3. Teacher's Opinion on Student's Concentration of Affective Domain**

the affective domain are low. Hence Affective domain should be developed in Higher Secondary schools, Primary schools as well as in Higher Education otherwise terrorism will devour the healthy future of the generation. Remedial measures given above may boost the affectionate behaviour in the society and decrease terrorism in future.

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