The University of the West Indies

St Augustine

Trinidad and Tobago

Faculty of Humanities and Education

School of Education

EDRS 6900- M.Ed.-Project Report

Submitted in partial fulfilment of the requirements for the degree of

Master of Education (Concentration in Curriculum)

Teachers' perceptions of affective education in a secondary school in Trinidad and

Tobago: A case study.

Submitted by- Margaret Dennis

Student Number- 90738980

Supervisor: Dr. Vena Jules

July 2007.

TABLE OF CONTENTS

Abstract

This case study explores four teachers' perceptions of affective education at High Tide Crossing Government Secondary School (HTCGSS). The problem was that although affect was found to be primary in education the methods, emphasis, and place accorded to it in the teaching/learning process at this school indicate that affect and affective education are not given their rightful places in the education process at the school under study. The central question researched was: How do secondary school teachers at HTCGSS perceive affective education? This study would add information to the body of literature related to affective education especially as there is a dearth in literature related to affective education in Trinidad and Tobago. The findings should be useful to the policymakers of Trinidad and Tobago and the education ministry to give insights into some teachers' perceptions of affective education which researchers found is the driving force behind cognition and learning.

Acknowledgements

I would like to thank all those who supported me during the development of this research project. Special thanks are extended to my family and friends. A special thank you goes out to my supervisor, Dr. Vena Jules. Yes, the work was hard, but Dr. Jules made my work enjoyable. Thank you to the participants who were quite willing to give their time and effort doing interviews, essays and teaching sessions for me to observe their teaching. Thanks to my colleagues who assisted me with peer reviewing. The greatest praise and thanks go to my God who brought this project to fruition.

The intellectual must be coupled with the emotional
If
Behaviour is to retain
A human quality

- Harold C Lyons, Jr.

Chapter One

Introduction

Malcolm, a trained secondary school teacher, has been teaching at High Tide Crossing Government Secondary School (HTCGSS) for the past seven years. He is known for having poor relationships with the principal, teachers, students and parents. He often expresses his dislike for persons although he was twice accused of having love relationships with female students. He curses, speaks disrespectfully and comes to school intoxicated especially on pay days. This teacher has an angry countenance and is usually heard quarrelling while displaying aggressive behaviour. He even fought with a male student. He is noted for ignoring students claiming that he does not understand them and some students have accused him of referring to them in racist terms.

Malcolm is usually unpunctual or absent from duty. He has a record of applying for extended leave each year claiming that he has several "imaginary days to take". When he goes to class he is reportedly unprepared, reaches late and leaves early. Most times he skips classes leaving the school compound without the permission of the principal. He refuses to speak to parents during parents' days claiming that the parents are the cause of the students' unacceptable behaviour and the students' poor performance. Malcolm reportedly does not correct examination scripts although he inserts examination

percentages (tardily) on the students' transcripts. The teacher has not been directly involved in extracurricular and co curricular activities claiming that he has better things to do with his time than take on these delinquent children.

Malcolm has been identified by school personnel as a problem teacher. The principal has been trying to cope with him by issuing warning letters, requesting reasons for his problematic nature and behaviour. The teacher has been obtaining adverse staff markings on his yearly staff reports and the principal asked him to seek a transfer to another secondary school. The principal has been expressing her frustration and her inability to deal with the teacher. The principal organized counselling sessions with the Employee Assistant Programme (EAP) for the teacher although to date, he has declined offers to visit the counsellor. The problem is that the teacher's behaviour has been having deleterious effects on his students' performance and their outlook on life. Malcolm, for this study, represents one of several problem teachers at HTCGSS displaying negative affect. He lacks the type of affective competencies expected of a teacher presenting, as he does, poor/negative model behaviour.

Background

One morning a brief while after the start of period one, in the staffroom at the school under study a teacher made this statement to fellow staff members, "I have a class now but I hate them,". Later that day, at the same school, I was privy to a conversation between another teacher and her form class students:

Teacher R: "Student T and Student S, I do not like you".

Student S: "Well, it goes both ways because we don't like you either".

On another occasion at the same school, in the staffroom, one teacher commented that he did not like the attitudes of the children he taught. Another teacher commented, "I don't like the students I teach, full stop".

Conversations demonstrating dislike of teachers and students are frequently heard and actions indicating dislike between the teachers and the students are at times seen at this school under study. Also, from observations at the school, the behaviours of many teachers and students demonstrate a lack of those important affective competencies such as authenticity, empathy and respect that are identified as important (Olson & Wyett, 2000) if education is to achieve its goals. The problem is that the scenes depicted earlier are three of many such instances at the school in which some students and some teachers are experiencing affect in negative ways instead of in positive ways. The negative affect observed in the teacher/student relationships at the school compromises learning as some teachers have problems relating with the students. Olson & Wyett's (2000) research found that affect is important in learning. Furthermore, Mendes (2003), after researching what empathy can do reported that "students must perceive that we care, and even that we like them deep down, as people" (p. 56). Empathy (the ability to walk in another's shoes, so to speak) is an aspect of affect.

For the purposes of this research paper affect refers to "those aspects of human nature and conduct dealing with emotions, feelings, values, attitudes**,** predispositions and morals" (Beane, 1986, p.26).   Affective education is "concerned with the formation,

content and role of emotions, feeling, values, attitudes, predispositions, and morals"
(Beane, 1986, p. 27). The affective domain of educational objectives consists of
receiving, responding, valuing, organizing, characterizing and internalizing values based
on one's ability to sense, feel and believe (Doll, 1996, p. 159). Emotional Intelligence, an
aspect of affect, expands on Howard Gardner's interpersonal and intrapersonal
intelligences; it deals with knowing oneself and knowing how to get along with others,
and it is a predictor of achievement in school and on the job (Goleman, 1998). The five
dimensions of Emotional Intelligence are self-awareness, handling emotions, motivation,
empathy, and social skills. The emotional system is a "complex, widely distributed, and
error-prone system that defines our basic personality early in life" (Sylwester, 1994).
Affective competencies are learned capabilities based on Emotional Intelligence resulting
in outstanding performance at work (Goleman, 1998, p. 24).

The students and teachers of HTCGSS profess many world views. The problem
is that the school is generally adopting neither the absolutist approach nor the
developmental approach to affective education hence, a necessary component of effective
education (Beane, 1986) is missing.

Beane (1986) found that affect is one of the most important and controversial
purposes of education. Two possible approaches to affective education are the absolutist
affective education using indoctrination and inculcation methods; and developmental
affective education using analysis of human experience method. Research found that
affective education suffers from shortcomings related to a lack of clarity in purposes,

origins and possible methods of affective learning (Beane, 1986). The identified shortcomings are to be clarified using careful planning, implementation, and evaluation. Beane (1986) found that public schools have the right and responsibility to embrace their use of the developmental views as public schools are intended to promote and protect both civil rights and public values. Affective education is a necessary component for genuine learning (Beane, 1986).

The size and organization of High Tide Crossing Government Secondary School only serve to increase the complexity. There are approximately one thousand, two hundred students and seventy-four teachers at this recently converted and de-shifted junior secondary school. The classrooms at the school have the traditional rows and columns arrangement with the chalkboard and teacher's desk at the front of the classroom. This design facilitates the use of traditional lecture type lessons but does not cater for using constructivist methodologies which are noted for encouraging "independent and active learning" according to Le Cornu & Collins (2004). The use of constructivist classroom designs and methodologies are significant issues in affective education as learning occurs if teachers and students "feel valued and secure…. acknowledged and safe" (Le Cornu & Collins, 2004, p. 32). The point here is that feeling valued, acknowledged and safe are affective educational issues and are attainable in constructivist classrooms. Such constructivist classroom designs are non existent at the school.

The school under study seems to be emphasizing cognitive education although results of the form threes in the National Certificate of Secondary Examination (NCSE) Level one, 2006 demonstrate that the students performed poorly in the examinations. The students at the school obtained an overall pass rate of 18%. The pass rate in the eight subject areas ranged between 7% and 34% (N.C.S.E. 2006, Level 1 Report). The negative affect demonstrated during interactions of some students and some teachers at the school impacts on learning in a negative way. Sylwester (1994), focussed his research on affect, and noted that affect influences learning therefore, the influence of negative affect at the school ought to be addressed if learning is to take place. What is problematic is that although affect influences learning yet many school activities focus on developing cognitive skills which are measurable in students rather than developing the whole child (head, heart and hand) as advocated by John Dewey (1938).

There is an articulated national policy emphasizing that the job of the secondary school teacher includes both cognitive and affective competencies. The Ministry of Education's job description for Teacher III's within the teaching service (2001) states that the job of the secondary school teacher is satisfactorily performed when "students display an understanding/knowledge of the area(s) taught reflected in the results of tests and assignments" (cognitive competency). Also, the secondary school teacher performs satisfactorily when "counselling is provided to students as required" (affective competency).

Although the job of a secondary school teacher in Trinidad and Tobago is seen as including cognitive and affective competencies, from experience as a teacher the practice at some schools is to emphasise the cognitive competencies of teachers and learners and to relegate affective competencies to an inferior position. Olson & Wyett (2000) are of the opinion that schools and teachers are evaluated based on the results of standardized tests resulting in emphasis of the cognitive skills. In Trinidad and Tobago prestige and emphasis are given to academic and cognitive achievement to the extent that schools with students obtaining significantly higher pass rates are termed "prestige schools". Several newspaper articles during the post-examination results period during August and September demonstrate that prestige is given to secondary schools and students performing well at external examinations (See appendix A).

In Trinidad and Tobago according to the Republic of Trinidad and Tobago, Ministry of Education's Secondary School Curriculum for Form One Social Studies (2002), cognitive and affective education are parts of the national curricula's essential learning outcomes and goals of education. The national philosophy of education is "that the educational system of Trinidad and Tobago must endeavour to develop a spiritually, morally, physically, intellectually and emotionally sound individual and that ethical and moral concerns are central to human development and survival" (p.1-3).

The history of affective education dates back to the seventeenth century when the word "affect" began to be used to denote aspects of human nature that were different from thought (Beane, 1986). The origin of affective education in the twentieth century

was in the disciplines of philosophy and psychology and later it was taken over by education (Asia and the Pacific Programme of Educational Innovation for Development APEID, 1992). In 1948, a group of psychologists interested in achievement testing met in Boston. The group began classifying objectives into the cognitive, affective and psychomotor domains. The cognitive domain was classified first as it focused directly on the objectives that teachers and examiners were emphasizing (Krathwohl, Bloom & Masia, 1964). The emphasis on the cognitive domain set the stage for the neglect of the affective domain. After 1957, educators clamoured for the classification of the affective domain to "redress the erosion in the meaning and substance of affective objectives" (Krathwohl, Bloom, Masia, 1964). By 1964, Krathwohl, Bloom & Masia classified the affective domain along a continuum. It includes, receiving, responding, valuing, organizing values, and characterizing values. Although the objectives were classified each person was to be seen as a "whole being". No one domain of the objectives is devoid of the other two as all domains are related and they overlap.

Sterling McMurrin (1967), US commissioner of education distinguished affective from cognitive learning stating that affective learning deals with emotions, feelings etc. but cognitive learning deals with knowledge and thought. Beane (1986) contends that McMurrin's distinction between affective and cognitive learning was convenient for educators but distracting for understanding human learning for personal and social growth. When and how the thinking and feeling capacity of the individual interact determine the outer limits of intellectual and social growth and "neither, thought nor feeling is superior to the other as neither functions in complete isolation of the other"

(Eberle & Hall, 1979, p. 14). In the 1970s, the School of Education Department in the University of Massachusetts became a centre for humanistic-affective education. Soon a moral education movement was spearheaded by Kohlberg (Steinberg, 1998).

By the 1980s the absolutist and the developmental affective education programmes existed side by side (Beane, 1986). Two major philosophical assumptions underpin affective education programmes - realism and idealism (with sources external to human experiences) and - pragmatism (derived mainly from an analysis of human experience). The realist and idealist draw from and accept, by faith, concepts such as beliefs, values, moral principles, the presence of supernatural forces, divine inspiration and perennial wisdom (Beane, 1986). They advocate absolutist affective education. The pragmatist, on the other hand accepts that beliefs that have long existed are correct based on their history and tradition (Beane, 1986). The pragmatist school of thought advocates developmental affective education programmes where individual and collective values are developed through a cyclical process of questioning (Beane, 1986). Phenix (1969) suggests that schools are to promote a lifelong search for values through rational thought. Although the absolutist affective education and the developmental affective education are at variance because of differing philosophical orientations, they represent two genuine branches of affective education.   The point here is that there is a continuing controversy over which affective programmes should be used in schools.

Research into affect and affective education over the past two decades indicate that many teachers lacked affective competencies (Sylwester, 1994; Olson & Wyett,

2000; Buffington & Stilwell, 1981; Mendes, 2003; Le Cornu & Collins, 2004). Researchers have found that children were down on all indicators of affective health (Pool, 1997; Goleman, 1998). Put another way, some children seem to be experiencing affect in a negative way. Although there is a search to find new ways to bring out the good citizens in our children yet negative affect continues to exist. Attempts made by the education ministry of Trinidad and Tobago through Dr. Michael Alleyne in the current Peace Project and the inclusion of the student support services in schools, to change negative affect into positive affective outcomes among students have largely been ineffective.

Nations and education systems may ignore the affective components of learning at great risk. Zajonc (1980) for example postulates that affect is primary. After in depth study into affect, Zajonc (1980) found that affect is independent of cognition and affect precedes cognition in time although earlier research by Wundt (1907) cited in Zajonc (1980) found that "affect is always present as a companion to thought" (p. 154). Zajonc's investigation found that affect is basic; it is inescapable; it is irrevocable; it implicates the self; it is difficult to verbalize; it is not dependent upon cognition; and it may be separated from content (Zajonc, 1980). It is indeed primary. Affect therefore; should not be treated as last or invariably post cognitive. Instead affect deserves far more attention than it has received from psychologists (Zajonc, 1980) and educators. Affect supports academic achievement and its lack is linked to causing learning or behavioural problems. Put another way "student behaviour and achievement are governed by affective well-being" (Eberle & Hall, 1979, p.15).

Researchers have also found that the "affective competencies of teachers have a direct bearing on student learning" (Olson & Wyett, 2000, p. 742). Hence, standards defining teachers should balance the teachers' cognitive as well as their affective skills. Carkhuff (1982) showed positive results in 127 out of 138 indices of the effects of teachers trained in affective interpersonal skills on students' cognitive development thus concluding that "kids really do learn better from teachers who communicate affectively with them" (p. 486).

This research into teachers' perceptions of affective education in one secondary school in Trinidad and Tobago is worthy of investigation for academic and personal reasons. The research topic was chosen for academic reasons as it should shed light on the ontological question: What makes affect and affective education so important or real? The epistemic question concerning what is affect should be answered and the axiological question related to: What is valued in this school under study- affect, cognition or an eclectic approach should be explored.

As a teacher with twenty-two years experience in teaching at the primary and secondary school levels I realized that I did not know enough about affect and affective education. Over the years I viewed the affective domain as one concentrating on appreciation but I did not fully understand affect and affective education. This research paper came as an opportunity to learn more about affect by doing an in-depth study into affective education. At the school under study one perceives that something needs to be

done to help develop students and staff in their daily interactions with each other so that the teacher and students can benefit positively from the education process.

Statement of the Problem

The problem is that although affect was found to be primary in education the methods, emphasis, and place accorded to it in the teaching/learning process at HTCGSS indicate that affect and affective education are not given their rightful places in the education process at this school under study.

The purpose of the study

The study on some teachers' perceptions of affective education sets out to explore four secondary school teachers' perceptions of affect and affective education. The study also investigates what the teachers know and understand about affective education and its importance to them.

Research Questions

The central question to be researched is:

1. How do secondary school teachers at High Tide Crossing Government Secondary School (HTCGSS) perceive affective education?

More specifically the questions to be answered are:

   a.   What conceptual understandings of affect do the teachers of HTCGSS hold?

   b.   What conceptual understandings of affective education do the teachers of HTCGSS hold?

c.   What are the teachers' of HTCGSS perceptions of the ways in which they currently enact affective education in the classrooms?

d.   Do their perceptions match their observed practice?

The time available to conduct the study is limited as the research paper is due in July, 2007. This study is not meant to be used to form generalizations as it is limited to the perceptions of four teachers in a secondary school.

Significance of the Study

In spite of the small sample, the study would add information to the body of literature related to affective education especially as there is a dearth in literature related to affective education in Trinidad and Tobago. The findings should be useful to the policymakers of Trinidad and Tobago and the education ministry to give insights into some teachers' perceptions of affective education which researchers found is the driving force behind cognition and learning (Zajonc, 1980; Beane, 1986; Mendes, 2003; Sylwester, 1994). The study could also be used to sensitise educators to the need to change their methodologies; to change structures for teacher education; to articulate clear definitions of the kinds of teachers required in society; and to change stakeholders' in education attitudes toward affect and the affective part of education.

Chapter 2 - The Literature Review

The literature review explores readings relevant for analyzing teachers' perceptions of affective education in a secondary school in Trinidad and Tobago. I shall first identify what comprises affect after which I discuss several theories related to the social development of the person as these speak to the development of affect. Next I relate why affect and its development are important in development of persons. Following this, ways in which affect development has been approached is discussed and finally I introduce research studies that have influenced my choice of approach for this study into teachers' perceptions of affective education.

The Components of Affect

In English the meanings of affect and many of its components are used interchangeably. Thus defining the limits of each dimension of affect is complex and challenging in this research. As it stands the emotions, feelings, emotional intelligence, attitudes, values, predispositions and morals are related to each other but they are all different and it is these distinctions that I am attempting to reveal (See Appendix B). The Asia and the Pacific programme of educational innovation in its guidebook for education for affective development (1992) claims that although affect is believed to be crucial for the development of effective and enlightened citizens it is not well understood, its boundaries are poorly defined and, its territory partially explored (p. i). English dictionary meanings of affect and its dimensions demonstrate that affect is largely misunderstood and problematic to articulate.

Emotions

Emotion is the first component of affect. For this research, psychological understandings of affect and its components are helpful to inform distinctions among the dimensions. In English an emotion is any strong feeling. This definition only serves to highlight the ambiguity encapsulating emotions and feelings. The Wikipedia Encyclopaedia (2007) defines emotion as an intense mental state that arises autonomically in the nervous system than through conscious effort (Aldridge, 2000, p. 30), and evokes either a positive or negative psychological response. Robert Plutchik (1980/1993) identified eight primary emotions (anger, fear, sadness, joy, disgust, surprise, curiosity, and acceptance). Primary emotions are innate and universal to all human beings (Paul Ekman, 1969/1992). Each emotion causes a detectable physical response in the body (See Appendix C). According to the Wikipedia Encyclopaedia (2007) emotions are related to activity in the brain's limbic system (amygdala, prefrontal cortex, anterior cingulated, ventral stratum, insula) directing our attention, motivating our behaviour, and determining the significance of what is going on around us (Broca, 1978; Papez, 1937; MacLean, 1952; Sylwester,1994).

Feelings

Feeling is the second component of affect. Feelings are conscious realizations of our emotions (Aldridge, 2000, p. 30) thus; feelings are the subjective experiences of emotions that arise psychologically in the brain (The Wikipedia Encyclopaedia, 2007). Feelings are produced in the following way - there is an input (visual, auditory etc.), it

registers in the cortex via the thalamus which is linked to the memory areas. Following this the input is processed and sent back to the emotional centres producing an accompanying bodily sensation such as a chill up the spine. Finally something is felt on a conscious level (Aldridge, 2000, p. 31). Feelings termed secondary emotions by Plutchik (1980/1993) are attached to objects, events, and situations through learning based largely on memory from the prefrontal and somatosensory cortices. Thus we get feelings or secondary emotions from mixing primary emotions which is unique to human beings. For example we get guilt from blending fear of the consequences and disgust at oneself (Plutchik, 1980/1993). It can be concluded that feelings are the interplay between thoughts and emotions as it was suggested that every thought carries with it some overt or subtle emotional undertones (Wikipedia Encyclopaedia, 2007). Emotions and feelings are two distinct dimensions of affect.

Emotional Intelligence

Emotional Intelligence (E I) is the third component of affect. It is the interplay between emotions and feelings. Matthews, Zeidner & Roberts (2004) refer to E I as the "competence to identify and express emotions, assimilate emotions in thought, and regulate both positive and negative emotions in the self and others" (p. 3). Prior to this Goleman (1998) identified E I as being largely learnt and it involves managing feelings and expressing those feelings appropriately and effectively. E I is multi pronged and it encompasses self-awareness, self- regulation, motivation, empathy and social skills. Self-awareness involves knowing oneself and managing the self; self-regulation concerns handling emotions generally; motivation facilitates reaching goals; empathy is an

awareness of others' feelings, needs, and concerns; and social skills involve adeptness in inducing desirable responses in others (Goleman, 1998).

This component of affect, Emotional Intelligence (EI) is important as it "counts more than IQ…it counts for almost everything" (Goleman, 1998, p. 13). It follows that cognitive and psychomotor skills are necessary but they are not sufficient for our survival and success in life as E I determines our potential for learning (Goleman, 1998). After conducting his own research, Goleman (1998) concluded that the E I of children declined as the children's cognitive skills increased. Goleman's (1998) conclusion is alarming as some signs of the children's declining E I such as depression, violence, crime, unwanted pregnancies, dropping out of school, drug abuse, despair, anger, unruliness, nervousness, impulsiveness, and aggression are major social problems in schools and throughout the world. It can be inferred that children's E I should be developed if some of the major social problems are to be solved or decreased. Although EI has been criticized for its over-inclusiveness, its lack of empirical backing and its problem in conceptualization, Emotional Intelligence is still valued for bringing to the fore the importance of what is traditionally considered 'non intellectual' factors in determining success (Matthews, Zeidner & Roberts, 2004).

Attitudes

Attitude is the fourth component of affect. An attitude is a positive, negative or neutral view of a person, an object, an idea (Husen & Postletwaite, 1985, p. 346), behaviour, or an event that develops from judgment. Initially there is a physiological

response expressing an individual's preference for something. Then there is a behavioural change indicating the intention of the individual and finally a cognitive response arises evaluating the entity to form an attitude. The manner in which attitudes are formed strongly suggest that most attitudes are the results of Observational Learning (Bandura, 1969) rooted in experience (Fishbein & Ajzen, 1975) and are subject to change. Jung (1921/ 1971) defines attitude as the readiness of the psyche to act or react in a certain way. Thus, attitudes come in pairs and can be classified as conscious or unconscious such as extraversion and introversion, rational (thinking and feeling) and irrational (sensing and intuition) (Wikipedia Encyclopaedia, 2007). An attitude is indicative of the person's subjective or mental preparation for action. One's attitude determines what one will see, hear, think and do in a given situation.

Predispositions

Predisposition is the fifth component of affect. Predispositions are tendencies or inclinations. One's temperament is one's predisposition to behave in a certain way whereas personality and characteristics are the styles of behaviour.

Values

Value is the sixth component of affect. Husen & Posletwaite (1985) explain that the distinction between values and morals is not as clear especially as they are used interchangeably in English (p. 3409). Values are principles, standards or qualities considered worthwhile representing human preferences and desires (Husen & Postletwaite, 1985, p. 3406). Although Seligman, (2002) categorised wisdom and

knowledge, justice, courage, love and humanity, temperance, spirituality and transcendence as moral principles common to most cultures, I prefer classifying them as values as they are desirable principles, standards or qualities and not necessarily guides for behaviour. It is noted by Husen & Postletwaite (1985) that values referring to people's relationships with others are moral values (p. 3406).

Morals

Moral is the seventh component of affect. Morals are the principles guiding behaviour (Clarken, 2006, p. 1) influencing one's perceptions of right and wrong (Husen & Postletwaite, 1985, p. 3406). One problem associated with morals is that they change from time to time and place to place hence right and wrong may be perceived as relative and culture bound. Further wars, conflict and violence have occurred when outsiders try to inflict moral standards on others not subscribing to their moral principles (Clarken, 2006, p. 1). Put another way one's moral principles adhered to can guide one into positive or negative behaviour. Clarken (2006) supports the view that teachers should be models of morality and should, possess moral competence, among other things, to help develop their students' moral capacities (p. 2).

Moral education refers to a process occurring in schools consciously or unconsciously (Husen & Postletwaite, 1985, p. 3406) to allow young persons to recognize values representing pro social behaviours after thinking about issues. The students after exposure to the experience should begin acting in ways that bring about a better life for others and they will appreciate ethical and compassionate conduct (Joseph

& Efron, 2005, p. 525). Moral education intends to "sustain, prolong and protect human life and health" (Roffman, 1994, p. 19). Character Education, Cultural Heritage, Caring Community, Peace Education, Social Action, Just Community and Ethical Inquiry are seven types of moral education (Joseph & Efron, 2005, p. 525). Exhortation, example, expectation and experience are some ways of learning moral education (Husen & Postletwaite, 1985, p. 3409).

Character Education involves modelling virtuous behaviour and teachers, administrators and students are role models (Joseph & Efron, 2005, p. 526). It is believed that schools can shape the behaviour of young people by inculcating in them the proper values hence "children need clear directions and good role models… and schools should shape character when families are deficient in this task" (Joseph & Efron, 2005, p. 525). Character education has been criticized as it is sometimes viewed as indoctrination with children as materials to be shaped. A strength of the approach is that educators believe that it is their responsibility to form character rather than remain indifferent to their students' moral development (Joseph & Efron, 2005, p. 526).

The Cultural Heritage approach views students as villagers learning from elders especially as the values taught are not drawn from the mainstream but emanate from the traditions of non dominant cultures (Joseph & Efron, 2005, p. 526). The home, school and community are interconnected as it is believed that "it takes an entire village to raise a child" (Joseph & Efron, 2005, p. 526). Children learn cultural traditions and values by

being infused into deep understandings of and participation into the culture's arts and ceremonies (Joseph & Efron, 2005).

In the Caring Community students are seen as possessing emotional needs. Care is emphasized and "educators' moral influence stems from their caring relationships with students, parents and one another" (Joseph & Efron, 2005, p. 527). Discussion and cooperative learning are used for fostering inclusiveness and for attaining emotional well being in the caring community (Joseph & Efron, 2005). Further, care extending beyond the classroom drives the Peace Education approach (Joseph & Efron, 2005, p. 528). Peace education includes conflict resolution, peace studies, environmental education, global education and human rights teaches that "all lives and actions matter and that students are connected to all of life through a vision of peace, harmony, and earth stewardship" (Joseph & Efron, 2005, p. 529).

The Social Action approach views students as empathic human beings and social agents capable of affecting change by critically examining unjust situations and participating in political processes (Joseph & Efron, 2005). The approach aims to "heal, repair and transform the world" (Joseph & Efron, 2005, p. 529). To change situations teachers are to create comfortable atmospheres for students to express themselves and ensuring that their student's ideas are not dismissed (Joseph & Efron, 2005). In addition, classrooms and schools become democratic settings where students deliberate about moral dilemmas and participate in cooperative decision making in the Just Community approach (Joseph & Efron, 2005). The goal of the just community is "the enhancement

of students' development from lower to higher stages of moral reasoning" (Joseph & Efron, 2005, p. 530). In the Ethical Inquiry approach conversations in classrooms centre on dilemmas as it is assumed that deliberation promotes students' moral development (Joseph & Efron 2005, p. 531). Emotions, Feelings, Emotional Intelligence, Attitudes, Predispositions, Values and Moral (the seven components of affect) are believed to be developed in certain ways so theories related to the social development of the person are included in the following section in this literature review.

Human Development Theories

  Dewey – Progressive Education

  A theory of human development was put forward by the John Dewey. According to Dewey (1938) children and teenagers move through stages of development. The movement through the stages depends upon "the kind and the quality of the person's interaction with the environment" (Sprinthall & Mosher, 1978, p. 2, 3). Whether the adolescent learns to function at a high level depends upon the general educational experience of the individual (Sprinthall & Mosher, 1978, p. 3).   Dewey advocated progressive education and saw the aim of education as the development of individuals to the utmost of their potentialities (Sprinthall & Mosher, 1978, p.18). Dewey's (1938) progressive, humanistic, existententialist world view influenced the core of his belief that human beings learn by doing (Wells, 1999).

Erik Erikson- Stages of Psychosocial Development

Another theory of human development was presented by Erik Erikson. Persons move through eight psychosocial crises as biological and social forces interact to bring the crises to prominence (Steinberg, 1996, p. 305). The adolescent is in the identity versus identity diffusion or identity confusion crisis (Welchman, 2000, p. 54) and ought to come to terms with who one is and where one is headed. The key to resolving the crisis lies in the adolescent's interactions with others and the other person serves as a mirror reflecting back to the young person information about who he/she is and who he/she ought to be (Steinberg, 1996, p. 307). Forging an identity is a social as well as a mental process as the society shapes the adolescent's concept of self (Steinberg, 1996, p. 307). The adolescent needs a psychosocial moratorium to engage in identity exploration and experimentation. During adolescence three sorts of problems develop - identity diffusion – not knowing who you are, identity foreclosure – no experimentation and exploration, and negative identity – undesirable identities (Steinberg, 1996, p. 310-312; Welchman, 2000, p. 73). Identity develops when adolescents are allowed to test their attempts at increasing independence within clearly established limits (Eggen & Kauchak, 2004, p. 89). It is noted that "teachers are essential in creating the social environment that contributes to the students' personal and emotional growth" (Eggen & Kauchak, 2004, p. 90). The adolescent is looking for "men and ideas to have faith in … in whose service it would seem worth while to prove oneself trustworthy" (Erikson, 1968, p. 128). The resourcefulness of the young person proves itself "only when the conditions are right" (Erikson, 1968, p. 131).

Vygotsky - Socio cultural Theory

Vygotsky added a social cultural dimension to theories of human development. Higher mental functions are internalised social relationships thus "every higher form of behaviour has the character of an external operation" (Rieber & Robinson, 2004 p. 474). Through others we become ourselves (Rieber & Robinson, 2004, p. 474) especially as persons learn by joint activity (Wells, 1999). "We can speak of the formation of the personality only when there is a mastery of one's own behaviour" (Rieber & Robinson, 2004, p. 475). This is important for teachers and students alike.

Vygotsky's (1978) conception of the Zone of Proximal Development (ZPD) is critical for our purposes especially as when copying actions, the child is able to perform much better when skilfully guided (Wells, 1999). The ZPD is the range of tasks that a child cannot do yet alone but can accomplish when assisted by a more skilled partner, (Eggen & Kauchak, 2001, p. 56). Indeed the ZPD is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978). According to Vygotsky (1978/1987) the child is scaffolded in the ZPD as he works with other persons (intermental plane), internalizes (intramental plane) and shares meanings constructed by people (intersubjectivity) (Wells, 1999).

Bandura – Social Learning Theory

Bandura's theory of social learning ushered in a new dispensation in the development of humanity. After much research into behaviour Bandura (1969) realised that "emotional responses can be conditioned observationally by witnessing the affective reactions of others" (p. 118). Also, "the expression of well-learned responses can be enhanced and socially regulated through the actions of influential models (Bandura, 1969). Bandura (1969) further states that "modelling procedures are, therefore ideally suited for…transmission of self-regulating systems, and social facilitation of behavioural patterns on a group-wide scale" (p. 118). Bandura (1969) purports that "affective learning in humans frequently occurs through vicariously aroused emotions" (p. 167). Modelling has been used for developing interpersonal modes of behaviour (Bandura, 1969, p. 202). "Exposure to modelled events may also strengthen or weaken observer's inhibitions of existing patterns of behaviour" (Bandura, 1969, p. 203). Accordingly Bandura's (1969) modelling principles have been used for developing conceptual and interpersonal patterns of behaviour and social and cognitive competencies especially as emotional responsiveness can be conditioned (Bandura, 1969, p. 202).

Piaget – Theory of Moral Development

Piaget added a new understanding to theories of human development. Moral development during adolescence is grounded in Piaget's theory of cognitive development (Steinberg, 1996, p. 331). Piaget (1932/1965) examined the development of ethics and morals and purported the view that human learners are stimulus-seekers rather than creatures learning entirely through conditioning (Husen & Postletwaite, 1985, p. 3407).

During stage two - autonomous morality, children develop rational ideas of fairness and see justice as a reciprocal process of treating others as they would want to be treated (Eggen & Kauchak, 2004 p. 102).

Piaget's theory of moral reasoning includes concepts of values, ethics and the development of emotion and affect (Wadsworth, 1979). Piaget deals with mental growth or the development of patterns of behaviour up to adolescence (Piaget & Inhelder, 1969). During adolescence there is advancement in language, a capacity for clear formulation and an experimental spirit (Piaget & Inhelder, 1969, p. 145). Social factors (changes during puberty) play roles in affective changes of early adolescent whereas formal thoughts centring on reality influence the middle adolescent (Piaget & Inhelder, 1969, p. 149). According to Piaget & Inhelder (1969) affect and cognition are "inseparable and irreducible" (p. 158) especially as stages observed in intellectual development were also seen in moral development (Husen & Postletwaite, 1985, 3407).

Piaget – Cognitive Development Theory

Piaget's theory of cognitive development underpins his theory of moral development. Adolescents are in Piaget's (1970) formal operational stage (11-15 years) of cognitive development (Sprinthall & Mosher, 1978). The adolescent develops the reasoning and logic to solve hypothetical and verbal problems using scientific reasoning (Wadsworth, 1979, p 116). According to Piaget adolescents experience egocentricism - the inability to differentiate between idealistic thoughts and the real world (Wadsworth, 1979, p. 120). "Objectivity of thought with respect to conflicting issues is attained when

the adolescent assumes adult roles in the real world and can differentiate the many possible point of views" (Inhelder and Piaget, 1958, p. 345). For Piaget (1970) adolescents think about themselves in non-absolutist ways, they conceive of self and future in probabilistic terms and they can change their hypothesis as new information is gathered (Sprinthall & Mosher, 1978). The cognitive development of the adolescent in this way gives educators ample opportunities for the deliberate education of the adolescent student (Sprinthall & Mosher, 1978, p. 5) because he/she possesses the ability to reason using higher order thinking skills. So instances to educate the adolescent should not be missed but should be seen as opportunities to develop the adolescent in his quest for new knowledge along the pathway to adulthood.

Kohlberg – Theory of Moral Development

Another theory of human development was developed by Kohlberg. Kohlberg's conventional and post conventional levels of moral reasoning are relevant for understanding early and middle phases of adolescence (Steinberg, 1996, p 353). Kohlberg identifies adolescence as a time for potential shifting from a morality that defines right or wrong in terms of society's rules to one that defines right and wrong on the basis of one's own basic moral principles (Steinberg, 1996, p. 353). Levels and stages of moral development are determined by the reasons a person gives for making the decision (Eggen & Kauchak, 2004, p. 102). Kohlberg's (1958, 1969, and 1976) work was built from Piaget's (1932/ 1965) theories. Piaget showed that the moral concepts closely parallel the children's distinction of intellectual concepts in general (Wadsworth, 1979, p. 153) and that early adolescents are in the fourth stage of codification of rules. According

to Piaget each child must construct the concept out of his or her active interactions with others (Wadsworth, 1979, p. 162).

According to Kohlberg (1975), education assists in the moral development of the individual. At the post conventional level – autonomous or principled level there is an effort to define moral values and principles that are valid apart from the individual's own identification with the groups (Kohlberg, 1975, p. 49). During the social contract, legalistic orientation stage free agreement and contract is the binding element of obligation as a right action tends to be defined in terms of individual rights with agreed upon standards (Kohlberg, 1975, p. 49). During the universal-ethical-principle orientation stage right is self chosen and is defined by the decision of conscience (Kohlberg, 1975, p. 49). All human beings think about social justice (Kohlberg, 1971). The ways people think represent the different stages of moral development (Sprinthall & Mosher, 1978, p. 6). Theories of human development are of paramount importance in the development of the adolescents. Affect and its development are critical for the adolescent age group (the age group of the students at the school under study).

Adolescent Development

An understanding of early and middle stages of adolescence, between eleven and eighteen years, is critical for this study as the students are in transition from immaturity into maturity. Adolescents are undergoing fundamental biological, cognitive, and social changes (Steinberg, 1996). The adolescent develops sophisticated thinking abilities – thinking about friendship, democracy and morality and resolving moral dilemmas

(Steinberg, 1996, p. 8). There is growth in social thinking, thus the young person is able to "think through what someone else might be thinking or feeling, given that person's point of view" (Steinberg, 1996, p. 65). The adolescent is capable of abstract thinking, thinking about what is real or possible, metacognition, multidimensional thinking and relative rather than absolute thinking thus the young person is able to gain much from affective education. The adolescents are experiencing changing social statuses which in turn alter their relationships at home, at school and in peer groups. The changes in social relationships can alter the adolescent's perception of self.

The family, peer group and school context influence the young person's development. Peer groups play an important role in socialization and development of teenagers (Brown, 1990 cited in Steinberg, 1996, p. 11) while schools occupy, socialize and educate adolescents (Entwistle, 1990, cited in Steinberg, 1996). While adolescents are discovering and understanding who they are, they are also establishing personal codes and morals (Douvan & Addson, 1966, cited in Steinberg, 1996, p. 13). It is noted that adolescents make many important decisions with long term consequences about schooling and careers during these formative years.

The early adolescent sees conventions as arbitrary and changeable and compliance to them is based on rules and the dictates of authority. However, middle adolescents begin to see social conventions as means used by society to regulate people's behaviour (Steinberg, 1996). It is imperative that schools foster educational experiences in which the adolescent's moral position is catered for.

Adolescents need caring teachers - teachers who empathize with them (Eggen & Kauchak, 2004, p. 92). The adolescent's personality is in flux - it is not stable, not final and not immovable (Rieber & Robinson, 2004, p. 490). Therefore schools and teachers have opportune moments during adolescence to bring out positive behaviours and developments in the young persons. Teachers of adolescents can do some bargaining as youth are responsible for taking advantage of new experiences while adults are responsible for providing the youth with opportunity for growth (Roeser & Eccles, 2000, p. 443). Successful adolescent development (performance in school and positive self worth) depends upon how well the young persons organize their fundamental changes within their contexts and the opportunities for academic and social aspirations that the young persons get from adults (in their families, schools and communities) according to Roeser & Eccles (2000, p. 443). It is critical to understand the influence adult teachers have on students' successes or failure as "successful adolescent development requires successful adult development and vice-versa" (Roeser & Eccles, 2000, p. 468).

Similar Studies Investigating Affect

Discussions related to affect in education have over the years been concerned with giving the affective part of education its rightful place in the education process. By 1980 researchers into affect were concerned with the treatment of affect as post cognitive. Zajonc (1980) after in-depth study into feeling, thinking, preferences and inferences found that affect was independent of and precedes in time, perceptual and cognitive operations. In fact it was found that affect was primary and basic. By the following year

Buffington & Stilwell (1981) conducting their experiment into teachers' attitudes found that the attitudes of teachers toward their students changed after the teachers became more aware of the students' academic and personal/emotional needs. By 1984 it was accepted that attitudes of teachers can influence learning and a study was conducted by Warner (1984) using a video taped programme developing empathy. Warner's (1984) study found that affective skills could be developed in teachers as teachers perceived that there was more to learn about affect. In 1986 Beane acknowledged that affective education was important in the teaching/learning process but the researcher found that there was a continuing controversy over understanding and implementing affective programmes in public schools. Beane (1986) found that public schools have the right and responsibility to embrace and improve their use of the developmental affective education programme.

During the 1990s researchers generally agreed that affect was important in education. Sylwester (1994) after research into how emotions affect learning from the biological perspective, found that although emotions affect learning, school activities focused on developing cognitive skills among students. Pool (1997) discussed Daniel Goleman's concept of affective health. It was found that children were down on affective health and there was a need to bring up affective health. The twenty first century started with research findings demonstrating that the way forward for education was to re define the society's conception and its definition of the type of teachers needed in society. Olson & Wyett (2000) researched into teachers and their affective competencies. They found that some teachers lacked affective competencies, or displayed negative affect, so

there was a need to balance the affective and cognitive skills of teachers as part of the total package of competencies of teachers.

It was accepted that affective competencies were important among the qualities defining the post modern teachers hence, Mendes (2003) in the study: "What empathy can do", found that methods developing caring relationships among students and staff were underutilized although caring relationships were found to influence academic achievement. Le Cornu & Collins (2004) argued that although active participation is essential for learning some teachers use methodologies that do not encourage active learning. Active participation is an integral part of affective learning. In 2005 the trend in affective education changed towards identifying strategies or devices bridging affective and cognitive parts of education. Hall (2005) found that community could be used as a device bridging cognitive and affective parts of education. The school environment can become a community as it is a place where teachers and students can test ideas and make connections between what they are teaching and learning in their heads and what they are feeling in their hearts (Hall, 2005, p. 8).

Teacher Development

The seminal work by Harvey, Schroeder & Hunt (1961) cited in Sprinthall & Mosher (1978) indicates that there is a relationship between developmental stages and teacher performance (p. 119). It follows that "teachers at higher stages of development functioned in the classroom at a more complex level…such teachers were more responsive to individual differences… employed a variety of teaching models…and were

more empathic; that is, such teachers could accurately 'read' and respond to the emotions of their pupils" (Harvey, Schroeder & Hunt, 1961, cited in Sprinthall & Mosher, 1978, p. 119-120).   The following section deals with research studies into affect and the ways that they have progressed.

Research Studies into Affect and the Ways in which they have Progressed

In this section I intend to analyse two research studies into affect by discussing the ways in which they have progressed. I present the methodologies fancied, the designs chosen, the methods of data analysis, the aspects of affect they deal with and I comment on their suitability for use in my study on teachers' perceptions of affective education at High Tide Crossing Government Secondary School (HTCGSS). I shall examine in this section Buffington and Stilwell's (1981) and Warner's (1984) international research studies into affect.

Buffington & Stilwell (1981) studied: "Teachers' attitudes and affective education". They conducted an experimental study adhering to the quantitative paradigm. They used a pre-test-post-test-treatment- comparison group design using gender, grades and teachers. The researchers investigated control and competency as components of affect. Assignments to groups were based upon random sampling while observation, discussion and teachers rating students were employed to gather data. Statistical analysis was done to analyse the data.

A few years later, in 1984 another quantitative-experimental research study into affect was conducted by Warner studying: "Enhancing teacher affective sensitivity by a videotape program". Warner (1984) used a pre-test-post-test-treatment-comparison group experimental design. He used random sampling and collected data from written responses and dialogue. The data were analysed using statistical analysis with judge's ratings according to Carkhuff's seven-point empathy scale. Warner studied empathy which is a subset of emotional intelligence.

The quantitative- experimental methodology employed by Buffington & Stilwell (1981) and Warner (1984) seems inappropriate for answering my research question: How do teachers at HTCGSS perceive affective education? The quantitative paradigm is unsuitable for answering "how" questions which demands using more words than figures and empirical data to answer effectively. Since I did not find a suitable methodology in the international literature on affect I decided to review some Caribbean research studies to obtain an appropriate methodology to study my topic: Teachers' perceptions of affective education at HTCGSS.

Caribbean Research Studies that influence my choice of Methodology

The Caribbean research studies into affect and its components are limited. Jules (1989) conducted a research study on "Cooperative learning" , a decade later Amun (1999) conducted a research into "Teaching through social skills training". One year later Fournillier (2000) conducted her research into "Achievement orientation". Subsequently, Hills (2006) studied "Social skills training". These studies focussed on

either one or more dimensions of affect. It is my intention to conduct research into the broad area of affect which has not yet been done by researchers into affective education. After careful considerations I decided to employ appropriate aspects of Fournillier's (2000) methodology to my study on teachers' perceptions of affective education at High Tide Crossing Government Secondary School.

In this section I shall be examining Fournillier's (2000) study that influences my choice of approach significantly. I shall discuss its methodology, its design, the methods used to collect and analyse the data, and their appropriateness for adopting into my research study. Fournillier (2000) studies achievement orientation and uses the interpretive approach as the study is interested in meanings and perspectives of individuals. My study on teachers' perceptions of affective education at HTCGSS focuses on the meanings and perspectives of teachers hence the interpretive methodology is appropriate for my study. Fournillier (2000) employed a qualitative approach as the study deals with three students' perceptions and interpretations. I find the qualitative approach suitable for studying the four teachers' perceptions of affective education as the qualitative approach is useful for providing insights into the phenomenon.

A case study design is favoured by Fournillier (2000) because a "bounded" system is studied. The case study is instrumental as it is used to illustrate the issue. Fournillier (2000) gathered data using classroom observations, interviews, students' protocol writing, questionnaire surveys, end of term results and teacher assessment. I intend to employ classroom observations, essays and interviews to collect data for my

study. The other methods used by Fournillier (2000) seem inappropriate for my study.
Like Fournillier (2000) the various methods were used to triangulate the data in an
attempt to achieve standards of credibility. Fournillier (2000) used the voice-centred
relational method to analyse the data. This grew out of developmental psychology,
educational research and clinical practice with women and girls across race and class by
Brown & Gilligan (1992). Voice-centred relational analysis is used by the researcher to
hear the voices of the three girls as individuals. The voice-centred relational method for
analysing data was not the most suitable method for my topic on the teachers' (males and
females) perceptions of affective education at HTCGSS.

Fournillier's (2000) research study was analysed in three phases. During phase
one the students' essays and teacher assessment were analysed. Phase two included the
analysis of classroom observations, questionnaire surveys and individual semi-structured
interviews. During phase three focus group interview, in-depth interviews with each of
the three students and student protocol writing were analysed using voice-centred
relational analysis.

Chapter 3 – The Methodology: The Research Design

Qualitative Research Design

The research design is "the logic" linking data to be collected and conclusions to be drawn to the initial research question (Yin, 2003, p. 19). This study exploring teachers' perceptions of affective education at a secondary school in Trinidad and Tobago lends itself to a qualitative study for reason that I shall discuss in the ensuing paragraphs.

The nature of the research question: How do secondary school teachers at High Tide Crossing Government Secondary school (HTCGSS) perceive affective education? demands a qualitative analysis as it enquires how (the way/s) teachers perceive affective education. This demands a description of their perceptions. The study is not concerned with finding out why (reason/s) hence a quantitative design showing association, relationship or causal analysis is unsuitable to answer the research question. The topic needs to be explored thus the qualitative design is chosen.

The qualitative design was selected so that I can present a detailed view of the teachers' perceptions of affective education. As the research focuses on four teachers of HTCGSS the qualitative design studying individuals in their natural settings (Creswell, 1998) seems fitting for this research study. I prefer to write in a literary style using narrative so the qualitative design is justified.

The qualitative design is appropriate for conducting this study as I, the researcher, become an active learner telling the story from the participants' viewpoints. The study makes no attempts to tell the story from an expert position. Instead the participants' views will be emphasised. This research study takes the reader from specific details (the school or context) to general information about the context which is consistent with the qualitative paradigm.

The Qualitative Case Study

The qualitative case study was selected for studying the teachers' perceptions of affective education at High Tide Crossing Government Secondary School (HTCGSS). A case study is useful for focussing on "holistic description and explanation" (Merriam, 1998, p. 29). More specifically, a qualitative case study is "particularistic, descriptive, and heuristic' (Merriam, 1998, p. 29). A case study is useful for investigating "contemporary phenomenon within some real-life context" (Yin, 2003, p. 1). It is a useful approach for understanding complex social phenomenon.

Although Merriam (1998) deems case study a methodology whereas Yin (2003) suggests it is a research method or strategy both agree that a case study can explain, explore and describe contemporary phenomena. Qualitative case study sets itself apart from other qualitative research traditions by its distinctive features. The qualitative case study identifies a case for the study, the case is "bounded" by time and place, multiple sources of information are used to gather data and the researcher gives a detailed description of the context (Creswell, 1998, p. 37). The focus of a case study may be seen

as "a thing , a single entity, a unit around which there are boundaries….The case then could be a person…a group such as … a school…and so on" (Merriam, 1998, p. 27). The case in this study is the school, HTCGSS. It will be amiss of me to offer details of the case without discussing classifications used in qualitative case study research.

Various authors have presented different classification schema for qualitative case studies. Merriam (1998) classifies qualitative case studies based on disciplinary orientation and their functions. As such there are ethnographic, historical, sociological, psychological, descriptive, interpretive and evaluative qualitative case studies. Yin (2003) categorises both quantitative and qualitative case studies as exploratory, explanatory and descriptive. Yin's (2003) classification seems congruent with Merriam's (1998) functional classification. Creswell (1998) following Stake's (1995) classification categorises case studies as multi-site (several), within-site (a single), intrinsic, instrumental and collective. Brief descriptions of some types of case studies that are relevant to my research study are included in the following section.

Some Types of Qualitative Case Studies Relevant for this Research Study

The intrinsic case study is useful for studying unique cases according to Creswell (1998) and it is undertaken to "understand the particular case in question" (Cohen, Manion & Morrison, 2000, p. 183). However, the instrumental case study employs the

case to illustrate an issue (Creswell, 1998) especially as the particular case is used to "gain insight into an issue or a theory (Cohen, Manion & Morrison, 2000, p. 183). As I am studying some teachers' perceptions of affective education at HTCGSS the instrumental case study seems more appropriate than the intrinsic case study because the school is used instrumentally to offer insights into the issue of affective education.

Another type of case study - exploratory according to Yin (2003) serves as a pilot to other studies or research questions. Yin's (2003) exploratory case study is similar to Merriam's (1998) interpretive case study used for developing conceptual categories inductively. My study cannot be exclusively exploratory as the study cannot be considered a pilot study. Yin's (2003) explanatory case study and Merriam's (1998) evaluative case study are analogous as it is used in testing theory (Yin, 2003), explaining and judging (Merriam, 1998). This research study is not explanatory as it is not testing theory and it is not attempting to explain or judge any phenomenon. The descriptive case study (Merriam, 1998; Yin, 2003) provides a narrative account. It is noted that "a descriptive case study … presents a detailed account of the phenomenon under study" (Merriam, 1998, p. 38). Information about educational areas where little research has been conducted is obtained (Merriam, 1998, p. 38) from descriptive case studies. Data emanating from descriptive case studies according to Merriam (1998) "form a data base for future comparison and theory building" (p. 38). The attributes of the descriptive case study seems appropriate for studying the teachers' perceptions of affective education at HTCGSS. I intend to present a detailed account of the teachers' perceptions of affective education at the school especially as there is a dearth of literature on this topic. This

qualitative case study can be classed as an instrumental, descriptive case study with a psychological orientation. The various types of qualitative case studies have their strengths and their limitations.

Strengths and Limitations of the Qualitative Case Study

The case study is convenient for investigating complex social units. As it deals with a real life situation it offer a rich, holistic, insightful, meaningful account of a phenomenon increasing its reader's experience. It is also helpful for structuring future research (Merriam, 1998). However, the case study can be limited because of time constraints, financial and other factors. The study may lead the reader into an incorrect conclusion as it may be over simplified or exaggerated. The Case study may be weak as the researcher's bias may be strong especially if the researcher did not adhere to the established ethical standards. The case study is limited when discrepancies exist between the participants' theory and their practices. Issues of reliability, validity and generalisability are problematic in the case study (Merriam, 1998). Many of the limitations stated above can be avoided if the qualitative case study researcher goes through the necessary rigour in collecting, constructing and analysing data giving rise to the study. The many strengths of the qualitative case study including "advancing a field's knowledge base" (Merriam, 1998) far outweigh the limitations that may be overcome by the researcher applying various techniques. In an attempt to maintain the rigour and high quality that is expected in a qualitative case study I shall be discussing particulars of the case.

The Case – High Tide Crossing Government Secondary School

The case or the "bounded" system for this research study is High Tide Crossing Government Secondary School (HTCGSS). The school was selected as it is a complex functioning unit (Merriam, 1998) having boundaries.

The Sample and Sampling Procedure

Decisions on sampling procedures for this study on teachers' perceptions of affective education at HTCGSS were informed by present trends in selecting samples for qualitative research studies using non-probability methods. I selected four teachers as this number was manageable for me to work with and should yield sufficient information on the topic. Two criteria were used to select the four teachers – they must have undergone teacher training and – they must be secondary school teachers. The participants had to meet the criteria because I assumed that the trained secondary school teachers should be able to give "informed" opinions concerning affective education. In order to investigate, discover and gain insights into the teachers' perceptions of affective education at HTCGSS a sample from which the most can be learned is selected conveniently and they were accessible.

I decided to adopt a convenience-purposeful sample of four secondary school teachers who have undergone teacher training as an appropriate selection for this research study on teachers' perceptions of affective education at HTCGSS. After the sampling issues were finalised the next hurdle to cross was gaining access to the sample.

Gaining Access to the Sample

       The following steps were taken to gain access to the sample. I obtained the Principal's permission to conduct the study at the School. I then identified all the teachers fitting the criteria for sample selection. From among these teachers I approached some of them, informed them about my research study and solicited their interests in participating in the study. I was then able to select four willing teachers who agreed to write essays on the topic, to be observed and to be tape recorded during interview sessions. Ethical issues were considered when gaining access to the participants.

Ethical considerations

       Gaining access through ethical means was one of my concerns. Obtaining informed consent, protecting identities, and limiting the amount of time each participant spends in offering data were some important concerns in this research study. I inform the Principal about the purpose of my research study and obtain permission to conduct the study in the school. Following this I inform the participants about the purpose of the research study and get their approval to participate in the research. The participants are informed of their rights to withdraw at any time from the study. I am trying to protect the identities of the school and the teachers. For this reason the true identities of the four teachers and the name of the school are withheld. All essays, interviews and field notes are anonymous so I give pseudonyms to the school and the participants. The foregoing steps are taken to maintain high levels of confidentiality and anonymity. I intend to hold at least two 40-minute observational sessions and one 30-minute tape recorded interview with each of the four teachers.

Philosophical underpinnings for qualitative research

Five philosophical assumptions guide all qualitative research (Creswell, 1998). Qualitative researchers assume that reality is subjective and multiple. Reality is what is seen by the participants. To satisfy the ontological underpinning quotes and themes will be in the words of the participants, also, evidence showing different perspectives will be sought (Creswell, 1998). To achieve the epistemological understanding concerning what is knowledge the researcher lessens the distance between the researcher and what is being studied so the researcher spends time in the field with participants. The researcher then becomes an insider (Creswell, 1998). The axiological assumption as to what is valuable is understood as the researcher acknowledges that research is value laden. Therefore, I openly discuss values shaping the narrative and include my own interpretation in conjunction with the interpretations of the participants (Creswell, 1998). Qualitative research assumes that the rhetoric or the language used in research is narrative and informal Thus, qualitative terms are used, there is limited definition and the first person pronoun may be used (Creswell, 1998). There is a methodological assumption in qualitative research where inductive reasoning is used, the topic is studied within a context and an emerging design is used. Work is done with details before generalisation, the context is described in detail, and questions are constantly revised from experience in the field (Creswell, 1998).

Theoretical underpinning – Interactionism

Interactionism focuses on the process of interaction in particular context. The study will use Interactionism as a perspective guiding the research as it studies small scale interaction at one school (HTCGSS). The actions are meaningful to those involved as meaning is contextual and can only be understood by discovering the meanings actors give to their activities. Interactionism analyses the actors and its interpretation investigates the construction of meaning (Haralambos & Holborn, 2004).

Methods of Data Collection and Data Analysis

Essays - Strategy 1

Essay writing was used as a strategy in data collection (Jules, 1993; Jules & Kutnick, 1993; and Fournillier, 2000). Essay as an instrument to gather data has been detailed by Cohen & Manion (1977/1983). The use of essays to collect information has advantages and disadvantages. Essays allow the writers to express themselves freely as they organize their thoughts and communicate in their own styles. The essay writer is given "freedom to be creative and imaginative in the communication of his ideas" (Cohen & Manion, 1977, p. 214). Although essays are difficult to assess reliably (Cohen & Manion, 1997, p. 214) they are still useful as means of gathering data reflecting the perceptions of the writers. Having the respondents write essays serves the purpose of my research exploring teachers' perceptions of affective education.

The essays represent researcher-generated documents (Merriam, 1998, p. 119) in this study as the teachers write the essays for the researcher during the study. I use essay writing as the first strategy in data collection. Each of the four teachers is given a brief

written introduction to the research study and its purpose and each of them is kindly asked to answer some questions (See Appendix D). The questions are: When you hear the word 'AFFECT' what comes to your mind? What do you think it means? What do you think 'EDUCATION' means? What do you think 'AFFECTIVE EDUCATION' means? What do you think it entails?

The essay is the first instrument of data collection before my observing and interviewing subjects. "The specific purpose for generating document is to learn more about the situation … being investigated" according to (Merriam, 1998, p. 119). The essays are used to get a glimpse into the teachers' conceptual understandings of affect and affective education. The contents of the essays are employed to gather information to prepare the interview protocol for each teacher. As the essays are anonymous for ethical reasons (protecting the identity of the respondents), I insert pseudonyms (that I composed) for each of the four teachers on the essays soon after collecting the scripts. The data from the essays are analysed in the following sequence.

Steps in Analysing the Teachers' Essays

Step 1 - The essays are read quite slowly twice. The first reading is to familiarise myself with the content of each teacher's essay. The second reading is done to identify what the teachers are really saying and to make mental summaries of each of the four teacher's essay.

Step 2 – While reading each of the four essays slowly for the third time I proceed to identify themes. I underline the themes and make margin notes.

Step 3 - The themes identified in the essays are used to structure the interview schedules. The questions in each interview are structured to suit each respondent's response.

Step 4 – After identifying the themes in the essays I am able to colour code the data in each of the four teacher's essay (See Appendix D).

Observation – Strategy 2

Classroom observation is used as the second strategy in data collection identifying some teachers' perceptions of affective education at High Tide Crossing Government Secondary School. Observation as a strategy is useful as "observational data represent a firsthand encounter with the phenomenon of interest" (Merriam, 1998, p. 94). Put another way observation allows the researcher to gather 'live' data during 'live' situations (Cohen, Manion & Morrison, 2000). Observational data should be assets in the research process as the researcher can record behaviour as it is happening. Knowledge of the context gained from observation can be used as "reference points for subsequent interviews" (Merriam, 1998, p. 96).

As observation is done before the interview the researcher can ask the respondent what he /she was thinking when certain behaviours were witnessed on site (Merriam,

1998). Observations are useful as some people may not want to talk about the topic under investigation. In spite of the many advantages of observation there are many drawbacks to using observational data in research studies. Observer's effect may occur as participants knowing that they are observed may modify their behaviours to more socially accepted ways (Merriam, 1998, p. 103).

There are participant, unobtrusive, covert, overt (Merriam, 1998), structured, semi-structured, and unstructured types of observations (Cohen, Manion & Morrison, 2000, p. 305). Researchers use various types of observations depending upon whether they want to observe all that can be observed in the area or whether they know what they are looking for before hand so they can observe selectively (Merriam, 1998, p. 97). Semi-structured observation is useful for reviewing phenomena before suggesting explanations for their occurrences (Cohen, Manion & Morrison, 2000, p. 305).

I collect data using semi-structured observational method for my research study on some teachers' perceptions of affective education at a secondary school in Trinidad and Tobago. The observer-as-participant model of observation was used as there was detachment because the teachers and students know that I am conducting the research (Cohen, Manion & Morrison, 200, p. 310). To collect the data using classroom observations for the research study exploring some teachers' perceptions of affective education at High Tide Crossing Government Secondary School (HTCGSS) I use nine steps. I take the first five steps to collect data and the other four steps to analyse the data that is collected.

Steps in Data Collection

Step 1- Permission to conduct observation

I seek and obtain permission to conduct at least two classroom observational sessions with each of the four teachers and their students during classroom time. I reveal that the purpose of my observing them was to gather data for my research study on their perceptions of affective education and more specifically to find out the goodness of fit between what they say about affect and affective education and their current practices.

Step 2- Observation protocol prepared

An Observational protocol is prepared (See Appendix E). As the observations are semi-structured features of both structured observational schedules and elements of naturalistic observations guide the construction of the observational protocol. Thus, there were two sections - the structured section - and the notes/commentary section. The structured ways of entering data that I am using are: event sampling (using tally marks to enter data), instantaneous sampling (what was observed at the start, midway and end of the lessons), and rating scales (judging and entering responses on a rating scale) as discussed by Cohen, Manion & Morrison (2000, p. 308, 309). The notes/commentary section was organized following, to some extent, Spradley's (1980) checklist cited in Cohen, Manion & Morrison (2000). I record information about the space, actors, activities, objects, acts, events, time, objectives, behaviours, and other aspects of affect seen during my classroom observational sessions.

Step 3- Classroom visits

I originally intended to visit each teacher at least twice but this was not always possible because of time constraints. I however, was able to visit each teacher at least once. I usually arrive in the classrooms brief moments after the teacher allowing time for the students and teachers to settle in. The teachers briefly introduce me to the students indicating the purpose of my visits. I usually take a seat at the back of the classroom next to students because of limited seating accommodation in the classrooms.

Step 4- Writing Field notes during my visits

I write field notes during my visits. I fill in the structured part of the observational schedules as well as made jottings of what was going on in the notes/ commentary sections. I also try to draw rough sketches of the classrooms and seating arrangements.

Step 5- Completing Field notes

Soon after my visits I complete my field notes while the information is still fresh in my memory especially as I couldn't write as much as I wanted to during the observational sessions. After collecting the classroom observational data and completing the field notes I begin to analyse the data using relational content analysis in the following four steps.

Steps in Data Analysis

Step 6 – Reading the Field notes

I read the field notes slowly and I try to reflect upon what I saw during the observational sessions. I read the field notes again and I try to understand each teacher's conceptual understandings of affect and affective education. I make a mental summary of what I think I saw during each observational session.

Step 7 – Identifying the Themes

I read the field notes and I identify the themes. I underline the themes and make jottings in the margins of the field notes in an attempt to reduce the data.

Step 8 – Colour Coding the Field notes

At this point I proceed to colour code the field notes.

Step 9 – Analyzing Observational Data

I later complete the analysis of the observational data using relational content analysis looking for the goodness of fit between the teachers' conceptual understandings of affect and affective education and their observed practices.

Interviews – Strategy 3

For this research study I employ interviews as the third strategy in data collection. The main purpose of an interview is to find out what is "in and on someone else's mind" (Patton, 1990 cited in Merriam, 1998, p. 71). Thus, interviewing "allow us to enter the other person's perspective" (Patton, 1990, cited in Merriam (1998, p. 72). An interview is conducted to identify things that we cannot observe (Merriam, 1998). Interviews can

be structured, semi-structured or unstructured. Structured interviews contain pre-determined questions. As such they are oral forms of surveys. Semi- structured interviews contain questions that are mixtures of both structured and unstructured questions. Unstructured interviews contain open-ended questions. Such interviews are flexible, exploratory and are quite similar to conversations (Merriam, 1998).

Data Collection

I collected data using semi- structured interviews to find out how the four teachers at High Tide Crossing Government Secondary School (HTCGSS) perceive affective education. The exact wording of some of the questions asked were prepared before each of the interview as data collected from the teachers' essays guide the formulation of each of the four teacher's interview schedule. Many of the questions are open-ended to give the respondents opportunities to express themselves especially as their perspectives are critical in the study on the teachers' perceptions of affective education. The interviews are conducted at HTCGSS when it was convenient for the respondents and me to do so. The interviews also had to be done in an available room where the noises of school productivity did not add too much unwanted background noises during the tape recorded interview sessions. The interviews are conducted to gain fuller insights into the hermeneutic understandings of the teachers' perceptions of affective education. The interview process is conducted in the following sequence. The steps taken to collect and analyse the data are discussed in the following paragraphs. The first four steps are used to collect data from the semi-structured interviews and the other set of steps is used to analyse the data using relational content analysis.

Steps taken in Data Collection

Step 1 – Gaining Permission from the Respondents

I obtain permission from each of the four teachers to conduct the interviews using tape recorded sessions.

Step 2 – The Interview Protocol

The lists of questions to ask the respondents were prepared using data collected from the essays they wrote.

Step 3 –The Pilot Interview

I pre-test the interview guides to try out the questions, to get some practice in interviewing and generally to improve the quality of the questions posited (Merriam, 1998). I interviewed four of my colleagues who are trained secondary school teachers (not the participants in the study). The pilot interviewees were easily accessible as they were my colleagues. I am able to identify ambiguous and unnecessary questions based on the answers that are offered. I am also able to insert appropriate and significant questions that I did not think about initially as was advised by Merriam (1998) p. 75. The pilot interviews help me prepare final lists of questions for the actual interviews.

Step 4 – Conducting the Interviews

The interviews with the four teachers are conducted at the school (HTCGSS). Each interview is tape recorded. After conducting the interviews I analyse the data using

the following five steps. Member checking and interrater reliability or peer review are used to verify the information.

Data Analysis using Relational content analysis methodology

   Step 5 – Transcribing the Interview Verbatim

   I transcribe each of the four interviews verbatim as soon as possible. Transcribing an interview is a lengthy and tedious process.

   Step 6 – Reading the interview transcription

   I read each interview transcription three times slowly. I familiarise myself with the content of each interview during the first reading. During the second reading I reflect upon the story that each of the four interviews was telling about each teacher's perception of affective education. I make mental summarises of the interview data during my third reading.

Step 7 – Data Reduction

   I identify themes emanating from each of the four interview transcriptions. I underline emerging themes that could be used to answer the research question: How do teachers at High Tide Crossing Government Secondary School (HTCGSS) perceive affective education? The number of themes is reduced into a manageable number to write up my final narrative. In keeping with the tenets of relational content analysis I counted the number of times certain themes appeared in the interview transcription.

Step 8 – Data Display in Tabular form

The reduction of the data is displayed in tabular form.

Step 9 – Colour Coding Data

I colour code the interview transcriptions. The data were used along with other data collected and analysed to identify findings. I further relate the data to theories in the literature and attempt to formulate recommendations.

Verifying the Data

Member checking

Member checking provides an internal check for adding credibility to the research study. After transcribing the interview I return them to each of the four teachers to obtain feedback. This was done as a step in verifying the data as advised by Creswell (1998, p. 140, 202).

Interrater reliability or peer review

Interrater reliability (Merriam, 1998; Creswell, 1998, p. 202) or peer review was done to provide external checks in my research study. Two colleagues act as peer debriefers during this stage of data analysis. They question me about my methods, meanings and interpretations of the research data.

Method of Data Analysis

Relational Content Analysis

To analyse the data gathered in this research paper I use relational content analysis, a broad area of research useful for analysing the text and examining prior writing (Wilkinson and Birmingham, 2003, p. 68). Content analysis is useful for collecting, analysing, making inferences and it is "a technique for making replicable and valid inferences from data to their content" (Krippendorff, 1980). I find that content analysis was appropriate for analysing the data exploring the teachers' perceptions of affective education at High Tide Crossing Government Secondary School (HTCGSS) as the data (teachers' essays, field notes and interview transcriptions) are delivered as text or converted into text. Content analysis is based on the assumption that analysing language in use can reveal meanings, priorities and understandings, and ways of analysing and seeing the world (Wilkinson & Birmingham, 2003, p. 68). I intend to identify meanings, understandings, and the ways the teachers of HTCGSS perceive affective education. Therefore, analysing the data using content analysis is fitting. Content analysis is used for drawing conclusions and making inferences from messages (Wilkinson & Birmingham, 2003, p. 68) so I decided to use this method of data analysis to explore the teachers' perceptions of affective education at HTCGSS.

More specifically, relational content analysis focuses on the meaning of what is being said and attempts to understand the information or the text presented and the relationships between words and phrases. Relational content analysis is used in this study as its tenets are adhered to in this study to analyse the essays, field notes and interview transcriptions. I formulated the research question, framed the analysis, decided upon the types of relationships to be examined, coded the texts, formed categories, explored

relationships, and finally did mapping in tabular form as Wilkinson & Birmingham (2003, p. 78) suggest. The above steps, consistent with relational content analysis, were found suitable for analysing the collected data to explore the teachers' perceptions of affective education.

Criteria for judging the quality and validity of the research study

To maintain acceptable levels of construct validity, external validity and reliability in the qualitative research study triangulation of data, member checking and peer review (interrater reliability) were employed.

Triangulation of data was satisfied by using teachers' essays, classroom observations and semi-structured interviews representing multiple sources of evidence. Multiple sources of data allow corroboration of evidence. Member checking is used to obtain participants' views of the raw data (interview transcriptions). I solicited feedback from the four teachers to establish credibility in the research study. To maintain validity peer review or interrater reliability is used as an external check on the research.

Chapter 4 – Data Analysis and Findings

In this chapter I shall be analysing the data using relational content analysis methodology to answer two parts of the research question: How do teachers at High Tide Crossing Government Secondary School perceive affective education? I shall analyse the data using the following four steps. First I shall identify several themes that were reduced into four themes. Next I shall colour code the essays and interviews. Then I shall display the data analysis in tabular form. Finally I shall present four findings emanating from the data.

Affect as internal aspects of human nature, affect as external aspects of human conduct, the content of affective education, and the role of affective education were the four themes emerging after data reduction. The themes were in keeping with the conceptual framework of the research topic: Teachers' perceptions of affective education at High Tide Crossing Government Secondary School (HTCGSS).

Data Analysis

Research Question 1: What conceptual understandings of affect do the teachers of HTCGSS hold?

Theme 1 – Affect as Internal Aspects of Human Nature

Three of the four teachers conceptualise affect as something that operates within a person. When Miss Wiseman thinks about the word 'affect' in her essay "something which impacts upon you deep down inside" comes to her mind. When interviewed the

teacher confirms her position that affect has an internal aspect and she asserts that "affect is having some impact on or some effect on a person per se". She says that "I think it is something which touches me so deeply emotionally". Mr. Waterman also finds that affect has internal aspects. These internal aspects he terms feelings and emotions. He says "I think that affect is how persons feel, the emotional responses to various situations". Mr. Bridgewater thinks that affect is related to the brain or mind and it has emotional and feelings overtures. He writes that "affect brings to mind changing a mental opinion of something…engaging mental stimuli in an individual". When asked about his opinion of affect the teacher states that "(it) affect is getting to the emotional side of the student. It's about getting to what touches them with the hope that they will remember it because it has this emotional attachment to it". The three teachers at HTCGSS think that affect operates internally in persons thus it is seen as an integral part of human nature related to emotions and feelings in the brain.

Theme 2 – Affect as External Aspects of Human Conduct

Two of the four teachers conceptualise affect as having external aspects and it is seen in the behaviour and conduct of persons. Miss Wiseman writes that affect "would result in you wanting to make some sort of change or adjustment". In her essay she did not identify whether the change was internal or external. However, during the interview to clarify this issue she refers to the changes as those in "attitudes and behaviour". Mr. Fisher's conceptual understanding of affect suggests that affect is manifested in actions such as involvement, doing, participation, engagement. Indeed Mr. Fisher uses the word 'doing' or its synonym nine times during his essay and interview. Mr. Fisher writes that

affect means "getting the students…more involved in the learning process" in his essay. He further writes that "students learn by doing, inquiry or discovery methods, using their own initiatives to learn". The teacher also gives his opinion of affect. He says

> When I think of the word affect I think of getting students involved and getting students to participate in the process of learning. It is where I am getting students engaged and they are able to recognise why they are learning something. They are able to take part in the learning process and then recognise why they are doing that and why they are learning that aspect, whatever we are trying to get across to them.

Apparently the two teachers at HTCGSS understand that affect has external aspects visible in persons' conduct or behaviour.

Research Question 2 – What conceptual understandings of affective education do the teachers at HTCGSS hold?

Theme 3 – The Content of Affective Education

Each of the four teachers has a unique conceptual understanding of the content or subject matter of affective education. The content of affective education exists along a continuum of cognitive and affective skills. Mr. Waterman thinks that affective education contains two affective components (feelings and emotions). He states that, "I think that it (affective education) is education that caters for the feelings and emotions of students". Miss Wiseman argues that "affective education is having some impact on the student". Mr. Fisher thinks that cognitive skills, such as analysis and critical thinking, form the subject matter for affective education. He writes that "students are not told what to do but instead they are taught how to analyse a situation and make a decision" in his essay. He further mentions that affective education "entails being able to think

critically and be decisive, responsible for any action or consequence that is required". Mr. Fisher repeats his point that cognitive skills form part of affective education during his interview session. He argues that "in getting them (students) to be affective learners, I want them to think critically on their own. Also, they should be able to think and be able to use that to analyse a situation they may be faced with and based on their analysis they should be able to solve or logically think out a problem".

Mr. Bridgewater on the other hand, suggests that affective education has mental as well as emotional content or subject matter. He writes that "affective education means using mental and emotional stimuli … It entails drawing on the individual's emotional and mental experience and building from that platform" in his essay. Mr. Bridgewater discloses that "affective education ...would be concentrating on this aspect of learning, the emotional side of the students".

Theme 4 – The Role of Affective Education

The four teachers, in the sample, have common conceptual understandings concerning the role of affective education. The role of affective education can be categorised under the heading 'human social development'. Miss Wiseman records that affective education is "education with specific objectives to attain which will result in change of or modification of behaviours". She also writes that "it will entail having the source, content, subject and objectives impacting the student or individual or sensitising him/her to the extent that a change in behaviour or attitude would result where or when necessary". Miss Wiseman suggests that a role of affective education is to bring about

change. She used the word 'change' when referring to the role of affective education five times. When interviewed Miss Wiseman says "affective education is having some impact on the student evoking some sort of change in attitude or behaviour". She reiterates the changing or metamorphosis role that affective education plays. She says "this is where change comes about and through education looking about it from a holistic person we want to see change in attitude and behavioural patterns so that we could obtain effective results. This is where change comes about". Thus Miss Wiseman's conceptual understanding is that the role of affective education is for changing persons' attitude, behaviour to obtain effective results. Thus human social development seems rooted in her conception of the role of affect.

Mr. Waterman thinks that affective education plays a part in the affective development of students as it assists them in approaching life. When questioned about his perception of affective education he says "it is education…that helps to train their (students') emotional responses, (and it) helps to develop certain types of values and morals and things like that". He went on further during the interview to argue that "I think that it helps students develop character in the way they approach life and it affects the way in which they make decisions in life and anything they do". Mr. Fisher thinks that the role of affective education is to improve the lives of the students. He states that affective education is useful for "being educated and being able to use that education to better their (students') lives and future". This teacher sees affective education as playing a part in the social development of persons.

Mr. Bridgewater writes that affective education means "using mental and emotional stimuli in order to capture interest in the subject matter" in his essay. The teacher later identifies the role of affective education as getting the students to understand materials. He states that "affective education I believe would be …emotional development and working on that with the goal of getting them (students) to understand the material". During the interview he makes a point that must not be overlooked. He identifies learning for one's own development and catering for educating the 'types' of students entering HTCGSS as two roles of affective education. Mr. Bridgewater argues that the emphasis was on certification "the emphasis was not on the student actually learning for his own development… so I think this slant in education toward affect is important given the fact that the types of students that we have coming in now".

After I analysed the data emanating from the essays and interviews using the exact words of the four teachers at HTCGSS the themes in the interviews and essays were colour coded (See Appendix F). I reduced the data into four themes then I displayed the data analysis in tabular form as shown in Table 1. This table shows the data analysis. It displays the way the initial themes were reduced into the four eventual themes that formed the basis for the continued process in analysing the data.

TABLE 1

TABLE 1 - SHOWING DATA ANALYSIS

Initial Themes	Eventual Themes
Impacting on, effect on, impacts deep down inside, mental opinion, mental stimuli, emotional side, what touches, emotional attachment, feelings, emotional response, what touches	Affect as internal aspects of human nature
Getting involved, participating, engaging, taking part in learning, making change, learning by doing, using own initiatives to learn	Affect as external aspects of human conduct.
Students taught to analyse, decision making, critical thinking, responsibility, using mental and emotional stimuli, using emotional and mental experiences, caters for feelings and emotions, concentrates on the emotional side, problem solving	The content of affective education
Behavioural change, attitudinal change, obtaining effective results, emotional development, developing values and morals, developing character, affects decision making, to understand materials, social development, improving future of students	The role of affective education

Presentation of Findings

I shall present my four findings in this section. Themes from the essays and the interviews formed the basis for my findings to answer the research questions.

Research Question 1- What conceptual understandings of affect do the teachers of HTCGSS hold?

To answer this research question: What conceptual understandings of affect do the teachers of HTCGSS hold? I made the following two findings.

My first finding was that the teachers conceptualise affect as something operating within a person hence affect has internal aspects.

My second finding was that the teachers conceptualise affect as having external aspects as it (affect) was manifested in the behaviour, attitudes and actions of persons.

Research question 2 - What conceptual understandings of affective education do the teachers of HTCGSS hold?

To answer this research question: What conceptual understandings of affective education do the teachers of HTCGSS hold? I made the ensuing two findings.

My third finding was that the teachers' conceptual understandings of affective education indicate that cognitive and affective skills form parts of the content of affective education.

My fourth finding was that the teachers' conceptual understandings of affective education were that it (affective education) plays a role in the social development of persons. In this chapter I identified the themes that emerged and further reduced the data into four themes. The data were coded and four findings were presented.

Chapter 5 – Discussion, Recommendation and Conclusion

Summary and Discussion

The teachers' conceptual understandings that affect operates within persons is supported in the literature. Miss Wiseman's argument that affect "impacts…deep down inside", Mr. Waterman's view that it is "how persons feel" and Mr. Bridgewater's opinion that affect got to the "emotional side….to what touches" were supported in the literature. Emotions are intense mental states (Wikipedia Encyclopaedia, 2007) and feelings arise psychologically in the brain (Wikipedia Encyclopaedia, 2007; Aldridge, 2000). Therefore, affect has internal aspects and it is related to emotions and feelings in the brain.

The literature supported the teachers' conceptual understandings that affect has external aspects manifested in the behaviour and actions of persons. Miss Wiseman thought that affect results in "change (in) attitudes and behaviour" and Mr. Fisher argued that affect got students "more involved… (They) learn by doing, inquiry …discovery, (they) participate… (they are) engaged and they …take part in the learning process". The Wikipedia Encyclopaedia (2007) shows that each emotion causes a detectable physical response in the body. For example the emotion –fear causes heightened heartbeat (Wikipedia Encyclopaedia, 2007). An attitude is a behaviour developed from judgement (Husen & Postletwaite, 1985).

The literature was replete with evidence that affective and cognitive skills are interconnected. The teachers' conceptual understandings that affective and cognitive

skills are parts of the content of affective education are supported by theorists such as Piaget, Kohlberg, Vygotsky, and Erikson. Mr. Waterman found that affective education "caters for feelings and emotions". Miss Wiseman suggested that it has "impact on the student". Mr. Fisher thought that affective education taught students to "analyse… make … decision…think critically …decisive(ly) …responsible(ly)… (and) to solve or logically think out a problem". Mr. Bridgewater argued that affective education used "mental and emotional stimuli….individual's emotional and mental experience … concentrating on … the emotional side of the students".

Beane (1986) commented on the interplay between cognition and affect as he realised that the separation of affective and cognitive objectives was convenient for educators but distracting for understanding human social development. Eberle & Hall (1979) argued that affect and cognition were interconnected in affective education. They put it this way "neither, thought nor feeling is superior…as neither functions in complete isolation of the other" (Eberle & Hall, 1979, p. 14). Although Krathwohl, Bloom & Masia (1964) classified objectives into the affective domain they suggested that no domain was devoid of the other as they overlap. Following Krathwohl, Bloom & Masia's (1964) suggestion it can be inferred that cognitive skills will be an integral part of affective education. Advocates of affective education (in like manner as the four teachers at HTCGSS) in the last century saw affect and cognition as its content.

The perception that affective and cognitive skills form parts of the content of affective education is also strongly supported by Piaget & Inhelder' (1969) who

concluded that affect and cognition are "inseparable and irreducible" (p. 158). Kolberg's theory of moral development suggested that affective education contained elements of cognitive skills especially as moral development is determined by the reasons that persons give for their decisions (Eggen & Kauchak, 2004). Vygoksky's sociocultural theory, which deems all higher mental functions internalised social relationships, also suggests that affect and cognition are interconnected. Vygotsky suggested that "every higher form of behaviour has the character of an external operation" (Rieber & Robinson, 2004). Erikson in his stages of psychosocial development theory articulated the view that affect and cognition were connected as forging an identity was a social as well as a mental process (Steinberg, 1996). The above mentioned theories supported the teachers' conceptual understandings that affective education has cognitive and affective parts.

Affect and cognition form parts of the content of the seven approaches to affective education discussed by Joseph & Efron (2005). Developing the values of the students was the content of Character Education. Infusing students into social values and offering deep understandings of the culture's arts and ceremonies were the foci of the Cultural Heritage. The foregoing can best be done by harnessing elements of cognition and affect. In the Caring Community the emotional well being (affect) of the students was emphasised. Peace Education extends care beyond the classroom. The Social Action approach blended empathy (affect), critical thinking (cognition) and involved students in political processes. Developing students from lower to higher stages of moral reasoning was the gist of the Just Community approach. Moral reasoning involved cognitive and affective elements. Students blended affective and cognitive skills to

deliberate upon dilemmas in the Ethical Inquiry approach (Joseph and Efron, 2005). The literature supported the teachers' conceptual understandings that affective and cognitive skills form the content of affective education.

The literature was abounded with evidence that affective education played a role in the social development of persons. Miss Wiseman thought that affective education resulted in "change … of behaviours… (and) attitude… (to allow) effective results". Mr. Waterman disclosed that affective education was "to train (students') emotional responses … to develop… values and morals… (to) develop character (and)… (to make) decisions". Mr. Fisher suggested that affective education is used to "better their (students') lives and future". Mr. Bridgewater used affective education to "capture (students") interest in the subject matter… (to help them) understand the material (for their)… development". The teachers conceptualised that affective education had a role in human social development. Theories of human social development support the claim that affective education aimed at developing persons.

Theories developed by Dewey, Erikson, Vygotsky, Bandura, Piaget and Kohlberg strongly indicated that affective education focused on the social development of persons. Thus affective education played a role in human social development. Following Dewey's (1938, 1963) theory affective education was used for the progress or human beings. He suggested that persons learn by "doing" (Wells, 1999) and that education (affective or otherwise) was developmental (Sprinthall & Mosher, 1978). Erikson found that affective education developed identity and the social environment created in the classrooms

contributed to personal and emotional growth (Eggen & Kauchak, 2004). Educating students for social development was a role of affective education especially as persons developed only when conditions wee right (Erikson, 1968). It can be inferred from Vygotsky's (1978) theory that affective education involved skilful adults guiding young persons into higher levels of the Zone of Proximal Development (ZPD). The students worked with other persons, internalised and shared meaning (Wells, 1999) in the ZPD.

Bandura (1969) theory of social learning found that the role of affective education was to expose persons to influential models. He suggested that having persons observe the modelled behaviour influenced them to behave in socially acceptable ways. Put in Bandura's (1969) words "Affective learning in humans frequently occurs through vicariously aroused emotions" (p. 167) and it can be used to develop interpersonal behaviour (Bandura, 1969, p. 202). Piaget's (1932, 1965) theory of moral development depicted affective education as helping students develop moral codes. Also, Kohlberg (1958, 1969, and 1976) in his theory of moral development suggested that affective education helped students move through stages of moral reasoning. Thus, affective education helped the students clarify reasons for their decisions (Eggen & Kauchak, 2004).

Affective education having a role in the social development of persons was its' fundamental aim. Joseph and Efron (2005) supported the above viewpoint and wrote that affective education aimed to "sustain, prolong and protect human life and health". It was most likely possible that after persons were exposed to affective education they should

begin acting in socially acceptable ways that bring about a better life for others and an appreciation for ethical and compassionate conduct (Joseph & Efron, 2005). The teachers' conceptual understandings that affective education played a role in the social development of persons find support among human developmental theorists and advocates of affective education. The ultimate stage in analysing data using relational content analysis is mapping the data. The data was mapped and recorded as shown in Figure 1. This chart was the visual representation of affective education as conceptualised from the data collected to describe four teachers' conceptual understandings of affect and affective education.

Role

HUMAN SOCIAL DEVELOPMENT

Content

COGNITIVE
SKILLS
→ AFFECTIVE
EDUCATION ←
AFFECTIVE
SKILLS

Formation

Internal and operates
within a person

-HUMAN NATURE
+
External and it is
manifested in a
person's actions
-HUMAN CONDUCT

AFFECT

7
components
of affect

Emotions	Feelings	Emotional intelligence	Attitudes	Values	Predispositions	Morals

DATA BASE
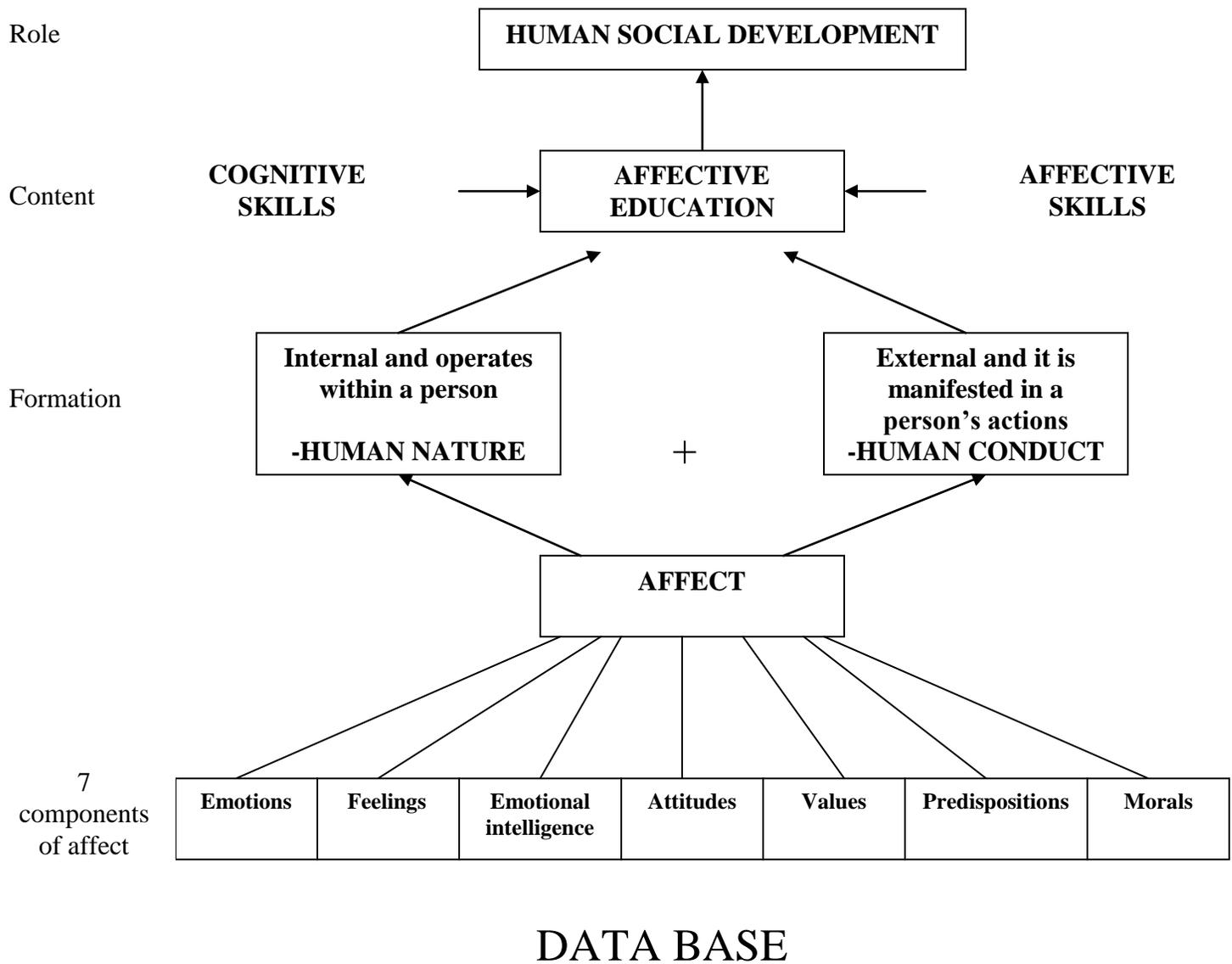
Fig1-VISUAL REPRESENTATION OF

AFFECTIVE EDUCATION

Recommendations

After discussing the teachers at Hide Tide Crossing Government Secondary School conceptual understandings of affect and affective education I would like to make the following seven recommendations.

Number 1 - Workshops teaching affect and its seven components

Workshops educating teachers about the seven components of affect (emotions, feelings, emotional intelligence, attitudes, values, predispositions and morals) should be organised as these lay the foundation for affective education. Teacher educators at The University of the West Indies, University of Southern Caribbean and University of Trinidad and Tobago could partner with the education ministry of Trinidad and Tobago to organise such workshops. These workshops should be in-service, compulsory and on-going as affective education is dynamic.

Number 2 - Formal curriculum for teaching the seven approaches to affective education

I would recommend that formal curriculum for affective education should be organised as either a new subject area or preferably infused deliberately into the existing curricula. The curriculum development division could be instrumental in organising such formal curriculum.

Number 3 - Lesson planning – teaching affective skills

I recommend that teachers need to teach students how to feel and how to express their emotion as teachers should be speaking to the students' emotional intelligence.

Number 4 - Lesson planning – teachers showing equal emphasis on affect and cognition

Teacher should plan lessons that give equal emphases to students' affective and cognitive development. Curriculum officers can be instrumental in demonstrating to teachers ways to incorporate affect and cognition into lesson plans during their school visits.

Number 5 - Lesson planning – students learning by doing should be made compulsory in classrooms lessons.

Teachers should plan lessons in which the adolescents can be active learners. Teachers when planning lessons should work out before hand what the students will be doing during the lesson. Teachers need to ask themselves this question: What will the students be doing during this lesson? I recommend that the answer to this question should form the core of the students' main activity during the lesson.

Number 6 - Teacher selectors ensuring that all recruited teachers are skilful in guiding adolescents

Selectors of teachers should ensure that the teachers are skilful in guiding young persons. To accomplish this I recommend that each would-be secondary school teacher should be required to teach successfully at least two lessons for the selecting committee. The result of the teaching sessions should be weighted heavily as teachers need to be skilful in scaffolding students in their Zones of Proximal Development (ZPD).

Number 7 - A teaching creed for all teachers

Teachers should be influential models of behaviour for the young persons. Teachers should be displaying socially acceptable conduct. I recommend that a moral creed reflecting society's values should be encoded by policy makers in consultation with teachers, their representatives and other stakeholders in education and formal declarations should be sworn by all recruited teachers upon entry into the teaching fraternity to uphold the tenets of the creed to the best of their abilities. Failure to abide by the tenets of the creed should result in disciplinary proceedings against the teacher. If found guilty the teacher should face sanctions (agreed upon). I will term this recommendation a "Creed for the Teaching Fraternity".

Conclusion

I close this research study looking back into the past and looking forward to the future, a future filled with potentialities if education is to be re-structured so that affect and cognition can interplay to create "whole" persons who are well educated to fit into the society

Looking back, this paper presented an insight into four teachers' perceptions of affective education at HTCGSS. This study made no attempt to generalise about affective education in Trinidad and Tobago but it presented information that could be useful as the research was to get four teachers' conceptual understandings of affect and affective education at HTCGSS. I presented four findings on the teachers' conceptual understandings of affect and affective education and made seven recommendations based upon my findings.

Looking forward, although this research report can be equated to a drop in the bucket of educational research it is significant because the four teachers' conceptual understandings of affect and affective education was uncovered. In the future educational research into affective education can be conducted in the following areas

– Teachers' perceptions of the affective objectives

- Students' perceptions of affective education and

- Affect and cognition: From theory into practice.

The affective skills of teachers cannot be over-emphasized as persons remember teachers not methods and techniques (Sidney Hook cited in Olson & Wyett, 2000). Will Durant cited in Olson & Wyett (2000, p. 741) succinctly commented that "we teach more by what we are than what we teach".

We should not pretend to understand the world only by the intellective;
We understand it just as much by feeling.
- Carl Jung

References

Aldridge, S. (2000). *Seeing red and feeling blue*. London: Century.

Asia and the Pacific Programme of Educational Innovation for Development. (1992).

Education for affective development: *A guidebook on programmes and practices*. Bangkok, Thailand: UNESCO Principal Regional Office for Asia and the Pacific.

Bandura, A. (1969). *Principles of behaviour modification.* New York: Holt, Rinehart and Winston, Inc.

Beane, J. (1986). The continuing controversy over affective education. *Educational Leadership, 43(4),* 26-31.

Buffington, P. & Stilwell, W. (1981). Teachers' attitudes and affective education: An unexpected finding. *Education,* 102 (2), 176-182.

Carkhuff, R. (1982). Affective education in an age of productivity. *Educational Leadership*, 39(7), 484-487.

Clarken, R. (2006). *Moral education in a time of global transformation.* Retrieved April 9, 2007 from www-instruct.nmu.edu/~rclarken/ed-papers.html.

Cohen, L. & Manion, L. (1977). *A guide to teaching practice*. London: Methuen.

Cohen, L. & Manion, L. (1983). *A guide to teaching practice (2nd ed.).* London: Methuen.

Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education (5th ed.).* London: Routledge-Falmer.

Creswell, J. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks: Sage Publications.

Doll, R. (1996). *Curriculum improvement: Decision making and process (9th ed.).*

    Boston: Allyn and Bacon.

Eberle, B. & Hall, R. (1979). *Affective direction: Planning and teaching for thinking*

    and feeling. New York: D.O.K. Publishers. Inc.

Eggen, P. & Kauchak, D. (2001).   *Educational Psychology: Windows on classrooms*

    (5th ed.). New Jersey: Merrill Prentice Hall.

Eggen, P. & Kauchak, D. (2004).   *Educational Psychology: Windows on classrooms*

    (6th ed.).   New Jersey: Pearson/Merrill Prentice Hall.

Erikson, E. (1968). *Identity: Youth and crisis*. London: Faber & Faber.

Fournillier, J. (2000). *Achievement orientation of three form three students at an assisted*

    secondary girls' school in Trinidad and Tobago. Unpublished master's thesis,

    University of the West Indies, St. Augustine, Trinidad.

Goleman, D. (1998). *Working with emotional intelligence*. London: Bloomsbury.

Hall, M. (2005). Bridging the heart and mind: Community as a device for linking

    cognitive and affective learning. *Journal of Cognitive Affective learning,* 1, 8-12.

Haralambos, M. & Holborn, M. (2004). *Sociology: Themes and Perspectives (6th ed.).*

    London: Collins.

Husen, T. & Postletwaite, T. (Eds.). (1985). The *international encyclopaedia of*

    education: Research and studies (Vols. 1, 6). Oxford: Pergamon Press.

Joseph, P. & Efron, S. (2005). Seven worlds of moral education. *Phi Delta Kappan,*

    86(7), 525-533.

Krathwohl, D., Bloom, B. & Masia, B. (1964). *Taxonomy of educational objectives:*

    Book 2: Affective domain. New York: Longman.

Kohlberg, L. (1975). Moral education for a society in moral transition. *Educational Leadership,* 33(1), 46-54.

Le Cornu, R. & Collins, J. (2004). Re-emphasizing the role of affect in learning and teaching. *Pastoral Care,* 22(4), 27-33.

Matthews, G. Zeidner, M. & Roberts, R. (2004). *Emotional intelligence*: *Science and myth*. London: MIT Press.

Mendes, E. (2003). What empathy can do. *Educational Leadership,* 61(1), 56-59.

Merriam, S. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass Publishers.

Olson, C. & Wyett, J. (2000). Teachers need affective competencies. *Education,* 120(4), 741-743.

Piaget, J. & Inhelder, B. (1969). *The Psychology of the child*. London: Routledge & Kegan Paul.

Pool, R. (1997). Up with emotional health. *Educational leadership,* 54 (8), 12-14.

Prawat, R. & Nickerson, J. (1985). The relationship between thought and action and student affective outcomes. *The Elementary School Journal,* 85(4), 529-539.

Rieber, R. & Robinson, D. (Eds.). (2004). The *essential Vygotsky*. New York: Kluwer Academic/Plenum Publishers.

Roeser, R. & Eccles, J. (2000). School as a context of early adolescents' academic and social emotional development. *The Elementary School Journal,* 100(5), 443-471.

Sprinthall, N. & Mosher, R. (Eds.). (1978). *Value development: As the aim of education*. New York: Character Research Press.

Steinberg, J. (1998). A history of affective education. *JPC*, 1(1). Retrieved April 9, 2007, from http://www.eqtoday.com/archive/jpca.html.

Steinberg, L. (1996). *Adolescence (4th ed.).* New York: McGraw-Hill, Inc.

Sylwester, R. (1994). How emotions affect learning. *Educational Leadership,* 52(2), 60-65.

Wadsworth, B. (1979). *Piaget's theory of cognitive development. An introduction for students of psychology and education (2nd ed.).* New York: Longman.

Warner, R. (1984). Enhancing teacher affective sensitivity by a videotape program. *Journal of Educational Research,* 77(6), 366-368.

Welchman, K. (2000). *Erik Erikson: His life, work and significance*. Philadelphia: Open University Press.

Wellington, J. (2000). *Educational research: Contemporary issues and practical approaches.* London: Continuum.

Wells, G. (1999). *Dialogic inquiry: Towards a sociocultural practice and theory of education:* New York: Cambridge University Press.

Wikipedia: The free encyclopaedia. Retrieved April 26, 2007, from en.wikipedia.org/

Wilkinson, D. & Birmingham, P. (2003). *Using research instruments: A guide for researchers.* London: Routledge-Falmer.

Yin, R. (2003). *Case study research: Design and methods (3rd ed.).* London: Sage Publications.

Zajonc, R. (1980). Feeling and thinking: Preferences need no inferences. *American Psychologist,* 35 (2), 151-175.

Appendix A

Newspaper articles showing prominence given to the

cognitive part of education in Trinidad and Tobago during

the post examination results period

Appendix B

Table Showing Distinctions among some

Components of

Affect

Table Showing Distinctions among some
Components of Affect

Dimensions	Dictionary meaning	Psychological meaning	Differences
a) Emotions e.g. anger, fear, sadness, joy, disgust, surprise, curiosity,	1. Agitation of the Passions or sensibilities often involving Physiological changes 2. Any strong feelings arising subjectively rather than through conscious mental effort	Intense emotional state arising autonomically in the nervous system rather than through conscious effort and evokes, either a Positive or negative Psychological response	- Precedes feelings - Innate and universal in all human beings - Involves Physiological changes (in the body) - Arises subjectively in the autonomous nervous system than through mental effort - Evokes either a Positive or negative Psychological response.
b) Feelings e.g. guilt	1. Any affective state of consciousness such as that resulting from emotions, sentiments or desires	Subjective experiences of emotions that arise Psychologically in the brain - There is an input (auditory, visual) - Registers in the cortex - Input is Processed - Input is sent back to the emotional centre	- results from emotions - Brain activity is involved - Arises consciously in the brain's limbic centre -Directs attention, motivates behaviour, determines the significance of what is going on

Dimensions	Dictionary meaning	Psychological meaning	Differences
c) Values e.g. justice, courage, love, humanity, temperance, wisdom, knowledge, spirituality, transcendence	1. A Principle, standard, or quality considered worthwhile or desirable	Values are human Preferences and desires. - Some values or virtues were found to be common in all culture	Values are desirable. A Principle could be considered desirable but it does not necessarily guide one's behaviour (not seen in one's behaviour).
d) Attitudes e.g. extraversion, introversion, rational, irrational	1. A Position of the body or manner of carrying oneself, indicative of a mood or condition. 2. A state of mind or feeling with regard to some matter, disposition.	Attitudes come from judgment -Form quite often after observational learning but can also be influenced by heredity -There is a Physiological response -Followed by behavioural change -There is cognitive evaluation	Must have other emotions -Can be Positive, negative (Prejudice) or neutral -It is changeable -Often comes in Pairs of conscious and unconscious attitudes -Determines what one will see, hear, think and do. -It can be influenced by nature and nurture.

Dimensions	Dictionary meaning	Psychological meaning	Differences
e) Predisposi-tions	1. The state of making someone inclined to something in advance 2. the state of putting into a frame of mind for 3. tendency or inclination Temperament is the Predisposition to behave in a certain way whereas personality, characteristics and attitudes are the styles of behaviour.		Arises from hereditary or other factors.
f) Morals e.g. Wisdom, knowledge, Creativity, open-mindedness, curiosity, Courage,	1. Of or concerned with the judgment of the goodness or badness of human action and character 2. Designed to teach goodness or correctness of character and behaviour; instructive of	Morals are the principles that guide behaviour. One's Morals influences one's perceptions of right and wrong. Morals change from place to place and time to time. -morals are the standards of right and wrong that help regulate our daily activities.	Guides behaviour, it is seen in behaviour Is based on customs or firm conviction rather than on the actual evidence

Bravery, Integrity, Humanity, Love, kindness, Social intelligence, justice, citizenship, fairness, leadership, temperance, forgiveness, mercy, humility, modesty, prudence, self regulation, transcendence honesty	what is good and bad. 3. arising from conscience or the sense of right and wrong 4. having psychological rather than physical effects 5. based upon strong likelihood or firm conviction rather than upon the actual evidence or demonstration -Temperance is hereditary predispositions to behave in a certain way whereas personality, characteristics and attitudes are styles of behaviour		

Appendix C

Primary emotions and their physical responses

The primary emotions and their physical responses

Emotions	Physical responses/how felt
Fear	Heightened heartbeat; increased muscle tone
Anger	Heightened heartbeat; increased muscle tone (indistinguishable from fear)
Happiness	Expansive or swelling feeling in the chest and the sensation of lightness or buoyancy as if standing underwater.
Sadness	A feeling of tightness in the throat and eyes and relaxation in the arms and legs.
Shame	Heat in the upper chest and face
Desire	Dry throat, heavy breathing, increased heart rate

From The Wikipedia Encyclopaedia.

Appendix D

Colour coding the teachers' essays

Colours and themes

AFFECT AS ASPECTS OF HUMAN NATURE

AFFECT AS ASPECTS OF HUMAN CONDUCT

THE CONTENT OF AFFECTIVE EDUCATION

THE ROLE OF AFFECTIVE EDUCATION

Dear Colleagues,

I am doing a Med. research paper for UWI on secondary school teachers' perceptions of affective education. I am requesting that you kindly answer some questions for me please. Your answers are anonymous so your names, school etc will not be disclosed. Please do not mention your name on this paper.

The questions are: When you hear the word AFFECT what comes to your mind? What do you think it means? What do you think EDUCATION means? What comes to your mind when you think of education? What do you think AFFECTIVE EDUCATION means? What do you think it entails? Thank you for your kind assistance.

Margaret Dennis

Mr. Fisher

When I hear the word affect I think of being a part of and ==getting the students that I teach to be more involved in the learning process. I think that affect means that students learn by doing, inquiry or discovery methods using their own initiatives to learn.== Education is the process of learning such that you will be able to think critically and be able to make wise decisions or judgements towards your benefit. When I think of education I think of teaching someone or helping someone to be able to make correct decisions in their life. They must be able to think critically about situations they may encounter and remedy them. I think that affective education means that <mark>students are not told what to do but instead they are taught how to analyse a situation and make a decision.</mark> Affective education entails <mark>being able to think critically and be responsible and decisive for any actions or consequences that are required</mark>.

Miss Wiseman

When I hear the word affect what comes to my mind is something which impacts upon me deep down inside. I think it is something which touches one so deeply emotionally that would result in you wanting to make some sort of change or adjustment. Education I think means information or instruction passed on by someone orally or written generally.

Education I think means information or instruction passed on by someone orally or written generally. When I think of education I think of two dimensions basically formal and informal. Formal means instruction and information, academic and moral education disseminated by educators. Informal education is what is learnt unintentionally by observation and interaction with others. Affective education to me means education with specific objectives to attain which will result in change or modification of behaviours. It will entail having the course content or subject and objectives impacting upon the student or individual or sensitizing him or her to the extent that a change in behaviour or attitude would result where and when necessary.

Mr. Bridgewater

Affect brings to mind changing a mental opinion of something. I think affect means engaging mental stimuli in an individual. Education in my opinion means garnering a body of knowledge. I think of education as a body of knowledge to be amassed which would serve to enhance life and opportunities. Affective education means using mental and emotional stimuli in order to capture interest in the subject matter. It entails drawing on the individual's emotional and mental experiences and building from that platform.

Appendix E

Sample of the observational protocol

OBSERVATIONAL PROTOCOL

School:

Subject:

Time of observation:

No. of Students: Males ------   Females ------

Objectives of lesson

Cognitive Objective/s

Affective Objective/s

Explicitly defined by the teacher -----   Implicit from activity ------

Materials used:

Methodology

Teacher Centred totally   Student Centred totally

1	2	3	4	5

Group work/cooperation among students

Very Low   Very High

1	2	3	4	5

Using the rating scale below, tick the appropriate box which indicates the students'
responses and behaviour at the three points during the lesson

---

1	2	3	4	5
Very Low				Very High

		At start of lesson	Midway	At end of lesson
Participating	1	---------	--------	--------
	2	---------	--------	--------
	3	--------	--------	--------
	4	--------	--------	--------
	5	--------	--------	
On Task	1	--------	--------	--------
	2	--------	--------	--------
	3	--------	--------	--------
	4	--------	--------	--------
	5	--------	--------	--------
Motivated	1	--------	--------	--------
	2	--------	--------	--------
	3	--------	--------	--------
	4	--------	--------	--------
	5	--------	--------	--------

NOTES	COMMENTS

Appendix F

Data analysis

Colour coding the interview data

COLOURS AND THEMES

AFFECT AS ASPECTS OF HUMAN NATURE

AFFECT AS ASPECTS OF HUMAN CONDUCT

THE CONTENT OF AFFECTIVE EDUCATION

THE ROLE OF AFFECTIVE EDUCATION

INTERVIEW 1: MR BRIDGEWATER

The following is an audio recorded interview on teachers' Perceptions of affective

education conducted at the school under study on Tuesday May 16, 2007.

Interviewer (I)   How long have you been teaching at this school?

Respondent (R)   I've been teaching at this school for seven years now

I   Which subject do you teach?

R   Spanish

I   In your opinion what is affect?

R   Affect is getting to the emotional side of the students. It's about getting to what

touches them with the hope that they will remember it because it has this

emotional attachment to it.

I   What do you think is affective education?

R   Affective education I believe would be concentrating on this aspect of learning

the emotional side of the student emotional development and working on that with

the goal of getting them to understand the material.

I   Is affective education important?

R   Yes it is important.

I   Why do you say this?

R   Because given the fact that the education traditionally was geared basically at the

students having to learn a certain material just to get a job or whatever. That has

always been the emphasis, to get Passes and so on and the emphasis was not on

the student actually learning for their own development even though it was implied the emphasis was never really there so I think this slant in education toward affect is important given the fact that the types of students that we have coming in now.

INTERVIEW 2: MR. WATERMAN

The following is an audio recorded interview conducted with a teacher

Interviewer (I)   How long have you been teaching at this school?

Respondent (R)   Almost four years

I   Which subject/s do you teach?

R   Art and Craft

I   In your opinion what is affect?

R   I think that affect is how Persons feel, the emotional responses to various situations. I'll say briefly.

I   What do you think is affective education?

R   I think that it is education that caters for the feelings and emotions of students that help to train their emotional responses, helps to develop certain types of values and morals and things like that.

I   Is affective education important? Why do you say this?

R   Certainly. Well I think that it helps students develop character in the way they approach life and it affects the way in which they make decisions in life and anything they do.

INTERVIEW 3: MISS WISEMAN

The following is an audio recorded interview conducted at the school under study.

Interviewer (I)   How long have you been teaching at this school?

Respondent (R)   I have been teaching here for over fifteen years

I   Which subject/s do you teach?

R   I teach Food and Nutrition, Home Economics, and Management Home

Economics.

I   In your opinion what is affect?

R   Affect is having some impact on or some effect on a Person Per se.

I   What do you think is affective education?

R   Affective education is having some impact on the student evoking some sort of

change in attitude or behaviour.

I   Is affective education important? Why do you say this?

R   Oh it is, I think so. This is where change comes about and through education

looking about it from a holistic Person we want to see change in attitude and

behavioural Patterns so that we could obtain effective results. This is where

change comes about.

INTERVIEW 4: MR. FISHER

The following is a taped interview held at the school under study with one of the teachers

Interviewer (I)	How long have you been working at this school?
Respondent (R)	I have been working at this school from '95 so that is about twelve years.
I	What have you been teaching?
R	Integrated science and for the last year I've been teaching integrated science and biology
I	Why is this so?
R	Since we de-shifted in September of 2006 and we brought in form four students we offer all the sciences: chemistry biology, Physics and integrated science.
I	What do you think in your opinion is affect?
R	When I think of the word affect I think of getting students involved and getting students to participate in the process of learning. It is where I am getting students engaged and they are able to recognise why they are learning something. They are able to take Part in the learning Process and then recognise why they are DOING that and why they are learning that aspect, whatever we are trying to get across to them.
I	What comes to you mind when you think of education?

R   Well education is the Process of learning. Well my students I want them to learn and not only learn about science or learn something but learn about living, learn about what life really is. So that is what my focus is really about. So that I would try to impart my aspect of the curriculum but I also want them when they leave this institution they will be able to put whatever they learn into Practice and be better citizens of Trinidad and Tobago

I   What do you think then is affective education?

R   Well being educated and being able to use that education to better their lives and future.

I   How do you go about teaching students in you class affect and affective education?

R   One thing that I should mention is that in getting them to be affective learner I want them to think critically on their own. Also, they should be able to think and be able to use that to analyse a situation they may be faced with and based on their analysis they should be able to solve or logically think out a Problem.