Exploring the Preferences of Knowledge & Understanding Needs of Secondary School Students

Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.

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Abstract

The present study was designed to identify the Preferences of Knowledge & Understanding needs of students of ages of 14^+ to 16^+ year that may influence curriculum development for classes (IX & X) of the schools located in the district Faisalabad. The data were collected from 10% of students of urban & rural secondary schools. So, the total strength of students of sample of urban secondary schools was 248 and rural secondary school was 198. The total strength of students of the sample was 446. Questionnaires were used as research instruments. Because there was no adequate instrument to measure the importance, existence, availability or non-availability of students needs, a self-Reporting rating scale (SRRS) was developed. This instrument included items constructed on the basis of likert scale. This measure was to ask the respondents to respond to a series of 20 items by indicating their level of satisfaction on a five point scale from "Strongly agree" to strongly agree" to "strongly disagree".

Keywords: *Exploring the preferences of knowledge & understanding needs, curriculum development.*

Introduction

Language in India www.languageinindia.com
12 : 1 January 2012
Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.
Exploring the Preferences of Knowledge & Understanding Needs of Secondary School Students 288

To derive a set of student's preferences of knowledge & understanding needs for the study, researchers drew from a variety of studies and psychological theories. A list is given below:

1. "The Commission on the Secondary School Curriculum (1932) in America".
2. Doane's study of needs (1942:43-44).
3. The Commission on Human Relation Study (1942) which depicted a list of adolescents through case studies, interviews and observations.
4. Educational Policies Commission Imperative Needs of Youth 1944 (revised in 1952).
5. A derived list of needs by Luella Cole (1988:258).
6. Havighurst's (1950:1-4) developmental tasks which were derived by a Committee of the Association for Supervision and Curriculum Development (1950) in America.
7. Lurry and Alberty (1957:60) have listed sixteen areas, which they consider adequate and representative of the common needs of the youth.
8. Henry A. Murray (1938:152-266) "A Need Theory of Personality" which drew a biological sketch of human needs.
9. Maslow (1970:35-51). A Humanistic Theory of Personality which presented a novel hierarchical theory of Human needs for the identification of students needs.
10. Bloom (1956:1-4) and Krathwohl (1964) analyzed the cognitive domain and affective domain and psychomotor domain for knowledge and understanding perception.
11. Kennon, M. Sheldon, Andrew, J. Elliot Youngmee Kim (2001:325) who compared three studies of 10 canditates' psychological needs in an attempt to determine which are truly most frndamental for humans.
12. Jhan W. Santrock (2001:417) the need of affiliatin .
13. Sand (2000:193) denoted that affiliation refers to the needs to connect and relate to others.
14. Reid Hastie and his associates (2005:494) who viewed of mutual decision, love , and understading as developing majority of the rules focusing upon belongingness needs and democracy.
15. Manas Ray (2006:36-37) who presents the social development of the individual according to his social needs.

The question raised for this research is:

What are the student preferences of "knowledge & understanding needs" which may serve as pre-requisites for the successful development of curriculum?

Murray (1938) moderately committed to a proactive view of human nature. He feels that people are capable of generating (self-initiating) their own behavior, particularly as it relates to future goal and aspirations. Young (1975) states that all knowledge is socially and historically, philosophically and psychologically constructed, and the curricula are merely selected from all the available knowledge. Young argued that such selection is a political act, based on the exercise of power. There is a considerable value in thinking about objectives particularly in behavioral levels. Bloom expresses these levels as ranging from simple recall or memorization of content to evaluating principle and hypothesis. Benjamin Bloom (1964) worked out a very useful list of characteristics for what has to be learned in any skill or

Language in India www.languageinindia.com
12 : 1 January 2012
Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.
Exploring the Preferences of Knowledge & Understanding Needs of Secondary School Students   289

subject to perfect one's behavior according to the measure of home, society, nation and the world.

Statement of the Problem

This study was designed to identify the preferences of knowledge and understanding needs of boys of ages 14^+ to 16^+ years that may influence curriculum development for classes (IX & X) of the schools located under the jurisdiction of Board of Intermediate & Secondary Education Faisalabad.

Method

The study was conducted on the basis of cross-sectional survey research. The data were collected from 10% of students of urban & rural secondary schools. So the total strength of students of sample of urban secondary schools was 248 and the total strength of students of sample of rural secondary school was 198. The total strength of students of the samples was 446. Because there was no adequate instrument to measure the importance, existence, availability or non-availability of students needs, a self-Reporting rating scale (SRRS) was developed. This instrument included items constructed on the basis of likert scale. This measure was to ask the respondents to respond to a series of 20 items by indicating their level of satisfaction on a five point scale from "Strongly agree" to strongly agree" to "strongly disagree".

Results

The frequencies of responses to each item were calculated with item percentages. Means were computed for responses from all the two samples (students of urban and rural secondary schools). As the samples were divided into two groups, correlations among various groups were determined to establish representative ness of the responses and relationship among the groups.

The responses for all items were rank ordered according to their frequencies, means and percentages to determine their importance existence and availability.

Table No. 1
FREQUENCY DISTRIBUTION OF OPINIONS OF STUDENTS OF THE SAMPLE OF URBAN SECONDARY SCHOOLS OF DISTRICT FAISALABAD ON IMPORTANCE, EXISTENCE AND AVAILABILITY OF KNOWLEDGE & UNDERSTANDING- NEEDS AND THEIR SIGNIFICANCE ON CHI-SQUARE AT .05

	Needs	SA(%)	A(%)	U(%)	D(%)	SD(%)	df	χ^2	P
1.	Recognition	159 (64.11)	23 (9.27)	27 (10.89)	10 (4.03)	29 (11.69)	247	306.03	NS
2.	Identification	182 (73.39)	30 (12.10)	19 (7.66)	3 (1.21)	14 (5.65)	247	449.37	NS

Language in India www.languageinindia.com
12 : 1 January 2012
Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.
Exploring the Preferences of Knowledge & Understanding Needs of Secondary School Students   290

No.	Item					N	χ²	Sig
3.	Knowing	128 (51.61)	16 (6.45)	30 (12.10)	11 (4.44)	63 (25.40)	247	188.08	NS
4.	Assessment	185 (74.59)	20 (8.06)	13 (5.24)	8 (3.23)	22 (8.87)	247	464.54	NS
5.	Cognition	214 (86.29)	21 (8.47)	6 (2.42)	0 (0.00)	7 (2.82)	247	685.91	.05
6	Enlightenment	208 (83.87)	25 (10.08)	10 (4.03)	2 (0.81)	3 (1.21)	247	639.13	.05
7.	Reasonability	171 (68.95)	24 (9.68)	24 (9.68)	8 (3.23)	21 (8.468)	247	374.94	NS
8.	Goal orientation	179 (72.18)	25 (10.08)	19 (7.66)	13 (5.24)	12 (4.84)	247	424.17	NS
9.	Classification	168 (67.74)	28 (11.29)	26 (10.48)	5 (2.02)	21 (8.47)	247	359.86	NS
10.	Curiosity	165 (66.53)	13 (5.24)	17 (6.85)	5 (2.02)	48 (19.35)	247	357.08	NS
11.	Expectation	190 (76.61)	20 (8.06)	14 (5.65)	2 (0.81)	22 (8.87)	247	501.67	NS
12.	Defense	85 (34.27)	22 (8.87)	25 (10.08)	6 (2.42)	110 (44.35)	247	164.70	NS
13.	Mastery	62 (25.00)	10 (4.03)	39 (15.73)	15 (6.05)	122 (49.19)	247	166.79	NS
14.	Democracy	75 (30.24)	12 (4.84)	54 (21.77)	10 (4.03)	97 (39.11)	247	118.81	NS
15.	Scholastic approach	206 (83.06)	14 (5.65)	10 (4.03)	2 (0.81)	16 (6.45)	247	618.77	.05
16.	Exploration	201 (81.05)	16 (6.45)	13 (5.24)	2 (0.81)	16 (6.45)	247	580.34	.05
17.	Computer skills	183 (73.79)	22 (8.87)	10 (4.03)	15 (6.05)	18 (7.26)	247	450.02	NS
18.	Defense skills	184 (74.19)	28 (11.29)	21 (8.47)	2 (0.81)	13 (5.24)	247	462.76	NS
19.	Patriotism	171 (68.95)	36 (14.52)	20 (8.06)	8 (3.23)	13 (5.24)	247	380.42	NS

Table No.1 Shows that:

Among the students 73.38% agree and strongly agree that they were provided professional guidance.

Among the students 85.49% agree and strongly agree that they knew the importance of balanced diet.

Among the students 58.06% agree and strongly agree but 29.83% disagree and strongly disagree that they knew the rules of first aid.

Language in India www.languageinindia.com
12 : 1 January 2012
Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.
Exploring the Preferences of Knowledge & Understanding Needs of Secondary School
Students   291

Among the students 82.65% agree and strongly agree that monthly evaluation tests were given to them.

Among the students 94.76% agree and strongly agree that they knew the religious values.

Among the students 93.95% agree and strongly agree that they learnt to achieve their goals.

Among the students 78.63 agree and strong agree but 21.37% disagree that they knew the social values. Among the students 82.26% agree and strongly agree that knew the purpose of life.

Among the students 79.03% agree and strongly agree that they could differentiate rights and duties. Among the students 71.77% agree and strongly agree but 28.23% disagree that they wanted to become citizens of the whole world.

Among the students 84.87% agree and strongly agree that they knew the skill of defense.

Among the student 43.14% agree and strongly agree that but 56.76% disagree that they knew how to save from any disaster.

Among the students 29.03% agree and strongly agree but 70.97% disagree that they knew the wonders of information technology. Among the students 35.08% agree and strongly agree but 64.93% disagree that they knew the traits of democracy.

Among the students 88.71% agree and strongly agree that they sought talented teachers.

Among the students 87.47% agree and strongly agree that they wanted to analyze the every particle of the universe.

Among the students 82.66% agree and strongly agree that they knew the function of computers.

Among the students 85.48% agree and strongly agree that they wanted to learn the skills of defense and raid.

Among the students 83.47% agree and strongly agree that they knew the importance of patriotism.

Table No. 2
FREQUENCY DISTRIBUTION OF OPINIONS OF STUDENTS OF THE SAMPLE OF RURAL SECONDARY SCHOOLS OF DISTRICT FAISALABAD ON IMPORTANCE, EXISTENCE AND AVAILABILITY OF KNOWLEDGE & UNDERSTANDING NEEDS AND THEIR SIGNIFICANCE ON CHI-SQUARE AT 0.5:

Language in India www.languageinindia.com
12 : 1 January 2012
Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.
Exploring the Preferences of Knowledge & Understanding Needs of Secondary School Students   292

	Needs	SA(%)	A(%)	U(%)	D(%)	SD(%)	df	χ^2	P
1.	Recognition	117 (59.09)	33 (16.67)	23 (11.62)	17 (8.59)	8 (4.04)	197	197.45	NS
2.	Identification	95 (47.98)	71 (35.86)	19 (9.60)	5 (2.53)	8 (4.04)	197	168.56	NS
3.	Knowing	62 (31.31)	68 (34.34)	32 (16.16)	20 (10.10)	16 (8.08)	197	58.26	NS
4.	Assessment	81 (40.91)	55 (27.78)	15 (7.58)	13 (6.57)	34 (17.17)	197	83.21	NS
5.	Cognition	103 (52.02)	66 (33.33)	9 (4.55)	9 (4.55)	11 (5.56)	197	187.05	NS
6.	Enlightenment	120 (60.61)	60 (30.30)	11 (5.56)	2 (1.01)	5 (2.53)	197	260.33	NS
7.	Reasonability	99 (50.00)	56 (28.28)	13 (6.57)	20 (10.10)	10 (5.05)	197	145.58	NS
8.	Goal orientation	107 (54.04)	62 (31.31)	19 (9.60)	4 (2.02)	6 (3.03)	197	198.61	NS
9.	Classification	99 (50.00)	73 (36.87)	9 (4.55)	9 (4.55)	8 (4.04)	197	189.77	NS
10.	Curiosity	138 (69.70)	43 (21.72)	3 (1.52)	6 (3.03)	8 (4.04)	197	332.35	NS
11.	Expectation	117 (59.09)	52 (26.26)	6 (3.03)	7 (3.54)	16 (8.08)	197	224.57	NS
12.	Defense	72 (36.36)	31 (15.66)	24 (12.12)	33 (16.67)	38 (19.19)	197	35.68	NS
13.	Mastery	88 (44.44)	44 (22.22)	12 (6.06)	19 (9.60)	35 (17.68)	197	90.13	NS
14.	Democracy	90 (45.45)	44 (22.22)	42 (21.21)	4 (2.02)	18 (9.09)	197	108.56	NS
15.	Scholastic	109 (55.05)	55 (27.78)	16 (8.08)	2 (1.01)	16 (8.08)	197	191.44	NS
16.	Exploration	114 (57.58)	58 (29.29)	11 (5.56)	7 (3.54)	8 (4.04)	197	221.04	NS
17.	Computer skills	117 (59.09)	61 (30.81)	2 (1.01)	8 (4.04)	10 (5.05)	197	245.88	NS
18.	Defense skills	110 (55.56)	54 (27.27)	13 (6.57)	4 (2.02)	17 (8.59)	197	193.16	NS
19.	Patriotism	88 (44.44)	55 (27.78)	27 (13.64)	8 (4.04)	20 (10.10)	197	104.07	NS

Table No.2 Show that:

Among the students 75.76% agree and strongly agree that they were they were provided professional guidance.

Language in India www.languageinindia.com
12 : 1 January 2012
Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.
Exploring the Preferences of Knowledge & Understanding Needs of Secondary School Students 293

Among the students 83.84% agree and strongly agree that they knew the importance of balanced diet.

Among the students 65.65% agree and strongly agree but 34.35% disagree that they knew the rules of first aid.

Among the students 68.69% agree and strongly agree but 31.31% disagree that monthly evaluation tests were given to them.

Among the students 85.35% agree and strongly agree that they knew the religious values.

Among the students 90.91% agree and strongly agree that they learnt to achieve their goals.

Among the students 78.28% agree and strong agree but 15.15% disagree and strongly disagree that they knew the social values.

Among the students 85.35% agree and strongly agree that they knew the purpose of life.

Among the students 91.40% agree and strongly agree that they could differentiate rights and duties.

Among the students 91.42% agree and strongly agree that they wanted to become a citizen of the whole world.

Among the students 52.02% agree and strongly agree but 47.98% disagree that they knew the skills of defense.

Among the student 52.02% agree and strongly agree that but 47.98% disagree that they knew how to save from any disaster.

Among the students 66.66% agree and strongly agree but 33.34% disagree that they knew the wonders of information technology.

Among the students 67.67% agree and strongly agree but 32.33% disagree that they knew the traits of democracy.

Among the students 82.83% agree and strongly agree that they sought talented teachers.

Among the students 36.87% agree and strongly agree but 63.13% disagree that wanted to analyze the every particle of the universe.

Among the students 89.90% agree and strongly agree that they knew the function of computers.

Among the students 85.48% agree and strongly agree that they wanted to learn the skills of defense and raid.

Language in India www.languageinindia.com
12 : 1 January 2012
Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.
Exploring the Preferences of Knowledge & Understanding Needs of Secondary School Students   294

Among the students 72.22% agree and strongly agree but 27.78% disagree that they knew the importance of patriotism.

Table No. 3

Comparison of mean ratings of the statements relating to the preferences of Knowledge & Understanding needs by students of the samples of urban & rural secondary schools of the District Faisalabad:

S/No	Needs	Faisalabad		Mean Scores
		Urban	Rural	
1	Recognition	4.10	4.18	4.14
2	Identification	4.46	4.21	4.33
3	Knowing	3.54	3.70	3.62
4	Assessment	4.36	3.68	4.02
5	Cognition	4.75	4.21	4.48
6	Enlightenment	4.75	4.45	4.6
7	Reasonability	4.27	4.08	4.17
8	Goal	4.40	4.31	4.35
9	Classification	4.28	4.24	4.26
10	Curiosity	4.97	4.50	4.73
11	Expectation	4.43	4.25	4.34
12	Defense	2.86	3.33	3.09
13	Mastery	2.50	3.66	3.08
14	Democracy	2.83	2.93	2.88
15	Scholastic approach	4.58	4.20	4.39
16	Exploration	4.55	4.33	4.44
17	Computer	4.36	4.35	4.35
18	Defense Skills	4.48	4.19	4.33
19	Patriotism	4.39	3.92	4.15

Table No. 4:

Now the assessed needs are rank ordered as given below:

S/No	Needs	Mean Scores
1	Democracy	2.88
2	Mastery	3.08
3	Defense	3.09
4	Knowing	3.62
5	Assessment	4.02
6	Recognition	4.14
7	Patriotism	4.15

Language in India www.languageinindia.com
12 : 1 January 2012
Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.
Exploring the Preferences of Knowledge & Understanding Needs of Secondary School Students   295

8	Reasonability	4.17
9	Classification	4.26
10	Identification	4.33
11	Defense Skills	4.33
12	Expectation	4.34
13	Goal	4.35
14	Computer	4.35
15	Scholastic approach	4.39
16	Exploration	4.44
17	Cognition	4.48
18	Enlightenment	4.6
19	Curiosity	4.73

Now this vast list of Knowledge & Understanding needs is focused to play a pivotal role to achieve a better standard of live, quality education and to play a basic role from awareness to brotherhood in modernization of curriculum at secondary level.

Discussion

The findings show that the growth preferences of Knowledge & Understanding needs like contentment, confidence, perception, self-efficacy, prestige, popularity, autonomy, solidarity, and achievement have great values. There is great need of awareness, encouragement and significance of self. The majority of the students of the two samples disagreed that the students have sound sense of self-respect. The majority of the students disagreed that a prize distribution ceremony was held every year in the schools.

The majority of the students were not in accord to the propositions that they felt kinship in the schools. The significant majority of the students differed with the point that they were quite satisfied with their subjects of studies. They were stressed to choose their subjects. In the realm of Knowledge & Understanding needs achievement need has comparatively less mean value and significance need has comparatively high mean score than the other needs

Recommanditions

It is concluded that in a learning process the community of the learners had great values. It is the social interaction and commitment to a common purpose that is the glue for the community. Interaction and discussion methods are fruitful for learning and teaching processes. These needs may be given special place in curriculum as shown below:

   a. Curriculum may develop or design tasks that may guide the students' cognitive, affective and psychomotor abilities to award their positive aspects.

Language in India www.languageinindia.com
12 : 1 January 2012
Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.
Exploring the Preferences of Knowledge & Understanding Needs of Secondary School Students   296

b. Curriculum may organize teaching and learning processes in such a way that student's abilities of recognition, knowing, reasonability, goal orientation, curiosity and exploration may be fulfilled.

c. Curriculum workers may design the subject matter in such a way that it may provide professional guidance to the students, which may create curiosity, enlightenment and identification of social values, moral values and progress in science and technology.

d. Curriculum may create a need for knowledge, not just supply it. It may also develop the ability to think rationality, to express clearly, to read and listen understandingly and to do effectively.

Curriculum may help to make career choices for the students. It may systematically co-ordinate the schools, family and community resources to facilitate each individual's career potential.

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Language in India www.languageinindia.com
12 : 1 January 2012
Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.
Exploring the Preferences of Knowledge & Understanding Needs of Secondary School Students   297

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Language in India www.languageinindia.com
12 : 1 January 2012
Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.
Exploring the Preferences of Knowledge & Understanding Needs of Secondary School Students   298

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Language in India www.languageinindia.com
12 : 1 January 2012
Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.
Exploring the Preferences of Knowledge & Understanding Needs of Secondary School Students   299