

# TUTDoR

## Investigating students self perceived effective learning during classroom interaction involvement at a South African university.

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Authors	Moroasi, Olter Matsimela;Cekiso, Madoda P.;Segabutla, M. H.;Dieperink, Marius;Olifant, Florence M.
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# INTRODUCTION

## INVESTIGATING STUDENTS' SELF-PERCEIVED AFFECTIVE LEARNING DURING CLASSROOM INTERACTION INVOLVEMENT AT A SOUTH AFRICAN UNIVERSITY

**O. M. Moroaswi**

<https://orcid.org/0009-0000-3855-180X>

**M. P. Cekiso**

<https://orcid.org/0000-0001-7681-077X>

**M. H. Segabutla**

<https://orcid.org/0000-0002-6238-0091>

**M. Dieperink**

<https://orcid.org/0000-0001-6769-7314>

**F. M. Olifant**

<https://orcid.org/0000-0002-2579-931X>

# Our Vision

*A people's university that  
makes knowledge work*

# Our Mission

*We advance social and economic transformation through relevant curricula, impactful research and engagement, quality learning experiences, dedicated staff and an enabling environment*

# Our Values

## ***Integrity***

*We will always act honestly, ethically and professionally*

## ***Care***

*We will treat everyone with dignity and respect and green our environment*

## ***Diversity, Inclusion and Equity***

*We will embrace diversity, foster inclusivity and promote equity*

## ***Excellence***

*We will constantly innovate, solve problems and aim to improve ourselves and others*

## ***Accountability***

*We are answerable to each other and will act in the best interest of the university at all times*

# ABSTRACT

- Affective learning has been neglected in university curricula.
- Majority of students were perceptive to others' behaviour and reactions during classroom interaction.
- Students reported being observant of others' reactions while speaking.
- Students felt confident and sure of what to say and do.
- Quantitative survey design and the Attribution theory.

# INTRODUCTION

- Bloom three domains for educational goals: cognitive, affective, and psychomotor.
- Previous studies: cognitive and psychomotor domains are prioritized in assessment and classroom instruction, affective domain is neglected.
- Neglecting the affective domain is not limited to South Africa and has been observed in other countries as well.
- The study aims to address this gap and emphasize the importance of teaching within the affective domain in the university curriculum.

- The shift from cognitive dominance to the affective domain in learning is supported by researchers.
- Focusing on the affective domain in teaching at university can help develop well-rounded students with broad abilities.
- Teaching from the affective domain can improve the quality and pass rates;
- Has been shown to increase student learning potential.



- The affective domain in education refers to a student's attitudes, creativity, self-development, and motivation.
- Emotional intelligence is important in understanding students' emotions about classroom activities and other students.
- Students' emotions are important in higher education classrooms;
- Students have different life experiences and therefore experience academia differently.

- Instructors should take into account students' emotions.
- ... cater to their individual needs in order to challenge and modify their value systems.
- SA has achieved universal access to basic education, though not resulted in improved educational outcomes in higher education.
- Challenges facing higher education in South Africa include steep fee hikes, a lack of transformation in curricula, and failure to cater to the diverse backgrounds of students.

- Few studies have been conducted in South Africa to investigate university students' self-perceived affective learning, despite its importance as a gateway to learning.
- Understanding students' feelings and attitudes is crucial...
- ... for lecturers to engage students...
- ...and design appropriate courses and course material in the affective domain.
- A study conducted in South Africa found that first-year university students experienced negative emotions, and...
- ...highlights the need for universities to adapt their teaching and learning approaches.

- Incorporation of the affective domain into teaching and learning should be included in course outlines and lesson plans...
- ... with specific outcomes for how it will be taught and evaluated.
- Lecturers should address the affective domain in their teaching strategies.
- The study investigated university students' self-perceived affective learning in order to design syllabi, classroom materials, activities, and instruction strategies that match their emotions.
- The research hopes to create awareness about the importance of the affective domain in teaching and learning in higher education, not only in South Africa but also in other parts of Africa and the world.

# RESEARCH QUESTIONS

- How do the students perceive their own perceptiveness during classroom interaction involvement?
- What are the students' perceptions of their attentiveness during interaction involvement in their classrooms?
- What are the students' perceptions of their responsiveness during interaction classroom involvement?

# LITERATURE REVIEW

## Classroom Interaction Involvement:

- Interaction involvement = the extent to which students actively participate in classroom conversations and integrate their feelings, thoughts, and experiences.
- Emotional alertness and high involvement associated with competence, and vice versa.
- Highly involved in classroom interaction tend to be confident in their communication skills, and pay attention to their instructors' responses.
- Actively participating in classroom interaction can lead to better academic performance, although emotions can sometimes hinder students' involvement.

## Affective learning - An emotionally perceptive learning perspective:

- Affective learning refers to the emotions that students experience and how these emotions can impact their attitudes, opinions, and behavior.
- Research suggests that students' emotionally perceptive learning experiences are important...
- ...can affect their achievement scores,
- **But** the development of affective learning is often neglected in classrooms.

- Affective learning, which includes personality traits and relational learning processes, is crucial.
- Affective characteristics such as motivation, compassion, and self-confidence.
- Affective learning, incorporates elements of emotions and attitudes...
- ... it can enhance classroom interaction and promote autonomous and ideological learning.
- Affective learning consists of three dimensions - perceptiveness, attentiveness, and responsiveness - which can be investigated in both individual and collective contexts.



- Perceptiveness in the classroom is associated with positive affective responses, increased motivation, satisfaction, and more effective learning.
- Perceptive learning involves relating classroom content to students' lived experiences.
- Attentiveness is a key factor in effective learning – it signals students' involvement and absorption of information, and knowledge expansion.

- Attentiveness can be used as a tool to evaluate students' interest or disinterest during affective interaction involvement.
- Affective learning is important for holistic learning in the classroom, its absence can hinder learning.
- Positive affective reactions encouraged & negative affective reactions avoided.

- Responsiveness in classroom interaction involves being a sensitive and receptive listener...
- ... acknowledging the needs and desires of others...
- ...and knowing how to respond appropriately.
- Responsiveness = caring, empathy, fosters affective learning and motivate students.
- Lit on instructional communication primarily focused on effective teacher communication.
- It has neglected study of effective and affective student communication.

# THEORETICAL FRAMEWORK OF THE STUDY

- The study was conducted within the framework of the Attribution theory, which explains how people respond to the causes of events or behavior and how they perceive the impact of such attribution on their future behavior.
- The Attribution theory was used in this study to focus on how students' perceptions of their behavior are associated with their subsequent communication in a given course.

- The attribution theory proposes that people assign attributions to events and behaviour...
- ...which can be classified as internal (due to personal factors) or external (due to situational factors).
- Attribution theories stem from a person's work or personal perceptions and refer to their attempts to find structure in their own behaviour and the behaviour of others, including students' feelings during learning and lecturers' diagnosis of their interests and motivation.

# METHODOLOGY

- The study used a quantitative approach with a questionnaire survey design.
- The purpose of the study was to investigate and understand students' self-perceived affective learning in the classroom.
- The survey questionnaire was used to collect information from a sample of individuals and conduct a statistical analysis.
- The findings of the study aimed to be generalized to a larger population.

# RESPONDENTS

- The study involved 127 first-year Linguistics students at a university in Gauteng.
- The sample included 78 male students (31.5%) and 170 female students (68.5%).
- The respondents completed a questionnaire between August and September 2019.
- The use of random sampling ensured an unbiased and representative subset of students for the study.

# DATA COLLECTION AND INSTRUMENTATION

- The researchers used the IIS questionnaire to collect data on self-perceptions, attentiveness, and responsiveness of respondents during classroom interaction.
- The IIS questionnaire is considered reliable and has been used extensively in previous studies.
- The questionnaire consisted of two sections: one exploring demographic variables and the other measuring affective learning with 18 items.



- Affective learning was measured through three dimensions: responsiveness, perceptiveness, and attentiveness.
- The researchers viewed the IIS questionnaire as the most suitable instrument for understanding students' self-perceived affective learning behavior during classroom interaction.

# DATA ANALYSIS

- The Statistical Package for the Social Sciences (SPSS) method used to analyze the gathered data.
- SPSS is a well-known computer software explaining variables.
- SPSS allows for various types of analysis and the application of different statistical analysis techniques.

# PRESENTATION OF THE FINDINGS AND DISCUSSION

## **Students self-perceived perceptiveness:**

- The first research question examined students' perception of their own perceptiveness during classroom interaction involvement.
- The study emphasized the importance of both knowledge acquisition and the "affect" aspect in the learning process.
- The students' self-perceived perceptiveness was documented and summarized in Table 1.

# The findings are presented and discussed according to the following headings:

**Table 1:** Students' self-perceived perceptiveness during classroom interaction involvement

	Item	1	2	3	4	5	6
		%	%	%	%	%	%
1	I am keenly aware of how others perceive me during my conversations in the classroom.	3.1	6.2	2.3	34.9	28.7	24.8
9	Sometimes during classroom conversations, I am not sure what others really mean or intend by certain comments.	4.6	19.2	8.5	16.1	35.4	16.2
16	During classroom conversations, I often do not accurately perceive others' intentions or motivations.	18.0	32.0	10.9	14.8	18.8	5.5
17	During classroom conversations, I am very perceptive to the meaning of others' behaviour in relation to myself and the situation.	3.9	8.6	3.9	10.9	32.8	39.8

**Frequency keys:** 1: Not at all like me.

4: Not Sure

2: Not Like me.

5: Somewhat like me.

3: Somewhat unlike me

6: Very much like me.

**Keys:** N = 127 Respondents

% = Percentage score

- 53.5% of students were aware of how others perceived them during interaction involvement.
- 2.3% felt it was unlike them to be cognizant of others' perceptions.
- 3.1% did not take note of others' perceptions at all.
- More than half of the students indicated they were perceptive about how others viewed them in the classroom, but 34.9% were unsure of others' perceptions.
- Over a quarter uncertain about what their classmates were saying during interactions, indicating a lack of understanding or perception of others' intentions or meanings.

- Majority were unable to demonstrate perceptiveness about other people's behavior, suggesting lack of affective learning during interaction involvement.
- Only a small percentage of students showed insight into others' intentions or motivations, indicating a limited ability to attach meaning to behavior.
- 39.8% of students consider themselves to be very perceptive about the meaning of others' behaviour in relation to themselves and the situation during classroom interactions.

- Only 3.9% of students do not consider themselves to be perceptive in this way.
- Students may be more perceptive about the learning behavior of their peers compared to their own learning development, which could potentially hinder effective learning.
- However, it could also indicate that students demonstrate empathy and are aware of the meaning of their own learning behavior.

## **Students self-perceived attentiveness:**

- The second research question examined students' perceptions of their attentiveness during classroom interaction.
- We considered this NB: students' ability to be attentive is linked to their involvement in the learning process and their academic success.
- Table 2 provides a summary of students' self-perceived attentiveness.



**Table 2:** Students' self-perceived attentiveness during classroom interaction involvement

	Item	1	2	3	4	5	6
		%	%	%	%	%	%
2	My mind wanders, and I often miss parts of what is going on during classroom conversations.	10.9	17.1	4.7	7.8	38.0	21.7
4	I am very observant of others' reactions while I am speaking during classroom conversations.	1.5	6.2	-	7.7	21.5	63.0
5	During conversations in the classroom, I listen carefully to others and obtain as much information as I can.	0.8	6.2	2.3	1.6	36.4	52.7
7	Often during classroom conversations, I will pretend to be listening, when in fact, I am thinking of something else.	17.7	23.1	6.9	3.9	29.2	19.2
10	I carefully observe how others' respond to me during a conversation in class.	-	8.5	1.5	3.9	24.6	61.5
14	Often during classroom conversations, I am preoccupied and do not pay complete attention to others.	19.5	30.5	8.6	5.5	25.0	10.9

**Frequency keys:** 1: Not at all like me.

4: Not sure

2: Not Like me.

5: Somewhat like me.

3: Somewhat unlike me

6: Very much like me.

**Keys:** N = 17 Respondents

% = Percentage score

- 4.7%: their minds wandering during conversations was unlike them; 38.0% said it was somewhat like them and 21.7% said it was very much like them.
- Stats suggest more than half of the students did not focus during interactions, potentially leading to educational difficulties.
- More than half of the students demonstrated low levels of attention competency during learning.
- 63.0% of students indicated that they were observant of others' reactions while speaking.
- This can demonstrate empathy and affective classroom action involvement.
- Students were attentive to the reactions of their classmates, but not as attentive to processing information to expand their knowledge.
- Only 1.5% = not observant of others' reactions while speaking.

- 52.7%: was very much like them to be attentive and obtain information during classroom interaction.
- 63%: very much like them to be observant of others' reactions while speaking and to listen carefully to others and obtain information.
- Nearly half of the students surveyed admitted to pretending to listen during conversations.
- This might indicate a potential issue with deceptive learning development and self-perception of learning progress.
- Less than a quarter of the students absorbed and retained knowledge, suggesting a lack of effective learning.
- Majority were attentive to how their classmates responded to them during classroom interaction; significant portion admitted to being preoccupied and not paying attention to others during conversations.

## Students self-perceived responsiveness:

- The researchers explored students' perceptions of their responsiveness during classroom interaction involvement.
- Only 16.9% of students felt confident about their responsiveness during a learning event.
- Many students were unsure about what to say or how to respond during classroom conversations.
- It is unclear whether affective responsiveness occurs during classroom interaction involvement.

**Table 3: Students' self-perceived responsiveness during classroom interaction involvement**

	Item	1	2	3	4	5	6
		%	%	%	%	%	%
3	Often during classroom conversations, I am not sure what to say, and I cannot seem to find the appropriate words.	10.0	27.7	9.2	7.7	25.9	20.0
6	Often during classroom conversations, I am not sure what my role is. I am not sure how I am expected to relate to others.	16.9	27.7	8.5	10.8	24.6	11.5
8	Often during conversations in the classroom, I feel as if I know what should be said (such as accepting a compliment or asking a question), but I hesitate to do so.	5.6	14.4	6.4	9.6	38.4	25.6
11	Often, I feel withdrawn or distant during classroom conversations.	15.6	21.9	8.6	7.8	30.5	15.6
12	Often during conversations in class, I am not sure what others' needs are (for example, a compliment, reassurance, amongst others) until it is too late to respond appropriately.	13.2	27.1	9.3	12.4	29.5	8.5
13	I feel confident during my conversations in class, but I am sure of what to say and do.	7.0	9.3	8.5	11.6	29.5	34.1
15	Often, I feel sort of "unplugged" during conversations; I am uncertain of my role, others' motives, and what is happening.	17.8	24.8	8.5	13.2	25.6	10.1
18	Often during my conversations in class, I cannot think of what to say; I just do not react quickly enough.	20.2	19.4	7.0	5.4	27.1	20.9

**Frequency keys:** 1: Not at all like me.

2: Not like me.

3: Somewhat unlike me

4: Not sure

5: Somewhat like me.

6: Very much like me.

**Keys:** N = 127 Respondents

% = Percentage score



- Significant percentage feel hesitant to say anything during a conversation, despite knowing what should be said.
- Students' emotional states during classroom interaction can affect their ability to achieve educational goals.
- The hesitancy to participate may indicate that students are emotionally disconnected from the learning process.
- This could contribute to their failure to achieve educational goals.
- More than a quarter of students feel emotionally withdrawn and distant during classroom conversations, indicating a lack of interactive involvement.

- Students who participate less are psychologically removed from ongoing interaction & they appear lost in the discussion.
- Most students do not experience affective learning in the classroom and do not perceive themselves as empathic towards their classmates' needs.
- Approximately 29.5% of students struggle to understand their classmates' needs in a conversation.
- 29.5% feel confident in knowing what to say and do during classroom interactions.
- Majority 63.6% feel somewhat to very confident in their ability to communicate effectively during classroom interactions.

- More than half were aware of how their classmates felt about them during a conversation, which could impact their learning process.
- Many admitted their minds often wandered during classroom conversations.
- They pretended to be listening while their thoughts were elsewhere.
- A significant number of students felt withdrawn and distant during classroom conversations.
- Possibly due to a lack of affective learning stimulation in the classroom.



# CONCLUSION

- Students were perceptive of how classmates viewed them during classroom interaction involvement.
- But showed little concern for their own affective learning development process.
- Students lacked attentiveness during classroom interaction.
- Often had wandering minds or pretended to listen while focusing on something else.
- Students frequently hesitated to respond; unsure of what to say, and felt withdrawn during classroom conversations, indicating a need for more responsiveness.

- Lack of attentiveness and responsiveness during classroom conversations highlights the need for more affective learning development.
- Affective learning during classroom interaction involvement is important for holistic learning development, but little research has been done in this area.
- The findings of this study can help students become more perceptive of their own affective learning and encourage independent learning during classroom interaction.

# IMPLICATIONS REGARDING INSTRUCTION

- Students' perceptions, including their thoughts, beliefs, and feelings, are important for their social and emotional learning.
- Lecturers need to understand and be aware of these perceptions, to support and develop effective ways to improve students' learning.
- Students have a low self-perceived perception of their own classroom interaction.
- Lecturers can help improve students' affective abilities and emotional learning, which will lead to greater interest and involvement in classroom interactions.
- The belief is that students who perceive high-quality classroom interactions are more engaged in their schoolwork
- Lecturers should ensure that students are engaged during interactions to optimize learning and development.

- Students often hesitate to respond, feel unsure of what to say, and withdraw during classroom interactions.
- Lecturers should assist students in knowing how to respond and encourage their development to promote engagement.
- Lecturers should administer self-reports to students to assess their responsive-perceptive-attentiveness during classroom interactions.
- Profiling students' responsive-perception-attentiveness can help teachers understand their social approach and behaviour in the classroom.
- Lecturers should adapt their instruction approaches and redesign their affective instruction strategy; to help support students' holistic development and improve their classroom interaction involvement.

# THANK YOU



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