Affective Domain: The Uncharted Area of Teaching and Learning in Tertiary Education

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Authors' contributions

This work was carried out in collaboration between both authors. Both the authors have equal contribution in this paper. Both authors read and approved the final manuscript.

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ABSTRACT

Aims: This study was conducted to examine how the learning opportunities and instructional designs be organized and responsibilities for the teachers be defined for students to acquire affective skills.

Study Design: This exploratory research design adopted a qualitative approach.

Place and Duration of Study: The study was conducted in three colleges under the Royal University of Bhutan for a period of one year (2019-2020).

Sample: Out of a sample of 10 college students (one each from 10 colleges under the Royal University of Bhutan) selected through purposive sampling technique, due to the impact of the ongoing pandemic, only three interviewees consented and participated in the interview.

Methodology: Data were collected using structured interview and systematic literature review. Review questions and criteria for inclusion and exclusion of articles for literature review were formulated and the PRISMA flow diagram was used to select review articles for systematic literature review. Using the content analysis technique, data gathered through systematic literature review and structured interview were analysed.

Results: The findings revealed that affective domain remains as one area of learning which is getting the least attention across the curriculum and from the educators. The lack of opportunities for students to practice the skills they learn in the classroom, inadequate use of CL structures and interactive learning methods in teaching, absence of affective elements in instructional designs and

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deliveries, teachers modelling skills and student-teacher relationships are some of the factors undermining the acquisition of affective skills.

Conclusion: In view of these findings, the researchers recommend scholars and educators to conduct more studies on affective domains; curriculum and policy developers to ensure the inclusion of all three domains of learning across the curriculum; management/stakeholder to acknowledge the importance of affective domain of learning and provide training to teachers on the development of affective skills; and teachers/educators to incorporate affective skills in their instructional designs and deliveries to help students to acquire affective skills.

1. INTRODUCTION

Bloom [1] has identified three important domains (cognitive, affective and psychomotor) for understanding educational goals which may be evaluated in student performance. Bloom's cognitive and psychomotor domains have become the prominent assessment tools in use for the assessment of learning [2,3,4,5,6,7]. However, little attention is given to affective domain in tertiary education as it is thought less related to knowledge and thinking [8]. Moreover, the difficulty in evaluating this skill has made the educators renounce its use in the schools [2,5,6,9].

The affective domain focuses in learning the basic yet important skills like efficacy, motivation, attitudes or interest [10]. This domain steers the learning abilities involved in both psychomotor and cognitive domains. Moreover, affective skills must receive utmost attention in the tertiary education settings as it focuses on human behaviour, sociology and characteristics. These skills help in developing personal traits, social interaction abilities, communication skills and habits to improve the way people think or react [11,12].

1.1 Statement of the Problem

The importance of affective domain can be understood from the Maslow's [13] hierarchy of needs. Self-actualization (creativity, problem-solving, ethical reasoning etc) is placed right on top of the peak, signifying the most important needs of the people. However, education and assessment in tertiary education embarks on the fulfillment of the other needs which are not as important as the ones attached to affective domain [12,4]. If our basic needs are not met, it would be difficult to realize our higher potential through the fulfillment of cognitive and psychomotor needs. Therefore, equal, if not more, importance must be given to the affective

domain to realize the essential educational and life goals [2,3,6].

Learners across the globe are assessed using descriptive statements that provide them and instructors with information about the qualities, characteristics and aspects of a given learning task [14]. It has helped the learners to understand their roles, take up responsibilities and demonstrate achievement of the learning outcomes accounted for when making judgments about their performance. However, most of the students fail to receive direct attention and assessment on their affective constructs [15,16]. Furthermore, these affective skills like values, beliefs, attitudes and dispositions are hardly discussed in the curriculum or explicitly evaluated in students [17]. As a result, young people engage in antisocial and criminal activities which cause social mayhem, affect social norms and disturb the country's advancement towards the achievement of Gross National Happiness goals [18]. Therefore, this study intended to examine the importance of affective domain in teaching and learning in tertiary educational settings.

The findings would help academics organize their instructional designs and practices to create more learning opportunities so that college students learn affective skills. In addition, the findings would help in redesigning the curriculum and instructional designs to give students some degree of control over the skills they learn without serious anxiety about assessment. Therefore, the study intended to achieve the objective stated below:

1. To explore how the learning opportunities and instructional designs be organized and responsibilities for the teachers be defined to enable the students to learn effective skills.

1.2 Research Questions

Following questions were framed to facilitate the researchers to achieve the objectives:

1. How can learning opportunities and instructional designs be organised so that college students learn affective skills?
2. How can a university teacher instil affective skills in the students?

2. LITERATURE REVIEW

Cognitive domain, followed by psychomotor domain, has received the maximum attention over the affective domain from the scholars as most people think of learning as intellectual and physical functions [19]. However, learning is not just a cognitive (mental) or a psychomotor (physical) function. Affective skills like attitudes, emotions and behaviours can also be learned by students. According to Kratwohl, Bloom and Masia [9], affective domain as a component of learning emphasizes on feeling, emotion, and a degree of acceptance or rejection. These components are categorized as interests, attitudes, appreciations, values and emotional sets.

Like Bloom, Kratwohl [20] came up with taxonomy for the affective domain such as: (1). Receiving (2) Responding (3) Valuing (4) Organization (5) Characterization. This domain is arranged from simpler to more complex feelings in a hierarchical structure based on the principle of internalization, a process whereby a person's influence toward something goes from a basic awareness level to a point where the effect is internalized and always guides his/her behavior.

The hierarchical structure of affective domain is presented in Fig. 1.

A description on each of these affective domain components adopted from Kratwohl [20] is presented below:

Receiving describes the stage of being aware of or sensitive to the existence of certain ideas, material, or phenomena and being willing to tolerate them. Examples include: to differentiate, to accept, to listen (for) and to respond to.

Responding describes the second stage of the taxonomy and refers to a commitment in some small measure to the ideas, materials, or phenomena involved by actively responding to them. Examples are: to comply with, to follow, to commend, to volunteer, to spend leisure time in, to acclaim.

Valuing means being willing to be perceived by others as valuing certain ideas, materials or phenomena. Examples include: to increase measured proficiency in, to relinquish, to subsidize, to support and to debate.

Organization is the fourth stage of Krathwohl's taxonomy and involves relating the new value to those one already holds and bringing it into a harmonious and internally consistent philosophy. Examples are: to discuss, to theorize, to formulate, to balance and to examine.

Characterization by value or value set means acting consistently in accordance with the values the individual has internalized. Examples include: to revise, to require, being rated high in the value, to avoid, to resist, to manage and to resolve.
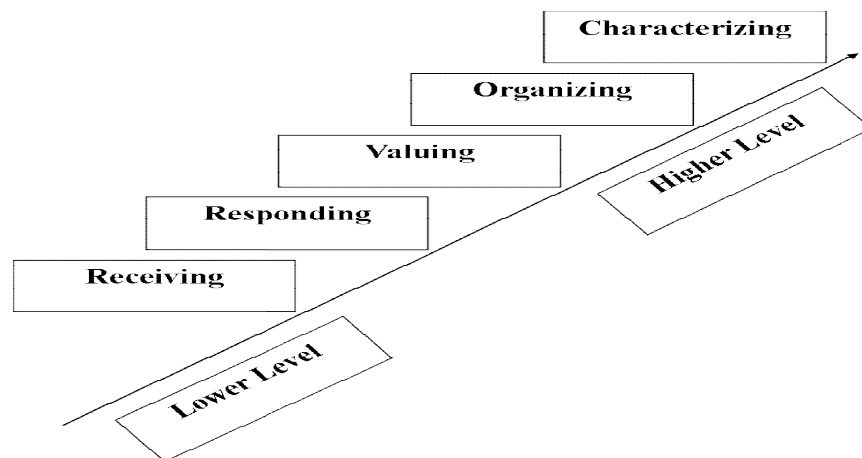

Fig. 1. Affective domain level (Kratwohl, 2002)

Affective skills development as one of the important domains of learning has remained marginalized due to its complexity in assessment. Researchers have attempted to explore and come up with resources supporting this domain of learning. However, there still is a dearth in resources in affective domain. Allen and Friedman [21] in their study noted that despite its complexity, affective domain helps in developing values, ethics, aesthetics and feelings in students. Similarly, Rahayu [22] in her study stated that affective constructs such as attitude, interest, motivation, self concept, values and moral values play an important role in Chemistry class. Learning is enhanced when educators understand students' affective characteristics for better instructional practices. Affective domain makes learning for students more meaningful, connected, real, authentic and full of fun. Therefore, educators must incorporate affective domain in their instructional endeavours.

Affective domain has remained the neglected component of education thus far all though it is perceived as the most important domain in learning. Simonson and Maushak [23] have found that there is a dearth of good research on attitudes, "It is obvious that attitude study is not an area of interest or importance in mainstream instructional technology research. Of the hundreds of studies published in the literature of educational communications since [1979] less than 5% examined attitude variables as a major area of interest" (p. 996).

Stiggins [24] described the importance of affective domain in the following statement:

> Motivation and desire represent the very foundation of learning. If students don't want to learn, there will be no learning. If they feel unable to learn, there will be no learning. Desire and motivation are not academic achievement characteristics. They are affective characteristics (pp. 199-200).

Similarly, Popham [15] explained the role of the affective domain as follows:

> The reason such affective variables as students' attitudes, interests, and values are important to us is that those variables typically influence future behavior. The reason we want to promote positive attitudes toward learning is because students who have positive attitudes toward learning today will be inclined to pursue learning in the future. The affective status of students lets us see how students are predisposed to behave subsequently (p. 233).

The importance of holistic education and assessment is captured in the Tertiary Education Policy of the Kingdom of Bhutan [25]:

> Institutions and programmes of tertiary education must be designed to satisfy the needs for leadership, not just the professional requirements of the intermediate and more distant futureThe content of their curricula and the structures of their organization can never be set once and for all; they, like Bhutan itself, must evolve and change, never losing sight of somefundamental founding principles(p. 2).

Popham [15] posited that "affective variables are often more significant than cognitive variables" (p. 230). However, many educators and physical education instructors primarily focus their objectives and outcomes within the cognitive domain of learning [26].

Curriculum and instructional design and objectives in Bhutanese tertiary education system aren't different. The focus on cognitive achievement can be seen in the statement found in the book— Crime and Mental Health Issues among the Young Bhutanese People [27]. It is maintained that young Bhutanese people are exposed to risks and vulnerabilities that impede their successful transition to adulthood. Crime, substance abuse, mental disorder, and social chaos created by young people in Bhutan are at rise. Therefore, it is of extreme importance to understand their challenges, risks factors, dreams and aspirations, and possible solutions. The lack of research on these issues has added to the rise in these untoward behavioural problems of the students [27]. The way students are educated through a diverse curriculum at present requires an assessment. Therefore, when the education system focuses more on the cognitive and psychomotor skills of students, no or less attention is provided to affective skills that are very important in life. This study aims to look into Affective Domain: the uncharted area of teaching and learning in tertiary education.

3. RESEARCH DESIGN

This research being exploratory in nature adopted a qualitative approach to examine the

presence or the absence of the affective domains in tertiary education system of Bhutan. Researchers often use exploratory research approaches to investigate a problem which is not clearly defined. It is conducted to have a better understanding of the existing problem, although it may or may not necessarily provide conclusive results. To achieve the research objectives stated in this study and inductively arrive at new findings related to affective domain in the tertiary education, data were collected using structured interview and systematic literature review.

3.1 Structured Interview (Data Collection Tool I)

Interviews help researchers to collect comprehensive and significant information by gathering verbal data that reflects participants' views [28]. As interviews help to gather data which questionnaire or other tools fail to collect [29], structured interview was used in this research besides the systematic literature review to facilitate a wide range of data collection. Structured interview questions were framed using Bloom [1], Krathwohl, Bloom and Masia [9] and Anderson and Krathwohl's [30] taxonomy. These questions were validated by a team of experts from Gedu College, Royal University of Bhutan.

Initially, a sample of 10 college students (one each from final year) was selected through purposive sampling technique. Bernard [31] stated that a purposive sample is selected based on the knowledge of a population and the purpose of the study. Purposive sampling helps in focusing on particular characteristics of a population that are of interest, which will best enable the researchers to answer research questions [32]. The purpose of this selection was to represent different perceptions among students in varying contexts regarding affective domain in tertiary education [33]. However, due to the impact of the ongoing pandemic, only three interviewees consented and participated in the interview.

3.2 Systematic Literature Review (Data Collection Tool II)

Systematic literature review helps in searching, assembling, critiquing and summarizing the literature that are standard for the study [34]. To review standard literatures, forming relevant review questions is essential while carrying out the systematic review. It is from these questions

that inclusion criteria are drawn to provide the operational scaffolding for the review. Therefore, following steps were used for this systematic literature review:

3.2.1 Develop questions for systematic review

It can be difficult and time consuming to acquire appropriate resources and search for relevant evidence without a research specific question. To obtain pertinent resources, the researchers formed review questions to produce evidence that helped in underpinning this research.

3.2.2 Literature search

The criteria for inclusion and exclusion of the articles for literature review were formulated.

To acquire relevant literature on the affective domain in tertiary education, the researchers looked for the keywords adopting the Boolean search technique [35]. Boolean search lets the users to blend keywords with operators to produce relevant results. The key words used to search for the literature are presented in string phrases for clarity and understanding.

Literature search was done on Web of Science (WOS), Scopus, Google Scholar, Education Research Information Center (ERIC), and Directory of Open Access Journal (DoAJ) databases. Since the researchers targeted affective domain in tertiary education, search terms such as "affective domain in tertiary education", "affective domain in higher education" and "affective domain in university/ies" were used. However, these terms did not yield the expected result. Thus, the researchers discussed and reached a consensus to use alternative search terms as reflected in Table 1.

The search yielded a total of 218 results. The researchers sorted through the searched items and screened duplicate articles which appeared across databases. These search results are presented in Table 2.

The researchers then screened the articles which were not peer-reviewed, followed by screening of articles which were not full text and which did not contain the key terms in the title or the abstract. This left the researchers with 57 articles which were assessed for eligibility using the inclusion criteria given in Table 3.

Out of 57 articles, only 18 articles were left for the final analysis. The whole search process is captured in Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) Flow Diagram Fig. 2.

3.3 Data Analysis

Two types of data collection tools (Structured interview and Systematic Literature review) were used to collect data for this study. Content analysis technique was used to analyze the data collected from the interviews and systematic literature review. Content analysis is regarded by the researchers as a flexible method for analyzing text data [36] as it describes a group of analytic approaches such as impressionistic, intuitive, interpretive analyses to systematic,

strict textual analysis [37]. Content analysis involves three different phases which are preparation, organizing, and reporting phase [38]. Through content analysis processes, the data were analysed to answer the research questions.

4. FINDINGS AND DISCUSSION

The analyses of the data collected through systematic literature reviews and structured interviews are presented in this section. Answers to research questions are presented as subsections: Organization of learning opportunities and instructional designs to acquire affective skills; and teachers' role in instilling affective skills.

Table 1. Literature search terms

Initial search terms	Revised search terms
"affective domain in tertiary education"	"affective skills"
"affective domain in higher education"	"affective domain in teaching and learning"
"affective domain in university/ies"	"head, hand, heart" AND "university" AND "higher education institutions"
	"affective" AND "domain" AND "university" AND "universities"

Table 2. Literature search process

Keyword	Remark
Key word 1. "affective domain in tertiary education"	No results on Scopus or WOS
Keyword 2. "affective domain in teaching and learning"	Scopus - 2 results, WOS - no results
Keyword 3. "affective domain in higher education institutions"	No results
Keyword 4. "affective domain in universities"	Scopus 1 result, WOS - No results
Keyword 5. "affective skills"	Scopus 168, WOS no results

Table 3. Inclusion criteria for literature review

Criterion type	Inclusion criteria
Topic	Literature must relate directly to one of the research questions in this study.
Currency	Literature must be published between 2000 and 2020.
Geographical spread	Literature must relate primarily to studies in the Bhutanese tertiary education system (or tertiary education system and the study on affective skills)
Research base	Literature must be based upon empirical research (either qualitative or quantitative).
Transparency	The methodology of the research upon which the literature is based must be made explicit (e.g. sample sizes instruments)
Reliability/validity	The findings upon which the literature is based must be valid and reliable
Research quality	Literature to be included in this study for review must be peer-reviewed.
Language	The literature to be reviewed must be written in English

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┌─────────────────────────┐
│ Records identified through │
│   database searching      │
│       (n = 218)           │
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│ Records after duplicates  │
│        removed            │
│       (n = 153)           │
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┌─────────────────────────┐          ┌─────────────────────────┐
│   Records screened        │ ───────► │   Records excluded        │
│       (n = 153)           │          │       (n = 96)            │
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│  Full-text articles assessed │ ───► │  Full-text articles       │
│     for eligibility       │          │  excluded with reasons    │
│       (n = 57)            │          │       (n = 39)            │
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│   Studies included in     │
│  qualitative synthesis    │
│       (n = 18)            │
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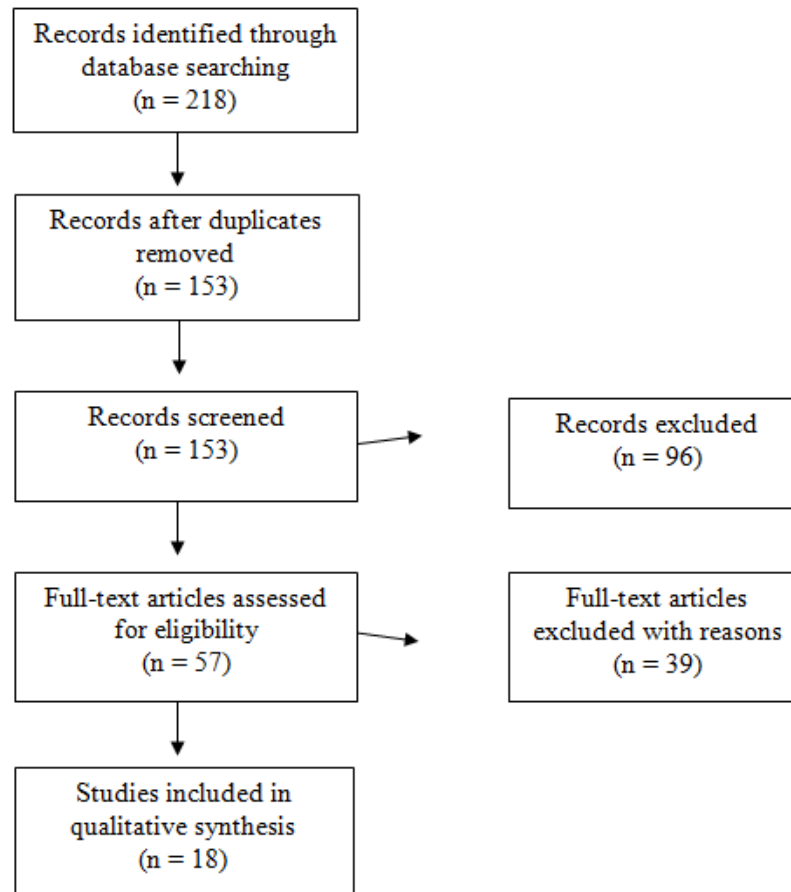
Fig. 2. PRISMA flow diagram
(Source: Reproduced from Moher et al. 2009, p. 267)

4.1 Systematic Literature Review on Learning Opportunities and Instructional Designs to Acquire Affective Skills

This section reports the systematic literature review and structured-interview findings on the organization of learning opportunities and instructional designs to help students acquire affective skills. These findings answer the first research question: How can learning opportunities and instructional designs be organised so that college students learn affective skills? The systematic literature review findings are presented in Table 4.

4.2 Teachers Role in instilling Affective Skills

This section reports the systematic literature review findings on the teachers' role in instilling

affective skills in students. These findings answer the second research question: How can a university teacher instil affective skills in the students? Similarly, structured interview review findings on the teachers' role in instilling affective skills in students are presented in this section followed by the description of the findings.

Affective skills like behaviour, attitude and personality traits, help individuals manage and take control of their emotions [39]. These skills also help in setting and achieving goals, making responsible decisions and establishing and maintaining positive relationships. Realizing the importance of affective skills and how little attention affective areas have received from the scholars, researchers are investing a huge amount of time and resources in this 21st century. The systematic literature reviews for this study have revealed both strengths and reasons for negligence of this important domain.

Table 4. Findings on organization of learning opportunities and instructional designs

Researchers	Organization of learning opportunities and instructional designs
Casey and Fernandez-Rio, (2019)	• As Cooperative Learning (CL) has its theoretical foundations in psychology, CL structures have various methods and instructional procedures that can promote learning in multiple domains.
Savitz-Romer, Kenyon and Fancsali (2015).	• Students generally lack opportunities to practice their learned skills in classroom settings. Therefore, avenues and opportunities fostering affective skills must be created.
Ilonen and Heinonen (2018).	• Providing role models and interactive learning methods, such as role playing, discussions and debate may support students to achieve affective learning outcomes.
Widyarton et.al., (2017).	• Instructors must formulate affective skills as instructional objectives clearly.
Henry and Murray (2018).	• Fieldwork has tremendous capacity to positively impact the affective domain of learning.
Boyle et.al., (2014).	• Fieldwork leads to significant effects in the affective domain.
Grootenboer (2008)	• More research and development into teaching strategies and approaches required as it facilitates in achieving affective developments in students.
Paula Villaseñor	• Improving teacher-students interaction • Improving classroom climate
Green and Batool (2017)	• Teachers may help in instilling affective values in students by developing lesson plans incorporating affective skills and allotting time to provide emotionalized learning experiences. • Gratitude exercises from short motivational videos. • Internet as a resource for activities to impart affective education.

Table 5. Teachers role in instilling affective skills

Researchers	Teachers role in instilling affective skills
Markley et al., (2009)	• Student engagement or disengagement with the content is impacted by the kind of motivation a teacher gives. Student motivation plays a vital role in acquiring affective skills.
Meehan, Hughes and Cavell (2003)	• Quality of a teacher-student relationships help in shaping the attitude and behaviour of the students.
(Fierro-Evans, 2005)	• Teachers are role models for students. The kind of affective skills they acquire is dependent on how teachers conduct before the students.
Hamre and Pianta, 2001)	• Students' affective skills are influenced by the teacher-student relationship.
Casey and Fernandez-Rio (2019)	• Teachers need to be cautious in their choices of pedagogical approaches, selecting those capable of developing the affective domain.
Sanna Ilonen and Jarna Heinonen (2018)	• Affective skills can be acquired by providing role models and interactive learning methods, such as role playing, discussions and debate, may support students to achieve affective learning outcomes
Miller, M. (2015)	• As affective skill enrichment requires the involvement of the learners emotionally, instructors need to present a credible role model demonstrating a behaviour that is consistent with the desired attitude and with positive reinforcement.

Savitz-Romer, Rowan-Kenyon and Fancsali [40] state that research in social, emotional and affective areas have gained the momentum. However, they have found that students, in general, lack opportunities to practice their learned skills in classroom settings. Therefore, there is a need to create avenues and opportunities fostering affective skills in the classrooms. A simple instructional design and approach like the use of cooperative learning (CL) structures may create learning opportunities where students get to acquire and practice affective skills. It is supported by Casey and Fernandez-Rio's [41] findings that the use of CL structures in the classroom helps students in acquiring affective skills as it has various methods and instructional procedures that can promote learning in multiple domains.

Ilonen and Heinonen [42] state that providing role models and interactive learning methods, such as role playing, discussions and debate support students to achieve affective learning outcomes. In the similar tone, Henry and Murray [43] and Boyle et.al. [44] have acknowledged that fieldwork as one of the interactive learning methods helps students in acquiring affective skills.

Apart from enhancing students' academic and social confidence, fieldwork helps in providing a productive learning environment and generating affective responses. It also helps in instilling the sense of belongingness and values for teamwork, and developing problem-solving skills.

According to Villaseñor [39], improvement in teacher-student interaction and classroom environment can boost students' socio-emotional development as an affective skill. To achieve this development, teachers must be trained on proactive classroom management, interactive teaching and cooperative learning. Apart from teacher professional development on affective skills, a teacher's conscious inclusion and use of affective skills in the lesson plans and classrooms helps in boosting students' affective skills. Green and Batool [45] state that teachers can help to instil affective values in students by developing lesson plans incorporating affective skills and allotting time to provide emotionalized learning experiences. In addition, short activities like gratitude exercise, motivational videos and using the internet as resources may help in instilling affective values.

Apart from affective pedagogies, skills and resources, a teacher himself/herself is a source

of affective skills. Studies have found and consolidated on the importance of a teacher's role in disseminating affective skills to students. Fierro-Evans [46] believes that teachers are role models for students. The kind of affective skills they acquire is dependent on how teachers conduct themselves before the students. Therefore, as affective skills enrichment requires the involvement of the learners emotionally; Miller [47] states that the instructors need to present a credible role model demonstrating a behaviour that is consistent with the desired attitude and with positive reinforcement.

Markley et al [48] pointed out that student engagement or disengagement with the content is impacted by the kind of motivation a teacher gives. They also stressed on student motivation and its impact on acquiring affective skills. Student motivation as a part of the affective domain addresses student emotion and regulation of learning. Their report presented that 69% of respondents believed that student motivation had a major impact on learning, supporting the positive impact of motivation.

Meehan, Hughes and Cavell [49] opined on the importance of teacher-student relationship as a medium to develop affective skills in students. In their two year prospective investigation of 140 second and third grade children who were in 'dual risk' of developing anti-social behaviour, they have found that quality teacher-student relationships help in shaping the attitude and behaviour of the students. The positive relationship maintained by the teachers helped in moderating certain risk factors, specifically those of child aggression, aversive home environments and minority ethnic status.

A study of a similar kind conducted on teacher-student relationship by Hamre and Pianta [50] found that the students' affective skills are influenced by the teacher-student relationship. As children enter into relationships with different teachers in different grades and subjects, the influence of teachers' behaviours and teaching styles have a tremendous effect on the formulation of a student's affective skills. Therefore, it is of extreme importance for the teachers to conduct professionally, exhibit and maintain appropriate behaviour and model apt actions that are worth copying.

Despite the presence of the affective components across the curriculum, research findings on affective domain and instructional practices are limited (47). Grootenboer [17]

states that there is still a need to conduct more research on teaching strategies and approaches to develop affective skills in students. Moreover, as the current policies of the university prioritize the development of knowledge and skills that are measurable, affective skill1s development remains marginalized. Therefore, researchers and scholars need to invest more on affective domain to come up with additional knowledge and resources in these areas.

4.3 Interview Findings on Organization of Learning Opportunities and Instructional Designs to Acquire Affective Skills

To answer research question one, how learning opportunities and instructional designs be organised so that college students learn affective skills, the researcher identified two core themes (current practices; and desired practices) related to affective domains as per Kratwohl [20]. When asked about the students' experiences on affective skills from the current teaching-learning practices, interviewees presented the following responses:

> Almost all the modules I take in my college require classroom teaching as a process of learning and exams as the method to evaluate our understanding. Apart from the examinations, we also have Continuous Assessment (CA) components to measure our learning outcomes but these CAs are also mostly the composition of quizzes and class tests. I think our learning is measured finally by the examinations and the marks we acquire (Interviewee A).

> I attend lectures, make presentations, receive lecturers' power-point presentation slides for revision, and prepare for the tests. I think of a journey of education at college as classrooms to examination halls. The grades we acquire at the end of the semester are the hallmark of our learning. I feel the need of a comprehensive assessment tool that measures and reinforces on both academic and human values. After all, we are humans and the values we possess must set us apart from the rest of the beings (Interviewee B).

The researchers asked questions to examine students' expectation on the development of affective skills. Following are some of the responses of the interviewees:

> If teachers choose student-centered teaching approach over lecture method, students will get involved in their own learning. Moreover, team spirit and collaborative working atmosphere will be strengthened. These are some of the basic, yet important affective skills a person must possess (Interviewee C).

> In colleges, more of outdoor teachings must happen than in-class teachings so that the students acquire affective skills. Fieldtrips, place-based learning etc can be incorporated frequently in the curriculum and the instructional designs. If these learning opportunities are organized and put in place, I am sure it will give some autonomy to the learners in their own learning processes and it will also help them acquire the affective skills (Interviewee A).

> If teachers adopt interactive learning methods frequently, I think students would develop good attitude toward what to learn and how to learn it. Moreover, the interactive learning strategies, such as role plays, discussions, debates and mimes may support students to take control over their own learning and achieve affective learning outcomes (Interviewee B).

4.4 Interview Findings on Teachers Role in Instilling Affective Skills

The researcher identified two core themes (Curricular Role and Co-curricular Role) of teachers through content analysis technique. When asked about the roles a teacher can play in instilling affective skills in students, most of the interviewees unanimously raised one thing: a teacher as a role model. Some excerpts from the interviews are presented below:

> We have a vast curriculum to cover in a short period of time. The contents we have in each module are enough to keep us academically engaged. I also feel that the lecturers have enough workload pertinent to the academic already. This leaves us with less or no time to practise or learn affective skills explicitly. As a result, I draw inspirations from the lecturers. I look up to each of my lecturer as a role model (Interviewee A).

> As a student, I learn a lot from the teacher-student interactions and the classroom

management skills my teacher adopts. I acquire the values like love, care and support from these interactions and management skills. When my teacher demonstrates effective classroom engagement and management skills, learning becomes full of fun and enriching (Interviewee C).

Questions were asked to determine lecturers' role in instilling affective skills out of curricular settings. Some of the responses are presented below:

Lecturers are our role models. How they conduct, communicate or behave impacts our attitude and behaviour. It is from these observations that we learn or improve our affective skills (Interviewee B).

I wish our teachers understand students first and the content after. Students learn things differently and at different pace. If our teachers understand us well, it would help them in adopting differentiated instructional skills which will ensure everybody learn something (Interviewee A).

I sincerely accept my teachers as my second parents. Having accepted them as my parents, my expectations are also high from them. I expect cleanliness and clarity in their thought, speech and action. I am who I am because of my teachers. They are my reference point and I am their reflection (Interviewee C).

In short, the findings from the structured interviews support the findings established through systematic literature reviews. As indicated from the findings of the reviews, interviewees also believe that affective skills still remain as one domain that receives limited coverage in the curriculum as well as attention from teachers. In addition, the interviewees consider the current curriculum and instructional designs as exam oriented. It is also observed in some of the interviewees that the current instructions and curriculum are designed most often in a way that limits their direct participation and engagement. As a result, the interviewees expressed that they often regard teachers as their reference point for affective skills development.

5. DISCUSSION AND CONCLUSION

Theodore Roosevelt once said, "To educate a person in mind and not in morals is to educate a menace to society" [51]. While teachers respond to the cognitive requirements of students through multifaceted curriculum designs and instructional approaches, the main purpose of education, that is, educating head, heart and hand, still remains as a distant dream in the whole system of education. As a result, the societies, across the globe, have experienced a drastic increase in crime rate committed by the youths. Realizing the needs and importance of affective skills in students, education fraternity is observing the shift in paradigm from cognitive and psychomotor to affective domain. In the past, many scholars focused exclusively on developing students' cognitive abilities and standards. The trend is changing at this juncture. There are scholars like Hough [52] and Elias et al. [53] who approach education as a process to develop students holistically [54]. Their approach toward education is not limited to cognitive development of the learner, but also on the affective and psychomotor domains.

The findings from both systematic literature reviews and structured interviews revealed that affective domain remains as one area of learning which is getting the least level of attention across the curriculum and from the educators. Realizing the importance of affective skills and how little attention this domain of learning has received from the scholars, researchers are investing a huge amount of time and resources in this 21st century.

As the findings from both systematic literature review and structure interview reveals, opportunities fostering affective skills must be provided to students to practice the skills they learn in the classroom. A teacher can create such avenues simply by incorporating CL structures in their instructional designs. Moreover, instead of clinging tight on lecture method, a teacher can instil affective skills in students by adopting interactive learning methods, such as fieldwork, role play, discussions and debate. Importantly, a teacher can help students acquire affective skills if he/she consciously includes affective properties in his or her instructional designs and deliveries and practice them.

Apart from affective pedagogies, skills and resources pertinent to affective domain, a

teacher himself/herself is a source of affective skills. Students look up to teachers as their role models. The kind of affective skills they acquire is dependent on how teachers conduct themselves before the students. Ginott [54] captured the power and control a teacher has over his/her student's life in the excerpt below:

"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

Therefore, a teacher as a role model needs to demonstrate a behaviour that is instrumental in designing a satisfying livelihood and are worth copying by the students.

Teacher-student relationship is another source of developing affective skills. Quality teacher-student relationships help in shaping the attitude and behaviour of the students. If the relationship is positive, it helps in moderating certain behaviours in students, specifically those of child aggression, aversive attitude and discriminatory outlook over life. In contrary, if the relationship is negative, it does more harm than correcting these untoward behaviours. Therefore, teachers must maintain positive relationship as it has a tremendous effect on the formulation of a student's affective skills.

In conclusion, as interviewee 'C' reflected on her acceptance of a teacher as her parents, "... my expectations are also high from them. I expect cleanliness and clarity in their thought, speech and action. I am who I am because of my teachers. They are my reference point and I am their reflection." the acquisition and development of affective skills starts from the teacher. Therefore, as a teacher possessing the transformative power that can directly influence the lives of the students, he/she must develop the characteristics of a professional and model professionalism every day.

5.1 Recommendation

In view of the findings of this study, the researchers make the following recommendations:

1. Research on affective domain still remains an uncharted domain of learning with schools, administrators and teachers focusing more on the cognitive and psychomotor learning domains of students. Therefore, there is a need for more study on affective domain.
2. Curriculum and policy developers should ensure the inclusion of all three domains of learning across the curriculum to achieve holistic development in the students.
3. Management/stakeholder should acknowledge the importance of affective domain of learning and provide training to teachers on the development of affective skills.
4. Teachers/Educators should incorporate affective skills in their instructional designs and deliveries to help students to acquire affective skills.

CONSENT

The researchers sought consent from all the participants as well as the authorities concerned. Interviewees were asked to sign the consent forms prior to taking part in the interview.

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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