
AFFECTIVE DOMAIN: NEGLECTED AREA OF LEARNING OBJECTIVES IN NIGERIA'S PRIMARY AND SECONDARY SCHOOLS

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Abstract

The affective domain is concerned with objectives that are related to interest, attitudes and feelings. Research suggests that the affective domain is the gateway to learning. However affective domain is the most neglected of the three classifications of educational objectives, namely, cognitive and psychomotor domains. Affective domain is as relevant as the other two domains to Nigeria's primary and secondary schools. This paper addresses the role of affective domain in teaching and learning in primary and secondary schools in Nigeria and unvisited areas of affective domain. Recommendations made include: teachers should teach from the affective domain which influences values beliefs and attitudes; curriculum planners should integrate affective domain into essential employability skills for the products of

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primary and secondary schools, teachers should recognize the feelings of learners, and affective objectives should be stated for affective

lessons in similar manner as cognitive objectives are stated for acquisition of knowledge. The conclusion is that; affective domain has been misconstrued; affective domain is considered in terms of student's motivation to learn. As a result, assessment of affective domain in secondary and primary schools is neither properly conducted nor reported as accomplishment. Notwithstanding affective domain is very important in lifelong learning; it provides drives, attitudes and feelings necessary for approach to learning.

Affective domain is one of the three domains of learning. The affective domain is concerned with objectives that are related to interest attitudes and feelings (Ornstein and Levine, 1989). Affective domain is defined by Alonsabe (2009) as part of a system that was published 1965 for identifying, understanding and addressing low people learn. It is an approach to learning effectiveness as relates to human dispositions, attitudes, motivation, self-efficacy and willingness for acceptance and rejection. Despite its relevant scope in learning, affective domain is the most neglected of the three classifications of educational objectives, namely, cognitive and psychomotor domains. Research suggests that the affective domain is the gateway to learning, yet the cognitive and psychomotor domains take the precedence (Oughton and Pierre, 2007). Affective domain in its earliest taxonomy takes one from receiving, responding, valuing and organization through to characterization. According to Alonsable (2009) and Ornstein and Levine (1989);

1. Receiving simply refers to being aware of or sensitive to the existence of certain ideas, materials or phenomena and being willing to tolerate them. Some of the words used as action verbs in affective learning objectives under receiving include ask, choose, describe, follow, give, hold, identify, locate, name, point to, select, sit, erect, reply, use, accept, attend, develop, differentiate, accept, listen and respond. Examples of specific objectives include recognize musical instrument played on a record. Listen to others with respect. Listen for and remember the name of newly introduced people.
2. Responding refers to active attention to stimuli, such as acquiescence, willing responses and feeling of satisfaction. Some of the words used as action verbs in affective learning objectives under responding category include: answer, assist, aid, conform, greet, help, label, perform, practice, present, read, recite, report,

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- select, tell, write, comply, cooperate, discuss, examine, obey and respond; other words are follow, command, volunteer, spend leisure time in and to claim. Examples include: Participate in class discussions; Question among others, new ideals, concepts, models, in order to fully understand them. Know the safety rules and practice them.
3. Valuing embraces beliefs and attitudes of worth in the form of acceptance, preference and commitment. Valuing refers to willing to be perceived by others, to attach worth to ideas or materials. Examples of action verbs include: complete, demonstrate, differentiate, explain, follow, form, initiate, invite, join, justify, propose, read, report, select, share, study, work, accept, defend, devote, pursue and seek, to increase measured proficiency in, relinquish, subsidize, support and debate. Examples of valuing include: Demonstrate belief in the democratic process. Show the ability to solve problems. Propose a plan to social improvement and follow through with commitment. Inform management on matters that one feels strongly about.
 4. Organization implies to relate the value of internalized materials or values and bring it into a harmonious and internally consistent philosophy. Some of the words used as action verb in learning objectives include key Words such as adhere, alter, arrange, combine, compare, complete, defend, explain, formulate, generalize, identify, integrate, modify, order, organize, prepare, relate, synthesize codify, discriminate, display, order, systematizes, discuss, theorize, formulate, balance, examine. Examples of use of action verbs include: organize a classroom meeting concerning a neighbourhood's house integration plan; recognize the need for balance between freedom and responsible behavior; accept responsibility for one's behavior; explain the role of systematic planning in solving problems.
 5. Characterization includes behaviour related to: generalized set of ideas, a characterization or philosophy of life characterization by value set is to act-consistently in accordance with values he or she has internalized. Examples of action verbs include internalize, verify, revise, require, avoid, resist, manage, resolve, act, discriminate, display, influence, modify, perform, practice, propose, qualify, question, serve and solve. Example of use of action words include: show self-reliance when working independently; display a professional commitment to ethical practice on a daily basis; revise judgments and change behavior in the light of new evidence and value people for what they are, not how they look.

The affective domain addresses in learning the fundamentals such as efficacy, motivation, attitudes or interest known to control learning abilities involved in both psychomotor and cognitive domains. These fundamentals namely, efficacy, motivation, attitudes form under affective domain focal concepts which govern behaviour of individuals who have potentials to learn.

Attitudes: Attitude signifies that interests and energies are aimed at something. Attitude is defined as a mental predisposition to act that is expressed by evaluating a particular entity with some degree of favour or disfavor (Alonsabe, 2009). Attitudes are likes and dislikes, a positive or negative evaluation about some aspect of the world (Hilgard, Atkinson and Atkinson, 1979). Attitudes are acquired through experiences that have pronounced affective component (Blair Jones and Simpson, 1979). Attitudes stem from experiences which influence the way people act and think in social communities they belong. Attitude refers to a learned, relatively permanent way of responding to someone or something (Papalia and Olds, 1985). According to Papalia and Olds (1985), attitude has cognitive, emotional and behavioural components. Alonsabe (2009) observed that attitudes are comprised of four components, namely; cognition, affect, behavioural intentions and evaluation. Alonabe (2009) described the components of attitudes as follows:

Cognition refers to attitude as beliefs, theories, expectations, cause and effects, perceptions relative to focal point; statement of beliefs and expectations which vary from one individual to another. Affect means feelings of fear, liking, anger, colour, calm and peace. Behavioural intentions imply goals, aspirations and expected responses to the attitude object. Evaluation is the central component of attitude; imputations of some degree of goodness or badness to an attitude object; negative or positive attitude towards an object; functions of cognitive, affect and behavioural intentions of the object stored in memory.

People behave in ways consistent with their attitudes which at times are driven by factors which act as motivation - the energizer of behaviour. Motivation refers to initiation, direction, intensity and persistence of human behaviour. Chauhan (1990) refers to motivation as the arousal of tendency to act to produce one or more affects. Motivation is constant and unending, fluctuating and complex, and universally orgasmic state-of-affairs. It propels people to act and precisely to learn to take part in activities. In other words motivation is instrumental to efficacy.

Efficacy is the power to produce effect. Efficacy is also an expression that one is capable of performing in a certain manner or attaining certain goals. It is an unmistakable confidence of "I can do" attitude.

It is evident that learning operates within the framework of attitudes; and this implies that affective domain acts effectively to anchor and sustain relationship that usually exists between instruction and learning of both cognitive and psychomotor

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activities. This can be interpreted to mean that learning precedes best in the interplay of the three domains in any process of instruction.

The affective domain is concerned with growth in feelings or emotional areas or more precisely attitude. The Affective domain focuses on attitude formation and change. Affective domain covers behaviours not covered by the cognitive and psychomotor domains. Such behaviours are related to feelings, values, appreciation, enthusiasms, motivations, and attitudes. However, the three domains work together to create learning.

The Role of Affective Domain in Learning

The primary role of affective domain is that of instructional strategies. Teachers adopt teaching strategies from affective angle to cause learners to learn. In reminiscence Oughton and Pierre (2007) implore, think for a moment about the teachers who influenced your life. You may recall not the absolute masters of theories and skills, but more likely those who inspired you to love or dislike learning, to see yourself as a talented or inept learner, or who caused you to value or discount the content area you were studying. Those teachers addressed the affective domain in their teaching strategies (Oughton and Pierre, 2007).

Affective learning objectives integrate interest- an affective component to serve as catalyst in assimilation of materials being taught. Interests are attitudes that cause a person to seek more activities in a given area. Interest must be engaged to keep the learner on the path of instruction. To anchor interest is to sustain attention as the former is instrumental to the later, or the later the function of the former. The process of teaching or instruction must involve a child whose interest obviously must be aroused. The greatest arousal of interest is the knowledge one is succeeding.

Affective domain complements other domains activities during instruction. It is a well known fact that in any instruction, affective domain interacts significantly with both psychomotor and cognitive domains in learning. Affective domain is integrated into teaching strategies as motivation and emotion. What is also evident is that teachers who teach and employ motivation (from the angle of affective domain) influence values, beliefs and attitudes. A teacher can neither impart knowledge only nor skills only. Affective component must be integrated. Miller (2012) observed that Smith and Ragan (1999) pointed out that any cognitive or psychomotor objective has some affective component.

Teachers take cognizance of the critical role of students' attitudes in their teaching plan. They are aware that attitudes have a direct though often unrecognized effect on our behaviour in that they determine the ways we view ourselves and interact with others (Ryan and Cooper, 1998) and can affect teaching process. There are four major categories of attitudes that affect teaching behaviour. Ryan and Cooper (1998)

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listed them to include: (1) the teacher's attitude towards staff, (2) the teacher's attitude towards children and relationship between self and children, (3) the teacher's attitude towards peer and pupils' parents and (4) the teacher's attitude towards the subject matter. The manifestation of the categories of attitudes of teachers in teaching process is important. It paves the way for effectiveness of learning.

Affective domain is used as motivation to learn. According to Miller (2012), when instructional designers consider the affective domain, they frequently think only in terms of a student's motivation to learn. Motivation is important in learning because it energizes student's attitude positively toward a given course or subject area or vice versa. For example, a teacher praises a young learner on the picture she is drawing. The child feels good about herself and is encouraged to challenge new areas; or a trainer uses a think-aloud protocol in explaining how to add animation to PowerPoint presentations. The trainee(s) recognizes the value of using this type of mental checklist and decides to use this in the future (Wikiversity, 2012). Motivation can also impact negatively on the learner. For example, a lecturer in an Entrepreneurship class spends the first half of class reading from the assigned text without looking up. Half of the students are talking among themselves or ignore the presence of the lecturer. The few learners who were interested in the topic find the lecture boring and begin to feel that registering for the class was a mistake.

Affective domain serves a variety of psychological needs in teaching. This is due to the fact that interests, attitudes and feelings which are the components of affective domain impact psychologically on the teacher. (1) Sometimes teachers specifically target the affective domain in their lessons (Eggen and Kauchak, 1997). For example, learning about 'visually impaired' will help students to develop more positive attitudes toward people with visual impairment disability. In addition, instructions which increase awareness of danger of drugs abuse will help students to appreciate the avoidance of drugs abuse. (2) Teachers at times use affective goals to promote students' personal and emotional growth. According to Eggen and Kauchak (1997), by creating safe and nurturant learning environments, teachers address Maslow's needs of safety, belonging and self-esteem and help students develop a feeling of industry as they learn specific content. (3) Students' attitudes can boost or mar learning. Teachers are aware of the role attitudes of students play in the teaching- learning process. They consider affective goals when they plan their instructions.

Attitude objectives are pervasive in school work. Teachers may not always be aware that most of them are involved in some form of attitude teaching. However in some cases, attitude learning is the main objective of instruction. Miller (2012) observed that anti-drug campaigns and corporate diversity training are examples of this

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type of attitude-focused instruction; whether attitude learning is one component, or the central focus, of instruction, specific instructional strategies may be employed to bring it about.

Affective domain provides for learners to understand what is good and what is bad; hence it is concerned with the transmission of values, beliefs and attitudes. The affective education may be best described as the process that the “outer compulsion” must lead to “inner freedom”. Teachers must ensure that an individual passes from a static state of order to a dynamic state of self-discipline which can only be achieved by the full development of individual personality (Schofield, 1976). The transition from static state of order to the dynamic state of self-discipline is achieved by instruction or teaching.

Affective competencies influence learning in several ways. According to ERIC Collection (2010), affective competencies are related to student learning in the areas of: (1) motivating; (2) rewarding for correct responses and adaptive behavior; (3) involving students' interest and attention in learning activities and school; (4) managing crisis behaviors; (5) perceiving needs and experiences which students exhibit during learning and socialization activities; and (6) demonstrating or modeling optional ways of responding to stress and solving problems. Affective competency statements which are used include those in establishing climate, trust, and rapport; managing conflicts and crises; and using positive classroom practices.

Unvisited Areas of Affective Domain in Nigerian Schools

Learning competences under affective domain can be stated in the form of instructional objectives like in the other two domains. The purpose of instructional objectives is to ensure that learning is focused clearly enough that both students and teachers know what is going on, and so learning can be objectively measured. Instructional objectives are specific, measurable, short term observable student behaviour (Alonsabe, 2009). Instructional objective is like a destination which must be reached (Ogwo, 1996). Affective domain instead appears as motivation, a strategy to secure and anchor interest in lesson plans and during instruction. This defeats the purpose of instructional objectives to ensure that learning is focused clearly enough that both students and teachers know what is going on, and so learning can be objectively measured.

Affective learning competencies have no place in the primary and secondary school curricula. Consequently no author in his book in relation to affective components states objectives, or teachers have lesson plans with affective specific objectives. Using the approach of Oughton and Pierre (2007) in Nigeria's situation, how many course outlines and lesson plans specifically address how the students feel

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about the material, or how they are to achieve or modify attitudes and values? Silence pervades these areas except in courses that explicitly address issues like motivation, persuasion, teamwork, leadership, or empathy with clients/patients.

Affective component for example, attitudes are not taught like the mental and physical skills. People need to develop positive attitudes to learn. Such attitudes should be taught in a similar way and manner mental skills and physical skills are planned and taught. People learn and master skills but affective components are ignored, instead they are used as facilitator of instructions in Nigeria's schools. In a similar circumstance, Oughton and Pierre (2007) observed that when it comes to mastery of skills, it is seen that "learning is essential for students to master skills but if the affective domain is ignored, the cognitive areas are greatly affected. If one feels threatened, sad, stressed among others, the learning process can break down.

Affective educational outcomes that focus on individual dispositions, willingness, preferences, and enjoyment are not acknowledged and integrated into Nigeria's primary and secondary school curricula. These affective educational outcomes are usually placed on mental and skills acquired or engaged in. Astonishingly affective educational outcomes known to be useful in human relationship in workplaces are lacking; even in schools where they are expected to be taught and practised. According to Oughton and Pierre (2007), evidence that such outcomes are lacking, but required, in education can be found in the soft skill shortage among employees in the workplace. Soft skills are important to productivity, employee satisfaction, a healthy workplace, and ultimately economic success for society. They include self-awareness, analytical thinking, leadership skills, team-building skills, flexibility, and acceptance of diversity, ability to communicate effectively, creativity, problem-solving skills, listening skills, diplomacy and change-readiness. A shortage of these skills has been identified in both Canada and the U.K (Oughton and Pierre, 2007),

How to measure learning outcomes in the affective domain is difficult. A search of educational resources will turn up dozens of handy assignments, tests and rubrics for measuring cognitive outcomes; but very few, if any for evaluating affective progress (Oughton and Pierre, 2007). Bednar and Levie in Oughton and Pierre (2007) observed that since attitudes cannot be directly observed, they are inferred from behavior, usually in the form of verbal responses or observable actions. In Nigeria's primary and secondary schools, learners' actions are improperly observed over time and scoring made at the end of the term.

The assessment of the learning competencies under affective domain is not based on standard or criteria by which observation made can be compared. The assessment of affective learning competences is unlike in cognitive or psychomotor

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where a test can be marked right or wrong using marking scheme. Feelings are never wrong; people's ways of expressing that emotion may be changed, behaviour is slippery ground, and learning theories of attitude change are no longer as popular as they once were (Oughton and Pierre, 2007).

Teachers understand that a largely cognitively-oriented classroom is more predictable and controllable than an emotionally-expressive one. It is by conviction that affective competences are facilitators in the acquisition of knowledge or skills. They may assume that, by paying attention to cognitive outcomes, the affective ones are automatically being furthered. The relationship between cognitive or psychomotor domain and affective domain is that affective domain provides framework for the cognitive domain to operate. If one feels sad or stressed or not interested in the subject learning will not take place effectively. Many teachers are unaware of the relationship between affective domain and the other two domains; they draw parallel line between the affective and other domains in ignorance of the fact that attitudes act to complement acquisition and application of knowledge and skills.

Assessment in affective domain carried out in Nigerian primary and secondary schools is on character traits. Assessment in this contest is simply the process of collecting information about students learning and performance to improve education (Carnegie Mellon University, 2012). Assessment is a process of identifying errors and rewarding as a confirmation of assessment of assigned task numerically or alphabetically according to degree of errors committed. The assessment of character traits in school is checking for non-compliance with rules and regulations and making observations of those that are at variance with the laid down rules or violating rules and regulations. Assessment in affective domain in Nigerian schools especially primary and secondary schools which takes the form of observation of general character traits is in three phases, namely, observation, scoring, and reporting.

Observation: Learning competences in affective domain are inadequately observed. Affective competences currently observed in Nigerian primary and secondary schools are the general character traits. The general character traits in affective domain as compiled in school dossier are Attentiveness, Attendance, Punctuality, Neatness, Politeness, Self-control, and Relationships with others, Curiosity, Honesty, Humility, Tolerance Leadership and Courage. These general character traits are translated into school rules and regulations which form the basis for assessment of the general character traits of students. The school rules and regulations serve as criteria or standard for observation. The pattern by which observations are made is not defined.

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Scoring: Scoring is an integral part of assessment; it is a process of assigning the number or a letter to indicate quality for example a test performance. Scoring can be defined as a process of assigning marks (number) which represent in quantitative terms the worth of an individual's effort or attempt after adequate value judgment has been passed.

Scoring is criteria based: Scoring has some criteria built in it. The term criteria refers to principles or standard by which something may be judged or decided (Collins English Dictionary, 2003). Criterion is a basis for comparison or a reference point against which other things are evaluated (Farlex Clip Art Collection, 2012). The last definition helps to define relationship between scoring and assessment that both the scoring and assessment go together in determination of quality. Scoring the general character traits involves criteria for comparison for each character trait. There are no criteria available. However, scoring of character traits of affective attitudes is unlike scoring tests of cognitive knowledge which can be marked right or wrong. Emotions exist on a continuum and feelings are never marked wrong. Instead feelings observed as character traits of affective attitudes are scored using rating scale in Nigeria's secondary and primary schools. The standard used in rating the character traits of individual learners is very unclear.

Reporting

Reporting is the final phase of assessment. Reporting is a process of writing the scores or marks representing the performance of an individual in a test or examination. Reporting is a system which depicts or reflects amount, attention or lack of attention given to individual differences. Reporting of measurement of behaviour of affective attitudes which are in form of character traits as presented in school dossier is done using rating scales. The scores for the behaviour are not being transferred from any source but done there and then on the dossier. Surprisingly, teachers who report their observations of something short of character traits that lead to the estimated level of rating scale may owe a lot of explanations as regards their manner of reporting. This is appalling. The rating scale used in reporting ranges from 1 to 5, in ascending order from poor to excellent.

Conclusion

Affective domain has been misconstrued. As a result the affective domain has not been adequately integrated into teaching as a teaching area or subject. Instead affective domain is considered in terms of a student's motivation to learn. This is based on the fact that any 'cognitive' or 'psychomotor' objective has some affective component to it. Also the assessment of affective domain in secondary and primary is neither properly conducted nor reported as accomplishment. Notwithstanding, affective domain

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is very important in lifelong learning; it provides drives, attitudes and feelings necessary for approach to learning.

Recommendations

Curriculum planners should integrate affective domain into essential employability skills for the products of primary and secondary schools to show respect for the diverse opinions, values, belief systems, and contributions of others; to interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals; and to take responsibility for one's own actions, decisions, and consequences. These skills listed by Oughton and Pierre (2007) are found conceptually in the affective domain as the external expression of internalized emotion through attitudes and values.

Teachers should recognize the feelings of learners. When teaching learners to master skills teachers should not ignore the affective domain, if ignored the cognitive or psychomotor areas are greatly affected. For example, if a learner feels threatened, sad, stressed learning process can break down. This implies that there is a rare cognitive or psychomotor activity not accompanied by some emotion or affect. Schools should ensure that in teaching teachers should employ cognition and affect, the two should not be separated.

Affective learning components such as values, beliefs and attitudes should be taught in primary and secondary schools. Effective attitude instruction should involve the learner emotionally, and demonstrate the required behavior that is consistent with the desired attitude and when positively reinforced can bring about the desired changes (Oughton and Pierre, 2007). This is because they lead to attitude formation and attitude changes useful in all people engaged in workplaces, society and education. Therefore primary and secondary schools should not only teach affective attitudes but also practise them as they can be inferred from human actions in order to promote and maintain discipline in schools, and in workplaces and the society at large.

Affective domain inculcates values, beliefs and attitudes which are placed on information we use in workplaces. As a result affective objectives should be stated for affective lessons in similar manner cognitive objectives are stated for acquisition of knowledge. This is important for lessons meant to curb society vices such as drugs abuse. It should be noted that affective objectives focus on character training.

Affective educational outcomes that focus on individual dispositions, willingness, preferences, and enjoyment must be acknowledged and integrated into the curricula in primary and secondary schools throughout Nigeria. Affective educational outcomes include: soft skills important to productivity, employee satisfaction, a healthy

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workplace, and ultimately, economic success for society. They include self-awareness, analytical thinking, leadership skills, team-building skills, flexibility, acceptance of diversity, the ability to communicate effectively, creativity, problem-solving skills, listening skills, diplomacy and change-readiness. Such affective outcomes are required in workplaces. Usually employers seek for them by way of attestation.

Motivation is affective component which is instrumental to students' attitude towards a given course or subject area and can act as contributing factor to achievement. Therefore instruction should be designed with bias to affective domain not only for a student's motivation to learn but how to engage students in deeper learning through the use of this domain with appropriate teaching methods and evaluation.

Ministry of education with assistance of relevant bodies should develop well defined instruments for measuring character traits or attitudes of learners. This will help eliminate use of arbitrary procedure in assessing, scoring and reporting in affective domain individual behaviour of learners. At present affective outcomes that contain terms like "values", "attitudes" are not evaluated or examined for accomplishment as grades in primary and secondary schools throughout Nigeria.

There should be a follow-up on affective outcomes of individuals by schools they attended to check how committed, obedient disciplined they have been on the job or areas of endeavour or the positions they occupy in the society.

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