Instructional Role of Teachers in Affective Development of Students at Secondary School Level

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Abstract

The teacher is to demonstrate good behavior, offers insightful knowledge, encourages students to grow in interest, and sets an example for their fellow students. The aim of the research is to investigate the influence that secondary school instructors have in the affective development of their students. The study was conducted qualitatively. 1370 male secondary school teachers (SSTs) made up the study population, and 60 male SSTs from two districts in Khyber Pakhtunkhwa (KP), Pakistan, called the sample. Convenient sampling was the sampling technique. Data was gathered by means of observation. In the framework of interest, motivation, attitude, and the inclusive, instructional role of teachers in affective development of students, the researcher created observable indicators for the instructional role performed by teachers in students' affective development. The study's result states that teachers' instruction has an impact on students' affective development. The study's conclusions indicate that the highest number of teachers were observed because of how their role in instruction motivated students' interest in learning. Similar to this, students' motivation and attitude toward learning were affected by their teachers' instructional role.

Key words: affective development, interest, motivation, attitude and the role that teachers play in instruction.

Introduction

Education is a key to innovation and a process that connects people all over the world and helps construct nations. Potential is maximized through education. People with more education are more equipped to handle social, psychological, technological, and political problems. Education provides us with all the things we lack at birth and that we require as we grow older (Rousseau, 1921). Effective teachers, in the opinion of Anderson (2004), are those who achieve the goals set forth by organizations such as the Ministry of Education or the school. An effective teacher interacts with his students and encourages them to learn.

The majority of educational objectives fall into one of three main categories: cognitive, psychological, or affective. In 1973, Bloom Krathwohl, and Masia revised the concept of the affective domain to refer to "the way we react emotionally to things, such as feelings, standards, gratitude, motivation, and behavior." Krathwohl, Bloom, and Masia (1973) defined the emotional domain as the ways in which people handle their emotions, including motivation, interest, and feelings.

Determining the definition of an affective domain might be difficult. It is assessed based on behaviors, attitudes, sentiments, and emotions. "Until someone asks you to give a definition, everyone knows what a feeling is," said Fehr and Russell (1984). In 1956, psychologists led by Benjamin Bloom identified three dimensions or types of instructional improvement: the cognitive, emotional, and psychomotor domains. Bloom, Krathwohl, and Masia (1973) defined the affective domain as "the way in which we deal with things emotionally, such as feelings, standards, appreciation, enthusiasm, drives, and dispositions" (p. 11). This definition is more recent. Since then, several scholars have added expressions to the concepts used by Bloom and others, such as "like the capacity to deal with things emotionally" (Dettmer, 2006; Hansen, 2009; Myunghee et al., 2010).

It is challenging to characterize a term or a capable space. It is surveyed in terms of estimations, attitudes, and values. Agreeing to Fehr and Russell, "everybody knows what feelings are, unless they are inquired to commend" (1984). This too applies to the affective

domain. Bloom, Krathwohl and Masia reexamined the definition of the motivational domain in 1973 to incorporate the taking after: "The way we respond emotionally with things, such as feelings, standards, appreciation, excitement, motivation, and behavior." Krathwohl, Bloom, and Masia (1973) characterized the affective domain as the ways in which individuals deal emotionally with things such as emotions, motivation, interest, and so forth.

Every student has a particular background, set of interests, culture, language, and attitude toward learning, as well as specific academic needs. The ability to instruct and pique students' interest in paying attention to the lesson in the classroom is crucial for teachers. To accomplish anything, motivation and learning are equally important. Learning allows us to acquire new abilities and information, while motivation propels or inspires us to continue learning (Wimolmas, 2013). According to Ellis (1997), since teachers have some power over this, we as educators need to investigate more thoroughly the elements that go into inspiring students to complete assignments successfully.

In addition to feelings and emotions, the affective domain also encompasses concepts, ideals, philosophies, attitudes, and beliefs that assist in the teaching process. Affective skills have the power to greatly increase or decrease student learning. There has been a growing interest lately in the impact that emotional traits the same attitudes, feelings, self-worth, perseverance, discipline, motivation, or social skills have on students' success. According to Popham (2011), emotional factors like attitude, interest, and values have a big impact on how students behave in the future.

The evolution of personal interests is linked to how the content of such interests changes with age. That is, age-graded tasks need to be completed throughout different life periods. Interests might vary as responsibilities in life change. However, an individual's entire spectrum of aims must be considered when developing their interests. Here, it is believed that interests come from extracurricular activities most likely. An increase in the amount of stored

knowledge can be used to characterize the evolution of an interest (Renninger, 1990). In actuality, as people age and their interests may change over time, there is a rise in dissimilarity and integration in the structure of the person and the object of the relationship (Fink, 1991; Krapp, 2002). Hoffmann (2002) noted that a child's transition to secondary school is when they experience the greatest loss of interest in academic subjects.

Any encounter that a person has with their surroundings that has the potential to become an individual interest is called a prospective interest. Hidi and Renninger (2006) believe that the emergence of interest is influenced by three factors: personal value, pleasant emotion, and information. People gain expertise and knowledge when they study more about a subject. Any reserved interaction that a person displays in their daily life, such as when in a classroom learning environment, contributes to the development of interest. Knowledge can have a positive impact on people by making them feel more competent and skilled through task engagement.

From an educational standpoint, pupils enter the learning environment with a diverse range of personal interests. This leads to situational interest growth and learning. The emotional response triggered by particular or alluring environmental cues is known as situational interest. Thus, a situational interest denotes a more instantaneous emotional response that might or might not endure (Hidi, 1990, 2000). Studies reveal that situational interest can be increased by adjusting or changing certain elements of the learning environment and contextual elements such instructional techniques, task presentation, and learning experience organization.

Objectives of the Study

This research study comprised the following research objectives:

1. To describe the instructional role of teachers in affective development of students at secondary school level.

2. To explore the instructional role of teachers in developing the students' interest towards learning at secondary school level.

Research Questions of the Study

This research study has answered the following questions:

1. What is the instructional role of teachers in affective development of students at secondary school level?

2. What is the instructional role of teachers in developing the students' interest towards learning at secondary school level

Literature Review

Bloom Taxonomy

American educational psychologist Benjamin Bloom (1913–1999) worked with colleagues to create a taxonomy of learning objectives that is currently known as Bloom's Taxonomy. Bloom postulated three categories of learning: the cognitive domain (knowledge), the affective domain (attitudes), and the psychomotor domain (skills). It is believed that a comprehensive form of education is created when a teacher integrates all three domains. Most people agree that Bloom's taxonomy is a basic and essential component of the educational system. Benjamin Bloom established the cognitive domain in 1956, David Krathwohl and Bertram Masia introduced the affective domain in 1964, and Simpson established the psychomotor domain in 1972.

The cognitive domain (1956), also known as Bloom's taxonomy, is the first domain we will address in this discussion. It has to do with knowledge. Deeper cognitive understanding is required at each level of the hierarchical scaffold that is the cognitive domain. According to the cognitive domain, goals may be arranged according to cognitive difficulty. Teachers all across the world are familiar with these ranked classifications. Knowledge, Understanding,

Application, Analysis, Synthesis, and Evaluation was the original sequence, with "knowledge" at the most fundamental level and "evaluation" at the most mentally demanding.

Eight years after the cognitive domain was proposed, in 1964, Krathwohl and Bloom proposed the domain of affect. The affective domain is concerned with the emotional aspect of learning, also known as the feeling domain. It considers values, attitudes, and interests. It breaks down its goals into hierarchical subdivisions, just like the cognitive domain does. This domain covers the emotive aspects of gaining knowledge and goes from a person's fundamental openness to taking in details to integrating ideas, attitudes, and beliefs. "Receiving" is at the bottom of the ranked domain subcategories, while "characterization" is at the top.

Eight years after, the Affective domain was proposed, Simpson and Bloom proposed the Psycho Motive domain in 1972. The psychological perspective on human movement is known as the psychomotor domain. It includes the goals unique to interpretive motions, reflex actions, and discrete bodily functions. It breaks its goals into hierarchical divisions, just like the affective domain. From a psychological standpoint, human movement is referred to as the psychomotor domain, which includes goals related to interpretive movements, reflex actions, and discrete physical functions.

Affective domain

The Bloom's taxonomy of learning objectives is where the term "affective domain" originates. The "affective domain" is the name given by David Krathwohl and Bertram Masia to their taxonomy of educational objectives, developed in 1964. The taxonomy of affective domains, which outlines a hierarchy of affective aspects of the curriculum from simple to complex stages, is based on Bloom's taxonomy of other domains. Receiving, responding, valuing, organization, and roles in terms of value are important ideas in increasing order of complexity. Affective education seeks to raise students' awareness of and foster growth in their attitudes, emotions, and feelings (Darling-Hammond, 2010).

Interest

According to the new idea, the teacher is content with the degree of student control over knowledge and is interested in sharing knowledge. The goal of resolving educational issues is aided by educational psychology. Krathwohl claims that the interest starts with consciousness and can go up to more advanced affective domain categories (Eiss & Harbeck, 1969).

The bond that teachers have with their pupils is essential to fostering their interest in what they are learning. This connection offers a means of shaping students' attitudes toward education. Teachers are important in helping to build this relationship. Ferlazzo (2015) asserts that educators who cultivate a good rapport with their pupils are more probable to have an impact on their motivation to learn. Student learning behavior and intention to participate in the future have been found to be significantly influenced by interest (Solmon, 1992). When students are engaged in their studies, they read more deeply, stay on task longer, retain more of what they read, and perform better academically.

Students' motivation to learn is influenced by teachers' level of interest in what they are teaching. Positive emotions and importance are typically attached to teaching methods by educators who are passionate and animated about their subjects or tasks (Schiefele & Schaffner 2015; Zhang 2014). Positive attitudes and enthusiasm about a subject shown by a teacher can be reflected back to students, boosting their desire to learn the material (Theobald, 2006). Teachers' perspectives, passions, and interests in their subjects may have an impact on students' drive to learn (Zhang, 2014).

Research Methodology

The nature of the study was Qualitative. In this qualitative study, the researcher was examined and considered the importance of the research problem. Qualitative research is the most effective approach for examining "How" and "Why" issues (Given, 2008). The data is analyzed descriptively. A descriptive research study clarifies the nature of a phenomena.

Descriptive research can be understood as an effort to determine, describe, or pinpoint "what is" (Ethridge, 2004). The observation checklist was used to gather qualitative data from the teachers' observations. By observing the instructors in the classroom, the researcher completes the observational checklist.

This study is based on constructivism worldview. Constructivism is a highly effective worldview that offers numerous advantages when applied to a wide range of research subjects, including all educational levels. It also serves as a solid basis for studies in the humanities, education, and other areas.

This study is best summed up by the well-known remark from Confucius, "I hear and I forget, I see and I remember, I do and I understand." The constructivism worldview states that two popular techniques for gathering data are observation and interviewing (Kalender, 2007). In order to collect information on the true state of the phenomena, the researcher uses questions. During observation, the researcher observes study participants in their natural environment and interprets what they observe.

The researcher employed observation to collect the qualitative data for this study, which is qualitative and descriptive in nature with a constructivist worldview at its basis. After reviewing the data, the researcher gave a comprehensive, descriptive explanation.

Population of the study

A study population, as defined by Best and Kahn (2006), is a group of individuals who have at least one characteristic in common that distinguishes them from other populations. The study's target population consists of all male public secondary school teachers (SSTs) in the districts of Peshawar and Kohat. There are 840 SSTs entirely in the Peshawar District and 530 in the Kohat District, according to the Education Management Information System (EMIS), Directorate of Elementary and Secondary Education, Peshawar, Khyber Pakhtunkhwa, and the

Statistics report for 2019/2020. Consequently, the study population was defined as the 1370 total size.

There are 36 districts in the Pakistani province of Khyber Pakhtunkhwa. Male secondary school teachers were the respondents in this research study. Among the SSTs selected were the SST-General group and the SST-Science group. Furthermore, whereas SST-General consists of the Humanities group, SST-Science was composed of SST-Science for Information Technology (IT), SST-Science for Chemistry and Biology, and SST-Science for Physics and Mathematics. There were 1,370 male SSTs in the state overall, according to the Data Report for 2019/2020 (EMIS), Directorate of Elementary and Secondary Education, Peshawar, Khyber Pakhtunkhwa. These individuals were selected to be the study population.

Only two districts were selected to collect the required research for the study, for the purpose of convenient bases and as by the cause of qualitative study. Similarly, the only male SSTs were selected and female were excluded, due to cultural constraints.

Table 1: Population of the Study (Summary of District-wise SSTs)

S. No.	Name of District(s)	Population	Sample
1	Peshawar	840	30
2	Kohat	530	30
Total		**1370**	**60**

Sampling Technique and Sample Size

The researcher selected the sample based on practical considerations because the study is qualitative. 60 SST males, consisting of respondent teachers from the SST-Science and SST-General groups, were drawn equally from government higher secondary schools and government high schools in the districts of Peshawar and Kohat. The sampling technique, used for this study was convenient sampling. Convenient sampling is a research strategy in which

researcher select participants from the population members. A convenient sample is a group of individuals that is accessible for the research study (Fraenkel, Wallen & Hyun, 2011).

Among the selected teachers are SST-Science and SST-General group. SST-Science also included SST-Science for Chemistry and Biology, SST-Science for Physics and Mathematics, and SST-Science for Information Technology (IT). Likewise, the Humanities group and the suggested teachers who were easily accessible in the selected schools comprised SST-General.

The following tables show the details of SSTs Male in the two districts of choice.

Table 2: Summary of Respondent Teachers as SST-Science/SST-General Group

S. No.	District(s)	Total SSTs	Gen.	Maths/ Phys.	Chem. /Bio.	IT
1	Peshawar	30	12	8	8	2
2	Kohat	30	12	8	8	2
Total		**60**	**24**	**16**	**16**	**4**

Table 2: illustrated the detail summary of respondent teachers. The data were collected from SST-General group, including 12 teachers from Peshawar district, 12 teachers from district Kohat, and as whole 24 teachers from two districts. The data were collected from SST-Physics/Math's group. Including 8 teachers from Peshawar district, 8 teachers from Kohat district, and as whole 16 teachers from two districts. The data were collected from SST-Chemistry/Biology group, including 8 teachers from Peshawar district, 8 teachers from Kohat district, and as whole 16 teachers from two districts. The data were collected from SST-IT

group, including teachers 2 from Peshawar district, 2 from Kohat district, and as whole 4 teachers from two districts.

Sources of data

Primary data was collected from male secondary school teachers, serving in various secondary schools in Peshawar and Kohat districts. Through observation, respondent teachers were observed during teaching in the classroom and required data was obtained.

Research Tool

To accomplish the intended objectives, observation was the research tool employed in this study. According to Adler-Patricia and Adler-Peter (1994), an observation serves as the cornerstone of any research project. McKechnie (2008) asserts that observation is the most traditional and fundamental method in qualitative research, entailing the systematic and meaningful collection of data through the use of one's senses, particularly sight and hearing.

In a qualitative study, information obtained from various sources, including interviews and observation, is transformed into a clear account of what the researcher observed or learned during the research process (Fraenkel, Wallen & Hyun, 2011). When gathering data through observation, the researcher records the event at the precise moment and location; information is not obtained at the behest of the participant. Instead of depending solely on the participant's words and actions, the researcher observes what they do firsthand during observation. With the assistance of targeted participants and respondent teachers who are connected to the phenomenon of interest, the researcher enhances their ongoing observations of people, events, and occurrences. Items or statements may be used in the qualitative observation to elicit the opinions and viewpoints of the respondent teachers and participants.

The researcher used a checklist for observation, based on three options i.e., "Frequently Observed (F-O)", "Rarely Observed (R-O)" and "Not Observed (N-O). The researcher developed a scale to categorize the observations for F-O, R-O and N-O. After taking into

account the observable indicators, the researcher classified the respondent teachers' responses as follows: F-O, for above (Maximum), R-O, for below (Maximum) and N-O, for Null (Lowest).

Validity & Reliability of Research Tools

This study was qualitative in nature, and validity and reliability are two characteristics of qualitative research that are crucial for planning, evaluating, and identifying the strengths of the study (Patton, 2001). When assessing the correctness of findings using different approaches, validity in the context of qualitative research refers to that, whereas reliability evaluates the consistency of the researcher's approach across different projects and researchers (Gibbs, 2007).

"Respondent validation" is a process for dealing with data validity. It is a way to confirm the responders' thoughts on transcription, and if it is completed accurately, it will be approved. In the same way, "transcription checking" ensures that the data analysis is legitimate. It can be deemed reliable if all accidental mistakes are corrected and mistakes are eliminated by carefully reviewing the transcription for accuracy (Gibbs, 2007).

The researcher ensured that transcriptions were checked throughout the pilot study and that respondents were assessed in order to confirm and validate the tool's and the indicator's designed reliability. Throughout the data gathering procedure, the researcher also met with respondent teachers, supervisors, and experts to ensure the reliability and correctness of the data as well as the tools used in data collection. A pilot study was carried out to help the researcher in the research process before collecting research data from responding teachers. In light of the pilot study, many adjustments were made to the research instruments for this research, and in the end, an acceptable format for observation was developed.

Data Analysis

Through observation, the researcher collected the research data. To describe the Instructional role of teachers in affective development of students, researcher analyzed the research data in context of students'' interest towards learning.

The main objective for this study is, to explore the Instructional role of teachers in affective development of students at secondary school level. The theme selected for this study were as such: students' interest towards learning. The theme was analyzed descriptively to find out the effect of Instructional role of teachers in affective development of students, in the context of Interest. The researcher used a checklist for observation, based on three options i.e., "Frequently Observed (F-O)", "Rarely Observed (R-O)" and "Not Observed (N-O)". The researcher developed a scale to categorize the observations for Frequently observed, Rarely Observed and Not Observed. Frequently observed, option was based when respondent was observed to follow the indicators of a theme as suggested by the scholar and "Rarely observed", option was based when respondent was observed to follow the indicators of a theme as suggested by the scholar while "Not Observed" option was based when respondent was observed to follow no indicator of a theme as suggested by the scholar.

Analysis of the "Instructional role of teachers in affective development of students"

The researcher analyzed the "Instructional role of teachers in affective development of students and are shown in tables. The observable indicators were thoughtfully chosen by the researcher and intended for each specified use. The researcher then examined and evaluated the, Instructional role of teachers in affective development of students. A checklist was designed and consisting of ten statements. The analysis of each statement is discussed in the interpretation.

Objective No. 1: To describe the instructional role of teachers in affective development of students at secondary school level.

Research Question No. 1: What is the instructional role of teachers in affective development of students at secondary school level?

Statement-1: "Teacher's role is developing the aspirations and sense of identity as a learner, among the students".

The collected data highlighted that most of the teachers were as "Frequently observed", and no number of respondents/teachers were as "Rarely Observed" while no respondents/teachers were as "Not Observed", as that their role is developing the aspirations and sense of identity as a learner, among the students.

Statement-2: "Teacher's role is developing the personal goals of students".

The collected data indicates that most of the teachers were as "Frequently observed", and Minimum number of respondents/teachers were as "Rarely Observed" while no respondents/teachers were as "Not Observed", as that their role is developing the personal goals of students.

Statement-3: "Teacher's role in developing motivation and study habits in the students".

The observation indicates that most of the teachers were as "Frequently observed", and no numbers of respondents/teachers were as "Rarely Observed" while no respondents/teachers were as "Not Observed", as that their role in developing motivation and study habits in the students.

Statement-4: "Teacher's role is developing the self-confidence of students, towards learning".

Accordingly, most of the teachers were as "Frequently observed", and no number of respondents/teachers were as "Rarely Observed" while no respondents/teachers were as "Not Observed", as that their role is developing the self-confidence of students, towards learning.

Statement-5: "Teacher promotes the students' feelings towards learning".

The observed data indicates that most of the teachers were as "Frequently observed", and Minimum number of respondents/teachers were as "Rarely Observed" while no

respondents/teachers were as "Not Observed", as that teacher promotes the students' feelings towards learning.

Statement-6: "Teacher develops the interest of students towards learning, by involving in various activities".

The data indicates that most of the teachers were as "Frequently observed", and Minimum number of respondents/teachers were as "Rarely Observed" while no respondents/teachers were as "Not Observed", as that their role develops the interest of students towards learning, by involving in various activities.

Statement-7: "Teacher creates students' enthusiasm towards learning".

The observation ascertains that Minimum number of respondents/teachers were as "Frequently observed", most and Maximum number of respondents/teachers were as "Rarely Observed" while no respondents/teachers were as "Not Observed" as that their role creates students' enthusiasm towards learning.

Statement-8: "Teacher develops emotional stability, towards learning".

The data indicates that most of the teachers were as "Frequently observed", and Minimum number of respondents/teachers were as "Rarely Observed" while no respondents/teachers were as "Not Observed", as that their role develops emotional stability, towards learning.

Statement-9: "Teachers contribute their part in students' development by using various deep strategic approaches to learning".

The collected data specifies that most of the teachers were as "Frequently observed", and Minimum number of respondents/teachers were as "Rarely Observed" while no respondents/teachers were as "Not Observed", as that their contribute their part in students' development by using various deep strategic approaches to learning.

Statement-10: "Teacher uses a variety of tools to solve student's problems".

The observation determines that Minimum number of respondents/teachers were as "Frequently observed", most and Maximum number of respondents/teachers were as "Rarely Observed" while no respondents/teachers were as "Not Observed" as that teacher uses a variety of tools to solve student's problems.

Overall Maximum number of respondents/teachers responses (F-O) 458, were positively about "Frequently observed", Minimum number of respondents/teachers replies (R-O) 142, were positively about "Rarely Observed", while no number of respondents/teachers explain positively about "Not Observed" (N-O), to the Instructional role of teachers in affective development of students.

According to the data collected, most of proposed SSTs performed the "Instructional role of teachers in affective development of students" in the context of observable indicators as it is designed for well thought out entirely specified under the framework of interest.

Analysis of the "Instructional role of teachers in developing the students' interest towards learning"

The researcher analyzed the "Instructional role of teachers in developing the students' interest towards learning. The observable indicators were thoroughly analyzed by the researcher and intended to gain interest. Next, the researcher noticed and examined the, instructional role of teachers in affective development of students under the framework of interest. A checklist was designed and consisting of ten statements. The analysis of each statement is discussed in the interpretation.

Objective No.2: To explore the instructional role of teachers in developing the students' interest towards learning at secondary school level.

Research Question No. 2: What is the instructional role of teachers in developing the students' interest towards learning at secondary school level?

Statement-1: "Teacher develops a reading atmosphere in class, to develop interest of students in learning".

The data identifies that most of the teachers were as "Frequently observed", and Minimum number of respondents/teachers were as "Rarely Observed" while no respondents/teachers were as "Not Observed", to develop a reading atmosphere in class.

Statement-2: "Teacher's teaching is student centered".

The data clarified that most of the teachers were as "Frequently observed", and Minimum number of respondents/teachers were as "Rarely Observed" while no respondents/teachers were as "Not Observed", as that their teaching is student centered.

Statement-3: "Teaching is activity based on creation of interest".

The observation identifies that most of the teachers were as "Frequently observed", and Minimum number of respondents/teachers were as "Rarely Observed" while no respondents/teachers were as "Not Observed", as that their activity based on creation of interest.

Statement-4: "Teacher believes in good relation to develop interest of the students for good academic result".

The collected data identifies that most of the teachers were as "Frequently observed", and Minimum number of respondents/teachers were as "Rarely Observed" while no respondents/teachers were as "Not Observed", as that they believe in good relation to develop interest of the students for good academic result.

Statement-5: "Teacher encourages the development of students' communication skills, regarding learning while teaching in the class".

The data simplifies that most of the teachers were as "Frequently observed", and no number of respondents/teachers were as "Rarely Observed" while no respondents/teachers

were as "Not Observed", as that they encourage the development of students' communication skills, regarding learning while teaching in the class.

Statement-6: "Teacher displays tolerance to their students whereas teaching in the class".

The data identifies that most of the teachers were as "Frequently observed", and Minimum number of respondents/teachers were as "Rarely Observed" while no respondents/teachers were as "Not Observed", as that they display tolerance to their students whereas teaching in the class.

Statement-7: "Teacher teaches the students according to their mental level and interest".

The observation identifies that most of the teachers were as "Frequently observed", and Minimum number of respondents/teachers were as "Rarely Observed" while no respondents/teachers were as "Not Observed", as that they teach according to students' interest and mental level.

Statement-8: "Teacher plans an instructional strategy before teaching the students".

The collected data simplifies that most of the teachers were as "Frequently observed", and Minimum number of respondents/teachers were as "Rarely Observed" while Minimum respondents/teachers were as "Not Observed", as that their plans an instructional strategy before teaching the students.

Statement-9: "Teacher comes to the class with preparation".

The data clarifies that most of the teachers were as "Frequently observed", and Minimum number of respondents/teachers were as "Rarely Observed" while Minimum respondents/teachers were as "Not Observed", as that they come to the class with preparation.

Statement-10: "Teacher encourages the creative thinking while teaching the students".

The data collected through observation identifies that most of the teachers were as "Frequently observed", and Minimum number of respondents/teachers were as "Rarely

Observed" while no respondents/teachers were as "Not Observed", as that their role encourages the creative thinking while teaching the students.

Overall Maximum number of respondents/teachers responses (F-O) 442 positively about "Frequently observed", Minimum number of respondents/teachers replies (R-O) 154 positively about "Rarely Observed", and the least low Minimum number of respondents/teachers replies (N-O) 4 positively about "Not Observed", to instructional role of teachers in developing the students' interest towards learning. The collected data shows that most of proposed SSTs performed the "Instructional role of teachers in developing the students' interest towards learning" in the framework of Interest.

Conclusions

The researcher employed observation as a technique to observe the respondents, or the SST-Science and SST-General group. The researcher's conclusions, which are based on the study's findings, are mentioned below. The researcher found that SST-General group teachers and SST-Science group teachers (Math/Physics, Bio/Chem, and IT) were all more committed to their profession and displayed an interest in the subjects they were teaching. They were also found to be proficient in instruction in terms of Instructional role of teachers in affective development of students' theme(s) for this study were as such: students' Interest towards learning, and the, Instructional role of teachers in affective development of students.

The researcher observed the teachers in order to find out the Instructional role of teachers in affective development of students, in the framework of students' interest towards learning, Findings, Items/ Statements 1-10, exemplified the instructional role of teachers in developing the students' interest towards learning".

Recommendations

The researcher looked over the study's findings and conclusions, and some recommendations are made in light of these findings and conclusions for the Instructional role

of teachers in affective development of students and instructional role of teachers in developing the students' interest towards learning.

- The only method used in this study to evaluate a teacher's ability was observation. In later research, the "Instructional role of teachers in affective development of students" could be evaluated in teaching-learning space settings using alternative assessment theme(s), such as observation.

- Since this study was limited to secondary school settings, more secondary school research is required in order to compare the findings.

- In this study the *"Instructional role of teachers in developing the students' attitude towards learning",* was examined using the frameworks of students' interest, motivation, and attitude. Data was gathered in the two Districts Peshawar and Kohat, Province of Khyber Pakhtunkhwa of Pakistan. There is a need to study the "*Instructional role of teachers in affective development of students",* when data are assembled from other Districts/Provinces of Pakistan.

- The research theme(s) for this study were observation, and it was carried out using qualitative research data. The investigator proposes a follow-up investigation to determine the *"Instructional role of teachers in affective development of students* using research instruments other than observation, mixed method research, and quantitative data.

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