

Chapter II

REVIEW OF RELATED LITERATURE

2. Introduction

The review was undertaken to provide an overview about the researches done in this area. The studies related to the development of affective domain among school students specifically the development of attitude, interest, value, emotion and their socialization were taken for review. It helped in the development of the affective domain programme and in the decision-making process on the choice of methodology for the present study. The studies are categorized under the dimensions of affective domains, viz. Attitude, values, emotions, interest, socialization and is integrated as presented below.

2.1.1. Studies Related to Attitude

This includes the review of related studies. The researcher examined the literature to find studies specifically concerned with the development of attitude in children. The effort was made to select the most relevant literature from the vast numbers of studies undertaken to determine attitudes. The researcher has listed six literature reviews.

Griffin (1997) studied development of attitude among high school students and found that students learn best when the affective and cognitive domains of education are blended together in his study. The affective education index was deemed appropriate in assessing affective traits at the secondary level. The survey consisted of 30 skill items, six concept items and 21 attitude items related to affective education. High school administrators, counsellors and teachers employed within an urban school of Midwestern district served as the population for this study. The result revealed that the three groups, school administrators, counsellors and teachers, agree that good communication skills between the educators and students should form the foundation in establishing a strong affective education program. It has implications for secondary school counsellors who can no longer spend their professional time completely within the traditional context of the counsellor-counselee office setting, if affective needs are to be met.

Christopher (2008) studied teachers' beliefs and attitude toward approaches to character education. In this study, the researcher highlighted that character education has a role in public education. Classroom pedagogical approaches address curricula and activities that either focus on teaching character or integrate character into other academic subject approaches. The cultural/school approach implies an environmental approach to character education that utilize teachable moments, classroom and school rules, and discipline. The purpose of this study was to examine teachers' beliefs and attitudes toward approaches to character education and establish components that teachers identified as necessary for effective character development and character education programs. A Grounded Theory tradition guided this research, using interviews with 30 teachers. Data analysis included questioning, comparisons, meanings of words, looking at language, time and using metaphors and similes. The study found that scripted and canned programs character education curricula to be useful when used as resources at the elementary level and irrelevant at the high school level more importantly teachers need to authentically incorporate the development of character into the school day and give time to this issue.

Philip (2010) conducted a study of the relative effectiveness of school types by board affiliation in developing psycho-social characteristics among students. These psycho-social characteristics included their creativity, emotional intelligence, political awareness, individual modernity and general role attitude. The study adjusted for students' socio-economic status and academic achievement. The sample consisted of 997 students studying in F.Y.J.C. and who have completed their Standard X from schools affiliated to the SSC, CBSE, ICSE and IGCSE. The study 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 enhancing creativity and general role attitude of students but ineffective in enhancing their emotional intelligence and political awareness. (iii) ICSE schools are effective in enhancing creativity and political awareness but ineffective in enhancing their emotional intelligence and general role attitude. (iv) IGCSE schools are effective in enhancing creativity of students but ineffective in enhancing their emotional intelligence and general role attitude after their socio-economic status has been parted out.

Cheuk-Pun (2011) conducted a qualitative study on "An Exploratory Study on Teacher Beliefs in Value Education in Relation to New Senior Secondary Liberal Studies" in Hong Kong. New Senior Secondary Liberal Studies (NSS LS) curriculum was first introduced to

school in the academic year 2009. The study emphasises the cultivation of knowledge, skills and attitudes. Therefore, it is suggested that value education should be an important element in this new core secondary curriculum. The focus of this study is to explore the beliefs which are held by the NSS LS teachers in value education and to identify the important aspects of value education in practice accordingly. The findings suggested that value education in relation to NSS LS is a common concern of teachers, and it is expressed as two themes: ‘moral standard’ and ‘critical thinking’. It was found that if ‘moral standard’ is the focal concern for teachers, ‘value instruction’ may become the main teaching strategy and ‘biased selection of experience’ may inform pedagogy. On the contrary, if ‘critical thinking’ is the focal concern for teachers, ‘value clarification’ and ‘providing alternatives for students to experience’ may become the main melodies in their teaching. Based on the analysis and findings of this qualitative study, some implications for future research are discussed.

Sakesh, G. (2013) studied the effect of an Educational Programme for Nurturing Affective Characteristics among Secondary School Students. The researcher developed and implemented an educational programme for nurturing affective characteristics for Standard VIII students taking into account four affective domain characters. They are Attitude, Self-Efficacy, Interest and Values. Classroom observation schedule, unstructured interview, teachers’ Opinionnaire, focused group discussion and a behaviour scale were used for the data collection. The quantitative data obtained were analyzed through frequencies and percentages of the responses for each specific item under the four affective characters of the students. The study 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. Development of affective domain will help in developing cognitive areas of learning. Schools, where development of affective domain is given importance, there is a positive impact on the growing adolescents and have channelized the stress, strain and confusions of the students in a positive direction.

Saptono A., Suparno, Najah S. (2018) studied the need of an instrument for assessing entrepreneurial affective domains. The researcher believed that Attitudes and values in students after entrepreneurship learning are essential to be evaluated because they will inspire new understanding for students to become entrepreneurs in the future and that student entrepreneurship competencies can be developed by adopting the development of an affective

domain assessment instrument in this study. So that it becomes a reference for the development of materials to be taught and measured in entrepreneurial formation. This experimental study was conducted in Standard XI high school students in Jakarta, with a population of 630 students who had studied entrepreneurship with an affordable population of 210 high school students in East Jakarta. The number of samples in this study was taken by proportional random sampling technique using the formula Isaac, and Michael with the significance level of 5% is as many as 160 respondents from Standard XI students in East Jakarta, who attended the workshop and entrepreneur program in high school. The study has made a significant contribution in the development of instruments for measuring and evaluating entrepreneurial learning in high schools.

It implies from the past studies that students learn best with the affective and cognitive domains of education are blended together and teachers.

2.1.2. Studies Related to Interest

This includes the review of related studies. The researcher examined the literature to find studies specifically concerned with the development of interest in children. The effort was made to select the most relevant literature from the vast numbers of studies undertaken to inculcate interest. The researcher has listed five literature reviews.

Bulunuz, M. (2007) designed a quantitative study to examine the role of background experiences and an inquiry science methods course on interest in science and interest in teaching science. The course included many activities and assignments at varying levels of inquiry, designed to teach content and inquiry methods and to model effective teaching. The participants in this study were 53 undergraduates' preservice elementary teachers of a science methods course in the Early Childhood Education Department of the College of an urban southern university. The study involved analyses of surveys completed by students in the course on their experiences with science before, during, and at the end of the course. Descriptive and inferential analysis of a background survey revealed that participants with high and low initial interest in science differed significantly on remembering about elementary school science and involvement in science related activities in childhood/youth. Analysis of daily ratings of each hands-on activity on motivational qualities (fun, interest, and learning) indicated that there were significant differences in motivational quality of the

activities by level of inquiry with higher levels of inquiry rated more positively. Pre/post surveys indicated that participants increased in interest in science and a number of variables reflecting more positive feelings about science and science teaching. Regression analysis found that the best predictors for interest in teaching science were experiencing fun activities in the science methods course followed by the interest participants brought to the course. The study highlighted the motivational aspects of the methods course in developing interest in science and interest in teaching science.

Carmichael (2010) studied the role of interest as a motivating factor on adolescent children. The “Statistical Literacy Interest Measure” and “Self-Efficacy for Statistical Literacy” were developed to measure the Australian middle school children’s interest in statistical literacy. Achievement and demographic data were also collected during the study. The results of the study indicate that interpretations based on the developed instrument were valid. The measure explained approximately two thirds of the variance in students’ responses and reported satisfactory reliability coefficients. The modelling process confirmed that in a middle school context, students’ self-competency beliefs were a strong predictor of their interest but that interest itself was not a strong predictor of achievement. The inclusion of some teacher and school-related variables in the models suggested that teachers and schools have a greater influence on students’ achievement than on their interest.

Sakesh, G. (2013) studied the effect of an Educational Programme for Nurturing Affective Characteristics among Secondary School Students. The researcher developed and implemented an educational programme for nurturing affective characteristics for Standard VIII students taking into account four affective domain characters. They are Attitude, Self-Efficacy, Interest and Values. Classroom observation schedule, unstructured interview, teachers’ Opinionnaire, focused group discussion and a behaviour scale were used for the data collection. The quantitative data obtained were analyzed through frequencies and percentages of the responses for each specific item under the four affective characters of the students. The study 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. Development of affective domain will help in developing cognitive areas of learning. Schools, where development of affective domain is given importance, there is a

positive impact on the growing adolescents and have channelized the stress, strain and confusions of the students in a positive direction.

Duck, K. D. (2014) conducted a study to assess changes in students' reported levels of individual interest in mathematics across time and also assessed the differences in individual interest based on amount of PBL exposure. The researcher selected 45 students who were involved with Project GEMS (Gifted Education in Mathematics and Science; Roberts, 2008), which was a federally funded grant through the Jacob K. Javits Gifted and Talented Students Education Program. Interest in mathematics was measured at the beginning of the first fall semester students entered the program and at the end of each subsequent spring semester with a 17-item interest measure consisting of four sub scores: emotion, value, knowledge, and engagement. Results indicate a negative linear trend for composite and sub factors of interest across time except value. The PBL intervention did not moderate the change in interest across time.

Fredson S. (2015) conducted a study on development of interest. The aim of his research was to investigate how a supportive relationship between teachers and students in the classroom can improve the learning process. The participants for this study include freshman 50 students and the teachers at Bridgewater State University (BSU). The researcher used communicative approach and cooperative learning strategies while teaching to affect and improve students' learning performance. To achieve these goals qualitative data collection was used as the primary method. The results show that teachers and students value a supportive and caring relationship between them. This sense of caring and supporting from teachers motivates students to become a more interested learner. Students benefit and are motivated when their teachers create a safe and trustful environment. And also, the methods and strategies teachers use, makes students feel engaged and stimulated to participate in the learning process. The students have in their mind that a positive relationship with their teachers positively impacts their interest and motivation in school which contributes to the enhancement of the learning process.

It implies from the past studies that teachers' attainment of students' emotional need can bring desirable change in students' attitude and they will be self-disciplined and responsible.

2.1.3. Studies Related to Value

This includes the review of related studies. The researcher examined the literature to find studies specifically concerned with the development of values in children. The effort was made to select the most relevant literature from the vast numbers of studies undertaken to inculcate value. The researcher has listed twelve literature reviews.

Shukla (1991) developed a curricular design for value oriented secondary school teacher education in Punjab. He found that there was an ample scope for integrating value education with teaching subjects and various activities. Classifying approach, indirect contrived approach and the integration through subject approach were considered and recommended for integrated value education. The study recommended that value education programme should be based on various approaches and activities in order to have better appeal for the students.

Dubey (1992) did a critical study on the concept of Value Education at school level since 1986 to 1997. The study focused on the concept and implementation of value education in India at school level in order to ascertain the status of value education in Indian education to highlight its educational implication. For this, opinions of the teachers were studied from the randomly selected 404 schools of Delhi. It revealed that values like national integration, brotherhood, secularism, and punctuality had been highlighted under value education. Songs and legends which highlight socially accepted values, were found missing in the curriculum. Value crisis was observed due to lack of ideal leadership. Also, there was negligence of affective domain in education and concept of value education, in practices.

Sarangji (1994) studied the bases and implication of moral education in schools. His objective was to study the extent of utilization of moral education and the interest of children in moral education. The findings showed: (1) The necessity of imparting moral education at primary school level. (2) The themes of prayer conducted by all the schools under the study are “Self Control”, “God and Goddess” and nationalistic feelings. (3) The activities in the morning are: Speech on moral education, studies of specific character, inspiring sentences from culture and literature. (4) Guest lectures, discussions, and social services programmes are organized for awakening moral values and instilling good behaviour, co-operation and helpfulness among children. (5) Special period of moral education is taken by specially trained teachers. (6) Moral talks and question-answer methods are useful in imparting moral

education. (7) Newspapers, magazines, radio broadcasts and taps are used by the teachers for moral education. Drawing a relationship across these, three contexts viz. Arts education, diversity education and arts-based research creates a dynamic possibility for transformative humanistic school reform for, with and about minority's communities. Each area offers a unique and complementary set of practices that can engage academic knowledge, identify development and social change in specific and relevant ways.

Durance (1995) studied the value change in adolescents. The study was an attempt to find school effectiveness in terms of development of affective domain. Current theories on “Effective Schooling” and “Valuing” provide a framework for the research.

The study adopted survey method. The creation of a value change-effective schools model enabled local school issues to be analysed in conjunction with an overarching theory and principles which are relevant to a broad educational community.

The thesis demonstrates that a school has a significant, unique role to play in adolescent value formation. Value change did not emerge as a cause-and-effect phenomenon but as a complex interaction of change agents operating within the terms of the value change effective schools' model. Programmes and strategies, which have meaning at the local level, can be developed for the affective domain based on insights provided by the model. The factors associated with effectiveness were determined and defined primarily by the local schools. They crossed over domains from the cognitive to the affective, come together to form an effective learning environment.

So (2006) studied the importance of children's emotions in early childhood education, and it emphasizes affective education as an integral aspect of the curriculum. This study explored development of emotions and values during educational practices in the American preschool. The study used qualitative and quantitative approaches in three preschool classrooms (age 3-4) in three different schools, two of which were daycares and one public preschool. The researcher conducted classroom observations and teacher interviews over a nine month period using audio and video tapes. The survey was done with preschool teachers and students' mothers. Preschool teachers believed that children should build emotional competence as early as possible but paid little attention towards children's optimal

development of their emotions. The researcher highlighted the role of teachers in students' emotional development during daily educational practices.

Narad (2007) studied the values development of senior secondary school students in relation to the school and home environment. The researcher employed survey method for the study. Sample of 900 senior secondary school students from Hoshiarpur, Amritsar and Ferozpur districts of Punjab were selected through multi-stage random sampling technique. Personal Value Questionnaire (Sherry & Verma,1971), School Environment Inventory (Misra, K.S.,1984), and Home Environment Inventory (Misra, K.S.,1989) were used. The data was analyzed by Mean, Median, Standard Deviation, Skewness, Kurtosis, Analysis of Variance and t-test. The study revealed that the senior secondary school students of the three cultural regions of Punjab did not differ significantly with respect to religious, social and power values but differed significantly with respect to democratic, aesthetic, economic, family prestige and health values.

Cheng (2011) studied how affective education is conceptualized and implemented in contemporary China. A qualitative case study was conducted in the capital city of Guangdong Province – Guangzhou. A middle school in the city with uniqueness in its practice of affective education was selected as the case school for study. Fieldwork was carried out from the year of 2005 to 2007 to investigate the perceptions of school leaders, teachers and students about the concept and practice of affective education. The findings revealed the essential class teachers' pastoral task of being role models for character development and providing comprehensive care and support to individual student and at class level. It was also affirmed that time – honoured moral values were particularly dominant for creating school climate in a Chinese context. The provision of affective education as shown in this study involved a direct concern for the moral development of students.

Cheuk-Pun (2011) conducted a qualitative study on “An Exploratory Study on Teacher Beliefs in Value Education in Relation to New Senior Secondary Liberal Studies” in Hong Kong. New Senior Secondary Liberal Studies (NSS LS) curriculum was first introduced to school in the academic year 2009. The study emphasises the cultivation of knowledge, skills and attitudes. Therefore, it is suggested that value education should be an important element in this new core secondary curriculum. The focus of this study is to explore the beliefs which are held by the NSS LS teachers in value education and to identify the important aspects of

value education in practice accordingly. The findings suggested that value education in relation to NSS LS is a common concern of teachers, and it is expressed as two themes: ‘moral standard’ and ‘critical thinking’. It was found that if ‘moral standard’ is the focal concern for teachers, ‘value instruction’ may become the main teaching strategy and ‘biased selection of experience’ may inform pedagogy. On the contrary, if ‘critical thinking’ is the focal concern for teachers, ‘value clarification’ and ‘providing alternatives for students to experience’ may become the main melodies in their teaching. Based on the analysis and findings of this qualitative study, some implications for future research are discussed.

Linnea (2012) designed an action research study to understand if two first grades, two second grade, and one third grade teachers could learn how to use movement more during teaching session. This action research was conducted at an elementary school in the South Western United States. This innovation took place for 14 weeks during which 12 lessons using movement were developed and taught. Linnea designed lesson plans with planned movement and to build value and efficiency. Today’s elementary school students are expected to learn more concepts and are forced to sit for longer periods of time. Students may find the topic boring; however, teachers are often not sure how to make the topic catchy to develop interest in the students. If teachers incorporate movement in their lessons, children have the potential to become more engaged and learn. Data were collected prior to the study and during lessons using movement, and when lessons were discussed and changed. The data sources were pre and post teacher surveys, student surveys, observation protocols, lesson plans, transcripts of lesson study meeting, and researcher notes. To reduce bias, a triangulated mixed method design was used. Result indicated increased students’ engagement in lessons that incorporated movement as evidenced in the students’ words, bodies and learning. Teachers also learnt about movement, trying the same in class and observed the results. They realized the importance of movement to learn better. They started purposefully planning movement across their curriculum.

Sakesh, G. (2013) studied the effect of an Educational Programme for Nurturing Affective Characteristics among Secondary School Students. The researcher developed and implemented an educational programme for nurturing affective characteristics for Standard VIII students taking into account four affective domain characters. They are Attitude, Self-Efficacy, Interest and Values. Classroom observation schedule, unstructured interview, teachers’ Opinionnaire, focused group discussion and a behaviour scale were used for the

data collection. The quantitative data obtained were analyzed through frequencies and percentages of the responses for each specific item under the four affective characters of the students. The study 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. Development of affective domain will help in developing cognitive areas of learning. Schools, where development of affective domain is given importance, there is a positive impact on the growing adolescents and have channelized the stress, strain and confusions of the students in a positive direction.

Albalawi (2014) conducted a case study on the topic "Using Media to Teach Grammar in Context and UNESCO Values: A Case Study of Two English Teachers and Students from Saudi Arabia." The researcher suggested ways to teach English Grammar for both high school and college level learners (age group 16-19) in Saudi Arabia. The objective was to help teachers learn the method of teaching English grammar while learning life lessons and clarifying values as stated by UNESCO, using various media both in the classroom and for homework. This is a qualitative case study of two English teachers (one Egyptian and one South African teacher teaching in the Kingdom of Saudi Arabia) and two students (one student - English major studying English in Kingdom of Saudi Arabia and another student – Biology major studying English in United States. They were asked about use of media to teach grammar and were given a media lesson to respond to in an interview. Elements of critical ethnography and constructivist grounded theory are incorporated in a mixed methods approach. Sample lessons are included to demonstrate teaching grammar through media to provide a meaningful, whole language approach to engage language learners and increase motivation to learn English. Materials are offered to supplement the traditional teacher-centred, textbook-based approaches currently used in Kingdom of Saudi Arabia. The researcher also reflects on his own language learning in Kingdom of Saudi Arabia – middle school through university as an English major – and in the United States as a graduate student in English. Findings indicated that schools can support teachers' capacity to care for students through a strong commitment to the teacher – student relationship, deliberate fostering of relationships between students, teachers and parents and through the modelling by and direct receipt of care from administrators. Cultural importance for the teaching profession and acknowledgement of care from students and parents could be one of the factors that help

teachers to care for students. Recommendations were made for the implementation of resources and support needed by teachers to create caring relationships with students.

Saptono A., Suparno, Najah S. (2018) studied the need of an instrument for assessing entrepreneurial affective domains. The researcher believed that Attitudes and values in students after entrepreneurship learning are essential to be evaluated because they will inspire new understanding for students to become entrepreneurs in the future and that student entrepreneurship competencies can be developed by adopting the development of an affective domain assessment instrument in this study. So that it becomes a reference for the development of materials to be taught and measured in entrepreneurial formation. This experimental study was conducted in 11th grade high school students in Jakarta, with a population of 630 students who had studied entrepreneurship with an affordable population of 210 high school students in East Jakarta. The number of samples in this study was taken by proportional random sampling technique using the formula Isaac, and Michael with the significance level of 5% is as many as 160 respondents from 11th grade students in East Jakarta, who attended the workshop and entrepreneur program in high school. The study has made a significant contribution in the development of instruments for measuring and evaluating entrepreneurial learning in high schools.

It implies from the study that value education affects the development of knowledge, skills and attitude positively. There is a need to make the lessons taught interesting and value based so that teacher can increase students' engagement in the lessons and enhance students' efficiency.

2.1.4. Studies Related to Emotion

This includes the review of related studies. The researcher examined the literature to find studies specifically concerned with the development of emotion in children. The effort was made to select the most relevant literature from the vast numbers of studies undertaken to inculcate emotion. The researcher has listed eight literature reviews.

Hyang Jin (2001) investigated how the Americans conceptualize adolescence and their cultural construction of emotions influences the development of young people. The study is based on 12 months of ethnographic field research in a public junior high school, located in a

metropolitan area of the Midwest, U.S. It was found that in the school, self-discipline plays a vital role in the socialization of early adolescents. Emotional control is the core of self-discipline for early adolescence. Self-discipline for early adolescence, which was considered a highly emotional stage, perceived not only as integral to personhood, but also as the basis on which to cultivate the creativity of the self. The educators viewed that creativity was an affirmative sign of someone being a person embodying core American values. Self-discipline and creativity functioned as one set of pedagogical goals.

Rao (2001) studied on the emotional needs of students in a Navodaya Vidyalaya and developed an in-service training programme for teachers of Navodaya Vidyalaya for meeting students' emotional needs. For the study Jawahar Navodaya Vidyalaya was purposively selected and sample included all the available 20 teachers, ten students from each class and the Principal of the Vidyalaya. The tools and techniques used for this study were participant observation, unstructured interview, Ego State Scale Profile of Interaction Role in Organizations (SPIRO-M) Scale, questionnaire on counselling and reaction scale for feedback. The data was analysed through percentage and content analysis. It was found that students continued to express their emotional need for teachers who are gentle, caring, loving and understanding, the environment in Vidyalaya needs to be democratic, the focus needs to be on teaching responsibility and self-discipline rather than controlling and suppression. The intervention made a difference in the teachers' behaviour with students. It focused on the knowledge and skills intended to bring out desirable changes in attitude. They were consciously utilizing knowledge and skills provided in the intervention programme.

Weeks (2001) studied the development of an appropriate model to assist teachers, in South Africa, to understand and assist learners with behaviour problems. The purpose of the study has its genesis within the current difficulties teachers experience in dealing with behaviour problems in the classroom and the fact that increasing numbers of children are involved. A key facet of the research is its accent on the unmet emotional needs of learners that function as a behavioural determinant. The study is analytical and descriptive in nature and it was based on two fundamental dimensions: to acquire a sound theoretical understanding of the concepts, causative factors and underlying behaviour problems and the most appropriate means to deal therewith, and substantiating the insights acquired by means of interviews with teachers, school principals, and other significant role players. Learners with emotional problems experience behaviour problems which serve as barriers to effective learning. Little

attention, however, has been attributed to putting appropriate systems in place to assist these learners. A key consideration embodied within the new Education Policy (NCS DOCUMENT 1997:10) is the issue of meeting the needs of all learners so that they are able to actualise their potential. In order to address the unmet emotional needs of learners, teachers must attend to the cognitive mind maps, which embody internalized feelings and cognition. The study provides a new perspective directed at understanding instead of managing behaviour problems.

Surabala (2005) studied the relationship between Self-Esteem of students belonging to High Parent-Involvement group and Low Parent-Involvement group; the relationship between Educational Decision-Making of students and parent involvement; the difference between the Educational Decision-Making of students belonging to High Parent-Involvement group and Low Parent-Involvement group; the relationship between adjustment of students and Parent-Involvement; the difference between the Adjustment of students belonging to High Parent-Involvement group and Low Parent-Involvement group; the relationship between Academic Attainment of students and Parent-Involvement; difference between the Academic Attainment of students belonging to High Parent-Involvement group and Low Parent-Involvement group. For this study descriptive survey and case study methods have been compatibly employed. The sample of the study was five hundred students of class IX and X from 5 government and 5 public schools of North-West zone of Delhi were selected using simple random sampling. Parents of these students were taken for studying their involvement. The tools and techniques used were Self-Esteem Inventory (M.S. Prasad and G.P. Thakur), Educational-Decision Making Scale, Adjustment Inventory (A.K.P. Sinha and R.P. Singh) and Parent-Involvement Scale were selected or constructed by the investigator. The obtained quantitative data were analyzed through Product Moment Correlations' test and Percentage. Students who belonged to High Parent-Involvement group have positive and balanced self-esteem and high decision-making ability. 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) studied the importance of children's emotions in early childhood education, and it emphasizes affective education as an integral aspect of the curriculum. This study explored development of emotions and values during educational practices in the American preschool.

The study used qualitative and quantitative approaches in three preschool classrooms (age 3-4) in three different schools, two of which were daycares and one public preschool. The researcher conducted classroom observations and teacher interviews over a nine month period using audio and video tapes. The survey was done with preschool teachers and students' mothers. Preschool teachers believed that children should build emotional competence as early as possible but paid little attention towards children's optimal development of their emotions. The researcher highlighted the role of teachers in students' emotional development during daily educational practices.

Wang (2007) studied a positive psychology approach in an affective education elementary course. The primary purpose of this investigation was to identify and explore the components of a framework for affective education implementation based on a positive psychology approach. A fifth-grade class (19 boys and 12 girls) in a public rural elementary school in Taiwan was chosen to participate in a 13 weeklong affective course that consisted of six units: Self discovery, Love and Gratitude, Empathy, Emotions, Optimism, and Hope. In this study, both qualitative and quantitative methodological approaches were employed for collecting data. Case study was used as a qualitative methodological approach to explore the components of a framework for affective education implementation and the six methods for gathering data included participant observations (over 660 hours of observing participants), field notes (journals), videotapes, artifacts, self-assessment, and interviews. The Children's Attribution Style Questionnaire (CASQ) was utilized as a quantitative methodological approach to investigate whether the students' positive explanatory style had increased after experiencing this course. A framework for affective education implementation that emerged from the collected data consisted of three levels: the classroom in/out level, the school/family level, and the society/culture level. The finding revealed that society and culture had an impact on affective education implementation. Moreover, the components within these three levels were interrelated and affected each other overtly and covertly. Furthermore, the CASQ results revealed that students' positive explanatory style increased significantly from the pre-test to the post-test and the interview findings showed that participants enjoyed this course because they had acquired a lot of helpful affective knowledge.

Philip (2017) conducted a study of the relative effectiveness of school types by board affiliation in developing psycho-social characteristics among students. These psycho-social characteristics included their creativity, emotional intelligence, political awareness,

individual modernity and general role attitude. The study adjusted for students' socio-economic status and academic achievement. The sample consisted of 997 students studying in F.Y.J.C. and who have completed their Standard X from schools affiliated to the SSC, CBSE, ICSE and IGCSE. The study 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 enhancing creativity and general role attitude of students but ineffective in enhancing their emotional intelligence and political awareness. (iii) ICSE schools are effective in enhancing creativity and political awareness but ineffective in enhancing their emotional intelligence and general role attitude. (iv) IGCSE schools are effective in enhancing creativity of students but ineffective in enhancing their emotional intelligence and general role attitude after their socio-economic status has been parted out.

Lemmons H. R., (2015) conducted a retrospective, explanatory sequential mixed-methods study to determine the impact of an inclusive educational setting on the behavioural, social, and emotional growth and development of students with various disabilities. An inner-city middle school serving Grades 7 and 8 in western North Carolina was selected for the study. The methodology used in this research study included a complete document analysis comparing the rates of disciplinary infractions resulting in out-of-class or school suspensions from 2012-2015. Also, the SEARS-A survey and student interviews were administered to gain personal perspectives from the cohort members. After reviewing the results, the researcher observed a reduction in the number of office referrals of students with disabilities in the inclusive setting when compared to the separate setting as well as positive student perceptions relating to being instructed in the inclusive classroom with regard to advancing their social growth and development skills.

It implies from the above studies that emotional control is the core of self-discipline for early adolescence, which is considered highly emotional stage, perceived not only as integral to personhood, but also as the basis on which to cultivate the creativity of the self.

2.1.5. Studies Related to Socialization

This includes the review of related studies. The researcher examined the literature to find studies specifically concerned with the development of socialization in children. The effort

was made to select the most relevant literature from the vast numbers of studies undertaken to inculcate socialization. The researcher has listed eight literature reviews.

Jacobs (1990) studied the impact of social skills programme on affective education on the social competence and academic achievement of students with learning disabilities.

The researcher employed an experimental research design. 49 middle school students, who had learning disabilities were randomly selected for experimental and control groups. Students in the experimental group were involved in a social skills programme that extended over a period of 20 consecutive school weeks. Rating scales were utilized to assess the impact of the social skills programme on the perceptions of parents, teachers and the students themselves. Selected subtests of a standardized academic achievement test and grade point averages were used to assess the impact of the social skills programme on academic achievement levels. Statistical comparisons of the changes over time were made using a one-tail t-test at the .05 level of significance. Results of the analyses revealed that the teacher ratings and grade point average provided statistically significant support for social skills instruction. Analysis of the parent ratings and standardized achievement scores revealed encouraging but not significant results.

Pearson, J. L. (2005) examined the relationship between the ability, social skills, learning behaviours, and gender and the academic achievement of the children who attend a low-income urban elementary school in Baltimore, Maryland. The participants in the study included 72 students who attended 1st and 2nd grade and their teachers in a low-income elementary school in Baltimore. Each teacher completed the Social Skills section of the Social Skills Rating System (SSRS) and the Learning Behaviour Scale. Each student was assessed on the Otis-Lennon School Ability Test- 8 (OLSAT-8), and his or her achievement scores from the Stanford Achievement Test- 10 (Stanford 10) were accessed. The resulting model comparison indicated that school ability and learning behaviours both have significant direct effects on academic achievement and learning behaviours. However, the addition of social skills and gender to a model comprised of learning behaviours and school ability did not increase the model's ability to predict academic achievement.

Surabala (2005) studied the relationship between Self-Esteem of students belonging to High Parent-Involvement group and Low Parent-Involvement group; the relationship between

Educational Decision-Making of students and parent involvement; the difference between the Educational Decision-Making of students belonging to High Parent-Involvement group and Low Parent-Involvement group; the relationship between adjustment of students and Parent-Involvement; the difference between the Adjustment of students belonging to High Parent-Involvement group and Low Parent-Involvement group; the relationship between Academic Attainment of students and Parent-Involvement; difference between the Academic Attainment of students belonging to High Parent-Involvement group and Low Parent-Involvement group. For this study descriptive survey and case study methods have been compatibly employed. The sample of the study was five hundred students of class IX and X from 5 government and 5 public schools of North-West zone of Delhi were selected using simple random sampling. Parents of these students were taken for studying their involvement. The tools and techniques used were Self-Esteem Inventory (M.S. Prasad and G.P. Thakur), Educational-Decision Making Scale, Adjustment Inventory (A.K.P. Sinha and R.P. Singh) and Parent-Involvement Scale were selected or constructed by the investigator. The obtained quantitative data were analyzed through Product Moment Correlations' test and Percentage. Students who belonged to High Parent-Involvement group have positive and balanced self-esteem and high decision-making ability. 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.

Bhattacharjee et. al. (2011) found a clear relationship between 'child friendly' classrooms' in rural Indian schools at Standard II and Standard IV across a calendar year where group work, use of familiar examples and students asking questions were encouraged, but these were seen in fewer than 20% of the 1,706 observed classrooms. It was found that working in small groups was strongly correlated with Standard IV learning outcomes but less so with Standard II outcomes. Bhattacharjee also found that in the 20% of classes where child-friendly teaching was taking place, higher attainments were seen where the teacher was observed using any teaching and learning materials other than the textbook.

Sharma (2013) studied the role of teachers to generate socialization skills in students while learning in school. Under this study, effective teachers placed students in mixed ability groups or pairs to support one another in discussions, seen as these teachers' key practice, and to share scarce resources. Teachers worked flexibly and circulated to ensure that each child was able to hold and see, for example, pictures from magazines, and rotated those who

sat in the front to the back and paired weaker with stronger learners. The outcome was positive. Students learnt effectively in group.

Mirsky, M. E., (2014) studied the effect of social skills interventions and characteristics. Research was conducted qualitatively on the topic of social skill interventions for students with high-functioning autism. The researcher examined literature on the topic and gathered information from educational professionals who have had experienced teaching social skills to children with high-functioning autism. Three special education teachers, three Speech and Language Pathologists and two Social Cognition Specialists, from a non-public school in the greater San Francisco Bay area, voluntarily participated in personal interviews. Participants were all active service providers. They were 18 or over in age and were non-patient volunteers. Personal interviews were conducted at the school site in private and quiet rooms. All participants had one or more years of experience working with children with high-functioning autism. Findings indicate a significant need for effective and structured interventions that target the social needs of these children.

Lemmons H. R. (2015) conducted a retrospective, explanatory sequential mixed-methods study to determine the impact of an inclusive educational setting on the behavioural, social, and emotional growth and development of students with various disabilities. An inner-city middle school serving Grades 7 and 8 in western North Carolina was selected for the study. The methodology used in this research study included a complete document analysis comparing the rates of disciplinary infractions resulting in out-of-class or school suspensions from 2012-2015. Also, the SEARS-A survey and student interviews were administered to gain personal perspectives from the cohort members. After reviewing the results, the researcher observed a reduction in the number of office referrals of students with disabilities in the inclusive setting when compared to the separate setting as well as positive student perceptions relating to being instructed in the inclusive classroom with regard to advancing their social growth and development skills.

Barber E. D. (2017) introduced a study entitled “Social Development and Language Development: What is the Relationship?” to explore the nature of the relationship between social development and language development in a sample of children in their second and third years at school. It also aimed to determine whether this correlation was large enough to suggest that children who present with delayed language development should also be

screened for delays in social development and vice versa. The vocabulary development of 71 children was assessed using the Peabody Picture Vocabulary Test, while their teachers also completed the Canterbury Social Development Scale as a measure of social development. Only small correlations were found. It was concluded that social development and language development are largely independent aspects of child development during the early school years. Research had demonstrated that delays in social development and academic development tend to correlate in the teenage years. There is a need for a combination of early identification and early intervention for children presenting with language and/or behavioural difficulties.

It implies that the social skills programme has a significant impact on social competence and students learn effectively in groups.

2.1.6. Studies Related to Integrated Approach for Affective Learning

This includes the review of related studies. The researcher examined the literature to find studies specifically concerned with the integrated approach for affective learning in children. The effort was made to select the most relevant literature from the vast numbers of studies undertaken to integrate affective learning along cognitive domain. The researcher has listed nine literature reviews.

Mistry T. C. (1985) studied the quality of school life as a function of organizational climate and pupil control ideology focussed on physical variables pertaining to school life and impact of school characteristics on quality of school life. The study revealed that out of 100 schools, 38 were good, 36 average and 26 poor in terms of quality. The correlation between quality of school life and pupil control ideology was 0.5 and there was a room for improvement in the three key aspects of school life. The classroom, the organizational climate and the school community relations all the three facets were to be taken into account for enduring educational improvement.

Singh A. (1985) conducted a study of School Climate, leadership, Behaviour and Moral Development of Heads of Secondary Schools. The main objectives were – 1) to determining the pattern of organisational climate, leadership behaviour and moral development in the secondary schools. 2) To examine school to school difference in various dimension of

organisation climate, leadership behaviour and moral development. 3) To enable the heads of the schools and teachers to have their perception of the entire institution. The sample included 421 teachers, 100 heads of 100 institutions including 50 secondary schools of district Patiala (Punjab). The teacher and heads were administered the questionnaire technique to collect data. The major findings were - talking on the leadership behaviour; the relationship between initiating structure and consideration was very high, showed a significant relationship with five dimensions of school climate – esprit, intimacy, production emphasis, trust and consideration.

Duquette (1990) studied the effects of a programme, to enhance the Skills of Adolescence over a four to seven month time period, on Standard VI and Standard VII in a rural school district in northern Alberta. It was found that there was an increase in students' self-esteem and in the total self-esteem score and in the subscale score of social self-esteem as measured by the Self-Esteem Inventory (SEI). In addition, students' self-esteem, as observed by their teacher, increased significantly as measured by the Behavioural Academic Self-Esteem (BASE). Thus, student self-esteem is assumed to have increased after participating in the Skills for Adolescence Program. Neither the results of the Self Concept Scale (SCS) nor the Problem Check List indicated a significant change. A negative correlation was observed between student self-esteem as measured by the SEI and the number of problems that students reported that they had on the Problem Check List. Thus, students with lower self-esteem appeared to have more reported problems and students with high self-esteem had fewer problems. The student's self-esteem increased after being involved in the Skills for Adolescence program suggests that affective education programs can be effective in increasing student self-esteem.

Holder (1997) studied the effect of an affective education program on the self-esteem of 5th and 6th grade girls. The study was conducted as a primary prevention program introduced at the elementary level to help young girls learn how to use internal resilience and specific strategies to circumvent the possible onset of the plummet of their self-esteem during adolescence. The girls were administered a pre-test to determine their "Perception of Peer Popularity" and lastly their "Perception of Personal Security". The girls participated in an affective curriculum program that lasted for five weeks. A matched t-test was performed to determine if the girls' self esteem was significantly influenced by the affective curriculum.

Surabala (2005) studied the relationship between Self-Esteem of students belonging to High Parent-Involvement group and Low Parent-Involvement group; the relationship between Educational Decision-Making of students and parent involvement; the difference between the Educational Decision-Making of students belonging to High Parent-Involvement group and Low Parent-Involvement group; the relationship between adjustment of students and Parent-Involvement; the difference between the Adjustment of students belonging to High Parent-Involvement group and Low Parent-Involvement group; the relationship between Academic Attainment of students and Parent-Involvement; difference between the Academic Attainment of students belonging to High Parent-Involvement group and Low Parent-Involvement group. For this study descriptive survey and case study methods have been compatibly employed. The sample of the study was five hundred students of class IX and X from 5 government and 5 public schools of North-West zone of Delhi were selected using simple random sampling. Parents of these students were taken for studying their involvement. The tools and techniques used were Self-Esteem Inventory (M.S. Prasad and G.P. Thakur), Educational-Decision Making Scale, Adjustment Inventory (A.K.P. Sinha and R.P. Singh) and Parent-Involvement Scale were selected or constructed by the investigator. The obtained quantitative data were analyzed through Product Moment Correlations' test and Percentage. Students who belonged to High Parent-Involvement group have positive and balanced self-esteem and high decision-making ability. 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.

Tomar (2005) studied the impact of audio – visual mass media on students' behaviour (2 to 8 years) with special reference to affective domain. The study was descriptive in nature. Sample comprised of 75 children between 2 to 8 years from urban area of Jhansi city. Interview schedule for parents, Opinionnaire about programmes for children, Observation schedule for teachers and Observation schedule for students developed by the researcher were used for data collection. The reliability of these test by Test – Retest Method were 0.8, 0.88 and 0.78 respectively. The data were analyzed by Mean, Standard Deviation (SD) and Correlation. The study found that viewing television varies with the age group of the child. As the children grow in their age they increased their viewing time, most of the children prefer viewing programmes with fighting scenes. Children imitate these fighting models and are attracted to the destructive behavioural patterns on TV. Children with middle class background are reported to be light viewers when compared to the children of higher and

lower economic background. The negative impact on children's responses are at peak by the age of 6 years and there is a significant difference in the time spent on TV by different age groups.

Bhattacharjee et. al. (2011) found a clear relationship between 'child friendly' classrooms' in rural Indian schools at Standard II and Standard IV across a calendar year where group work, use of familiar examples and students asking questions were encouraged, but these were seen in fewer than 20% of the 1,706 observed classrooms. It was found that working in small groups was strongly correlated with Standard IV learning outcomes but less so with Standard II outcomes. Bhattacharjee also found that in the 20% of classes where child-friendly teaching was taking place, higher attainments were seen where the teacher was observed using any teaching and learning materials other than the textbook.

Thies T. (2014) investigated a jazz instructor's intentional planning and implementation of affective learning experiences that focused on potential anxiety-based behaviours while students learned to improvise. The seventh-grade jazz band director and six seventh-grade jazz students (three girls and three boys with one set of triplets) from a Midwest middle school music program participated in this qualitative study. Data collection included three semi-structured interviews, field notes from video and rehearsal observations over four months, and the instructor's Comprehensive Musicianship through Performance (CMP) plan, during the 2011 – 2012 academic year. The researcher followed a case study design using qualitative naturalistic inquiry for this study. This instrumental case study method facilitated better understanding of affective experiences that targeted anxiety. Concept sampling, a purposive sampling strategy that targeted jazz students and the CMP-based teaching model, (Creswell, 2005) was implemented in this study. The researcher triangulated three semi-structured interviews with student-participants, two semi-structured interviews and daily informal conversations with the instructor-participant, rehearsal observations (129 pages), and Instructor's Comprehensive Musicianship through Performance (CMP) plan. Using adapted categories from a socio-educational model of music motivation (MacIntyre, et. al., 2012), he examined students' perspectives and the instructor's implemented teaching and learning strategies to determine how this instructor navigated interactions with anxiety during the process of students' learning and performing improvised solos. It was observed the students effectively learnt the concept and performed better than before.

Jaleel, S. Philip, S. (2017) studied the relationship between Affective Learning Outcome and Achievement in Physics of secondary school students based on Gender. For the study, the researchers selected sample consists of 110 secondary school students in Standard VIII of various schools of Kollam District. Out of 110 students in the sample, 55 were Boys and 55 were Girls. The samples were selected by using stratified sampling Technique. Secondary school students studying in the schools run by General Education Department of Government of Kerala was selected as the population of the study. The investigators adopted Survey Method for collecting data of Affective Learning Outcome Inventory. For the selected sample the investigators administered Affective Learning Outcome Inventory and Achievement Test in Physics among secondary school students. The researchers found that there exists positive Correlation between Affective Learning Outcome and Achievement in Physics of secondary school students for the total sample and sub-sample based on Gender. There is significant difference in Affective Learning Outcome of secondary school students based on Gender.

It implies that students learn effectively when affective domain was integrated along with cognitive domain. The basic purposes of literature review are as given below, though the form of literature review may vary with dissimilar types of studies:

- a) To provide a context for the research,
- b) Justify the research,
- c) Ensure the research hasn't been done before,
- d) Show where the research fits into the existing body of knowledge,
- e) Enable the researcher to learn from previous theory on the subject,
- f) Illustrate how the subject has been studied previously,
- g) Highlight flaws in previous research,
- h) Outline gaps in previous research,
- i) Show that the work is adding to the understanding and knowledge of the field.

In the present study, the researcher tried to restrain the review process on the basis of title, objectives, methodology, findings and conclusion etc.

2.2. Key Ideas Emerged from the Review of Related Studies

The researcher identified few key ideas from the reviews that are useful for the development of affective domain among the Upper Primary School students. They are presented below:

2.2.1. Behaviour Modification of the Students

The reviewed studies show that specially designed educational programme helped the students to effectively increase their self-esteem, awareness, and attitudes (Dequette, 1990; Pearson J.L., 2005; Sakesh, 2013). Studies also indicate that for meeting the emotional needs of the students, teachers need to plan the teaching-learning process based on the cognitive abilities, potentials, emotional needs of the students such that the process engages the students completely (Weeks, 2001; Duck, K.D., 2014). The planned teaching learning processes should not only be for affective domain but should be integrated with the development of other domains of education. If the activities for the development of affective domain are blended with the curriculum it becomes effective (Christopher, 2008; Shukla, 1991; Sakesh, 2013; Saptono, Suparno, 2018). Cheuk Pun (2011) supports value education is essential for the development of knowledge, skills and attitude positively. Thus, the reviewed studies exhibit that educational programmes in schools play a very vital role in developing the affective domain of the students.

2.2.2. Teacher as Role Model

The studies emphasise on the need of the teachers to be role models for the students for character formation, value development and for providing emotional support to the students (Christopher, 2008; Cheng, 2011 and Sakesh, 2013). The reviews suggest that the teacher's traits like being responsible, honest, cooperative, tolerant, civic minded, courteous, self-disciplined, self-respecting, compassionate, patriotic, self-reliant are imbibed readily by the students. The study by Bulunuz M. (2007); Linnea (2012) suggest that affective domain is an integral aspect of the curriculum and the teacher's role in understanding and integrating the affective domain in daily educational practices is essential for its integration.

2.2.3. Use of Teaching and Learning Materials:

Use of variety of Teaching and Learning Materials, such as handheld cameras, MP3 players, learning cards, charts, puppet shows and student self-learning notebooks has an impact on students' learning. Indicators of success were reported, rather than evidenced, increases in student attainment, although Bhattacharjee et al. (2011) found that in the 20% of classes where child-friendly teaching was taking place, higher attainments were seen where the teacher was observed using any teaching and learning materials other than the textbook.

2.2.4. Questioning:

The most effective practice from further qualitative studies appeared to be where teachers asked a variety of questions drawing on students' backgrounds and ranging from closed, recall questions to higher order, open questions with feedback embedded through elaboration, rephrasing and probing (Sharma, 2013). The best teachers in Sharma's study gave children time to speak, did not interrupt and listened to them. Trained teachers also listened to students' responses and followed these up via explanation as well as encouraging student questions. Training had some impact on how these teachers posed questions, and they used them in a range of classroom settings, such as group work, to encourage high cognitive development and to stimulate open-ended discussion.

2.2.5. Demonstration, Explanation, and Content Knowledge:

Teachers' imaginative explanations and demonstrations of the content to be taught, delivered with confident pedagogical content knowledge, were seen in few studies. They offer details of practice such as a teacher (Sharma, 2013; Albalawi 2014) pulling together students' responses into a visual diagram on the board or facilitators, using songs, actions and games and using Teaching LMs, especially real objects, to show and illustrate the central concept. Students were often asked to come to the board to explain the concept again to peers or complete tasks on the board (So 2006; Sharma 2013). The interventions here reported improvement in student learning outcomes or students reported improved quality of lessons.

2.2.6. Provide opportunities to students for expression

The reviewed studies emphasise that care and love are essential for supporting the emotional needs of the students. The care and love for the students is reflected in the teaching learning processes that the teachers plan for the students. If the teaching-learning process is more interactive that includes different activities like role plays, experiment, demonstrations and discussions etc. the students get opportunities to express themselves which would support both affective and cognitive development (Griffin, 1997; Wang, 2007; Carmichael, 2010). For developing an environment where the students can interact, the teacher needs to communicate well with the students and should provide them opportunities to share (Rao, 2001; Philip, 2010; Barber E. D. 2017).

2.2.7. Methodological Implications

Many of the studies reviewed were of survey type, whereby 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; Duquette, 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, storytelling, 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.

2.3. Conclusion

In this chapter the literature published in journals, books, e-journals and e-books were reviewed in order to find out the studies that were conducted so far. The studies reviewed in this section enabled to recognize the need to further explore the effect and relationship of the affective domain variables to meet the research gaps. The review of the studies further

facilitated in identifying the research gap and supported the methodology that was followed for the present study.

Educational researchers have considered the affective domain to be an integral part of the learning experience. 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. However, it is noticed that factors contributing to school effectiveness in the affective domain have been largely ignored in recent research in spite of a transnational concern about value disorientation. Though it is an important aspect, the researcher has not come across any kind of detailed study on the process of developing affective domain in the children in Indian scenario. Hence the researcher feels that it is essential to undertake a study to identify the level of development of affective domain among the students and develop a programme as per the need to find out the effectiveness of the programme.

The present survey of related literature has been undeniably helpful in designing the study results 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.