Exploring the Preferences of Belongingness Needs of Secondary School Students

Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.

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Abstract

It is a reality that in other countries, the researchers, psychologists and educationists have gone deep to explore the potentials of variety of needs. But in Pakistan, neither any commission on national education nor any education policy proposed or recommended research studies to assess and identify the Preferences of Belongingness Needs of the students. Due to which after a short time all curricula have lost their values and slowed down the achievement of educational objectives.

So, this present study was designed to identify the Preferences of Belongingness 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. The questionnaires were used as a research instruments. The responses were fathered through a structured questionnaires which had propositions (statements) for which the respondents had to indicate their opinions in terms of strongly agree' to 'strongly disagree' (i.e., 5 point scale) about the factors.

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The means of the samples were tested on t and F tests of significance. The means of various groups of each sample were also compared to see the effects of intervening variables. For the identification of importance, existence, availability and non-availability of need influencing development of curriculum. The frequencies of responses from each sample of respondents on choices (strongly agree to strongly disagree) were tested on chi-square test of significance to see that there were no chance discrepancies between responses and to find out that the groups significantly agreed or disagreed with the statements in the instrument.

Keywords: Exploring the preferences of Belongingness Needs, curriculum development.

Introduction

All curricula are subject-centered. They may be provided a compulsory core of subjects to give every pupil, the knowledge; he needs to live a useful and happy life in the fast developing society. But they are not individual centered, as the individual is a centre of learning, a mean of national progress and the owner of the future.

Neither any education policy or commission, nor any curriculum worker dared to peep into the individual's miserable living, worst poverty and frustration; not any survey is being made to identify the preferences of Belongingness Needs of the individual that are the actual sources of motivation and the sure foundations of curriculum development process.

Thus the information about the Belongingness Needs of the learner is an important source for curriculum development. So the focus of the study is upon the identification of Belongingness needs of the students, which are always imperative too and may influence curriculum development. The identification of those needs is also necessary before a suitable strategy for the process of development of the curriculum starts because the curriculum is the nerve system of education.

The question that remains to be answered is:

What are the students "Belongingness Needs" which may serve as pre-requisites for the successful development of curriculum? Hence the researcher undertook this study to answer the question.

Review of Related Literature

To drive a set of students belongingness needs, the researchers, educationists and psychologists have long speculated about the fundamental psychological needs of learners, beginning with McDougall (1908), Freud (1920), Jung (1933), Murray (1938), Havighurst (1949), Hull (1951), Maslow (1954), Bloom (1956), Erikson (1963), Luella Cole (1988), Greenberg (1995), Reis, (1996), Caspi (2000), Brewer (2001), Sheldon (2001), Gray (2002), Robert (2002), Davis (2003), Kenrick (2003), Thomas (2003), to the present day, Pintrich, (2003: 667) concluded that the researches identified and classified a vast realm of student needs to make fruitful teaching & learning strategies. In addition, researchers and educators focused on the development of new instructional interventions, design projects, reform curricula and

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innovative technological tools confront problems of student motivation to learn from all of these reform efforts. (Pintrich, 2003:325).

It is a reality that in other countries, the researchers, psychologists and educationists have gone deep to explore the potentials of variety of needs. But in Pakistan, neither any commission on national education nor any education policy proposed or recommended research studies to assess and identify the student needs, wants, urges, aims and motives etc. Due to which after a short time all curricula have lost their values and slowed down the achievement of educational objectives.

These needs emerge primarily, when the physiological and safety needs have been met. An individual motivated on this level longs for affectionate relationships with others, for a place in his or her family and, or reference groups. Group membership becomes a dominant goal for the individual.

Maslow (1970:176) cleared that, "the organism is so designed that it needs love, in the same way that automobiles are so designed that they need gas and oil". In school level belongingness and love have great values". Bryce, B. Hudgins (1983:296) explained that "school settings, attempts to satisfy affiliation need is translated into goals to make friends, to be included in group activities and to be accepted by others. When children's needs for love and affection are frustrated and they fail to develop friendship or aggressive toward others and the system, or they may withdraw".

Lindgren (1973:24) expressed that, "the need for love or attention appears at times as a need for maintenance and at other times as a need for enhancement. An individual is more competent and effective if he feels be "realy belongs" and if he is able to function as a group member". Hijelle, Larry A. (1981:371) pointed out that "accordingly, a person will feel keenly the pangs of loneliness, social ostracism, friendlessness, and rejection, especially when induced by absence of friends, relatives, a spouse, or children".

George S. Morrison (1998:169) viewed that "professionals should have certain qualities to provide for children's total needs on all levels physical, cognitive, language, social and emotional. These traits include love of children caring about children, warmth, kindness, patience, good physical and mental health, compassion courtesy, enthusiasm, honesty and intelligence".

John, W. Santrock (2001:417) described that, "the need for affiliation involves the motive to be with other people, who consist of establishing, maintaining and restoring, warm, close, personal relationships". Donna Walker Tileston (2004:7) pointed out that "in order for the learner to pay attention, learners must believe that the knowledge or task is relevant to them and that it is important to know and, or able to do". In this way they will feel affiliation and love. Reid Hastie and his associates (2005:494) related another factor of effective of belongingness is that "Human societies rely on groups to make important decisions. The group association creates mutual love and understanding and then develops majority rules". This ability of teamwork or class work may create a closeness and readiness.

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Manas Ray (2006:37) relates that people's articulation in social units like family, marriage, kinship, and village administration is an essential communication process of the social system of any community. In cultural system people's articulation is happened to have been functioning at each cultural units or traits like different rites and rituals, fairs, festivals and language.

The related literature was examined and the Belongingness Needs were summed up as: Loveliness, Culture, Well-being, Boldness, Loyalty, Selfishness, Devotion, Support, Tuition strain.

Statement of the Problem

This study was designed to identify the Preferences of Belongingness Needs of boys of ages 14+ to 16+ year 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 was 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. Lack of an adequate instrument to measure the importance, existence, availability or non-availability of students needs, a Self-Reporting Rating Scale (SRRS) was developed. This instrument was included items constructed on the basis of likert scale. This measure was to ask the respondents to respond to a series of 9 items by indicating their level of satisfaction on a five point scale from "Strongly agree" to strongly agree" to "strongly disagree".

The responses of the samples were, then tested on chi-square test of significance for the elimination of chance discrepancies between responses on the both sides of agreement—disagreement continuum. The data was analyzed by applying F test, t test to see how far the responses were comparable and dependable. The criterion for F test, t test and chi-square was set at .01 and .05. Frequencies of responses to each item were calculated with their percentages; Means of responses were calculated in case of rating scale; Means were calculated for responses from all the two samples (i.e. Teachers and Students). As the sample was divided into two groups, correlation among various groups was determined to establish 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; Correlation among responses from students and teachers of secondary schools was determined to establish nearness and relationship of data. The responses of the samples were, then tested on chi-square test of significance for the elimination of chance discrepancies between responses on the both sides of

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agreement—disagreement continuum. The data was analyzed by applying F test, t test to see how far the responses were comparable and dependable. The criterion for F test, t test and chi-square was set at .01 and .05. Frequencies of responses to each item were calculated with their percentages; Means of responses were calculated in case of rating scale; Means were calculated for responses from all the two samples (i.e. Teachers and Students). As the sample was divided into two groups, correlation among various groups was determined to establish 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; Correlation among responses from students and teachers of secondary schools was determined to establish nearness and relationship of data.

Results

The samples were randomly selected. The questionnaires based on "SRRS" according to the belongingness needs of the students, were delivered to the samples of the students of urban and rural secondary schools of the district Faisalabad. The returns from students were 446. 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. Correlation among the responses from students and teachers of secondary schools was determined to establish nearness and relationship of data. Chi-square test of significance was use to test the frequencies of the responses. The researcher, on the basis of such results, will be able to draw provable inferences and generalizations about the influence of needs on the curriculum development process.

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 BELONGINGNESS NEEDS AND THEIR SIGNIFICANCE ON CHI-SQUARE AT .05:

	Needs	SA(%)	A(%)	U(%)	D(%)	SD(%)	df	χ^2	P
1.	Loveliness	206	25	5	0	12	247	623.57	.05
		(83.06)	(10.08)	(2.02)	(0.00)	(4.84)			
2.	Culture	191	22	15	2	18	247	508.41	.05

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		(77.02)	(8.87)	(6.05)	(0.81)	(7.26)			
3.	Well-being	212	24	2	4	6	247	670.87	.05
		(85.48)	(9.68)	(0.81)	(1.61)	(2.42)			
4.	Boldness	74	10	7	6	151	247	325.83	NS
		(29.84)	(4.03)	(2.82)	(2.42)	(60.89)			
5.	Loyalty	229	11	2	2	4	247	812.20	.05
		(92.34)	(4.44)	(0.81)	(0.81)	(1.61)			
6.	Selfishness	74	9	3	14	148	247	309.78	NS
		(29.84)	(3.63)	(1.21)	(5.65)	(59.68)			
7.	Devotion	224	17	0	2	5	247	770.02	.05
		(90.32)	(6.85)	(0.00)	(0.81)	(2.02)			
8.	Support	214	20	3	3	8	247	685.02	.05
		(86.29)	(8.06)	(1.21)	(1.21)	(3.23)			
9.	Tuition strain	159	16	7	8	58	247	336.96	.05
		(64.11)	(6.45)	(2.82)	(3.22)	(23.39)			

Table No. 1 shows that:

Among the students 93.14% agree and strongly agree that they were loved by their friends.

Among the students 85.89% agree and strongly agree that they liked social life.

Among the students 95.16% agree and strongly agree that they wanted well-being of their friends.

Among the students 33.87% agree and strongly agree but 66.13% disagree that they had no care for any order.

Among the students 96.78% agree and strongly agree that they liked to live by school rules.

Among the students 33.47% agree and strongly but 66.53% disagree that they were loyal to their self.

Among the students 97.17% agree and strongly agree that they felt pleasure to help the others.

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Among the students 94.35% agree and strongly agree that their teachers help them to do their difficult task.

Among the students 70.56% agree and strongly agree but 29.44% disagree and strongly disagree that they attended tuition period after school hours.

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 BELONGINGNESS NEEDS AND THEIR SIGNIFICANCE ON CHI-SQUARE AT 0.5:

	Needs	SA(%)	A(%)	U(%)	D(%)	SD(%)	df	χ^2	P
1.	Loveliness	137 (69.19)	38 (19.19)	18 (9.09)	2 (1.01)	3 (1.52)	197	320.93	NS
2.	Culture	131 (66.16)	49 (24.75)	15 (7.58)	0 (0.00)	3 (1.52)	197	301.89	NS
3.	Well-being	137 (69.19)	44 (22.22)	11 (5.56)	6 (3.03)	0 (0.00)	197	328.81	NS
4.	Boldness	78 (39.39)	53 (26.77)	12 (6.06)	16 (8.08)	39 (19.70)	197	75.08	NS
5.	Loyalty	65 (32.83)	15 (7.58)	8 (4.04)	36 (18.18)	74 (37.37)	197	87.00	NS
6.	Selfishness	112 (56.57)	33 (16.67)	10 (5.05)	16 (8.08)	27 (13.64)	197	173.66	NS
7.	Devotion	71 (35.86)	15 (7.58)	16 (8.08)	35 (17.680	61 (30.81)	197	66.34	NS
8.	Support	136 (68.69)	36 (18.18)	16 (8.08)	5 (2.53)	5 (2.53)	197	309.52	NS

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| 9. | Tuition strain | 132 | 39 | 14 | 4 | 9 | 197 | 287.80 NS |
| | | (66.67) | (19.70) | (7.07) | (2.02) | (4.55) | | |

Table No.2 shows that:

Among the students 88.38% agree and strongly agree that their friends loved them.

Among the students 90.91% agree and strongly agree that they liked social life.

Among the students 91.41% agree and strongly agree that they wanted well-being of their friends.

Among the students 66.16% agree and strongly agree that they had no care for any order.

Among the students 40.41% agree and strongly agree but 59.59% disagree that they liked to live by school rules.

Among the students 73.24% agree and strongly agree but 26.72% disagree that they were loyal to their self.

Among the students 43.44% agree and strongly agree but 56.56% disagree that they felt pleasure to help the others.

Among the students 86.87% agree and strongly agree that their teachers help them to do their difficult task.

Among the students 86.37% agree and strongly agree that they attended tuition period after school hours.

Table No. 3

COMPARISON OF MEAN RATINGS OF THE OPINIONS OF STUDENTS OF THE SAMPLES OF URBAN AND RURAL SECONDARY SCHOOLS OF AND THEIR OVER ALL G. MEANS SCORES ACCORDING TO THE BELONGINGNESS NEEDS:

S/No	Needs	Faisalabad		Mean Scores
		Urban	Rural	
1	Loveliness	4.67	4.54	4.58
2	Culture	4.48	4.54	4.51
3	Well-being	4.74	4.57	4.64
4	Boldness	2.40	3.58	2.99
5	Lovely	4.85	4.80	4.82

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6	Selfishness	2.38	3.94	3.16
7	Devotion	4.83	3.00	3.91
8	Support	4.73	4.47	4.6
9	Tuition Strain	3.84	4.41	4.12

S/No	Needs	Mean Scores
1	Boldness	2.99
2	Selfishness	3.16
3	Devotion	3.91
4	Tuition Strain	4.12
5	Culture	4.51
6	Loveliness	4.58
7	Support	4.6
8	Well-being	4.64
9	Lovely	4.82

Now this vast list of Belongingness Needs is focused to play a pivotal role to achieve a better standard of life, quality education and to play a basic role from boldness to well-being in modernization of curriculum at secondary level.

Discussion

The analysis shows that two groups agreed to the assumptions that the influence of needs whether they are physical, mental, sociological or emotional can be inferred through cross-sectional survey research. So the groups (urban and rural) of the sample were randomly selected and analyzed. The agreement was significant beyond .05 to the item related to this aspect on chi-square.

The findings show that two groups of the students urban and rural agreed that there was dearth of loveliness, loyalty, devotion, support and well being of the individuals. Those were the growth motivation of the healthy progress. They sought love and care in the schools. The opinions of the respondents show that selfishness, tuition strain and scarcity of adequate support was causing retardation for educational progress.

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It is also come to light that there was scarcity of well-being, nobody worked for his fellow mates. There is hypocrisy and tyranny. There were selfishness, ignorance of cultural and values.

So the significant majority of students admitted that they study tuition periods after their schooling time. Most of the parents either teachers or ordinary men has no time for their children. So their children are feeling frustration and losing their way of progress.

Recommendation

At secondary level, the energy-filled young adolescent wants to be "up and doing." Entering in this stage, he becomes restless and it is usually difficult for him to sit still for a long period of time. The youth becomes more energetic and shows a desire for strenuous activity and competitive sports. He shows an interest in social activities; an interest in his age mates. He develops control over emotions, restlessness, boredom and a less critical attitude toward family and friends. He also develops taste and love for friendship with variety of age mates. His unique emotions, taste, energy directs his attitudes and interests to the sublimation of his "self".

These needs emerge primarily, when the self-esteem needs have been met, an individual motivated on this level longs for affectionate relationships with others group. Membership becomes a dominant goal for the individual. This is social factor of a healthy life. These needs have growth motives because they increase with the passage of time. Well-being, loyalty, devotion, cultural harmony affection and loveliness are the main needs of this segment. The belongingness needs may be given a special place in the curriculum as shown below:

A- Curriculum may elaborate the importance of loyalty, well-being, components of culture and its importance by giving tasks, activities and plans in tangible state.

B- Curriculum may disseminate the wealth of affection, well-being, devotion and loveliness by giving examples or stories of great men through general languages.

C- It may present the comparison and importance of difference cultures in the world to create cultural harmony and well-being among the individuals of different areas.

D- It may create love for culture and develop social system of a country.

E- It may abolish the hatred and it may create harmony and brotherhood.

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