

## **Impact of the learning environment on affective learning outcomes**

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### **ABSTRACT**

Miller (2005) noted that affective learning outcomes are pervasive in education, and is concerned with how learners feel while they are learning, as well as with how learning experiences are internalized so they can guide the learner's attitudes, opinions, and behavior in the future. The purpose of the present study was to assess the affective learning outcomes of the higher secondary students and to identify the impact of classroom learning environment in this regard. The sample comprised of the class XII students of the West Bengal Council of Higher Secondary Education. Cluster sampling technique was used to select 11 schools and the size of sample was 763. Standardized questionnaires were administered to assess classroom learning environment, attitude towards classroom activities, motivation in learning their academic subjects and motivated strategies for learning. In this Correlational research, Descriptive Statistics, Correlation and Regression Analysis, were computed in SPSS – 17. The findings revealed that the majority of the students had positive attitude and high motivation for acquiring their academic subjects. But their motivation for learning strategies was low. The correlation and regression analysis indicated that classroom learning environment significantly predicted all the affective outcomes. So the study implies that classroom learning environment facilitates development in the affective domain. Since affective factors are predictors of success in higher education, the findings of the study can be used to identify which supports are necessary for the individual student. Additionally, affective outcomes might identify how faculty can engage with students in the classroom for different courses and curricula.

**Key Words :** Affective learning, Learning environment, Attitude, Motivation

### **INTRODUCTION**

Educators and researchers have recognized the value and importance of the affective domain in the taxonomy of educational objectives. Affective Domain Taxonomy was first published in 1973 and in this taxonomy Krathwohl, Bloom and Masia ordered the objectives according to the principle of internalization. Internalization refers to the process whereby a person's affect toward an object passes from a general awareness level to a point where the affect is internalized and consistently guides or controls the person's behaviour. In spite of its role in determining student success, over the next decades affective domain taxonomy has

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