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Exploring the Preferences of Biological Needs of the Secondary School Students

Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.

Abstract

The focus of the study was upon the identification of students' biological needs that may influence curriculum development. The identification of students' biological needs would be beneficial in a number of ways to all those who were involved in curriculum planning, curriculum material production, curriculum development, administrative and supervisory functions, etc.

The present study was designed to identify the Preferences of Biological Needs of students of ages of 14⁺ to 16⁺ years 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. The respondents were to respond to a series of 15 items by indicating their level of satisfaction on a five point scale. The samples were randomly selected. Since there was a 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 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".

Keyword: Exploring the preferences of Biological 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 Biological Needs of the Secondary School Students

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. As there is no authentic information on needs that could be included in curriculum, all curricula have lost their values and slowed down the achievement of educational objectives.

The question that remains to be answered is:

What are the students' preferences of biological needs which may serve as pre-requisites for the successful development of curriculum? The researchers undertook this study to answer the question.

The most basic, powerful and obvious of all human needs is the need for physical survival. Included in this group are the needs for good drink, oxygen, activity, sleep, and sex, protection from extreme temperature and sensory stimulation and shelter to sit or live in. Maslow (1970:37) stated that these physical or physiological drives are directly concerned with the biological maintenance of the organism and must be gratified at some minimal level before the individual is motivated by higher-order needs.

Lester D. Crow and Alice Crow (1956:128) stated that a need for food leads to the hunger drive, although the hunger drive does not necessarily become stronger as the intensity of the need for food increases. Water, oxygen, sex and security of body are very essential. The two lowest orders of needs can be satisfied by goals that sustain life such as shelter and water, and provided protection from physical or psychological threat, until these needs have been met. People can not be motivated toward higher level goal (Bryce B. Hudgins and his associates, 1983:394). Breckenridge (1960: 192-193) stated that "home is a place where the child's physical and psychological needs are met. It feeds, clothes, protects and shelters him".

The related literature was examined and the Biological Needs were summed up as: Nourishment, Hunger, Lunch, Pure water, Light, Play, Seating, Dusty seating, Closeness, Sports competitions, Balanced diet, Milky diet, Rules exercises, Scouting, Medical care, Art and, drawing, Uniform, Neural exercise and Bath room facility.

Statement of the Problem

This study was designed to identify the Preferences of Biological 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 the 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

Language in India www.languageinindia.com

12 : 1 January 2012

Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.

Exploring the Preferences of Biological Needs of the Secondary School Students

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 no adequate instrument to measure the importance, existence, availability or non-availability of students needs was available, 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 disagree”.

The samples were randomly selected. The questionnaires based on “SRRS” according to the biological 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 responses were gathered through structured instruments. Those instruments 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 related to needs identified through review of related literature.

For the identification of importance, existence, availability or non-availability of needs, 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 the responses. The means of the samples were tested on t and F tests of significance.

Results

The frequency of responses to each item was 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 representativeness 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 used 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 BIOLOGICAL NEEDS AND THEIR SIGNIFICANCE ON CHI-SQUARE AT .05:

	Needs	SA(%)	A(%)	U(%)	D(%)	SD(%)	df	χ^2	P
1.	Nourishment	203	35	3	3	4	247	608.21	.05

Language in India www.languageinindia.com

12 : 1 January 2012

Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.

Exploring the Preferences of Biological Needs of the Secondary School Students

2.	Hunger	(81.85) 180	(14.12) 24	(1.21) 16	(1.21) 14	(1.62) 14	247	429.90	.05
3.	Lunch	(72.58) 54	(9.68) 5	(6.45) 6	(5.65) 15	(5.65) 168	247	385.58	.05
4.	Pure water	(21.77) 65	(2.02) 27	(2.42) 12	(6.05) 14	(67.74) 130	247	199.46	NS
5.	Aspiration	(26.21) 80	(10.89) 23	(4.84) 6	(5.65) 8	(52.42) 131	247	239.70	NS
6.	Light	(32.26) 222	(9.27) 20	(2.42) 2	(3.23) 0	(52.82) 4	247	754.09	.05
7.	Play	(89.52) 214	(8.06) 14	(0.81) 1	(0.00) 5	(1.61) 14	247	683.73	.05
8.	Seating	(86.29) 210	(5.65) 16	(0.40) 5	(2.02) 7	(5.65) 10	247	649.78	.05
9.	Dusty seating	(84.68) 65	(6.45) 10	(2.02) 19	(2.82) 16	(4.03) 138	247	235.58	NS
10.	Closeness	(26.21) 203	(4.03) 17	(7.66) 22	(6.45) 5	(55.65) 1	247	598.93	.05
11.	Sports competition	(81.85) 214	(6.85) 18	(8.87) 3	(2.02) 5	(0.40) 8	247	683.81	.05
12.	Balanced diet	(86.29) 200	(7.26) 20	(1.21) 10	(2.02) 12	(3.23) 6	247	572.16	.05
13.	Milky diet	(80.65) 205	(8.06) 25	(4.03) 6	(4.84) 5	(2.42) 7	247	614.09	.05
14.	Rules	(82.66) 182	(10.08) 29	(2.42) 26	(2.02) 6	(2.82) 5	247	451.63	.05
15.	Scouting	(73.39) 61	(11.69) 16	(10.48) 18	(2.42) 16	(2.02) 137	247	222.28	NS
16.	Medical care	(24.510) 61	(6.45) 19	(7.26) 13	(6.45) 8	(55.24) 147	247	274.66	NS
17.	Art and drawing	(24.510) 86	(7.66) 13	(5.24) 2	(3.23) 9	(59.27) 138	247	290.18	NS
18.	Uniform	(34.68) 206	(5.24) 21	(0.81) 7	(3.63) 4	(55.65) 10	247	619.78	.05
19.	Neural exercise	(83.06) 133	(8.47) 18	(2.82) 12	(1.61) 8	(4.03) 77	247	238.89	NS
20.	Bath room	(53.63) 144	(7.26) 16	(4.84) 16	(3.22) 7	(31.05) 65	247	266.55	NS
		(58.06)	(6.45)	(6.45)	(2.82)	(26.21)			

Table No. 1 shows that:

Among the students 95.97% strongly agree and agree that they ate enough food to their fill at home.

Language in India www.languageinindia.com

12 : 1 January 2012

Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.

Exploring the Preferences of Biological Needs of the Secondary School Students

279

Among the students 82.26% strongly agree and agree that they felt hunger during the school hours, among the students 23.79 strongly agree and agree 76.31% disagree that their school provided them lunch when they needed.

Among the students 37.10 strongly agree and agree and 62.90% disagree that they drank pure and tasty water in their schools.

Among the students 41.53% agree and strongly agree, but 58.47% disagree that their schools rooms were ventilated.

Among the students 97.58% agree and strongly agree that their class rooms were electrified.

Among the students 91.94% agree and strongly agree that they played in the school ground.

Among the students 91.13% agree and strongly agree that they wanted to sit on the desks.

Among the students 30.24% agree and strongly agree but 69.76% disagree that they sat in the dust during the school hours.

Among the students 88.70% agree and strongly agree that they insisted to sit near their teachers.

Among the students 93.55% agree and strongly agree that the games competitions were held in their schools.

Among the students 88.71% agree and strongly agree that the milk was included in their diet.

Among the students 92.74% agree and strongly agree that they ate balanced diet.

Among the students 85.08% agree and strongly agree that they knew the rules of games.

Among the students 30.96% agree and strongly agree but 69.04% disagree that they took part in scouting.

Among the students 32.17% agree and strongly agree but 67.83% disagree that their schools provided them medical facilities.

Among the students 39.92% agree and strongly agree but 60.08% disagree that there was an art and craft faculty in their schools.

Among the students 91.53% agree and strongly agree that they were provided bright and precious school uniform.

Among the students 60.89% agree and strongly agree 39.11% disagree that P.T.I teachers taught them how to exercise.

Among the students 64.51% agree and strongly agree but 35.49% disagree that their schools had flush systems.

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

Needs	SA(%)	A(%)	U(%)	D(%)	SD(%)	df	χ^2	P
1. Nourishment	135 (68.18)	45 (22.73)	5 (2.53)	4 (2.02)	9 (4.55)	197	316.44	NS
2. Hunger	100 (50.51)	47 (23.74)	10 (5.05)	32 (16.16)	9 (4.55)	197	140.73	NS
3. Lunch	16 (8.08)	8 (4.04)	7 (3.54)	39 (19.70)	128 (64.65)	197	263.46	NS
4. Pure water	51 (25.76)	55 (27.78)	3 (1.52)	17 (8.59)	72 (36.36)	197	82.50	NS
5. Aspiration	131 (66.16)	55 (27.78)	3 (1.52)	0 (0.00)	9 (4.55)	197	314.02	NS
6. Light	143 (72.22)	39 (19.70)	2 (1.01)	4 (2.02)	10 (5.05)	197	359.82	NS
7. Play	114 (57.58)	49 (24.75)	13 (6.57)	17 (8.59)	5 (2.53)	197	203.01	NS
8. Seating	133 (67.17)	47 (23.74)	12 (6.06)	6 (3.03)	0 (0.00)	197	309.02	NS
9. Dusty seating	33 (16.67)	20 (10.10)	10 (5.05)	84 (42.42)	51 (25.76)	197	85.99	NS
10. Closeness	110 (55.56)	43 (21.72)	15 (7.58)	14 (7.07)	16 (8.08)	197	171.34	NS
11. Sports	92 (46.46)	73 (36.87)	9 (4.55)	13 (6.57)	11 (5.56)	197	159.67	NS
12. Balanced diet	91 (45.96)	68 (34.34)	9 (4.55)	13 (6.57)	17 (8.59)	197	141.49	NS
13. Milky diet	113 (54.33)	64 (30.77)	10 (4.81)	12 (5.77)	9 (4.33)	197	205.22	NS
14. Rules	107 (54.04)	38 (19.19)	15 (7.58)	23 (11.62)	15 (7.58)	197	152.30	NS
15. Scouting	12	31	8	20	127	197	248.91	NS

Language in India www.languageinindia.com

12 : 1 January 2012

Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.

Exploring the Preferences of Biological Needs of the Secondary School Students

		(6.06)	(15.66)	(4.04)	(10.10)	(64.14)		
16.	Medical care	29	27	4	33	105	197	147.96 NS
		(4.65)	(13.64)	(2.02)	(16.67)	(53.03)		
17.	Art and drawing	18	27	0	15	138	197	315.18 NS
		(9.09)	(13.64)	(0.00)	(7.58)	(69.70)		
18.	Uniform	116	47	13	11	11	197	207.96 NS
		(58.59)	(23.74)	(6.57)	(5.56)	(5.56)		
19.	Neural exercise	53	21	12	33	79	197	72.80 NS
		(26.77)	(10.61)	(6.06)	(16.67)	(39.90)		
20.	Bath room	127	32	2	22	15	197	253.16 NS
		(64.14)	(16.16)	(1.01)	(11.11)	(7.58)		

Table No.2 Shows that:

Among the students 90.91% agree and strongly agree that they ate enough food at home.

Among the students 74.25% agree and strongly agree that they felt hunger during the school's hours.

Among the students 12.12% agree and strongly agree but 87.88% disagree that their schools provided them lunch when they needed.

Among the students 53.54% agree and strongly agree but 46.46% disagree that they drank pure and tasty water in their schools.

Among the students 93.94% agree and strongly agree but 6.06% disagree that their schools rooms were ventilated.

Among the students 91.92% agree and strongly agree that their classrooms are electrified.

Among the students 82.33% agree and strongly agree that they played in the school grounds.

Among the students 90.91% agree and strongly agree that they wanted to sit on the desks.

Among the students 26.77% agree and strongly agree but 73.23% disagree that they sat in the dust during the school hours.

Among the students 77.28% agree and strongly agree that they insisted to sit near their teachers.

Among the students 83.33% agree and strongly agree that the games competitions were held in their schools.

Language in India www.languageinindia.com

12 : 1 January 2012

Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.

Exploring the Preferences of Biological Needs of the Secondary School Students

282

Among the students 80.30% agree and strongly agree that the milk was included in their diet.

Among the students 85.10% agree and strongly agree that they ate balanced diet.

Among the students 73.23% agree and strongly agree but 26.77% disagree that they knew the rules of games.

Among the students 21.72% agree and strongly agree but 78.28% disagree that they took part in scouting.

Among the students 18.29% agree and strongly agree but 81.71% disagree that their schools provided them medical facilities.

Among the student 22.73% agree and strongly agree but 77.27% disagree that there was an art and craft faculty in their schools.

Among the students 82.31% agree and strongly agree that they were provided bright and precious school uniform.

Among the students 37.38% agree and strongly agree but 62.62% disagree that P.T.I teachers taught them how to exercise.

Among the students 80.30% agree and strongly agree but 19.77% disagree that their schools had flush systems..

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 BIOLOGICAL NEEDS:

Preferences of Biological Needs:

S/No	Needs	Faisalabad		Mean Scores
		Urban	Rural	
1	Nourishment (Physical)	4.73	4.48	4.60
2	Hunger	4.38	3.99	4.18
3	Lunch	2.04	1.71	1.87
4	Pure Water	2.53	2.97	2.75
5	Aspiration	2.65	4.51	3.55
6	Light	4.84	4.52	4.68
7	Play	4.65	4.26	4.45
8	Seating	4.65	4.55	4.60
9	Dusty seating	2.39	2.50	2.45
10	Closeness	4.68	4.09	4.38

Language in India www.languageinindia.com

12 : 1 January 2012

Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.

Exploring the Preferences of Biological Needs of the Secondary School Students

11	Sports Competition	4.71	4.12	4.41
12	Balanced Diet	4.60	4.02	4.31
13	Milky Diet	4.68	4.00	4.34
14	Rules Recognition	4.52	4.02	4.27
15	Scouting	4.39	1.89	3.14
16	Medical Care	4.35	2.20	3.27
17	Art and drawing	4.60	1.85	3.22
18	Uniform	4.65	4.24	4.44
19	Neural exercise	4.49	2.68	3.56
20	Bath room facility	3.67	4.18	3.92

Table No. 4

Now the assessed needs are rank ordered as given below:

S/No	Needs	Mean Scores
1	Lunch	1.87
2	Dusty seating	2.45
3	Pure Water	2.75
4	Scouting	3.14
5	Art and drawing	3.22
6	Medical Care	3.27
7	Aspiration	3.55
8	Neural exercise	3.56
9	Bath room facility	3.92
10	Hunger	4.18
11	Rules Recognition	4.27
12	Balanced Diet	4.31
13	Milky Diet	4.34
14	Closeness	4.38
15	Sports Competition	4.41
16	Uniform	4.44
17	Play	4.45
18	Nourishment (Physical)	4.60
19	Seating	4.60
20	Light	4.68

Now this vast list of biological needs is focused to play a pivotal role to achieve a better standard of life, quality education and to play a basic role from nourishment to physical fitness in modernization of curriculum at secondary level.

Discussion

The analysis shows that two groups agreed to the assumptions that the influences of needs whether they are physical, mental, sociological or emotional can be inferred through cross-Language in India www.languageinindia.com

12 : 1 January 2012

Abdul Ghafoor Nasir and Muhammad Mirza, Ph.D.

Exploring the Preferences of Biological Needs of the Secondary School Students

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 values of chi-squares for these items were larger than the others item which were meant for soliciting information regarding acceptance of the existing needs, facilities, materials and attitudes of the teachers and parents which were helpful for the urgent needs of academic and social life of the students.

It is noted that all the two samples agreed on the points raised through the items. In the series of biological needs, the balanced diet stands as first basic need of the body which aggregates the whole characteristics of the human being. In the realm of biological needs, all the two groups disagreed that the students were provided balanced diet. The teachers and students belongings to urban areas significantly differed contrary to rural areas. They also revealed that they felt hunger during the school times. Pure water was the urgent need of the body. All the respondents disagreed that they drank pure and tasty water. It is a fact that the pure water is not available. Underground water has been polluted and has become filthy. There was shortage of flush system and ventilated rooms. The paucity of electrified rooms was also a serious problem in the rural areas.

Recommendations

At the 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/she shows an interest in social activities; an interest in his/her age mates. He/she develops control over emotions, restlessness, boredom and a less critical attitude toward family and friends. He/she also develops taste and love for friendship with a variety of age mates. His/her unique emotions, taste, energy directs his/her attitudes and interests to the sublimation of his/her “self”.

Home and schools should provide guidance to make constructive behavior. Because he/she has his/her own individuality, will and choices, he/she can sometime miss his/her right path.

In this segment of needs, closeness to teachers, scouting, neural exercises (drilling, etc.), sports and games, art and drawing, etc., are the secondary needs which are necessary for physical growth of the students. Nourishment, hunger satisfaction, lunch in school time, pure water, aspiration, bathroom facility and medical treatment are the basic physiological needs. They increase with the passage of time, so they are all called growth motives. They are all physical and primary needs. Scouting, play, sports and games, rules of games, neural exercises, art and drawing have physical and intellectual importance.

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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 Biological Needs of the Secondary School Students

285

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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 Biological Needs of the Secondary School Students

286

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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 Biological Needs of the Secondary School Students