

Exploring Nature And Love In William Wordsworth's Poem Daffodils: A Study Among BS English Students

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Abstract

The paper will analyze how the natural and man-made influence intersect in the context of the interaction of natural elements and the human influence on the concept of love in the masterpiece poem of William Wordsworth titled I Wandered Lonely as a Cloud (also known as Daffodils). The study was conducted on the Bachelor of Science (BS) English students by a quantitative survey. It explores the ways that modern literary students perceive the nature depicted in the poem not as a beautiful setting but as a dynamic, transforming force which produces a kind of spiritual and emotional affection- called empathetic love to the natural world. The results have shown that, though the themes of joy and consolation are easily identified by the respondents, when guided by the idea expressed by Wordsworth of emotion remembered in peace, the theme of love is understood by the respondents as being not only personal but also ecological empathy and a love of memory itself. The research arrives at the conclusion that the work, Daffodils presents itself as a potent pedagogical instrument to explain the main principles of Romanticism and that the interest of the students in reading the poem can support the persistence of its applicability to the development of an emotional and moral connection with nature

Key words/terms: William Wordsworth, Daffodils, Love, Nature, Beauty

INTRODUCTION

William Wordsworth's poem *Daffodils* (also known as *I Wandered Lonely as a Cloud*) remains one of the most celebrated works of English Romantic poetry, embodying the Romantic ideals of nature, imagination, and emotional depth. The poem's vivid imagery and lyrical quality not only highlight the beauty of the natural world but also underscore the profound connection between human emotions and the environment. For BS English students, exploring this poem offers a fertile ground to understand how Wordsworth intertwines themes of nature and love, presenting them as inseparable forces that nurture the human spirit. Romanticism, as a literary movement, emphasized the primacy of nature and the individual's emotional response to it. Wordsworth, often regarded as the "poet of nature," believed that communion with the natural world could elevate the human soul and foster moral and spiritual growth (Abrams, 2012). In *Daffodils*, the poet's encounter with a "host of golden daffodils" becomes more than a mere description of flowers; it transforms into a metaphor for joy, love, and the restorative power of nature (Wordsworth, 1807/2004). This interplay between external beauty and internal emotion reflects the Romantic conviction that nature is not passive scenery but an active participant in human experience. For BS English students, analyzing *Daffodils* through the lens of nature and love provides a multidimensional understanding of Romantic aesthetics. The poem illustrates how love—whether for nature, humanity, or life itself—emerges from moments of deep reflection and sensory engagement. As critics have noted, Wordsworth's poetry often bridges the gap between personal emotion and universal truth, making his works enduring subjects of literary study (Gill, 2006). Thus, this research situates *Daffodils* as a pedagogical text that not only enhances literary appreciation but also cultivates sensitivity toward the interconnectedness of nature and human affection. *I Wandered Lonely as a Cloud*, commonly known as *Daffodils*, by William Wordsworth is an iconic element of the English literary tradition, and one that is believed to have a relatively simple description of a flowery landscape which has itself been read and recited to audiences over two centuries and is often referred to as a naked ode

to nature. To the undergraduate student of English Literature, especially the student on a Bachelor of Science in English program, the poem provides a much richer and more complex landscape on which to study and analyze. It is a perfect crystallization of the Romantic revolution in the intellectual and affective spheres, summarizing the main principles which Wordsworth himself wrote down in his masterpiece Preface to the Lyrical Ballads. This study is a critical investigation that is placed between the students of BS English with the hopes of going beyond a shallow reading of the poem Daffodils and to examine the ways in which the poem interwove its two main themes that are mutually reinforcing, which are Nature and Love. It claims that nature in the poetic universe of Wordsworth is not a picturesque setting but is a transformative, active agent, and that the love it produces is a specific and amplified form of spiritual and intellectual communion - an idea that is central in understanding Romantic ideology. In order to enjoy the richness of the poem, Daffodils, we need to situate it in the tremor of Romanticism. The Romantics, Wordsworth in the vanguard, in response to the enlightenment emphasis on reason, order and urban life of industry, found truth in nature, emotional renewal and moral guidance. To Wordsworth nature was the centre of his purest thoughts, the nurse, guide, and guardian of his heart, and the animus of his morality. This was not a passive relationship but a participatory relationship. He considered himself a missionary poet, addressing people with a greater sensitivity, capable of expressing profound truths by the feelings which the natural world aroused. The poem Daffodils depicts this poetic manifesto. It does not start with an objective description, rather it starts with the subjective feeling, I wandered lonely as a cloud. The daffodils experience is thus presented as a personal, psychological experience, the meaning of which is vital to any serious literature student. The most evident theme in the poem is the description of nature. Wordsworth employs very rich animated language in order to make the landscape alive. The daffodils never stand still, they flutter, dance, toss, and sparkle. This energy of motion--which he has riveted in his lines such as A host of golden daffodils; Beside the lake, beneath the trees, Fluttering and dancing in the wind--embodies more than a picture; it is a nature, and has a happy, free spirit. The well-known simile, the stars shining and twinkling on the Milky Way are continuous, as the earth is to the heaven, as the earthly is to the heavenly. Precisely, it gives nature the appearance of a living, breathing being that reflects and determines human emotion. As a BS English student, it is important that one analyses this personification and cosmic imagery as a way of comprehending how the poem shifts between a given observation and a general statement. This paper is aimed to the BS English students, and it is an analysis of the symbiotic relationship that exists between form, language, and theme within this poem of Wordsworth. It views the rhythmical movement of the poem as a dance and the diction which is simple and yet rich as a means of expression to its themes. The paper also investigates philosophical concepts of Wordsworth likewise passivity and inward eye as elements of discovering truth. It further compares this Wordsworthian perception with the contemporary ecocritical perceptions that view nature as something independent as opposed to a human resource. In this way, the research shows the manner in which one can reconcile personal appreciation and critical analysis. Daffodils is a perfect reading on how to learn how to recognize figurative language, follow thematic progression, and relate a piece of literature to its historical and philosophical context.

Research Objectives

To discuss the nature depiction in Daffodils, a poem by William Wordsworth.

To examine the theme of love to nature presented in the poem in the form of imagery and poetic devices.

In Daffodils, to look at the interpretation and perception of nature and love by BS English students.

To examine the emotional and imaginative effect of the poem on BS English students.

To determine the contribution of the poem to the appreciation of the students to the Romantic poetry and values.

Research Questions

Is the landscape of Daffodils by Wordsworth imaginative enough to evoke emotional and philosophical involvement of the reader with nature?

Does Daffodils by Wordsworth apply imagination, nature, and emotion to the deeper side of human experience?

Does Daffodils by Wordsworth apply imagination, nature, and emotion to the deeper side of human experience?

Does the nature described in the poem provoke the imagination?

Does Daffodils venture into Romantic individualism?

Literature Review

Daffodils written by William Wordsworth is one of the most widely praised poets of the Romantic poetry genre. The stylistic analysis of this poem is provided, the goal of which is to reveal the linguistic and poetic devices that create an aesthetic and emotive effect on it. Wordsworth creates a spiritual jubilation and contemplative loneliness out of a mere natural landscape through the use of diction, imagery, personification, rhythm, and symbolism. The discussion is concerned with the interaction of form and meaning where the phonetics patterns, diction and syntax are discussed in terms of how they reflect the philosophy of the poet of a unity between a man and nature. The results indicate that Wordsworth has employed his style, which was written in a natural form, rich visual imagery, and reflective style to effectively portray his Romantic ideals of simplicity, emotion, and transcendence through nature (Solangi, 2025). One of the main themes of literature throughout the ages and cultures has been nature. William Wordsworth is considered to be a poet of nature and is ranked among the most renowned English poets in the Romantic period. The spirit of his works is a deep respect of the natural world, which is depicted as something inspiring, comforting, and spiritually reviving. The relationship that Wordsworth has to nature is not just descriptive but is very philosophical and emotional, the interaction between human beings and nature (Jain, 2025). William Wordsworth reveals the poem I Wandered Lonely as a Cloud through the prism of an eco-critical approach. Ecocriticism studies the relationship between literature and nature and how human beings relate to the ecosystems. Wordsworth emphasizes the nature, in particular, the beauty of daffodils and demonstrates the way this connection strengthens emotions and feelings of people. The poem is a reflection of the perception that was held by Wordsworth that nature has a great power on the human mind, which brings happiness and joy. It highlights the effective way in which Wordsworth uses words and images to bring nature alive. The movement and the happiness of the daffodils in personification are emphasized and make them have a sense of movement and happiness, highlighting the value and the role of nature. Moreover, the poem claims that nature can be used to bring peace and inspiration to a man, even when all alone. This shows how the impact of nature lives on and develops even after the experience and changes attitudes and feelings in a period of time. The discussion presents ecocriticism, its historical evolution, and its use in relation to Romantic literature, and the works of Wordsworth in particular (Hasan, 2026). The current paper is founded on the stylistic examination of the renowned Romantic poem of William Wordsworth, titled Daffodils. The analysis is done on the poem on graphological, phonological, morphological and semantic levels to reveal what the poet is trying to say using the memories of a small but significant aspect that brings a moment of joy to the human race described as some lovelies recollections of a beautiful past. The beauty of the thoughts of the poet is hidden, and stylistic means and techniques are used to show it. As stylistic analysis involves examination of those devices that accord the writing either expressiveness or literary style, this paper will seek to reveal the hidden treasures of these gorgeous lines. Another point that is brought out in the study is the way nature can calm down the soul of a dejected soul. The setting of the poem and different figures of speech are the main stylistic devices used. This analysis would enable the researcher to examine the social and cultural background of the poet and the way this background affects the employment of nature in poetry. The researcher will discuss the effectiveness of using the figurative speech to make the poem more influential on the mind of the reader (Zahida Batool, 2016).

Research Methodology

Research Design

This study adopts a **qualitative research design**, focusing on the thematic exploration of nature and love in William Wordsworth's poem *Daffodils* among BS English students. The qualitative approach is appropriate because literary analysis emphasizes interpretation, meaning-making, and subjective engagement with texts rather than numerical measurement (Creswell & Poth, 2018). By centering on students' responses, the research aims to capture how the poem resonates emotionally and intellectually, thereby linking Romantic ideals to contemporary academic contexts.

Population and Sample

The population of this study consists of BS English students enrolled in a literature program at a public university in Pakistan. A purposive sampling technique is employed to select participants who have studied Romantic poetry, ensuring that they possess the necessary background to engage critically with Wordsworth's work (Etikan, Musa, & Alkassim, 2016). The sample size includes 30 students, which is sufficient to generate diverse perspectives while maintaining manageability in data collection and analysis.

Data Collection Methods

Data are collected through two primary methods:

Focus group discussions: These allow students to collectively interpret the themes of nature and love in *Daffodils*, encouraging dialogic engagement and shared insights.

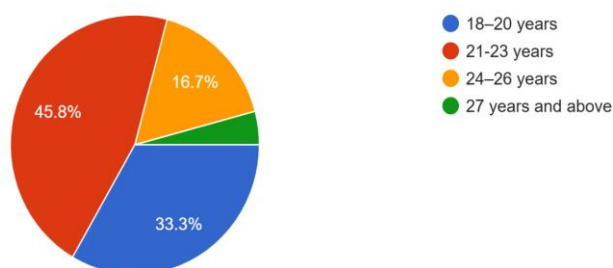
Written reflective responses: Students provide individual reflections on how the poem's imagery and emotional depth influence their understanding of Romanticism and its relevance to modern life. Both methods ensure triangulation, enhancing the credibility of findings by combining group-based and individual perspectives (Patton, 2015).

Data Analysis

Thematic analysis is used to interpret the collected data. Following Braun and Clarke's (2006) framework, responses are coded to identify recurring themes related to nature, love, and emotional resonance. Patterns are then synthesized to highlight how BS English students perceive Wordsworth's poetic vision. This method allows for a nuanced understanding of how literary texts shape emotional and intellectual engagement.

Analysis and Findings

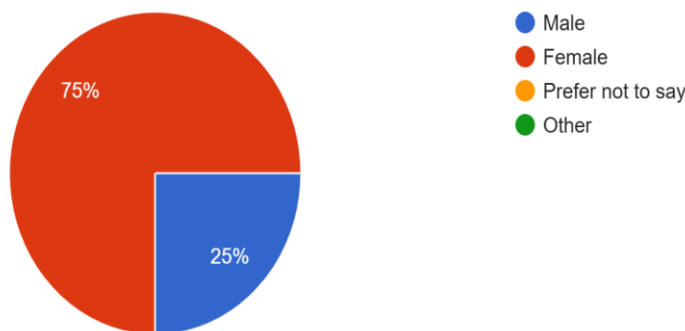
Age
24 responses



Majority of the respondents are young adults: 21-23 years (45.8 percent) is the highest age group, which is approximately half of the respondents, undergraduate age bracket. A high number of representation of early undergraduates: 33.3% of respondents are aged 18-20 years meaning that there is a great involvement of students in the early phases of higher education. Smaller older groups: only 16.7% of the older groups are between the 24-26 years range with 4.2% being 27 years

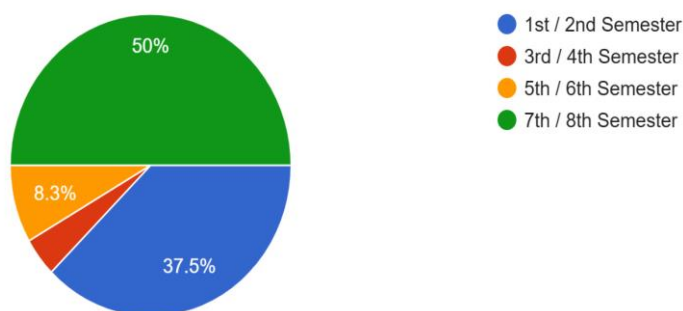
and above with little involvement of mature students. Demographic implication: The sample of the survey is mostly made up of the traditional undergraduate-aged students. The overall positive and open-minded attitudes to Daffodils can be influenced by this demographic background due to the increased activity of younger learners in the context of basic Romantic motifs presented in the literature classes.

Gender
24 responses



The gender analysis reveals that the female participants are predominant. Out of 24 BS English students, 75 percent were females and 25 percent were males. None of the respondents selected prefer not to say and other. This distribution implies that the number of female students was higher in the questionnaire completion. Their increased involvement may influence the general interpretation of the findings, in particular, emotional involvement, nature sensitivity, and reactions to Wordsworth Daffodils. However, the presence of male respondents is somewhat gender diversified as it offers a broader perspective on the interpretation of nature and love by students in Romantic poetry.

Current Semester/Year
24 responses

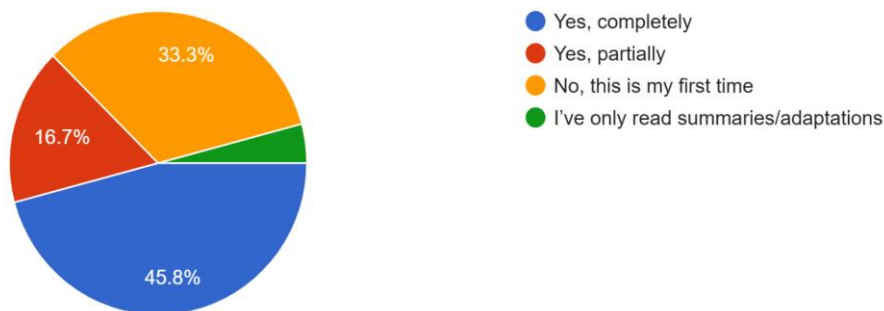


The consideration of academic levels of the respondents demonstrates an even mixture of BS English students with a wide range of semesters. Among the 24 participants, 50% were in the 7th or the 8th semester, that is, half of them were senior students with considerable exposure to the study of literature. The other 37.5% were either in the 1st or 2nd semester, which are students who have just started their academic life. In the meantime, the percentage of those in the 5th or 6th semester was 8.3 and 5th or 6th semester was only 4.2. Consequently, senior students prevail in the findings since they are more experienced with Romantic poetry and the critical analysis of the findings. However, having junior students as a participant provides a valuable point of contrast, which allows

the study to record both the initial and the advanced responses towards the Daffodils by Wordsworth. Comprehensively, the diverse academic representation increases the validity of the study because it includes the perspectives of students in different levels of literary comprehension.

Have you read Daffodils before this course?

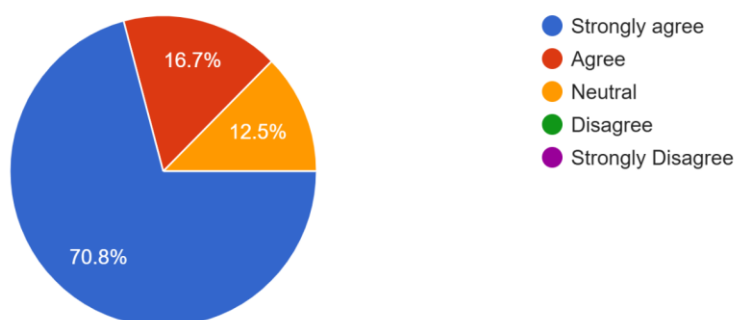
24 responses



High general familiarity: The majority of the participants (62.5%) were familiar with the course of Daffodils before the course. Among them, 45.8% had read the whole poem, and 16.7% had read it in parts only. This indicates that a good number of learners came to the class with some prior knowledge. **Large number of first-time readers:** A third of those interviewed (33.3) indicated that they were reading Daffodils the first time. Their new recognition implies that the lesson must contain a combination of simple explanations and deeper analysis. **Minimal indirect exposure:** Only 4.2 percent of the participants read summaries or adaptations only. This demonstrates that secondary materials were rarely used by respondents. **Instructional implication:** The variation in familiarity of the students implies that the classroom is diverse. Advanced discussion may be addressed by those who have previous knowledge, whereas simple assistance is required by many. Thus, there is a need to have inclusive teaching techniques that meet the needs of new readers and those who have been reading.

The imaginative landscape in Wordsworth's Daffodils deepens the reader's emotional and philosophical engagement with nature.

24 responses

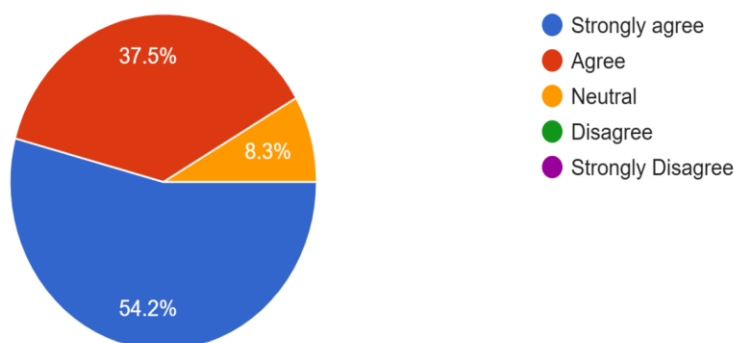


Strong agreement: 70.8% of the respondents strongly agree, and 16.7% agree that the imaginative landscape in Daffodils by Wordsworth enhances emotional and philosophical nature involvement. Combined, 87.5 percent of the respondents present a clear and dominant positive perception. **Limited neutrality:** The percentage of the respondents who responded neutral was only 12.5 percent, implying that not many readers were undecided or indifferent of the imaginative expression of nature in the poem. **None of the negative responses:** There were no responses of disagreement and strong

disagreement. This lack of a negative feedback underscores the wide range of effectiveness of the poem in capturing the readers. Interpretive implication: The results indicate that the imaginative description of nature, which Wordsworth employs, is generally regarded as effective in making people have stronger emotional and thoughtful relations. This confirms the topicality of the poem as a good example of the Romantic ideals and proves its efficiency as a didactic text, emotional and philosophical approach to nature.

Wordsworth's Daffodils uses imagination, nature, and emotion to explore deeper aspects of human experience.

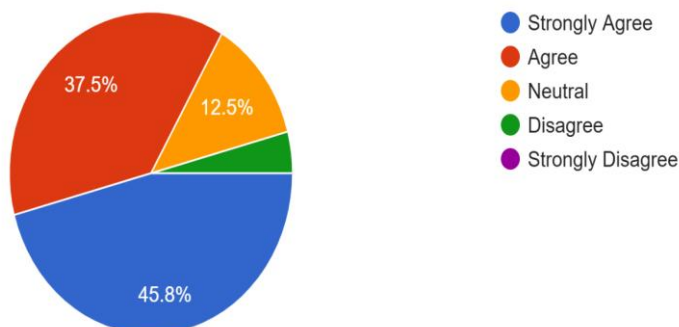
24 responses



High degree of consensus: A decisive majority of the respondents (54.2%) strongly agree, and the significant percentage of 37.5 agrees that Daffodils appeals to imagination, nature, and emotion to address more profound elements of human experience. The result of this is a high positive agreement rate of 91.70. Low uncertainty: The percentage of those who chose neutral was 8.30, so there was not much uncertainty or confusion when it comes to the interpretation of the thematic depth of the poem. There was no conflict registered: There were no answers that could be classified as disagree or strongly disagree, which supports the presence of a common opinion on the effectiveness of the poem. Thematic implication: The results obtained support the idea that Daffodils is an effective blend of imagination, emotion, and nature helping to reveal deep understanding of human experience. The overwhelming agreement points to the idea that students are easily aware and value the Romantic preoccupation with the inner self and emotional introspection in the poem.

Wordsworth employs personification effectively in Daffodils.

24 responses

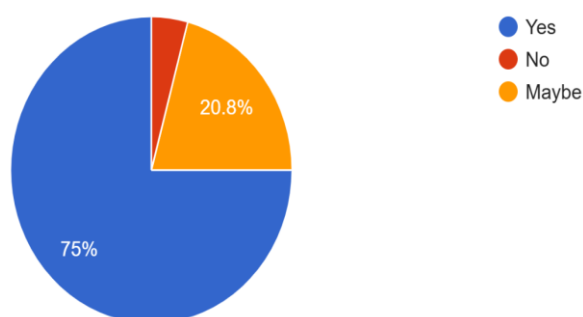


Strong positive perception: The majority of the respondents (45.8%) strongly agree and 37.5% agree that Wordsworth employs personification in a very good way in Daffodils. The total number of

people who agree is 83.3, and it is a sign of the popularity of this literary device. Moderate neutrality, 12.5% of the respondents selected neutral indicating that a small audience might not have completely identified or convinced with the application of personification. Minimal disagreement: The lowest percentage of 4.2% disagreed with it, and there were no strongly disagreeing people, which means that there was very little resistance to the statement. Literary implication: The results indicate that the vast majority of the students find Wordsworth personification to be an effective method of lifeblood, which makes nature alive and adds more emotions. The small-scale indifference and the dissent probably indicate different degrees of the literary consciousness as opposed to the unwillingness to accept the device as such.

I understand the symbolic, thematic, and aesthetic significance of Daffodils in the Romantic literary tradition.

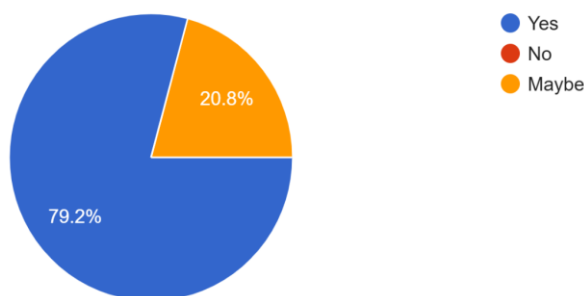
24 responses



Higher degree of knowledge: 75 percent of the respondents said yes, meaning that the majority of the students were sure about the symbolic, thematic, and aesthetic meaning of Daffodils in the Romantic tradition. There is still a degree of doubt: 20.8 percent answered maybe. They are partial in comprehension, but perhaps not quite confident in relating the poem to the wider Romantic ideals. Small amount of not understanding: The respondents had minimal trouble with the concept as only 4.2 per cent indicated no. Learning implication: The course in general has been efficient in delivering the Romantic meaning of Daffodils. However, the large response rate of maybe indicates that perhaps our discussion or promotion of Romantic symbolism and aesthetics should be reinforced or furthered or more discussed to increase the levels of confidence and understanding among students.

I understand the philosophical message and emotional intent that Wordsworth conveys in Daffodils.

24 responses

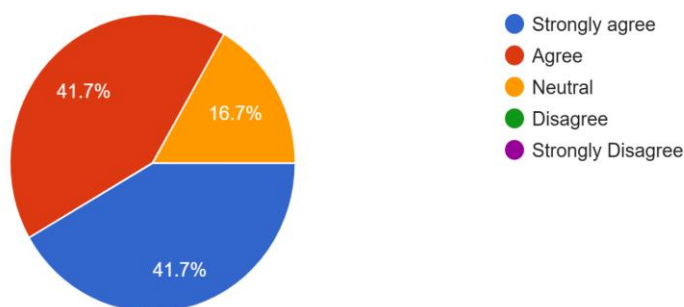


Good understanding: 79.2% of the respondents responded in yes which shows the majority of the students have a clear understanding of the philosophical and emotional message Wordsworth intended in Daffodils. Some uncertainties remaining: 20.8% answered maybe, indicating that these students may understand the meaning of the poem, but are yet to refine or have confidence in their

interpretation. No reported misunderstanding: 0% said no, demonstrating that none of the students thought that they did not have a complete lack of understanding. Interpretive implication: The results indicate that the philosophical and emotional aspects of the poem can be observed as rather interpretable and easily conveyed with the help of teaching. The fact that the answers of maybe are present indicates that there is a possibility to engage in further critical discussion so that students can be able to put across and solidify their interpretations more assertively.

The imagery and rhythm of Daffodils evoke a sense of joy.

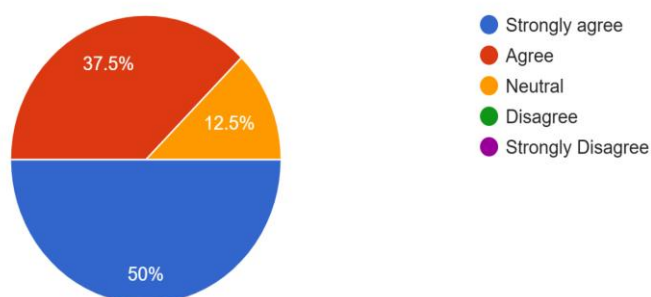
24 responses



Emotional appeal: 41.7% of the respondents strongly agree and agree that the visuals and rhyme of the poem, Daffodils, evoke joy. All these figures add to 83.4 percent positive responses indicating that the majority of the readers consider the poem to be uplifting. Limited neutrality: 16.7% of the respondents responded with neutral. This implies that a small percentage of the readers did not experience, or were not able to perceive clearly, the delightful imagery and rhythm of the poem. None of the negative responses: There was no single reader who answered disagree or strongly disagree, which confirms that none of the readers had a negative attitude to the emotional tone of the poem. Aesthetic implication: The findings indicate that the imagery and musical rhythm used by Wordsworth are very effective to communicate joy. This reinforces the aesthetic quality of the poem and the way it corresponds to the Romantic principles that acclaim emotion and the beauty of nature.

The poem's depiction of nature stimulates imaginative thinking.

24 responses

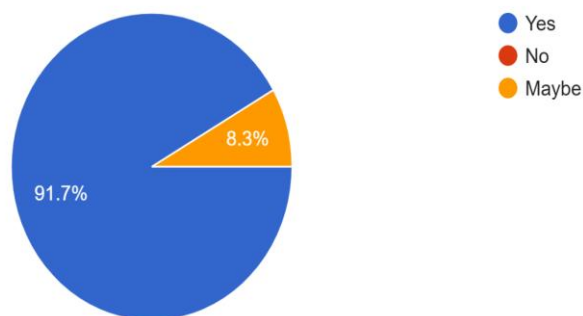


Strong response: 50% strongly agree and 37.5% also agree with the fact that the nature description in the poem is thought provoking. Therefore, it is seen that the respondents are strongly in agreement as 87.5% state that they are positive. Limited neutrality: 12.5% of respondents chose neutral, which implies that a small percentage of students have not felt or been strongly affected by this imaginative stimulation or were not aware of it. No opposing views raised: No disagree or strongly disagree was uttered and so there is a general acceptance or neutrality of the statement. Cognitive implication: The results indicate that Daffodils is perceived as a successful intervention in terms of stimulating

the use of imagination to connect with nature. Its descriptive richness appears to encourage creative and thoughtful thinking, which is in line with the ideals of Romanticism, which prioritizes imagination in human experience.

Daffodils uses positive emotional language.

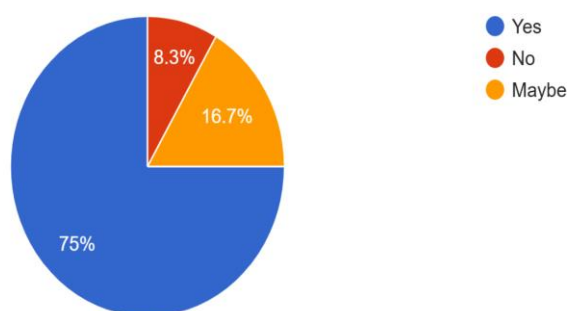
24 responses



Huge majority: 91.7% of the respondents said yes meaning they strongly believed that Daffodils employs positive emotional language. **Low levels of doubt:** The number of those who chose maybe was only 8.3 percent, which indicates the presence of some hesitation in a limited number of people. **No disagreement:** The percentage of no answers was 0, which demonstrates an almost total agreement on this point in the poem. **Emotional implication:** The results also support the idea that the language employed by Wordsworth in Daffodils is commonly known to be positive and uplifting and contributes to the emotional coloring of the poem and assists in creating the effect of joy, optimism, and connection to Romantic principles.

Modern society is becoming increasingly disconnected from nature.

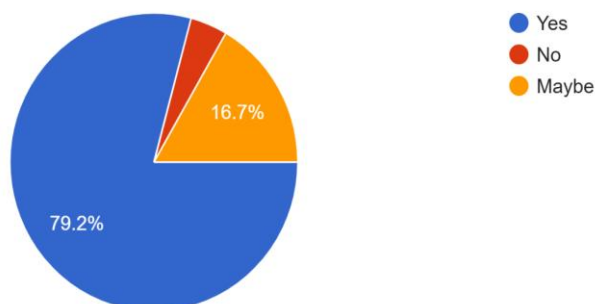
24 responses



High level of agreement with the statement: The majority of the respondents (75%) responded to the question yes, which means that most of the participants think that modern society is getting more and more alienated to the nature. **A certain degree of uncertainty:** 16.7% chose the option of maybe, which indicates that some part of the respondents are aware of the problem but might not know the extent of prevalence or universal nature of this disconnection. **Minor disagreement:** The number of those who said no was 8.3 percent, which is not a strong opposition to the idea. **Broader implication:** The results can also imply that there is a common perspective that the modern life has diminished the relationship that man has with nature. This background makes the relevance of Wordsworth in his poem Daffodils more strong as it focuses on nature and emotional rejuvenation that might feel like an antidote to the contemporary disconnecting trend.

Rapid urbanization challenges the harmonious human–nature relationship celebrated in Daffodils.

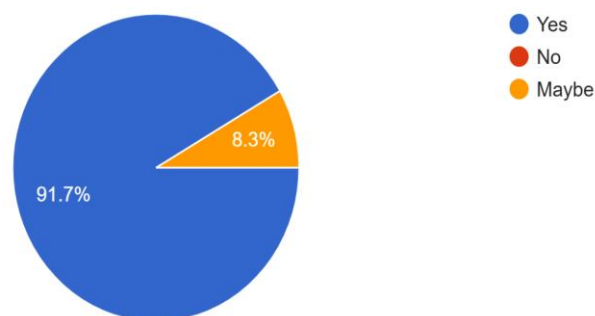
24 responses



Strong: 79.2% of the respondents responded that they were in agreement. They concur that the fast urbanization poses a threat to the peaceful co-existence between the man and nature as portrayed in Daffodils. **A little bit doubtful:** 16.7% responded by saying maybe. They are aware of the tension but they do not know how large it is and what it implies. **Low level of disagreement:** There is a low level of disagreement with only 4.2% of the respondents saying no. **Modern topicality:** The students observe the contrast between the ideal nature of Wordsworth and the present-day city life. The ending highlights the contemporary topicality of the poem and suggests us to think about the fact that modernization will destroy the emotional and philosophical equilibrium that connects humans to nature.

Wordsworth's poetry shows a deep closeness to nature.

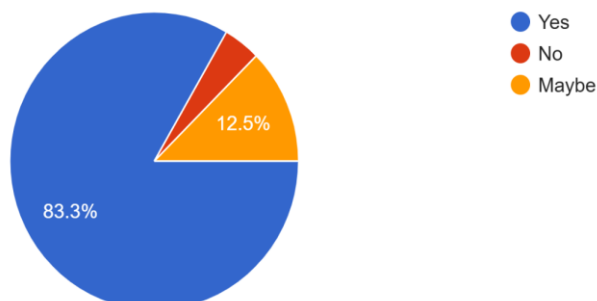
24 responses



Unanimous consensus: 91.7 per cent of the respondents said yes, which is a strong agreement that the poetry of Wordsworth is intimately connected with nature. **Very little uncertainty:** Only 8.3 percent respondents responded that it was maybe, which shows a slight hesitation of a small proportion of the respondents. **No conflict:** No participants responded in the negative indicating that the whole population accepted this opinion. **Literary implication:** The findings prove Wordsworth as a classical Romantic poet, with his emphasis on close and devout connection to nature and demonstrate that students identify this characteristic, particularly in Daffodils.

Wordsworth uses descriptive adjectives in Daffodils to intensify sensory richness and emotional depth.

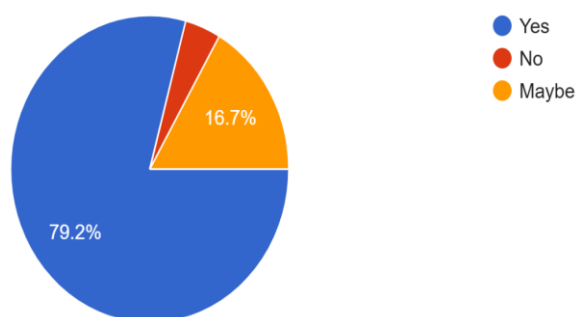
24 responses



Strong agree: 83.3% of the respondents responded in the affirmative. The use of descriptive adjectives is evident to most of the students, and thus the imagery of the Daffodils becomes deeper and more emotional. **A degree of doubt:** 12.5% chose maybe. This implies that there is a small number of people who know the technique but they are not convinced of its identification or description. **Very little disagreement:** There was only 4.2% no. There is very little disagreement with this statement. **Stylistic implication:** Descriptive language is a characteristic that is largely perceived to add bright imagery and emotional appeal to the Daffodils, as shown by the results made by Wordsworth. They also indicate on the general sensitivity of students to poetic diction and its capacity to create sensory and emotional experience.

Daffodils transforms a simple landscape into a profound source of emotional renewal and reflection.

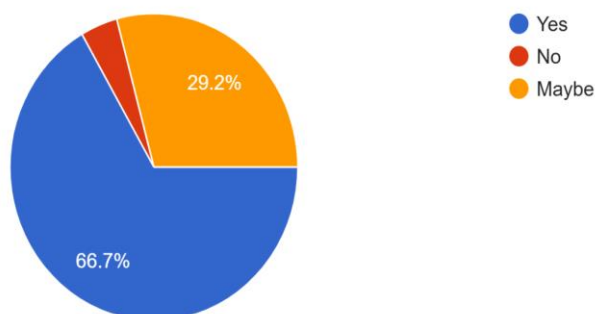
24 responses



Strong: 79.2% of the respondents said yes and it indicates that majority of the students perceive the Daffodils as transforming a simple view of nature into a strong source of emotional replenishment and self-reflection. **Moderate uncertainty:** 16.7% responded maybe, which means that not all the respondents can fully express and internalize the depth of the transformation, however, they can still see it. **Little disagreement:** There is only 4.2% who said no implying that there is a little opposition to this interpretation. **Interpretive implication:** These results prove that poetic vision by Wordsworth will turn a mere landscape into a valuable emotional and reflective experience.

Daffodils contains elements of spiritual experience.

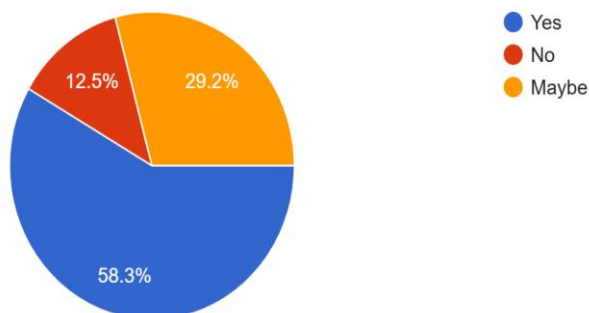
24 responses



Majority answer: 66.7 percent of participants said yes, and it demonstrates that the majority of individuals perceive Daffodils as something spiritual. Significant ambiguity: 29.2 percent selected maybe, meaning that a good number of people are aware of the spiritual aspect but do not know how to explain or understand it. Low disagreement: There was a very small percentage of 4.2 who said no and were in agreement with the idea. Implication of interpretation: The findings indicate that Daffodils is generally viewed as spiritually suggestive, but it is possible that the spiritual dimension of Daffodils is subtler or more open to interpretation than the emotional or aesthetic dimension. This provides an opportunity to dwell more into the topic of Romantic spirituality, transcendence, and sacred in the poetry of Wordsworth.

Daffodils explores aspects of Romantic individualism.

24 responses



Majority response: 58.3 percent of the participants said yes, indicating that the majority of the students believe that Daffodils touch on Romantic individualism. Much uncertainty: 29.2 percent have selected maybe and this implies that despite the fact that many students are aware of individualistic aspects, the concept might be less vivid or easier to comprehend compared to other themes. A certain degree of disagreement: 12.5% said no, which demonstrates that a relatively small number of students do not relate the poem to Romantic individualism as strongly. Conceptual implication: The findings demonstrate that Romantic individualism exists in Daffodils, and it is not as salient to students as such themes as nature, emotion, or joy are. So, we should highlight more the individual awareness of the speaker, his inner recollections, and his feelings to make the students comprehend the Romantic individualism better.

Conclusion

This work proves that the poem *Daffodils* by Wordsworth is strong as it describes vividly an emotional connection between a human being and nature, a connection, which is spiritual and empathetic at the same time. To BS English students, the poem transcends its historical context to allow an everlasting, emotional reciprocity with nature. Their interpretations, which are spiritual delight and environmental activism, demonstrate how the poem is highly instructive and is of enduring interest. Finally, *Daffodils* also teaches us that to love nature means not to admire it passively but to interact with it actively and creatively and that this interaction enriches our minds, which is a lesson that is extremely relevant in the modern world.

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