

The Scale of Affective Awareness towards Instruction

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Summary

Students' affective awareness improves through understanding inner experiences. As feelings play an active role in learning, they help people to get motivated to learn as a basic need. Affective awareness reflecting persons' inner experiences shows his or others condition of being aware which also reflects affective readiness.

There are varied ways to get students gain affective domain goals. One of which is affective awareness. Affective awareness comprises of attention, perception, attitude, value, interest, curiosity, necessity, self-awareness, motivation, process, interaction and character. All these factors may affect persons' affective awareness level. Affective awareness gives us information about students' interest and eagerness to learn, motivation and affective readiness level.

This study aims to develop a scale of affective awareness towards instruction. As it is thought that not only cognitive but also affective factor should be considered in order to promote learning. The scale can be used to measure affective awareness towards any instruction.

The scale helps to predict students' affective domain awareness. Firstly, items and dimensions were identified in the process of scale development. Having identified the dimensions, the scale was decided to be 5 point Likert scale. The scale was applied to 386 students who study at the departments Turkish language education, German language education, English language education, preschool education, primary school education and social studies teaching at Muğla Sıtkı Koçman University Faculty of Education in 2013-2014 spring semester. Scale development was realized through literature survey, designing an item pool, expert opinion, pilot study, main study and validity and reliability analyses.

Item loads of the scale vary between ,506 - ,837. Differences between each item's means of upper 27% and lower 27% points were significant. Cronbach α coefficient was calculated as ,896. Thus, the findings show that Scale of Affective Awareness towards Instruction can be used as a valid and reliable instrument in education and psychology. This scale which takes its source from affective domain taxonomy has a different structure than that measure attitude for instruction. While attitude scale for instruction helps to measure if students have negative or positive attitudes for the instruction, this scale comprises of items that aims to identify students' affective awareness levels towards the instruction. The 37-item scale captures five dimensions which may be termed as "receiving" (7 items), "respond" (9 items), "valuing" (8 items), "organizing" (7 items) and "characterizing" (6 items). There isn't any reverse scored item in the scale. High scores indicate high level of affective awareness in each dimension. High total score indicates high level of affective awareness.