



Affective Domain In The Present Education System As Perceived By Higher Secondary Students

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Abstract

The present study aims to investigate the place of affective domain in the present education system as perceived by higher secondary school students. The higher secondary school students' affective domain based on their demographic variables. The sample consists of 200 higher secondary school students in Tenkasi district. In the present study, the investigator used stratified random sampling technique. The investigator used the self made tool "Identify the perception of Affective Domain Scale" for collecting the data. The statistic techniques such as 't' test and Anova test used for data analysis. The result of the study revealed that the types, nature and locality of the school influence higher secondary school students' affective domain.

Key words: Affective domain, higher secondary school students, present education.

Introduction

Beyond the classroom, a student learns a great deal of information from the community. The environmental plays a vital role to develop students' knowledge and behavior. Each and everyone have different experiences from the society. Because the circumstance is differ from person to person. The school is the miniature society of a child (John Dewey, 1907). The teacher influences to modify the students' affective domain in the school. This study investigates the higher secondary school students' affective domain based on their types, nature and locality of the school.

Rationale of the study

Affective domain refers to those actions that result from and are influenced by emotions. Consequently, the affective domain relates to emotions, attitudes, appreciations and values. It is highly personal to learning, demonstrated by behaviors indicating attitudes of interest, attention, concern and responsibility. If a person well developed in affective domain, he/she will be able to handle the emotions properly in any situation. In this study, the investigator chose three background variables, namely 'Nature of the school', 'Types of the school' and 'Locality of the school'. The researcher investigates whether these three background variables influence the students' affective domain or not.

Objectives

The followings are the objectives of the present study.

1. To find out the level of perception of affective domain among higher secondary school students.
2. To find out the significant difference between rural and urban higher secondary school students with regard to their perception of affective domain.

3. To find out the significant difference among the government, aided and private higher secondary school students with regard to their perception of affective domain.
4. To find out the significant difference among boys, girls and co-education higher secondary school students with regard to their perception of affective domain.

Hypotheses

1. There is no significant difference between rural and urban higher secondary school students with regard to their perception of affective domain.
2. There is no significant difference among the government, aided and private higher secondary school students with regard to their perception of affective domain.
3. There is no significant difference among the boys, girls and co-education higher secondary school students with regard to their perception of affective domain.

Methodology

The investigator used survey method for this present study. The investigator has collected data from 200 higher secondary school students in Tenkasi district. The statistic techniques such as 't' test and Anova used for data analysis.

Tool used

The investigator was developed 5 point Likert type scale namely "Identify the Perception of Affective Domain Scale" (2024) for collecting data. It consists of 32 items with five dimensions.

Data analysis

The investigator used 't' test for two groups and Anova test for three groups in the present study. The collected data have been analyzed and the results are given in the following tables.

Objective 1: To find out the level of perception of affective domain among higher secondary school students.

Table-1.1

Level of perception of affective domain among higher secondary school students

Affective domain & its dimensions	N	Level of perception of affective domain					
		Low		Average		High	
		N	%	N	%	N	%
Receiving	200	27	7.8	95	81.9	12	10.3
Responding	200	27	13.5	145	72.5	28	14
Valuing	200	25	12.5	151	75.5	24	12
Organizing	200	26	13	131	65.5	43	21.5
Characterizing	200	36	18	143	71.5	21	10.5
Perception of affective domain (Whole)	200	37	18.5	135	67.5	28	14

The table - 1.1 shows that three-fourth of higher secondary school students have average level of perception of affective domain.

Hypothesis 1: There is no significant difference between rural and urban higher secondary school students with regard to their perception of affective domain.

Table-1.2

Significant difference between rural and urban higher secondary school students in their perception of affective domain.

Variable	Locality of the School	N	Mean	S.D	t-Value	p-Value
Receiving	Rural	60	15.9167	3.66981	2.141	0.035 S
	Urban	140	14.7357	3.34279		
Responding	Rural	60	34.4500	4.91426	1.519	0.132 NS
	Urban	140	33.3500	4.13082		
Valuing	Rural	60	18.0333	3.97435	1.225	0.223 NS
	Urban	140	17.2929	3.78467		
Organizing	Rural	60	20.7000	5.12653	0.590	0.557 NS
	Urban	140	20.2214	5.56203		
Characterizing	Rural	60	32.7167	4.74464	3.174	0.002 S
	Urban	140	30.3071	5.30494		
Perception of affective domain (Whole)	Rural	60	121.82	16.96706	2.304	0.023 S
	Urban	140	115.91	15.79814		

S-Significant at 5% level

NS-Not Significant at 5% level

The table-1.2 shows that p-value ($=0.023$) is lesser than 0.05, hence the null hypothesis is rejected. It shows that there is significant difference between rural and urban higher secondary school students in their perception of affective domain. And also the mean difference revealed that the rural higher secondary school students have high perception of affective domain than their counterparts.

Hypothesis 2: There is no significant difference among the government, aided and private higher secondary school students with regard to their perception of affective domain.

Table-1.3

Significant difference among the government, aided and private higher secondary school students in their perception of affective domain.

Variable	Sum of squares	df	mean	calculated 'f' value	p-Value
Receiving	32.751	2	16.376	1.359	0.259 NS
	2373.629	197	12.049		
Responding	136.680	2	68.340	3.628	0.028 S
	3710.840	197	18.837		
Valuing	13.873	2	6.936	0.466	0.628 NS
	2932.082	197	14.884		
Organizing	49.889	2	24.945	0.846	0.431 NS
	5810.466	197	29.495		
Characterizing	280.040	2	140.020	5.301	0.006 S
	5203.780	197	26.415		
Perception of affective domain (Whole)	1867.356	2	933.678	3.587	0.030 S
	51276.164	197	260.285		

S-Significant at 5% level

NS-Not Significant at 5% level

The table-1.3 shows that p-value ($=0.030$) is lesser than 0.05, hence the null hypothesis is rejected. It shows that there is significant difference among the government, aided and private higher secondary school students in their perception of affective domain. The mean score reveals that the government aided higher secondary school students have high perception of affective domain than their counterparts.

Hypothesis 3: To find out the significant difference among boys, girls and co – education higher secondary school students with regard to their perception of affective domain.

Table-1.4

Significant difference among the boys, girls and co-education higher secondary school students in their perception of affective domain.

Variable	Sum of squares	df	mean	calculated 'f' value	p-Value
Receiving	22.427	2	11.213	0.927	0.398
	2383.953	197	12.101		NS
Responding	260.540	2	130.270	7.155	0.001
	3586.980	197	18.208		S
Valuing	82.016	2	41.008	2.821	0.062
	2863.939	197	14.538		NS
Organizing	48.490	2	24.245	0.822	0.441
	5811.865	197	29.502		NS
Characterizing	372.267	2	186.133	7.174	0.001
	5111.553	197	25.947		S
Perception of affective domain (Whole)	2998.215	2	1499.107	5.889	0.003
	50145.305	197	254.545		S

S-Significant at 5% level

NS-Not Significant at 5% level

The table - 1.4 shows that the p-value (0.003) is lesser than 0.05, hence the null hypothesis is rejected. It shows that there is significant difference among boys, girls and co-education higher secondary school students in their perception of affective domain. The mean score reveals that the co-education higher secondary school students have high perception of affective domain than their counterparts.

Findings

1. Significant difference was found between rural and urban higher secondary school students with regard to their perception of affective domain. And also, the rural higher secondary school students have high perception of affective domain than the urban higher secondary school students.
2. Significant difference was found among the government, aided and private higher secondary school students in their perception of affective domain. And also, the government aided higher secondary school students have high perception of affective domain than their counterparts.
3. Significant difference was found among the boys, girls and co-education higher secondary school students in their perception of affective domain. And also, the co-education higher secondary school students have high perception of affective domain than their counterparts.

Conclusion

The affective domain deals with social skill and emotions. It helps the students to develop their interpersonal and intrapersonal relationship and their critical thinking skill. It helps a person to be a good human being in the society. So, the affective domain well-being is very important. The present study reveals that 68% of higher secondary school students have average level of perception of affective domain. From this study, it is understood that the present education system does not give much importance to develop students' affective domain. But, the affective domain plays a vital role to develop students' entire skills. So, the teachers should be very keen to develop students' affective domain. The Education system should be provided with extracurricular activities to develop students' affective domain along with education.

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