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Factors Contributing To Affective Learning in Public Sector University: An Analysis from Okara University

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Abstract

Learning is the reflective function that makes a student uses previous knowledge to understand and check the present, to shape future action and build new knowledge. This includes the ways of learning and assimilation of new ideas by learner. Effective learning include past, present and future knowledge while the process may not be same throughout. Although the term "effective" has been widely used, it is actually used to make sense only when the context and principles are clarified. For finding the factors regarding learning data was collected through semi structures questionnaires and interpreted by using different mathematical techniques. The study is based on explanatory research design and used a sample size of 150 respondents selected through convenient sampling techniques. For the collection of the quantitative data questionnaire was constructed. The data was analyzed by using SPSS latest version. It was observed during the data collection process that improving learning outcomes, itself provides an opportunity to reflect on the content of the lesson in the context of the programs that can be used. Improving learning outcomes means that the context of learning will always be emphasized, and the lessons focus on knowledge and skills that will be invaluable to the learner now and in the future. By focusing on the application of the knowledge and skills learned in the lesson and on the integration of knowledge and skills with other aspects of their lives, students are more involved in their learning and subject matter. Emphasis on integration and general skills helps learners to draw lessons between lessons and between subject work and other forms of knowledge, improving student engagement. Learners understand the context and purpose of their assessment. In order to determine what is important for students to learn, the teacher should consider a particular subject or unit in the context of future lessons and the curriculum as a whole. This contributes to the development of a coherent curriculum within the institutional framework while maintaining teacher independence, and helps to enssure that students are prepared for future work and learning.

Keywords: *Learning, Factors, Analysis, Respondents, Public Sector Okara.*

Introduction

Learning is an important area of investigation in social research with particular focus on improving the educational outcome. Affective learning has become one of the key area to improve the educational achievement and development for the students (Watkins et.al. 2002). There are multiple factors that enhance the affective learning among students such physical, environmental and personal factors. However, there is a dire need to investigate this phenomenon on the university students as university students are well versed with the ongoing social developments (Dunlosky et. al. 2013). Students need to be guided in terms of the factors of affective learning but this is the rare case as most of the learning process are based on random teaching processes and poorly managed (Akilli & Genc, 2017). During pandemic conditions, E-learning is the most effective way of learning. The project is part of a digital library project in which teaching staff at two UK and two US universities collaborate to share electronic learning resources in Physical, Environmental and Human Geography (Clarke & Braun 2006). Finding, or creating, appropriate electronic learning resources and immersing yourself in well-designed learning activities can be challenging and time-consuming while sharing and adopting effective methods created all around the world (Conole et.al. 2005). Motivation is considered as the most important factor in affective learning. Similarly, health condition of pupil is generally the factor, which is not given proper attention, but it is undoubtedly an important factor in learning. Intellectual factors the term refers to the individual mental level. Success in school is usually close to the level of intelligence (Henter, 2014). This research is an attempt to find out the factors of affective learning among students at the university level. The primary aim of this research is to find out the relationship between different factors that enhance the affective learning and application of the affective learning.

Objectives of the study

The current study is aimed at finding out the answer of the following objectives.

- To find out the role of positive attitude of students as the factor of affective learning that enhances the learning among students.
- To explain the effect of motivation behavior of students as the component of affective learning.
- To examine the role of modern pedagogical techniques to improve learning.
- To provide suggestion for affective learning to the stakeholders.

Hypothesis of the study

Following are the three main hypotheses used in the current study.

Hypothesis 1

H0: There is no relationship between positive attitude and affective learning among students.
H1: Higher the positive attitude more will be the affective learning among students.

Hypothesis 2

H0: There is no relationship between motivational behavior and affective learning.
H1: higher the positive relationship between motivational behavior and affective learning i.e. increase. in motivational behavior more will be the affective learning of the students.

Hypothesis 3

H0: There is no relationship between pedagogical techniques and affective learning among students.
H1: Better, the pedagogical techniques better will be affective learning.

Methodology

The current study is based on quantitative research technique and survey method is used to determine the cause and affect among different factors of affective learning (Creswell, 2012). The study is based on explanatory research design and used a sample size of 150 respondents selected through convenient sampling techniques. For the collection of the quantitative data questionnaire was constructed. The data was analyzed by using SPSS latest version. The analysis is based on descriptive statistics and in order to determine the relationship between the variables regression analysis was applied.

Literature Review

Mukhtar *et. al.* (2015) conducted a survey to examine the impact of demographics and so on tangible things about the overall service quality of public sector universities and the private sector using Seroquel service quality standards. Number of people interested in this study private and public universities in Pakistan. 174 usable responses collected from students. Teacher-student relationships and political activities are found to be very powerful aspects of service quality in private and public universities Pakistan.

Minghe & Yuan (2013) this article explored a few practical aspects that can simplify or diminish students' knowledge of oral English in a college English teaching program. Some teaching and learning strategies are discussed and other emotional and classroom experiences are introduced which can benefit students' good performance to improve their knowledge of oral English.Wijoyo *et. al.* (2020) described the importance of measuring intellectual, emotional, and spiritual intelligence in education is a form of improving student quality.

Carter *et. al.* (1934) presented a list of words that have been carefully classified as useful, unpleasant, or careless, without clashes between groups, have been used to integrate and test reading with 102 Grade VI and VII children. Akili & Genc (2017) described that it is well known psychological and psychomotor features have good results in the process of learning science. All of these factors are interdependent themselves.

Kim, Park & Cozart, (2012) investigated that what factors were not related to student achievement in mathematics given in the visual high school. This was an effort to understand why some are successful and others are not as well as to suggest what should be done to help successful students.

Picard et. al. (2004) illustrates the use of the computer as a model, metaphor, and modeling tool tends to provide an opportunity for ‘understanding’ rather than ‘effective’ by exposing theories in which thinking, and learning are viewed as processing of information and are ignored or ignored.

Analysis and Finding

Bivariate analysis of the data is based on the idea behind finding out the simple relationship between different socio-demographics and varying categories of the dependent variables. In the first step all, the categories of the dependent variable were scaled in terms of their score. Following is the scheme of scaling the categories.

Table No 1: bivariate coding		
Serial No.	**Range of the score**	**Category**
1	.00 to 1.00	Lower
2	1.01 to 2.50	Middle
3	2.51 to 4.00	higher

The above categories were analyzed in terms of area of residence, gender and level ofeducation.

Table No 2: Area of Residence * motivation three levelCrosstabulation						
Count						
		motivation three level				
		lower		Medium	higher	Total
Area of Residence	Rural	3		36	141	180
	Urban	7	7	69	143	219
Total		10		105	284	399

The above table shows the cross tabulation of area of residence and motivation level among students. The table shows that urban area students have higher level of motivation as compared to the rural areas students but very little difference is found. However, in medium category urban area students are quite ahead of rural area students.

Table No 3: Area of Residence * attitude levels Cross tabulation					
Count					
		attitude levels			
		lower	Medium	higher	Total
Area of Residence	Rural	3	15	162	180
	Urban	8	35	176	219
Total		11	50	338	399

The above cross table shows that area of residence is related with attitude of the students and here again the urban areas students have higher percentage of positive attitude towards learning. In all categories, urban area students have higher percentages.

Table No 4 : Area of Residence * health levels Crosstabulation					
Count					
		health levels			
		lower	medium	higher	Total
Area of Residence	Rural	3	165	12	180
	Urban	6	178	38	219
Total		9	343	50	399

Health was another important component of this study and above table, shows that positive health attributes are found in higher percentages for urban areas. This implies that urban areas students have higher level of health attributes.

Table No 5 : Area of Residence * learning levels Crosstabulation				
Count				
		learning levels		
		Medium	higher	Total
Area of Residence	Rural	69	111	180
	urban	104	115	219
Total		173	226	399

Learning level of the students is also very high for the urban area students as compared to the rural area students as the above table shows that 115 students have higher learning levels as compared to 111 of rural area students.

Table No 6: Area of Residence * self confidence levelsCrosstabulation					
		Count			
		self confidence levels			
		lower	medium	higher	Total
Area of Residence	Rural	3	33	144	180
	Urban	11	55	153	219
Total		14	88	297	399

Area of residences also affects the confidence level of the students as urban area students have higher level of confidence as compared to the rural area students.

Table No 7: level of education * motivation three levelCrosstabulation					
Count					
		motivation three level			
		lower	medium	higher	Total
level of education	Intermediate	0	8	27	35
	Degree (BA)	6	22	63	91
	Masters (MA)	2	68	154	224
	MPhil	0	7	29	36
	PhD	2	0	11	13
Total		10	105	284	399

The above cross table shows that level of education is also related with motivation level of the students. Students in the range of Masters have the higher level of motivation as compared to the other categories of the level of education.

Table No 8: level of education * attitude levels Crosstabulation					
Count			attitude levels		
		lower	medium	higher	Total
level of education	Intermediate	0	5	30	35
	Degree (BA)	3	10	78	91
	Masters (MA)	6	30	188	224
	MPhil	0	5	31	36
	PhD	2	0	11	13
Total		11	50	338	399

The above cross table shows that level of education is significant for attitude of the students. With the increase in the education level attitude towards learning also increases.

Table No 9: level of education * learning levels Cross tabulation

Count		learning levels		
		medium	higher	Total
level of education	intermediate	15	20	35
	Degree (BA)	35	56	91
	Masters (MA)	97	127	224
	MPhil	20	16	36
	PhD	6	7	13
Total		173	226	399

Students learning level also increases with the education level. The above table shows that students in the lower category tend to have lower levels of learning. However, in the above categories such as master and MPhil the learning level also increases.

Table No 10: level of education * self confidence levels Cross tabulation

Count		self confidence levels			
		lower	medium	Higher	Total
level of education	Intermediate	0	8	27	35
	Degree (BA)	6	10	75	91
	Masters (MA)	6	57	161	224
	MPhil	0	13	23	36
	PhD	2	0	11	13
Total		14	88	297	399

Self-confidence of the students is also an important aspect of the positive learning and learning outcomes. The above table shows that students in Masters and Degree level havehigher self-confidence.

Table No 11: gender * motivation three level Crosstabulation

Count		motivation three level			
		lower	Medium	higher	Total
Gender	Male	6	66	225	297
	Female	4	39	59	102
Total		10	105	284	399

With reference to the gender, the above cross table shows that there is not much difference with respect to motivation and gender. Both show similar trend with respect to the motivation level. This is based on the percentages.

Table No 12: gender * attitude levels Crosstabulation

Count		attitude levels			
		lower	medium	higher	Total
Gender	Male	3	30	264	297
	Female	8	20	74	102
Total		11	50	338	399

Gender is also related with attitude of the students. The above table shows that male have a slighter higher level of attitude as compared to the female.

Table No 13: gender * learning levels Crosstabulation

Count		learning levels		
		medium	higher	Total
gender	Male	126	171	297
	Female	47	55	102
Total		173	226	399

The above table shows that female have a higher level of learning attitude as compared to the male. All the above categories illustrate female have higher learning attitude than the male.

Table No 14: gender * self confidence levels Crosstabulation

Count		self confidence levels			
		Lower	medium	higher	Total
gender	Male	6	66	225	297
	Female	8	22	72	102
Total		14	88	297	399

In terms of confidence level, the above table shows that male students have higher level of confidence as compared to the female students. The frequencies of the above table shows female have slighter lower levels of self-confidence as compared to male.

Assumptions of the regression analysis

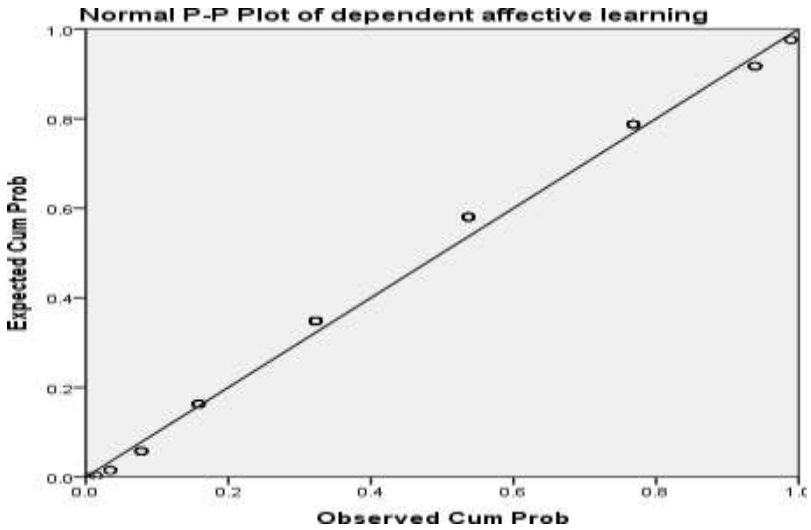
Table No15: Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
dependent affective learning	.149	149	.000	.941	149	.345

a. Lilliefors Significance Correction

Before applying the regression analysis, it was important to meet the assumptions of applying the regression analysis. Following is the detail of the assumptions of the regression analysis. In the first place, it is necessary for the dependent variable to be normally distributed.

The following PP-Plot shows that all the observations mostly revolve around the centerline, which shows that normality of the data. In addition to that, Kolmogorov- Smirnov test was also applied and the p- value is above 0.5, which shows the normality of the data, as the null hypothesis for this test is non-normality of the data hence p-value greater than 0.05 shows that data is normally distributed.



In addition to measuring the normality of the data, second important aspect was to measure the Multicollinearity i.e. the correlation among categories of the independent variable. For the measurement of the Multicollinearity VIF, statistics are presented in the table of Coefficients, which must be less than 10. The table in the Coefficients shows that all the values of the VIF statistics are less than 10, which shows that there is no issue of Multicollinearity in the current study. After that, it was important to measure the autocorrelation in the test before applying the regression analysis. In addition, ANOVA table shows that the value of Durbin- Watson statistics is 2.074, which lies within the acceptable parameters. Hence, the issue of autocorrelation was not present in the current study. Hence, all the assumptions were addressed and final regression analysis was applied in the current study.

Table No16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.106[a]	.011	.016	.42532	2.074

a. Predictors: (Constant), independent self-confidence, independent health, independentmotivation, independent attitude
b. Dependent Variable: dependent affective learning

The above table shows the model summary for the regression analysis. In the model, affective learning has treated as the dependent variable while self-confidence, health, motivation and attitude have treated as the independent variable. The R-Square value of .011 shows that the entire included variable in the model in terms of independent variable are explaining 11% variation in the dependent variable. This implies that affective learning of the population of the current study is 11% because of self-confidence, motivation, health attribute and attitude. The value of R-Square value lies at the medium level keeping in view the two key aspects.

- In the first place, based data produces low level of relationship between the variables.
- Secondly, the sample size is only 150 respondents, which also a major reasons forlower level of R-square value.
- However, the relationship is positive and significant to determine the factors of affective learning.

Table No 17: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	Sig.	Collinearity Statistics
		B	Std. Error	Beta		VIF
1	(Constant)	2.429	.248		.000	
	Motivation	.031	.120	.043	.000	4.019
	Attitude	.080	.138	.126	.567	6.920
	Health	.075	.087	.071	.004	1.004
	Self-confidence	.084	.122	.122	.000	4.550
	Pedagogical	.091	.126	.124	.001	3.450

a. Dependent Variable: dependent affective learning

The above table shows the contribution of each independent variable with the dependent variable. Motivation was an important independent variable for the current study to see its association with the affective learning. In the first place, p-value shows that the relationship between motivation and affective learning is significant in nature. After that, the positive sign shows that positive nature of the relationship i.e. increases in motivation increase the affective learning among students. In the third place Coefficients value of .031 shows that one-unit increase in the motivation will increase the affective learning by 31% which is very good correlation between the variables.

Another factor for affective learning was attitude to be measured in the current study. The significant value shows that it is above .05 i.e.567, which shows that insignificant relationship between attitude and affective learning. However, the nature of the relationship is positive and Coefficients value of .080 is quite. However, as the relationship is insignificant hence it can be accounted for much importance in the course of the current study.

Health attribute was included in the current study as the independent factor of affective learning. The above table shows that p-value is less than .05 i.e.004, which shows the significant nature of relationship between health attributes and affective learning. On the same token positive sign shows, that increase in the health attribute increases the affective learning among students. In the end Coefficients value of.075 shows that one unit increase in the health attribute increases the affective learning by 75%, which is again a significant relationship and strong relationship among variables of the study.

Self-confidence has been included as the independent factor in the current study. The above table shows that p-value is less than .05, which shows the significant nature of relationship between self-confidence and affective learning. Similarly, positive sign shows that increase in self-confidence increase the affective learning among students of the study. The Coefficient value of .084 shows that a strong relationship exists between the variables. It implies that one-unit increase in the self-confidence increase the affective learning by 84%, which is very high level of relationship keeping in view the survey nature of the data and lower samplesize.

Conclusion

The first objective of the study was directed to find out the role of positive attitude in the affective learning. Based on the findings of the current study it is concluded that positive attitude has less bearing as the affective learning tool. The second objective of the study pertains to the role of motivation in the affective learning and based on the finding of the current study a significant relationship is established between motivation and affective learning. It is concluded that increase in motivation of the study will increase the positive educational outcome of the students. At the third place it is concluded that positive health attribute

is an important attribute for the affective learning and on the basis of the findings of the current study it is concluded that positive health attribute enhances the affective learning among students. Lastly, the study concludes that self-confidence is the most important component and factor of affective learning as with the increase in the self-confidence learning outcomes increases.

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