

Exploring the Impact of Affective Domain Engagement on Learning: A Comparative Analysis of Different Teaching Approaches

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Abstract

This quantitative study compares direct and indirect teaching approaches, investigating how the affective domain—emotions, attitudes, and motivation—shapes the teaching-learning process. Grounded in Krathwohl's affective domain taxonomy, it explores the impact of students' emotional experiences on their self-efficacy, engagement, and skill acquisition. Data were collected from 300 Physical Education learners. The results show no significant difference in the median of the five affective domain categories between direct and indirect pedagogy, but notable differences exist in how they influence learners. Indirect methods encourage self-discovery but may not effectively instill values like teamwork and perseverance without direct teacher guidance. The affective domain often requires teachers to model desirable behaviors, such as fairness, respect, and empathy. Indirect teaching methods minimize the teacher's active role, reducing the opportunities for students to observe and emulate these behaviors. To optimize the development of both the affective domain and skills in learners under direct and indirect teaching approaches, students may cultivate a growth mindset, embrace holistic development, and actively participate in physical education. The Department of Physical Education may promote holistic learning and research-based practices, while PE teachers must integrate affective-focused pedagogies and model positive behaviors. Curriculum developers may balance technical and emotional development with assessment tools, and researchers must explore the long-term impact of affective teaching across diverse contexts. Future researchers are encouraged to expand studies, develop innovative assessment tools, and evaluate pedagogical approaches to enhance both emotional and skill development in sports education.

Keywords: affective domain, teaching pedagogy, direct teaching style, indirect teaching style

1. Introduction

Education plays a crucial role in skills development of every learner. There are numerous teaching approaches, strategies, and pedagogies that can help learners gain a deeper grasp of fundamental knowledge and skills that are important and vital in life. The role of the teacher is considered the most important in the learning process (Shirke, 2021). Hence, teacher's teaching pedagogy must be carefully examined, making sure it is the right, accurate, and fitted to the demands of today's economy of knowledge.

Pedagogy is a term that refers to the method of how teachers teach, in theory and in practice. Among the many teaching pedagogies, direct teaching styles and indirect teaching styles are being make use of. Direct teaching styles is a teacher-directed teaching method wherein teacher stands in front of the classroom and presents the information to the learners (Renald, 2023). On the other hand, indirect teaching styles is the complete opposite of the later. Top Hat Glossary (2024) stated that, indirect teaching is a student-centered approach to learning where students observe, investigate and draw inferences from data. In this instructional model, teachers take on the role of a facilitator or supporter as opposed to offering direct instruction. Both teaching pedagogies have different level of advantages depending upon the subject being taught.

On the other hand, affective domain is among of the variables to be explored in this research. Teach the Earth the portal for Earth Education (2024), asserted that the affective domain can significantly enhance, inhibit or even prevent student learning. It includes factors such as student motivations, attitudes, perceptions and values. Teachers can increase their effectiveness by considering the affective domain in planning courses, delivering lectures and activities, and assessing student learning.

In this particular study it sought and chased down the great worth and significance of affective domain. Indeed, various research studies pertaining the three domains of educational objectives are widely available and being conducted. Oftentimes the cognitive and psychomotor domains are fully understood however, among the many studies the affective domain is the least studied and most often overlooked domain in educational literature. The reason is that affective domain is the vaguest and the hardest to evaluate among the three domains. From the research entitled “Affective Domain: The Uncharted Area of Teaching and Learning in Tertiary Education” by Dorji (2021), 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. More so, this proposition is supported through the study of Zabidi et al., (2023), affective domain is vital for achieving meaningful learning and happiness. However, this domain is difficult to assess due to its complexity and relative measurement. Hence, the researcher will aspire, step forth and take the challenge to conduct this study.

1.1 Statement of the Problem

The purpose of this study was to measure, explore, and determine the influence of the affective domain, its impact on learners and the mediating effects of teacher’s pedagogical approaches.

1.2 Objective of the Study

This study aimed to explore and assess the affective domain and its impact on learners’ skills development along with the pedagogical approaches of teachers and as perceive by the junior high school students.

1.2.1 Measured the level of affective domain under direct and indirect teaching styles

1.2.2 Explored the role of affective domain in the relationship between pedagogical approaches

1.3 Significance of the Study

This paper aimed to see the affective domain and its impact on learners’ learning along with the pedagogical approaches and its findings provide significant basis among the students, department of Physical Education, physical Education teachers, curriculum developers, research community, and researchers.

1.3.1 Students. This research may help them unlock their insights regarding the importance of affective

domain. Also it will serve as a vehicle in achieving meaningful knowledge, and will be able to give value and characterization about the learning being thought by the teachers. Further, learning in the affective domain in physical education help students exercise the concepts of sportsmanship, “fair play”, respect for others, respect for equipment, self-control, responsibility, and motivation.

1.3.2 Department of Physical Education. The department of Physical Education could benefit from this study as it provided evidence on the importance of the findings of the study specifically the type of pedagogical approach and importance of affective domain in the educational objectives.

1.3.3 Physical Education Teachers. This study may serve as guide and will provide teachers a better insight of what are the best pedagogical teaching styles for today’s young generation. Also this will provide insights that affective domain is equally important as cognitive and psychomotor domain, since affective is an important domain in which learners learn focuses on feelings, values, social behavior, and attitudes as they relate to human movement.

1.3.4 Curriculum Developer. This study may describe the importance of teaching pedagogy and affective domain as part of the major considerations in the educational objectives. Also this study will serve as an eye opener and a wake-up call for curriculum developer to give importance to the affective domain same with cognitive and psychomotor domains.

1.3.5 Research Community. This study contributed to the research community by addressing the gap in understanding the relationship between teaching pedagogy and skills acquisition mediated by the affective domain.

1.3.6 Researches. This study may serve as future reference to researchers in the field of educational management who wish to conduct similar studies related to understanding the mediating role of affective domain in the relationship of teaching pedagogy. The result will also add to the nil researches conducted in this study.

1.4 Scope and Limitations of the Study

This research study was conducted at Iligan City National High School (ICNHS), SY 2024-2025. ICNHS is a complete secondary school and it is the biggest secondary school in the city. It operates various curriculum such as Special Science Curriculum (SSC), Special Program for Sports (SPS), Special Program in the Arts (SPA), and the regular program of the Revised Basic Education Curriculum (RBEC). The school has a population of 7, 625 with an area of 3.5 hectares.

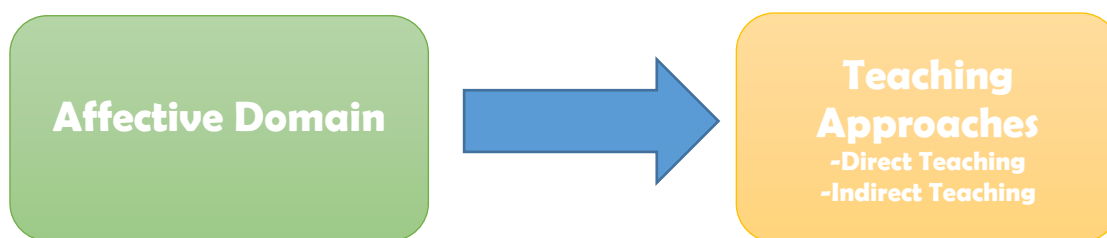
The study focused on the affective domain and its impact on learners’ learning along with the pedagogical approaches of the PE teachers. The teacher’s teaching pedagogy was determined in this research which was limited into indirect teaching approach and direct teaching approach. Direct instruction is a teacher-directed teaching method. This means that the teacher stands in front of the classroom, and presents the information (Renald, 2023). In this certain study, the PE teachers personally discussed the theories, history, and instructions regarding the topic and lessons, also teachers will have demonstrated the needed basketball skills to develop such as dribbling, passing, and shooting. On the other hand, indirect instruction is a student-centered approach to learning where students observe, investigate and draw inferences from data. In this instructional model, teachers take on the role of facilitator or supporter as opposed to offering direct instruction (Top Hat Glosarry, 2024). In this approach, the PE teachers gave module (Introduction to Team Sports) to Grade 8 PE students. The students went the module by themselves and the teachers served as a facilitator but not allowed to offer direct instructions and demonstration. Two weeks’ time allotment to complete the module as it was pattern from the official schedule of every learning area in

MAPEH subject at ICNHS.

Moreover, this is limited with the data to be obtained from ICNHS students in the school year 2024-2025. The scope of the data dealt mainly with assessing the current skills development of the Grade 8 PE students through the pedagogical approaches of the teachers and the impact affective domain to the learners' skills development.

1.4 Conceptual Framework

(IVDV)



As depicted in the diagram, affective domain on the left frame stands as the independent variables (IV) which is expected to influence the learners learning through the teaching approaches which serve as dependent variable (DV), located on the right frame of the diagram.

This study will examine if each of the IV will have a significant correlation with the DV. More pervasively, it explored if the various variables have a significant correlation in the independent and dependent variables.

2. Methods and Material

2.1 Research Participants

The respondents of this study were the 300 secondary Grade 8 junior Physical Education (PE) students who were officially enrolled at Iligan City National High School SY 2024-2025 under the various curriculum offered in the school such as Revised Basic Education Curriculum (RBEC), Special Science Curriculum (SSC), and Special Program in the Arts (SPA).

The number of participants is based on the total number of Grade 8 learners at ICNHS which is 1120, data retrieved from the registrar's office of ICNHS as of SY 2024-2025. Slovin's formula was used to calculate the sample size needed for the research with 0.05 margin of error. The required sample size is approximately 295 respondents, but there were 300 respondents answered the survey questionnaire.

2.2 Research Instrument

Affective Domain Survey Questionnaire

It is a researcher-made questionnaire with a 25 items, piloted using Cronbach's Alpha in which it was vital for assessing the reliability of research instruments, a foundational step toward ensuring validity. It supported the development of valid tools by confirming that the items made by the researcher work together cohesively to measure the intended construct. This ensured the study's findings were both accurate and trustworthy.

The items in the questionnaire were used to assess the participants' emotional status which involves feelings, attitudes, and emotions. It also includes the ways in which students deal with external and internal phenomenon emotionally, such as values, enthusiasms, and motivation. A three (3) item survey questions per level of the affective domain of Krathwhol's affective domain objectives were answered by the

respondents. The items were put in order, from lowest to the highest level—receiving, responding, valuing, organization, and characterization.

2.3 Physical Education Module (Introduction to Team Sports)

Physical Education module on “Introduction to Team Sports” from the Grade 8 learning material of the Department of Education (DepEd) was utilized in this study. This module was collaboratively designed, developed, and reviewed by educators both from public and private institutions. The module comprises of five lessons namely: Lesson 1 (Basketball); Lesson 2 (Let’s Develop Our Skills); Lesson 3 (Let’s Develop our Skills); Lesson 4 (Shoot that Ball); and Lesson 5 (Let’s do the Moves). Two weeks’ duration of the entire module will be applied as it is pattern from the official time allotment of DepEd in Physical Education subject every quarter.

On the one hand, Physical Education (PE) teachers provided and gave the instructional materials for the students who were under indirect teaching approach. Students well then go over the learning material by themselves, the PE teachers will serve as the facilitator making sure the students will develop independence and responsibility for their learning. If questions and clarifications will be raised the teachers will acknowledge the queries but not to discuss further and give detailed instructions. In addition, the teachers will not discuss the nature and background of team sports on the first day of the lesson and will not demonstrate the different basketball skills during practical tests. The teacher controls the learning process, delivering information directly to students and emphasizes clear objectives and step-by-step instruction.

On the other hand, students who were under direct teaching approach were having the teachers in front of the classroom discussing the nature and background of team sports

3. Results and Discussions

3.1 Objective 1: The result reveals that on the average the respondents level of affective domain under direct and indirect teaching styles were uncertain on statements regarding demonstrating the proper execution of basketball skills among. The overall mean shows that on the average the respondents under the direct learning style conferred evident on the statements regarding affective domain.

3.2 Objective 2: The result reveals the role of affective domain in the relationship between pedagogical approaches under the indirect learning style have greater mean score than those respondents under the direct learning style. This implies that on the average, the respondents under the indirect learning style have better overall performance than those under the direct learning style.

3.3 Objective 3: There is a significant difference in the perception of the respondents under the direct learning approach with those respondents under the indirect learning approach in the receiving and characterizing categories of the affective domain since the p-values are less than 0.05 level of significance. Based on the t-values, the respondents under indirect learning style have greater mean perception than those under the direct learning style in the receiving category. On the other hand, the respondents under direct learning style have greater mean rating than those under the indirect learning style in the characterizing category of the affective domain.

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