



A study on teachers' perception and Awareness of the development of affective domain on teaching and learning in secondary schools.

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Abstract

In the views of cognitive psychology, humans are problem solvers whose thinking operates much like a computer. Hence, affect and cognition are inextricably intertwined in the learning process and form the basis for critical thinking and action learning. Teachers in their effort to teach are to recognize learned structures as a result of the interaction between affect and cognition. This study investigated the effect of secondary school Teacher's perception and awareness on the development of affective domain among students on teaching and learning. A total number of 100 participants (teachers) teaching in, State government, federal government, missionary and community secondary private school were drawn from Umuahia North Local Government area.

On the Questionnaire using a three point modified Likert type scale. Seven hypotheses were formulated bordering on teachers role in developing affective domain, formation of positive behaviour, use of standard test, test construction, use of such test in interpretation and communication of such results to students. Statistical analysis was done using T-test and percentage average (%). The result of the study shows that most secondary school teachers are aware of their roles in the development of the affective domain in their students. Since the results from the various roles expected to be played by teachers are played accordingly. The implication of this study is that more effort should be made by teachers to develop the right affective domain in students for this will help them (students) become worthy citizens of the nation. Teachers should also deviate from placing much emphasis on cognitive development of students than the affective but rather see to the three domains as closely one. There is need for further study to be carried out in other to continually monitor the level of awareness of teacher responsibility in developing affective domain in students. This will help in sustaining the awareness among teachers.

Keywords: Teacher's perception, affective domain, teaching, learning

Introduction

Background of the study

Affective domain is one of the categories of objectives in the educational field which the educational process aims to achieve. This domain deals with the development of values, attitudes, habits, understanding, appreciation, interest, sentiments, taste, prejudice and various forms of physiological or mental trials. According to Dorji and Yangzom (2021) this domain steers the learning abilities involved in both psychomotor and cognitive domains. Nigeria as a country has articulated a set of educational objectives to give direction to the educational process and guide her in realizing her national objectives. Some of such objectives enumerated in the national policy of Education-federal republic of Nigeria, (2004) are as follows:

- i. The inculcation of national consciousness and national unity.
- ii. The inculcation of the right type of values and attitudes.

A consideration of the above two objectives will lead one to conclude, that the Nigeria educational system is geared towards moulding her citizens with right values and attitudes. Indeed, it ought to be so for the aim of any worthwhile educational system is to promote enlightenment, faculties especially that which will enhance the functioning of citizens with a well developed affective domain.

Nigeria seems to have earned the notoriety of being the most corrupt country. The Nigerian character is dreaded, in western countries, and even African countries as being dishonest, indiscipline, indecent, without integrity and honour, and in fact word of positive character. At home, the cry of corruption, nepotism and all kinds of negative characteristic development of affective domain rend the air. However, the immediate past administration led by Olusegun Obasanjo has done all within his power to change the image of the country abroad and administration of the present is fighting corruption in the home front. Only time can tell how effective this campaign can go in changing psyche of the average Nigerian whose affective domain is dominated by negative characteristics.

Nigeria is a nation desperately needs a change in character and to acquire integrity of character; it goes without much repetition that social tone is great determinant of what goes in the schools. But it must also be borne in mind and highlighted that education is a veritable tool of change. (Agbenga 1991) in any social and produce in a citizenry that would be able to effect the desired change. Though this may be considered as an odious task for the system, it should however, be noted that the Nigerian educational system is suffering from an over emphasis on cognitive domain which is one of the colonialism. The national policy of education has set out laudable objectives in its affective domains, what remains is the implementation of these objectives feedback on the success so as to determine issues, prospects and problems of negative behavior on education, it attempts to achieve positive behaviour.

The problem is that the target population is likely to affect the change i.e. the secondary school students do not seem to be receiving the needed attention in the development of affective domain. The educational system must address itself at equipping every stratum in the system to achieve its objectives and help bring about the desired change. Teachers of secondary school students are very crucial in this needed change. They are the principal instrument in awakening in youths, the cultural or desired values, preparing them for later professional training, and helping them adjust normally to the environment. This is so because secondary because secondary school education moulds the personality of individuals. Hence, teachers of school need to be well trained on what it takes to realize the educational objectives of the nation as to be effective in the implementation of these objectives.

Statement of the problem

Until recently, Nigeria was perceived by the international community as the most corrupt country in the world owing to the many nefarious activities of its citizen both at home and abroad. It became difficult to grant a Nigerian citizen visa by western countries as some Nigerians do engage in drug business, advance free fraud (419) and other forms of indecent business. At home, the story is not different as corruption has become the order of the day. Funds made for the development of a state can be siphoned by one man and no one asked question(s). Cutting corners soon became the hallmark of success in Nigeria. These in some subtle way, have influenced psyche of students of tertiary, secondary and even primary school as evident in the rising wave of cheating and other forms of examination malpractices. The norms points to the fact that dishonesty pays, in fact it is a fast lane that catapults you to success. Succinctly put, the kind of leaders we have had over the years has negatively affected the average

Nigerian citizen to a large extent, that even secondary school students have developed a faulty affective domain in values, attitudes, habits, understanding, appreciation, interest, sentiments, bias, prejudice and stereotype.

Furthermore, secondary school students do not seem to be receiving the needed attention in the development of the affective domain; a sustainable change is needed to awaken the youths to this desired behavior that are essential in being good citizen of this country, and worthy ambassadors when out of the country. To achieve these goals, the educational system should equip both the teachers and students. But unfortunately, they are not doing so. Teachers of secondary school are in no doubt the principal agent of this needed change, but it is either they are not equipped by training to identify this positive attitude in their students and reward them or maybe they do not just care about the behavior exhibited by the students. The implication of these is that since secondary school education moulds the personality of individual and most teachers are not taking seriously the formation of the right affective domain. The problems that emanate from this, affect the educational objectives of the country generally.

Therefore, it is imperative that unless measure are taken now to correct these anomalies, there will be more serious problems not just in our educational system but in Nigerian Human resources. Consequently, the efforts made by the administration may not be sustaining if the human factory (school) for production of the right citizenry is faulty and counterproductive. These are the problems that have prompted this research. This work is geared towards contributing its own quota towards putting back on tract the Nigerian educational system, the objectives of the national policy of educational system, the objectives of the national policy of education (Federal Republic of Nigeria, 2004) which can be summarized as inculcating national consciousness, unity, right type of values and attitudes.

Purpose of the study

The purpose of this study is to investigate the effect of secondary school teacher's perception and awareness of the development of affective domain among students. Specifically the study will examine the following:

- i. The significant role played by teachers in the development of affective domain in students.
- ii. Teachers do not perceive the development of affective domain as very crucial.
- iii. Teachers do not use standard test in measuring affective domain in students.
- iv. Teachers are incapable of constructing teachers made test for measuring affective behavior.
- v. Teachers lack the ability to interpret test result.
- vi. Teachers are nonchalant in communicating test result to students.
- vii. Teacher's awareness of affective domain will not positively influence students.

Scope of the study

The study is aimed at investigating how teachers perceive affective domain in students and their role in encouraging and motivating positive behaviour among students. Hence, a sample population of secondary school teachers within Umuahia North will be used in this study. For the purpose of this study, teachers, to be use must have at least obtained a minimum qualification of National certificate in education (NCE) and still teaching as of time of this study.

Significance of the study

This study is significant especially at this time when various reforms are going on the educational sector of the country. For the purpose of education, is not just to impact knowledge on people but also to equip them with positive behavior, attitudes and values. Because of the changes going on right now, it is imperative that both the teachers and students are part of the change and not just the administration. This research is significant therefore, that it creates awareness for the need to reward positive behavior among students and consequently punish or ignore undesirable behavior. By so doing, we will be building future leaders with well developed affective behavior. This is very important now that Nigeria is reaccepted to the international community and regaining its rightful places.

Our country men in Diaspora will no longer be suspected of crimes. Nigerians can get Visa just like any other citizen from other countries. In the home front, corruption, nepotism, election rigging and all kinds of evils that has truncated development will now be a thing of the past. This study is therefore very significant to the teachers and learners in the school is the country's factory, our homes, family and churches which are also socializing agents are

also beneficiaries of this study. The study is also significant especially to our political leaders. The study is also significant especially to our political leaders, administration, law enforcement agents and to the society in general.

Research Questions

For the purpose of this study, the following research was formulated as a guide in this study. They are as follows:

- i. To what extent are teachers aware of their role in the development of affective domain in students?
- ii. How crucial do teachers perceive the development of affective domain among students?
- iii. Are teachers aware of the used of standardized test or instruments in measuring affective domain in secondary schools?
- iv. How well do teachers communicate test result to their students?
- v. How equipped are they with the knowledge of constructing tests in measuring affective domain among their students?
- vi. Do teachers interpret such test (standardized test) when used?
- vii. What is the effect of this domain in teaching and learning?

Research Hypotheses

The following hypotheses were formulated as a guide in this research.

- viii. There is no significant role played by teachers in the development of affective domain in students.
- ix. Teachers do not perceive the development of affective domain as very crucial.
- x. Teachers do not use standard test in measuring affective domain in students.
- xi. Teachers are incapable of constructing teachers made test for measuring affective behavior.
- xii. Teachers lack the ability to interpret test result.
- xiii. Teachers are non-challant in communicating test result to students.
- xiv. Teacher's awareness of affective domain will not positively influence students.

Definition of operational terms

The key variables were defined to clearly indicate their meaning in this study:

Affective domain refers to emotions as well as their outward expression. As with the concept of emotion, descriptions of the affective domain are rather vague, lacking a universal, operational zed definition. While emotion is at the core of the affective domain, it spreads quickly from there. This is because emotion is often seen as involving three subcomponents: feeling, cognition, and behavior. Feeling is the physiological sensation one experiences. While the affective domain has been a subject of research for centuries, there are three individuals who are typically considered the founding fathers of research on emotions: Charles Darwin (1998), William James (1884), and Sigmund Freud (1960). Darwin founded his concept of ethologic with observations of emotional expression in natural settings and connected them to human evolution. James emphasized physiological changes in the body and showed that emotions are involved in monitoring our bodies. Freud offered the method of listening to what people said about their emotional lives and people may need to discuss their emotions with others in order to be understood. More recently the concept of appraisal has become an important influence on research in the affective domain.

In this work, the researcher is adopting (Obidigbo, 1990) definition of perception as the process of extracting, interpreting and integrating meaningful information from our internal and external environment. It is an individualized aspect of our behavior and its is governed by many factors including past experienced, learning, motivation, interest, values, culture, custom, social-economic interest, status etc.

Awareness is the state or condition of having knowledge, consciousness or realization of something. It implies the ability to understand and reason out something.

Teacher is a person who has studied the science of teaching and provides education for pupil and students. He facilitates and redirects students learning and provide course of study in the school system Teaching in the school system is act of transferring knowledge, doctrine, precepts values, habits and skills on another (the student) for the purpose of enlighten and building the student taking cognizance of the three domains of teaching and learning

Learning is the act, process or experience of gaining knowledge or skill through schooling or study. Learning could be formal or informal. This study is considering the formal learning which is what takes place within a teacher-student relationship, such as in a school system. Besides, in this work, the researcher is adopting Nwabueze (1993) definition of learning as a process which produces progressive series of changes in behaviour or it is more or less a change in behaviour that results from activity.

Design of the study

The research design of this study is basically survey design was used because the study merely sought information from the respondent, as the situation that exists without manipulation of any variable.

Area of the Study

Abia State lies in the South-East geographical area of Nigeria. It was created on the 27th August, 1991 out of the former Imo State by then the head of state Major General Ibrahim Babangida. The name “Abia” is an abbreviation of four of the state’s density populated regions: Aba, Bende, Isiukwuato, Afikpo. It is one of the thirty-six (36) states that constitute the federal republic of Nigeria. The State also known as God’s own state is large and vast with its inhabitants mainly farmers. The State has 17 local government councils.

However, Umuahia North Local government area where the research was carried out has a number of wards. The economic sector of Umuahia North local government is such that the people are farmers. The crops produced within this local government area are cassava, palm oil and yam, fruits of all kinds.

The local government has several schools and collages scattered all over. There is the presence of both primary and secondary health care centers. The federal medical centre, private hospitals and primary health care centre were located at the ward head quarters and even in some villages within Umuahia North local government area to cater for the health of the inhabitants. This local government is one of the largest and densely populated in the state. By the area and populations, Umuahia North local government area of state ranks the first position in the state. It covers an area of 4500 square meters and has a population of approximately 1,538,462 inhabitants. Umuahia North local government area has some industries some of which are partially and fully owned by the State government, Federal government and Private sectors which offers employment to the people.

Population of the study

The population of the study was all secondary school teachers teaching in Umuahia North of Abia State numbering about five thousand, one hundred and twenty seven teachers (5,127). This information was elicited from the from the secretary’s office in teaching service board (TSB) and dean of study of missionary and private schools in Umuahia North local government area. The population was also chosen because these teachers teach the secondary school students.

The entire population of the teachers (5,127) comprise of male and female secondary school teachers, state government school teachers, private school teachers, missionary secondary school teachers and community secondary school teachers.

Sample and sampling techniques

Data were collected from 100 secondary school teachers, In order to obtain adequate representative sample of the population secondary school teachers in 15 wards in Umuahia North, random sampling was used to select the respondents used for this study. The stratified random sampling method involves selection of samples from population interest in close proximity. Therefore, the survey covered only 6 (six) teachers from each of the wards except 3(three) that has 7 (seven) in Umuahia North. The characteristics of population (teachers participants) used in this research is as captured on section A of the questionnaire is analyzed on the personal data table i.e. table 1

Table 1: Demographic Data Table

CHARACTERISTICS	N	%
SEX		
MALE	53	53%
FEMALE	47	47%

TOTAL	100	100%
Marital Status		
Single	40	40%
Married	52	52%
Others	8	8%
Total	100	100%
Age		
20-30	44	44%
31-60	41	41%
51-60	4	4%
61 above	-	-
Total	100	100%

School attended to		
Federal Govt. School	14	14%
State Govt. School	42	42%
Private School	17	17%
Missionary school	20	20%
Community school	6	7%
Total	100	100%
Location of school		
Urban	87	87%
Rural	13	13%
Total	100	100%
Present Qualification		
NCE	47	47%
B.A	17	17%
B.Sc	17	17%
B.Sc (Ed)	19	19%
M.Sc	-	-
M.Sc	-	-
Total	100	100%

Instrumentation

The researcher's source of data was through the administration of structured questionnaire sheets to participants randomly. The questionnaire was designed/structured in such a way that it is able to elicit information from teachers on their role in developing the right affective domain in their students. This consist of two section (section A and section B) section A was concerned with personal data of gender, marital status, age, school attached to, location of school and present qualification. The other part (section B) sought the opinions of the secondary school teachers about the development of the right affective domain among their students. The terms in this section were 9 (nine) in number. The response were divided into a three point modified Likert type scale: always (3) sometimes (2) rarely (1). This questionnaire was constructed by the researchers.

Validation of instrument

The preliminary list of the instrument was developed and validated by Okoli (2012) using a score obtained from secondary teachers. Males (n=60) = 77.93, Females (n=60) = 78.25 M and F (n=120) =78.97.

A two weeks test-retest indicates that Teacher perception/awareness scale has alpha reliability of 0.80. In this current study Teacher perception/awareness has a crombach alpha reliability of 0.76

Reliability of the instrument

A pilot study was done to obtain its reliability. A two weeks test-retest indicates that the scale has alpha reliability of 0.78; in the current study the scale has a crombach alpha reliability of 0.81

Administration of the Instrument

The researcher collected from 100 secondary school teachers from Umuahia North LGA, Abia State. The questionnaires were administered to the secondary school teachers at the various schools. The questionnaire was administered to the teachers during school break period in their various staff room. A total of one hundred and thirty (130) were administered; hundred (100) were returned. The research has beforehand written to the schools selected seeking for permission for this exercise and permission have been granted, the researchers on the scheduled date visited the schools and was introduced to the school members of the staff by the Principal of the various schools involved. After that, he reintroduced himself and the work he intends to do share the questionnaire to the teachers whose name he has selected from the school teachers' list. These questionnaires were personally taken by the researchers to each of the selected schools from the wards. Enough time was given to each teacher to fill the questionnaires, after which they were collected. This was to enhanced high return rate of the instrument.

Method of Data Analysis.

The quantitative analyses of data was based on the seven hypothesis stated for the purpose of this study. The hypotheses were analyzed using T-test analysis and percentage average (%), the result of each hypothesis was presented in a tabular form. These items of the research questions which participants responses were individually noted and cumulatively added up. These were also analyzed by swimming up and converting to percentages.

Results

Research Question 1; to what extent are teachers aware of their role in the development of affective domain students?

Table 2

Teacher's awareness/role in the development of affective domain in students

Item 1 and 3

Responses	N	%
Always	46	46%
Sometimes	47	47%
Rarely	7	7%
Total	100	100%

Table 2: shows the summation of teachers' responses on questionnaire items given to determine teacher's awareness and their role in development of affective domain in their students. The table shows that out of 100 respondents (sample), 46% of the teachers indicated that they are at all times aware of their role in the development of affective domain in their students while 47% indicate that they are aware of their role. A negligible number of teachers (7%) are not aware of their roles in the development of affective domain in their students. The result then shows that teachers are actually aware and ply their role in the development of affective domain in students.

Research Question 2; how crucial do teachers perceive the development of affective domain among students?

Table 3

Analysis of teachers' responses on how crucial they perceive the development of the right affective domain in students

Item 2

Response	N	%
Always	56	56%
Sometimes	31	31%
Rarely	13	13%
Total	100	100%

With reference to the second research question guiding this study, the response of the teacher's respondents) shows that more than half of the teachers (56%) always perceived the development of the right affective domain in students as very crucial, while 31% of teachers (sample) only at times perceive this role as very crucial. 13% of the

teachers rarely perceive this role as crucial. It then means that more than half of the secondary school teachers in Umuahia North Local government area perceived development of the right affective domain in their student as crucial and also encourages it.

Research question 4: are teachers' aware of the use of standardized test or instruments in measuring affective domain in secondary school

Table 4

Teachers' awareness and use of standardized test or instruments in measuring affective domain in secondary schools

Item 3

Responses	N	%
Always	35	35%
Sometimes	39	39%
Rarely	26	26%
Total	100	100%

Table 4 represents the result of the 3rd research question guiding this study, and it shows that the teachers are aware of the existence of standardized test use in measuring affective domain in students. But a good number of teachers about 26% of the sample rarely used such standardized test and its existence. The table shows that 35% of the teachers in Umuahia North local government area always use standardizes test while 29% of the sample at time use of standardized test to measure affective domain in students.

Research question 5: how equipped are they with the knowledge of constructing test in measuring affective domain among?

Table 5

Teachers' ability to construct teachers made test for measuring affective behavior in students. Item 4

Responses	N	%
Always	33	33%
Sometimes	49	49%
Rarely	18	18%
Total	100	100%

Table 5 is a summation of questionnaire item given to determine teacher's ability to construct teachers made test for measuring affective behavior in students. 33% of the sample indicated that they could at any period of time construct test used to measure affective behavior in students. However, 19% indicated that they could at times construct such test while about 18% of the sample rarely has the ability to construct teacher made-test. It then means that most of the teachers have the ability to construct teacher made-test for measuring affective behavior in students.

Research Question 6: do teachers interpret such test (standardized test) when used.

Table 6

Teachers' ability to interpret test results'

Item 6

Responses	N	%
Always	33	33%
Sometimes	50	50%
Rarely	17	17%
Total	100	100%

Answering the research question which states that teachers lacks the ability to interpret test result, responses shows that just less than half of the sample (33%) could always interpret test results. However, 50% indicated that they could do so on few occasions while 17% of the sample seldom or could not interpret such test result. It then shows that a majority of the teachers have the ability to interpret test result after administration.

Research Question 4: how well do teachers communicate test result to their students?**Table 7****Teachers' ability to communicate test result to students.****Item 6**

Responses	N	%
Always	30	30%
Sometimes	43	43%
Rarely	27	27%
Total	100	100%

The result of table 7 in accordance with the research question of this study indicates that teachers actually have the ability to communicate test results to students. This is based on the fact that, 30% of the sample could always communicate the test result to the students. However, 43% indicate that they could sometimes do so, mean while 27% rarely communicate the test result. This analysis shows that good number of teachers/sample use have the ability to communicate test results when necessary.

Research Question 7; what is the effect of this domain in teaching and learning.**Table 8****The effect of domain in teaching and learning.****Item 7**

Responses	N	%
Always	36	36%
Sometimes	39	39%
Rarely	25	25%
Total	100	100%

With reference to the seventh research question guiding this study, the respondent of teachers shows that 36% of the sample indicated that of affective domain always influence positive behavior in students while 29% of the sample indicated that affective domain sometimes influence positive behavior. However, 25% of the sample used shows that awareness of affective domain rarely influences positive behavior in students. It then suggests that the awareness of affective domain by teachers will positively influence students' behavior in Umuahia North local government area of Abia State.

Analysis of data**Testing the Hypothesis one**

To test the hypothesis which stated that there is no significant role played by teachers in the development of affective domain in students, the statistical data were collected and analyzed using the T-test. The result of the analysis indicates that the hypothesis was rejected implying that teachers play a significant role in development of affective domain in students.

Table 9**T-test Analysis of role played by teachers in the development of affective domain in students.**

	N	X	X	df	Calculated	Table	P
				N(N-1)	T	T	
Teachers	100	239	13.46		6.50	1.960	.05

Testing Hypothesis two

T-test of the second hypothesis which stated that teachers do not perceive the development of affective domain as crucial; the statistical data were collected and analyzed using the T-test. The result of the analysis indicated that the hypothesis was rejected meaning that teachers perceive the development of affective domain as very crucial.

Table 10**t-test analysis of how Teachers perceive the development of Affective domain as very crucial**

	N	X	X	df N(N-1)	Calculated T	Table T	P
Teachers	100	253	15.46		6.75	1.960	.05

Testing Hypothesis three

To test the third hypothesis which stated that teachers do not standard test measuring affective domain in students, the statistical data were collected and analyzed using the T-test. The result of the analysis indicated that the hypothesis was rejected suggesting that teachers use standard test in measuring affective domain in students.

Table 11**T-test Analysis of the use of Standard Test measuring Affective Domain in Students**

	N	X	X	Df N(N-1)	Calculated T	Table T	P
Teachers	100	209	15.46		6.09	1.960	.05

Testing Hypothesis four

To test the fourth hypothesis which stated that teachers are in capable of constructing teacher made test for measuring affective behavior, the statistical data were collected and analyzed using the T-test. The result of the analysis indicated that teachers are capable of constructing teacher made test for measuring affective domain in students.

Table 12**T-test Analysis of Teachers Incapability to Construct Teachers made test for Measuring Affective behavior.**

	N	X	X	Df N(N-1)	Calculated T	Table T	P
Teachers	100	210	15.46		5.95	1.960	.05

Testing Hypothesis five

To test the fifth hypothesis which stated that teachers lack the ability to interpret test result, the statistical data collected and analyzed using the T-test. The result of the analysis showed that the hypothesis was rejected indicating that teachers have the ability to interpret test results

Table 13**t-test Analysis of Teachers lack of Ability to Interpret test Result.**

	N	X	X	Df N(N-1)	Calculated T	Table T	P
Teachers	100	215	15.46		6.18	1.960	.05

Testing Hypothesis six

To test the six hypothesis which state that teachers are non-chalant in communicating test results to students, the statistical data were collected and analyzed using the T-test. The result of the analysis indicated that the hypothesis was rejected suggesting that teachers are not, non-chalant and as such communicate test results to students.

Table 14**T-test Analysis of teachers' non-chalant Attitude in Communicating Test Result to Students**

	N	X	X	df N(N-1)	Calculated T	Table T	P
Teachers	100	203	15.46		6.03	1.960	.05

Testing Hypothesis seven

To test the seventh hypothesis which stated that awareness of affective domain by teachers will not positively influence student's behavior, the statistical data were collected and analyzed using T-test. The result of the analysis indicated that the hypothesis was rejected meaning the awareness of affective domain will positively influence students behavior.

Table 15**T-test Analysis of Negative Behavior in Students**

	N	X	X	df N(N-1)	Calculated T	Table T	P
Teachers	100	253	15.46		6.75	1.960	.05

Summary of findings

The result of the findings shows that teachers' perception and awareness positively impacts on the development of affective domain in teaching and learning in the school system. The findings from this study show that most secondary school teachers are aware of their roles in the development of the affective domain in their students. Since the results from the various roles expected to be played by teachers are played accordingly, these roles includes formation of the right affective domain in students, constructing test(s) to assess students affective behavior, interpreting the test result and communicating the result to the appropriate people. The finding shows that the stated hypotheses are all rejected.

Discussion

The first hypothesis which revealed that teachers play a role a significant role in developing affective domain in students revealed that a high percentage of teachers actually play a very good role in developing affective domain in their students. From the result of the hypothesis in table 1, calculated T-6.50 was greater than the table T of 1.960, thereby rejecting the hypothesis which said that there is no significant role played by teachers in the affective domain in students at 0.5 level of significance. However, the findings seem to be in line with Akem (2006) said "teaching in the affective domain enable the teacher to understand the students' behavior through careful observation." He further stated that "Affective domain helps teachers to identify the student's needs in his current problems, recurrent patterns of life, symptom and signs of impending worthy citizenship in students.

The result in the test of the second hypothesis runs counter to hypothesis which indicated that teachers perceive the development of affective domain very crucial. One possible explanation for the way the result came off could be traceable to the fact that according to Bloom(2004) Affective domain is the internal part of a student that reflects the students behaviors, conditions, principle and standards more commonly known as his or her attitude, creativity, self development and motivation. When instructors / teachers purposefully target the affective domain, students value system are being change and one's hope are modified.

The result of the third hypothesis which revealed that teachers used standard test in measuring affective domain in students is well clarified because in table III, calculated T-6.09 was greater than table T=1.960 thereby rejecting the hypothesis which said that teachers do not use standard test in measuring affective domain in students at .06 level of significance. More so, the item analysis from participant responses showed that 35% of teachers always use standard test in measuring affective domain, while 39% sometimes use standard test in measuring and 26% of teachers rarely use these test in measuring affective domain. All these are plausible factors that teachers really use standard test in measuring affective domain and as such will provide youths with desirable behaviours which is a good trait of being good citizens of this country and worthy ambassadors when out of the country.

The result of the fourth which indicated that teachers are capable of constructing teachers made test for measuring affective behavior in students runs counter to the stated hypothesis and is also seen in item analysis from participant responses showed that 33% of teachers always construct teachers made test while 49% sometimes construct teachers made test, 18% indicate that they rarely construct teacher made test. It then shows that most of the teachers have to construct teachers made test for measuring affective behavior in students which will then help the Nigerian Educational process in realizing the National educational objective. Some of such objectives enumerated in the National Policy of education –Federal Republic of Nigeria (2004) is as follows:

- i. The inculcation of National consciousness and national unity.
- ii. The inculcation of the right type of values and attitude.

The fifth hypothesis result suggests that teachers have the ability to interpret test result. From the result of the hypothesis in table %, calculated $t = 6.18$ was greater than table t of 1.960, thereby rejecting the hypothesis stated that teachers lack the ability to interpret test result at .05 level of significance. It is also indicated in the item analysis from participant responses that majority of teachers have the ability to interpret test result after administration. For example if a teacher interpret that a student failed a test, the student may pay more attention on that subject in order to avoid unpleasant feeling of failing another test.

The test analysis of the sixth hypothesis which revealed that teachers communicate test result to students is run similar to the study of Theo-Bergen (2004). Who are more interested in the cognitive and psychomotor domains, with learning in the affective domain being largely informal or inadvertent? While Judy Blum-Anderson (1992) said “the affective domain should be directly addressed in the classroom, because creation of carrying and compassionate behavior requires an unusual degree of self understanding that allows one to see communalities between self and others”. It is not surprising to know that if teachers lack the ability to communicate test result to students will not positively change or maintained the desired behavior as the case may be.

The result of the seventh hypothesis which sought to know the positive influence of affective domain in teaching and learning cannot be over emphasized in table 7, were calculated $t=6.75$ was greater than table t of 1.960 at .05 level of significance indicated that the awareness of affective domain will positively influence students behavior. One major purpose of teaching and learning in the affective domain is to assist the students in internalizing desirable professional and humanistic characteristics. Furthermore, the uses of reinforcement i.e punishment and reward for desirable and undesirable traits creates in students the dislike for indulging themselves in social vices such as cultism, prostitution, indecent dresses, stealing, fighting and drunkenness. In fact, learning in the affective domain develops in student’s critical thinking which influences performance excellence. Affective domain learning shapes students which in turn affect their cognitive performance Van Valkenburg, (2004).

This chapter summarized the findings of this highlighting what the study has been able to achieve or reveal as it concerns the problems earlier stated and the purpose of this study. Conclusion will also be made based on findings made finally recommendations and suggestion will be given for further study on this area or other related domain.

Implications of the study

The development of the right affective domain in our secondary school students cannot be over emphasized since teachers perceive the development of affective domain in students as very crucial. This is because teaching and learning in the affective domain has to great extent-assisted students in internalizing desirable professional and humanistic characteristics. Teaching in the affective domain has enormous benefits which has being outlined above. Therefore, more effort should be made by the right affective domain in students for this will help them (students) become worthy citizens of the nation. Teachers should also deviate from placing much emphasis on cognitive development of students than the affective but rather see to the three domains as closely one.

Conclusion

This research project was embarked upon to study teacher’s perception and awareness of the development of affective domain on teaching and learning in secondary schools in Umuahia North LGA, Abia State. The independent variables Affective domain and the dependent variables are: teacher’s awareness and perception. The subjects were drawn from secondary school teachers in Umuahia North LGA, Abia State. The review of literature covered the areas that are relevant to the study. The self evaluation questionnaire used in the study was moderated to tally with the proposed hypothesis. The findings reveal that most secondary school teachers are aware of their

roles in the development of the affective domain in their students. Since the results from the various roles expected to be played by teachers are played accordingly, these roles includes formation of the right affective domain in students, constructing test(s) to assess students affective behavior, interpreting the test result and communicating the result to the appropriate people. The finding shows that the stated hypothesis are all rejected

It is plausible that these findings have come from particular data set, yet the present study is a strong foundation upon which further research on construct validity may be based.

Recommendations

The following recommendations are hereby put forward:

1. The Nigerian education system should without delay include affective domain in the secondary school curriculum.
2. Seminar/workshop should be held for teachers to sustain awareness as to the need of developing affective domain in students.
3. Effort should be made by educational administration to produce standardized test which will be used by the teachers in measuring affective domain in students. In the interim, teachers in particular localities are encouraged to work out a harmonized instrument for assessing affective domain.
4. Students with very positive behavior are to be encouraged and motivated.
5. Certification as the only means of attaining positions of responsibility in public services should be de-emphasized.
6. Educational administrators should ensure to convince teachers that they are safe in the discharge of their duties. For instance, measures should be taken against irresponsible parents who seek to threaten teachers' duties.
7. Teachers' level of awareness in developing affective domain as integral part of their duties should be made a part of assessment for promotion and appointment.

Limitation of the study

The research has shown that teachers' perception and awareness positively impacts on the development of affective domain in teaching and learning in the school system. And as well that most secondary school teachers are aware of their roles in the development of the affective domain in their students. Since the results from the various roles expected to be played by teachers are played accordingly, these roles includes formation of the right affective domain in students, constructing test(s) to assess students affective behavior, interpreting the test result and communicating the result to the appropriate people. However the result should be viewed within the context of the limitations posed by the method and sample size. This study focused solely on teacher's perception and awareness of the development of affective domain on teaching and learning in secondary schools in Umuahia North LGA, Abia State, other domains and the entire state would have been studied.

Suggestion for further studies

There is need for further study to be carried out in other to continually monitor the level of awareness of teacher responsibility in developing affective domain in students. This will help in sustaining the awareness among teachers.

Effort should be made in carrying out studies on determining the relationship between this test and the overall behavior of students. In other words, the study will help to know if these test actually measure the behavior they are made to measure. This means that there should be a strong relationship between these test results and students behavior. A glance on such test result will reveal a lot about any student, it will also help to determine such students that need special attention to put them in line with the overall objectives of such test.

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