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ANALYSE THE GAP BETWEEN PLANNED AND ASSESSED AFFECTIVE DOMAIN SKILLS AT SECONDARY LEVEL CURRICULUM

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ABSTRACT

This study analyses the gap between planned and assessed affective domain skills at secondary level. Study was conducted by using qualitative content analysis technique. Gap between planned and assessed affective domain skills were analysed through qualitative content analysis of Pak studies textbook and BISE FSD assessment papers of grade 10. The study revealed the existence of objectives that are directly or indirectly related to affective domain skills. Further, after analysing assessment papers it was revealed that assessment papers were purely cognitive based and content of some questions were indirectly related to affective domain skills. So, the gap suggested a structured and organized measurement plan for affective domain skills.

Keywords: affective domain, skills, secondary level, pak-studies, assessment, objectives

Introduction

Student's holistic development is the main aim of education. Education have capability to discover innovation and creativity. It fosters the sense of creativity, critical thinking, responsibility and competencies of leadership to develop make the choices in right way on the basis of high moral ground, not only for themselves but for their nation, by being a good citizen (NEPF, 2018). In this regard curriculum has been seen as the tool that have potential. Curriculum of Pakistan studies emphasizes the development of nationalistic values as main objective, clearly asserting the necessity to instil "love and national cohesion for Pakistan" (Ministry of Education, 2006). Aziz (1993) claims that textbooks in Pakistan mostly promote emotional, naive form of patriotism through the adoration of selected narratives from history. But contrary to Bloom's (1956) advocacy for integrating activities related cognitive, affective, and psychomotor domains, but educational institutions in Pakistan primarily emphasize cognitive approaches in curriculum development (Vazir, 2003). However, teachers have recognized the three learning domains (affective, cognitive and psychomotor (Popham, 2011). Yet, teaching and assessment processes more focused on the cognitive approaches in contrast to affective approaches (Brett et al., 2003). Olatunji (2014) further strains that affective skills should be assessed, not just be taught within educational system for their integration

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meaningfully. Collectively, affective skills are critical for fostering ethical behaviour, lifelong personal growth and social harmony.

Review of related literature

Contrary to Bloom's (1956) advocacy for integrating activities related cognitive, affective, and psychomotor domains, but educational institutions in Pakistan primarily emphasize cognitive approaches in curriculum development (Vazir, 2003). Iscan & Senemoglu (2009) cited that for characteristics related to affective domain required longer time. Though, Ferguson (2012) claims that focusing issues related to affective domain leads to enhance critical thinking, balance the emotions, and encourage personal success. Moreover, to address affective domain, require adaptive learning approaches like critical thinking and organization (Ferguson, 2012).

The affective domain includes the value based, emotional and attitudinal learning aspects that pay contribution towards the holistic development of person. Entrenched in the taxonomy developed by Krathwohl, Bloom, and Masia (1964), the affective domain includes five ordered levels: receiving, responding, valuing, organization, and characterization. These stages imitate a evolution from inert awareness to active incorporation of values. Core affective domain skills include tolerance, open-mindness, empathy, honesty, respect and responsibility. For example, empathy permits students to comprehend and share other's emotions (Olatunji, 2014), while honesty and responsibility reflect accountability and ethical engagement in academic and social contexts (Iscan & Senemoglu, 2009; Vazir, 2003). Tolerance and Open-mindness foster self-governing attitudes and the acceptance of varied viewpoints, mainly in diverse societies like Pakistan (Saigol, 1995; Aziz, 1993). Furthermore, cooperation, civic sense and teamwork are vital for developing responsible citizens, as highlighted in Pakistan's National Education Policy (2009). Regulation, self-awareness and emotional as highlighted by Brett et al. (2003) and Ferguson (2012), are also vigorous for handling social relationships and structuring emotional intelligence. Olatunji (2014) further strains that affective skills should be assessed, not just be taught within educational system for their integration meaningfully. Collectively, affective skills are critical for fostering ethical behaviour, life long personal growth and social harmony.

However, teachers have recognized the three learning domains (affective, cognitive and psychomotor (Popham, 2011). Yet, teaching and assessment processes more focused on the cognitive approaches in contrast to affective approaches (Brett et al., 2003). Idowu & Esere's (2009) study revealed that about 95% cognitive traits were emphasized in assessments. Griffith & Nguyen (2006) claimed that it is similar like a Skelton without skin when affective domain is ignored in the education. Further Olatunji (2014) contends that for optimal development in cognition developing affective skills is crucial.

In Pakistan the National Educational Policy 2009 clearly cited: The curriculum shall promote the development of the whole person in all three domains: cognitive, affective and psychomotor." (Section 4.1)

Further, Naseem (2010) critically analyses how citizenship, national identity, and patriotism are constructed in Pakistani curriculum content, particularly textbooks. The book highlights how patriotism is often framed in ideological and religious terms, influencing students' affective development. This curriculum document directly states affective and nationalistic goals, such as fostering patriotism, national unity, and emotional attachment to Pakistan's ideology.

Curriculum of Pakistan studies emphasizes the development of nationalistic values as main objective, clearly asserting the necessity to instil "love and national cohesion for Pakistan" (Ministry of Education, 2006). Aziz (1993) claims that textbooks in Pakistan mostly promote emotional, naive form of patriotism

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through the adoration of selected narratives from history. As Saigol (1995) suggest that curriculum of Pakistan Studies is an important element for the identity and national loyalty formation, implanting patriotism inside text of textbook. Further, Nayyar and Salim (2003) claims that a narrow version of history is frequently presented by the textbook of Pakistan Studies, by emphasizing patriotism over critical engagement with the past. Furthermore, Rehman (2002) observes that Pakistan Studies curricula promote patriotism through a singular national identity, potentially marginalizing regional narratives and identities.
In light of above discussion, a gap is revealed by the previous researches. Thus, current study will reveal the gap between planned and assessed affective domain skills at secondary level curriculum.

Statement of the problem

Affective domain plays an important role in shaping social behaviors, values and attitude of the students, that is important for holistic education. In secondary education context in Pakistan, however particular affective learning objectives are outlined but it is not clear if theses outcomes are assessed and addressed effectively in practice. This study seeks to analyze the gap between the planned affective domain skills as exist in the Grade 10 Pakistan Studies textbook and the extent to which these skills are actually assessed in BISE FSD papers. The study aims to determine where affective development of students may be overlooked by finding differences between planned objectives and assessment practices.

Research objectives

Following is the objective of the study
To find out the planned and assessed affective domain skills of secondary level students.

Research Questions

Following are the questions of the study
What are the objectives related to affective domain skills in Pak studies curriculum at secondary level?
What are the affective domain skills assessed by the assessment paper?
Is there any gap between planned and assessed affective domain skills in Pak studies curriculum at secondary level?

Delimitation of the study

Study was delimited to:
Text book of grade 10.
Assessment Papers of Grade 10.
Assessment paper from 2017 to 2020.

Research methodology:

Qualitative content analysis design was adopted to o investigate the alignment between planned objectives related to affective domain skills and assessment practices in addressing the affective domain skills at the secondary level. Pakistan studies at secondary level text book that was officially prescribed for this level was systematically reviewed to extract stated objectives associated with affective domain skills, as classified under Bloom's taxonomy. Corresponding annual examination BISE FSD Pak studies papers for the secondary level from year 2017-2020 were also collected to evaluate the objectives to what extent they were reflected in assessment tool**.** Qualitative content analysis was conducted by developing two frameworks that were based on affective domain skills and levels. each objective from textbook and assessment paper was coded separately according to these frameworks, allowing for a comparison between planned affective outcomes and the skills actually measured in

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assessments. This comparison enabled the identification of gaps between curriculum planning and practices of assessing; thus, it reveals to what extent affective domain is operationalized in practices.

Results

Table 1

Phase I: Objectives related to the Affective domain skills.

Chapter	Directly related to affective domain skills	Affective domain skills	Indirectly related to affective domain skills	Affective domain skills
Chapter 6, History of Pakistan			Comprehend the major aspects of the Islamization process during 1977-88' is indirectly related to the affective domain skills.	Respect for religious identity, valuing ideological perspectives, national belonging (Valuing, Organizing)
Chapter 7, Foreign relations of Pakistan	Analyze the role of Pakistan for keeping peace in the world.' is directly related to affective domain skills.	Global citizenship, peace, international responsibility, respect for diversity (Valuing, Characterizing)		
Chapter 9, Population, society and culture of Pakistan	Identify the major features of Pakistan's culture and commonality in regional cultures leading to national integration and cohesion.' is directly.	Cultural appreciation, unity in diversity, national pride, social harmony (Valuing, Organizing	Explain the basic features of Pakistani society and the major social problems faced by it is indirectly related to affective domain skills.	Social responsibility, empathy toward societal issues (Responding, Valuing)
Chapter 10, Protection of women	Get sense and awareness of gender discrimination.	Empathy, social justice, gender equality, awareness of rights (Valuing, Responding)	(a) Learn about the salient features of Punjab Protection of Women Against Violence Act 2016. (b) Understand the functions of Violence against women center (VAWCs) established for the protection rehabilitation of women.' are indirectly related to affective domain skills.	(a) Understand the functions of Violence Against Women Centers (VAWCs). (b) Legal awareness, protection of human rights, support for vulnerable groups (Responding, Valuing)

The table 1 depicted the objectives related to affective domain skills in textbook of

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Pak studies for Grade 10. The table revealed the objectives that are directly and indirectly related to the affective domain skills and affective domain skills related to those objectives. this aligns to Nayyar and Salim (2003) who stated that the textbooks of Pakistan Studies present version of history narrowly and emphasize patriotic loyalty rather than critical engagement and Rehman (2002) stated that that patriotism is promoted by the curriculum of Pakistan with a singular n concept of single national identity. Data reveals the affective domain skills their frequency and affective domain level according to the mixed polarity of the appraisal theory. students shown the affective domain skill like responsibility empathy moral reasoning, social awareness, self-reliance, economic justice awareness, sacrifice, agency, moral sensitivity, social responsibility, global justice, parental support, reflection, social economic awareness, justice emotional sensitivity legal awareness, understanding and reflective awareness.

Phase II: Affective domain skills assessed in Board of intermediate and secondary education, Faisalabad

Table 2

Question Related to Affective domain skills in BISE FSD Pak Study paper 2017

	Question	Marks	Total	Affective domain skills.
Group I	What is Ehtram-e-Ramadan Ordinance?	2		religious sensitivity, respect for cultural practices, and social conformity.
	State two responsibilities of the International Court of Justice?	2		global peace and justice
	Write two responsibilities of union council?	2		civic responsibility and local participation
	Total marks	6	75	
Group II	Write two responsibilities of union council?	2		civic responsibility and local participation
	Write any for steps for eradication of poverty?	4		social justice, empathy, and equity,
	Write note on any one objective of Pakistan's foreign policy.	4		peace, sovereignty, cooperation
	Total marks	10	75	

"What is Ehtram-e-Ramadan Ordinance?" relates to a law demanding public execution of Ramadan duties. While the response is probable to be definitional, it is indirectly related to the affective domain skills as the content reflects religious sensitivity, respect for cultural practices, and social conformity. These are foundational affective themes related to respect and societal norms. Further "State two responsibilities of the International Court of Justice." As the duty of the international court of justice is to promotes global peace and justice, which are essential civic values. However, the question only strains recall of institutional functions, not replication on justice or peace. The value component lies in the topic, not in the task. Next question "Write two responsibilities of Union Council" however union councils deal with local level service and governance. The question is factual, but the subject matter includes

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civic responsibility and local participation, positioning peripherally with the affective domain. "Write any four steps for eradication of poverty." Poverty is a significant social and moral issue. While the question is framed around listing, it introduces themes of social justice, empathy, and equity, central to affective learning outcomes. Write a note on any one objective of Pakistan's foreign policy. Foreign policy may include peace, sovereignty, cooperation that are affective themes involving attitudes toward international harmony. The student is asked to describe rather than evaluate, yet the topic encourages awareness of values like diplomacy and non-aggression.

It can be concluded that out of the total 16 marks questions cannot be considered directly related to affective domain skills. Though they don't encourage or evaluate internalisation, reflection, or prioritising of those values, these questions show a cursory interaction with value-based content (Krathwohl et al., 1964). This is part of a larger trend in curricular delivery where policy-level emotive intents are not adequately operationalised through evaluation (Biggs, 1996).

Table 3

Question Related to Affective domain skills in BISE FSD Pak Studies paper 2018

	Question	Marks	Total	Affective domain skills
	State two responsibilities of the International Court of Justice?	2		global peace and justice
Group I	Explain evolution and beginning of Kashmir issue?	8		empathy ethical judgment about sovereignty, human rights, and peace.
	Total marks	10	75	
	Write two measures taken for women during General Musharraf's tenure	2		Gender rights, empathy, ethical reasoning
Group II	What are our social norms?	2		Openness commitment
	Write a brief note on Pakistan's foreign policy.	8		peaceful coexistence, respect for sovereignty, and mutual cooperation.
	Total marks	12	75	

The analysis of two board exam sets (2018) shows that 22 out of 75 marks address topics that are indirectly related to the affective domain, such as justice, peace, gender rights, social norms, and national identity. Though these questions are cognitively framed (e.g., "state", "explain", "write a note") limits the probability to assess ethical reasoning, attitudes and vales of students. This shows an integration of affective themes at surface-level that students are exposed to value-laden topics but are not asked to engage morally or emotionally, revealing a significant constructive misalignment (Biggs, 1996). Such misalignment restricts the curriculum's capacity to fulfil its broader citizenship and moral development goals (Sadler, 2019; UNESCO, 2015).

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Table 4

Question Related to Affective domain skills in BISE FSD Pak Studies paper 2019

	Question	Marks	Total	Affective domain skills
Group I	The biggest organ of the united nation a)general assembly (b)security council (c)trusteeship council (d)international court of justice)	1		justice, peace in the world
	What are the responsibilities of the economic and social council of united nation?	2		as peace, justice, identity, cultural cohesion, and ethical responsibility
	Write down four religious festivals of Muslims?	2		as peace, justice, identity, cultural cohesion, and ethical responsibility
	Total marks	5	75	
Group II	Enlist four objectives of united nations.	2		as peace, justice
	Write down short note on fairs and Urses in Pakistan.	2		cultural cohesion, and ethical responsibility
	Write names of two religious festivals of Muslims?	2		cultural cohesion, and ethical responsibility
	Total marks	6	75	

The 2019 Pakistan Studies board paper assigns 11/75 marks to questions that are indirectly connected to the affective domain. Topics such as the role of the United Nations, religious and cultural festivals, and global social institutions expose students to concepts such as peace, justice, identity, cultural cohesion, and ethical responsibility. However, the assessment tasks focus on memory and description, rather than reassuring emotional engagement or moral reasoning. This demonstrates a pattern where affective learning opportunities exist in content and not activated through task design, echoing Krathwohl's (1964) notion of superficial engagement at the "receiving" level of the affective domain. This disconnect also aligns with Biggs' (1996) concept of constructive misalignment, where learning objectives and assessments are not aligned functionally to endorse broad spectrum goals of education.

Table 5

Question Related to Affective domain skills in BISE FSD Pak Studies paper 2020

Question	Marks	Total	Affective domain skills
Write note on four objectives of Pakistan's foreign policy.	8		peaceful international relations, cooperation, and Muslim unity. carries affective significance, touching on patriotism, respect for sovereignty, and moral responsibility in global affairs
Total marks	8	75	

The question *"Write a note on four objectives of Pakistan's foreign policy"* (8 marks) from the 2020 BISE FSD assessment paper is not directly related to the affective domain. Though it mainly targets understanding level cognitive domain, the original content such as promoting peaceful international relations, cooperation, and Muslim unity. carries affective significance, touching on patriotism, respect for sovereignty, and moral responsibility in global affairs.

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However, since the question does not prompt reflection, evaluation, or value judgment, it only reaches the awareness or receiving level of the affective taxonomy (Krathwohl et al., 1964). As such, this is another example of constructive misalignment (Biggs, 1996), where limited affective involvement is assessed through value-rich content.

Discussion

The main objective of the study was to analyse the gap analysis of planned and assessed affective domain skills of secondary level curriculum. The qualitative content analysis of the secondary level Pak studies book reveal that affective domain skills element is significantly inclusion even the curriculum whether it is directly or indirectly. For instance, objectives promoting Global citizenship, peace, international responsibility, respect for diversity. fall directly within the affective domain as main aim affective domain is to shape attitude and values of the students (Bloom, 1956; Krathwohl et al., 1964). Moreover, some objectives were s indirectly relevant to affective they promote the national integration and identity formation (Naseem, 2020). this aligns to Nayyar and Salim (2003) who stated that the textbooks of Pakistan Studies present version of history narrowly and emphasize patriotic loyalty rather than critical engagement and Rehman (2002) stated that that patriotism is promoted by the curriculum of Pakistan with a s single national identity. Further it also aligns with the study reveals that the secondary level curriculum does not fulfil the moral ethical and skills in students because of less emphasis on moral and ethical acts (Alvi et al., 2020). Potgieter, Filmalter, & Maree (2025) revealed that the curriculum for Pakistan Studies clearly contains affective domain related objectives related to the affective domain such as respect for cultural heritage, understanding the ideology of Pakistan and fostering national pride.

Qualitative content analysis of Assessment papers of secondary level (grade 10) reveals that all some questions were indirectly related to affective domain skills that were being assessed in the BISE FSD but directly. They were more factual and not directly influencing or highlighting the affective domain skills. This aligns with Mayor (2024) that reveals that national-level study across subjects disclosed slight to no evidence of assessment of affective learning. Hidri, Aziz, and Qutub (2024) also indicates that in Pakistan more preference has been given to grade focused assessment which in result allows minimal space for assessing affective skills. further Yasmin, Farooq & shah 2023 shows the negative impact on leaners affective and psychomotor competencies due to exam centric system of Pakistan. Students more focus is on theoretical based knowledge, while attitudes and practical skills often suffer. In conclusion Pak Studies contain the objectives that directly possess affective domain skills like global citizenship, peace, international responsibility, respect for diversity, cultural appreciation, unity in diversity, national pride, social harmony, Empathy, social justice, gender equality, awareness of rights. and some objectives possess indirectly affective domain skills like respect for religious identity, valuing ideological perspectives, national belonging, social responsibility, empathy toward societal issues, legal awareness, protection of human rights, support for vulnerable groups. But when the Pak studies assessment papers were analysed, cognitive was measured explicitly by indirectly or it can be said their content possess affective domain skills such as promoting peaceful international relations, cooperation, and Muslim unity. This misalignment between objectives and assessment aligns that curriculum plans infrequently capture outcomes of affective domain in assessment process (Appau, Osman, Asuah, Kyeremeh, & Boateng, 2022). Furthers it can be said that importance has been given to affective learning in curriculum but assessments in Pakistani still overlook affective indicators (Farooq (2025). For this purpose, Mayor (2024) developed an affective learning assessment package to operationalize affective outcomes in education, that highlight the necessity for organized measurement.

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Recommendations

- Affective domain related material should be part of policy and assessment system of students.
- Teacher training programs that enable the teacher s not only recognize the objectives related to affective domain but also help them to plan and assess them.

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