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**Exploring the Preferences of Aesthetic Needs of
Secondary School Students in Faisalabad in Pakistan**

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Abstract

The present study was designed to identify the preferences of aesthetic needs of the secondary school students of the District Faisalabad in Pakistan.

The data was collected from 10% of students of urban & rural secondary schools. Lack of an adequate instrument to measure the preferences of aesthetic needs, a Self-Reporting Rating Scale (SRRS) was developed. This instrument was included items constructed on the basis of likert scale. The questionnaires based on “SRRS” according to the aesthetic needs of the students, were delivered to the samples of the 248 students of urban and 198 rural secondary schools of the district Faisalabad. The returns from students were 446.

Keywords: Exploring the preferences of aesthetic needs, curriculum development.

Introduction

To derive a set of students aesthetic needs, the researchers, educationists and psychologists have long speculated about the fundamental psychological needs of learners, beginning with

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McDougall (1908), Jung (1933), Murray (1938), Havighurst (1949), Hull (1951), Maslow (1954), Bloom (1956), Erikson (1963), Luella Cole (1988), Greenberg (1995), Caspi (2000), Brewer (2001), Sheldon (2001), Gray (2002), Kenrick (2003), and Thomas (2003). Research has identified and classified a vast realm of student needs to make fruitful teaching and learning strategies. In addition, researchers and educators focused on the development of new instructional interventions, design projects, reform curricula and innovative technological tools to confront problems of student motivation to enable them 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 a 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. Because of this, within a short time, all curricula have lost their values and slowed down the achievement of educational objectives.

Thus, the information about the nature of the learner is an important source for curriculum development. So, the focus of the present study is upon the identification of preferences of aesthetic needs, which may influence curriculum development. The identification of those needs is also necessary before a suitable strategy is identified and the process for the development of the curriculum starts, because the curriculum is the nerve system of education.

A Major Question

The question that remains to be answered is: What are the students' preferences of aesthetic needs, which may serve as pre-requisites for the successful development of the curriculum? The researchers undertook this study to answer this question. The related literature was examined and aesthetic needs were summed up as: Sensation, Charming scene, Healthy environment, Pleasantness, Symmetry and order, Neatness, Discrimination, Morality, Reliability, Religion, Peace, Musical interest, Novelty, Resort visiting, Literary taste, Comfortable seating, Classification, Recognition of evil and good, Appreciation of nature, Psychomotor skills, Loneliness, Appreciation and Approval of nature.

Statement of the Problem

This study was designed to identify the Preferences of Aesthetic 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, Pakistan.

Method and Procedure

The data were collected from 10% of students of urban & rural secondary schools. So the total strength of student 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 Language in India www.languageinindia.com

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samples was 446. In order to overcome the 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 23 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 aesthetic needs of the students, were delivered to the sample student population from the urban and rural secondary schools of the district Faisalabad. The returns from students were 446.

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 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. Chi-square test of significance was used to test the frequencies of the responses. The researchers, on the basis of such results, were able to draw provable inferences and generalizations about the influence of needs on the curriculum development process.

Table No. 1

Frequency distributions of opinions of students of the sample of urban secondary schools of district Faisalabad

	Needs	SA(%)	A(%)	U(%)	D(%)	SD(%)s	df	χ^2	P
1.	Sensation	199 (80.24)	12 (4.84)	14 (5.65)	4 (1.61)	19 (7.66)	247	564.86	.05
2.	Charming scene	23 (1.53)	15 (6.05)	2 (0.81)	1 (0.40)	1 (1.21)	3	247	795.71 .05
3.	Healthy environment	213 (85.89)	4 (1.61)	2 (0.81)	0 (0.00)	0 (11.69)	29	247	684.05 .05
4.	Pleasantness	228 (91.94)	9 (3.63)	2 (0.81)	0 (0.00)	0 (3.63)	9	247	803.41 .05
5.	Symmetry and order	208 (83.87)	7 (2.82)	3 (1.21)	2 (0.81)	2 (11.29)	28	247	641.31 .05
6.	Neatness	208 (90.32)	7 (2.02)	3 (0.81)	2 (0.00)	28 (6.85)	247	770.02	.05
7.	Discrimination	223 (89.92)	21 (8.47)	3 (1.21)	0 (0.00)	0 (0.40)	1	247	763.69 .05
8.	Morality	223 (91.94)	21 (4.84)	3 (3.23)	0 (0.00)	1 (0.00)	247	804.25	.05
9.	Reliability	199 (80.24)	14 (5.65)	23 (9.27)	4 (1.61)	8 (3.23)	247	566.63	.05
10.	Religion	208	16	18	3	3	247	636.31	.05

		(83.87)	(6.45)	(7.26)	(1.21)	(1.21)			
11.	Peace	218	15	11	2	2	247	717.28	.05
		(87.90)	(6.048)	(4.44)	(0.81)	(0.81)			
12.	Musical interest	109	6	5	0	0	128	247	323.08 NS
		(43.950)	(2.42)	(2.02)	(0.00)	(51.61)			
13.	Novelty	219	15	0	6	8	247	725.50	.05
		(88.31)	(6.05)	(0.00)	(2.42)	(3.23)			
14.	Resort visiting	221	17	4	2	2	4	247	743.25 .05
		(89.11)	(6.85)	(1.61)	(0.81)	(1.61)			
15.	Literary taste	174	30	12	0	0	32	247	404.09 NS
		(70.16)	(12.10)	(4.84)	(0.00)	(12.90)			
16.	Comfortable seating	62	11	7	2	2	166	247	388.57 NS
		(25.00)	(4.44)	(2.82)	(0.81)	(66.94)			
17.	Classification	99	7	13	2	2	127	247	279.25 NS
		(39.92)	(2.82)	(5.24)	(0.81)	(51.21)			
18.	Recognition	209	14	7	0	18	247	644.13	.05
		(84.27)	(5.65)	(2.82)	(0.00)	(7.26)			
19.	Appreciation	200	27	16	4	4	1	247	578.65 .05
		(80.65)	(10.89)	(6.45)	(1.61)	(0.40)			
20.	Psychomotor skills	204	18	12	2	2	12	247	603.45 .05
		(82.26)	(7.26)	(4.84)	(0.81)	(4.84)			
21.	Loneliness	97	10	17	14	110	247	197.44	NS
		(39.11)	(4.03)	(6.85)	(5.65)	(44.35)			
22.	Nature	211	20	8	0	9	247	660.58	.05
		(85.08)	(8.06)	(3.23)	(0.00)	(3.63)			
23.	Approval	210	19	10	3	6	247	651.31	.05
		(84.68)	7.66)	(4.03)	(1.21)	(2.42)			

Result in Table 1 showing that:

Table 1 showed that frequency distributions of opinions of students of the sample of urban secondary schools of district Faisalabad on importance, existence and availability of aesthetic needs and their significance on chi-square was at .05. It led to the following conclusions:

1. Among the students 85.08% agree and strongly agree that they often enjoyed thrilling games.
2. Among the students 97.58% agree and strongly agree that they had not care far charming scenes.
3. Among the students 87.50% agree and strongly agree that they disliked pollution.
4. Among the students 95.57% agree and strongly agree that they liked pleasant living.
5. Among the students 86.69% agree and strongly agree that their schools were charming places.
6. Among the students 92.34% and strongly agree that they liked cleanliness and neatness.

7. Among the students 98.38% agree and strongly agree that they could define good and evil.
8. Among the students 96.78% agree and strongly agree that they loved the patriotic people.
9. Among the students 85.89% agree and strongly agree that their choices were fruitful and correct.
10. Among the students 90.32% agree and strongly agree that they wanted to live by religious rules.
11. Among the students 93.94% agree and strongly agree they wanted to see peace and prosperity in the world.
12. Among the students 46.37% agree and strongly agree that they liked music but 51.61% disagree and strongly disagree that they liked music.
13. Among the students 94.36% agree and strongly agree that they liked natural beauty.
14. Among the students 95.96% agree and strongly agree that they liked to visit the healthy resorts.
15. Among the students 82.26% agree and strongly agree that they took part in co-curricular activities.
16. Among the students 29.44% agree and strongly agree but 70.56% disagree that they sat on dusty place during the school time.
17. Among the students 42.74% agree and strongly agree but 57.10% disagree that they could analyze the colors of the flowers.
18. Among the students 89.92% agree and strongly agree that they could judge the good and bad.
19. Among the students 91.54% agree and strongly agree that the natural colors were very charming and attractive.
20. Among the students 89.52% agree and strongly agree that they wanted to learn the art and craft.
21. Among the students 43.14% agree and strongly agree but 56.86% disagree that they liked loneliness.
22. Among the students 93.14% agree and strongly agree that they admired the nature and its creator.
23. Among the students 92.34% agree and strongly agree that they liked the natural coloring and its symmetry.

Table No. 2

Frequency distribution of opinions of students of the sample of rural secondary schools of district Faisalabad.

	Needs	SA(%)	A(%)	U(%)	D(%)	SD(%)	df	χ^2	P
1.	Sensation	108 (54.55)	47 23.737	5 2.525	11 (5.56)	27 (13.64)	197	174.42	NS
2.	Charming scene	132 (66.67)	53 26.767	4 2.020	4 (2.02)	5 (2.53)	197	314.37	NS
3.	Healthy environment		121	52	9	3	13	197	246.54 NS

		(61.11)	26.262	4.545	(1.52)	(6.57)			
4.	Pleasantness	111	52	11	8	16	197	192.55	NS
		(56.06)	26.262	5.555	(4.04)	(8.08)			
5.	Symmetry and order	123	68	2	1	4	197	301.34	NS
		(62.12)	34.343	1.010	(0.51)	(2.02)			
6.	Neatness	135	55	4	0	4	197	339.42	NS
		(68.18)	27.777	2.020	(0.00)	(2.02)			
7.	Discrimination	117	60	15	0	6	197	245.18	NS
		(59.09)	30.303	7.575	(0.00)	(3.03)			
8.	Morality	123	65	2	6	2	197	291.84	NS
		(62.12)	(32.83)	(1.01)	(3.03)	(1.01)			
9.	Reliability	91	54	26	15	12	197	111.14	NS
		(45.96)	(27.27)	(13.13)	(7.58)	(6.06)			
10.	Religion	80	82	26	4	6	197	151.79	NS
		(40.40)	(41.41)	(13.13)	(2.02)	(3.03)			
11.	Peace	112	70	9	1	6	197	245.48	NS
		(56.57)	(35.35)	(4.55)	(0.51)	(3.03)			
12.	Musical interest	84	40	15	26	33	197	70.83	NS
		(42.42)	(20.20)	(7.58)	(13.13)	(16.67)			
13.	Novelty	115	38	11	8	26	197	194.17	NS
		(58.08)	(19.19)	(5.56)	(4.04)	(13.13)			
14.	Resort visiting	116	54	9	7	12	197	222.35	NS
		(58.59)	(27.27)	(4.55)	(3.54)	(6.06)			
15.	Literary taste	108	70	7	4	9	197	223.97	NS
		(54.55)	(35.35)	(3.54)	(2.02)	(4.55)			
16.	Comfortable seating	38	9	2	22	127	197	260.13	NS
		(19.19)	(4.55)	(1.01)	(11.11)	(64.14)			
17.	Classification	55	81	18	14	30	197	79.92	NS
		(27.78)	(40.91)	(9.09)	(7.07)	(15.15)			
18.	Recognition	88	49	19	18	24	197	90.03	NS
		(44.44)	(24.75)	(9.60)	(9.09)	(12.12)			
19.	Appreciation	122	55	12	2	7	197	259.22	NS
		(61.62)	(27.78)	(6.06)	(1.01)	(3.54)			
20.	Psychomotor skills	117	52	6	6	17	197	225.08	NS
		(59.09)	(26.26)	(3.03)	(3.03)	(8.59)			
21.	Loneliness	67	25	26	35	45	197	30.28	NS
		(33.84)	(12.63)	(13.13)	(17.68)	(22.73)			
22.	Nature	63	69	27	9	30	197	65.63	NS
		(31.82)	(34.85)	(13.64)	(4.55)	(15.15)			
23.	Approval	104	61	14	10	9	197	178.61	NS
		(52.53)	(30.81)	(7.07)	(5.05)	(4.55)			

Result in Table No. 2 indicates these findings:

Table 2 indicates that Frequency Distribution of opinions of students of the sample of rural secondary schools of District Faisalabad on importance, Existence and availability of aesthetic needs and their significance on chi-square was at 0.5 level. The following conclusions were drawn:

1. Among the students 78.28% agree and strongly agree but 21.72% disagree and strongly disagree that they often enjoyed thrilling games.
2. Among the students 93.43% agree and strongly agree that they had not cared far charming scene.
3. Among the students 87.38% agree and strongly agree that they disliked pollution.
4. Among the students 82.32% agree and strongly agree that they liked pleasant living.
5. Among the students 96.46% agree and strongly agree that their schools were charming places.
6. Among the students 95.96% and strongly agree that they liked cleanliness and neatness.
7. Among the students 89.39% agree and strongly agree that they could define good and evil.
8. Among the students 94.95% agree and strongly agree that they loved the patriotic people.
9. Among the students 73.23% agree and strongly agree that their choices were fruitful and correct.
10. Among the students 81.81% agree and strongly agree that they wanted to live by religious rules.
11. Among the students 91.92% agree and strongly agree they wanted to see peace and prosperity in the world.
12. Among the students 62.62% agree and strongly agree but 37.38% disagree that they liked music but 51.61% disagree and strongly disagree that they like music.
13. Among the students 77.27% agree and strongly agree that they liked natural beauty.
14. Among the students 85.86% agree and strongly agree that they liked to visit the healthy resorts.
15. Among the students 89.90% agree and strongly agree that they took part in co-curricular activities.
16. Among the students 23.73% agree and strongly agree but 76.25% disagree that they sat on dusty place during the school time.
17. Among the students 68.68% agree and strongly agree but 31.32% disagree that they could analyze the colors of the flowers.
18. Among the students 69.19% agree and strongly agree but 30.81% disagree that they could judge the good and bad.
19. Among the students 89.40% agree and strongly agree that the natural colors were very charming and attractive.
20. Among the students 85.35% agree and strongly agree that they wanted to learn the art and craft.
21. Among the students 46.47% agree and strongly agree but 53.53% disagree that they liked loneliness.
22. Among the students 66.67% agree and strongly agree but 19.70% disagree that they admired the nature and its creator.

23. Among the students 83.34% agree and strongly agree that they liked the natural coloring and its symmetry.

Table No. 3

Comparison of mean ratings of the opinions of students of the samples of urban and rural secondary schools of and their

S/No	Needs	Faisalabad		Mean Scores
		Urban	Rural	
1	Sensation	4.48	4.00	4.24
2	Charming scene	4.86	4.53	4.69
3	Healthy Environment	4.50	4.34	4.42
4	Pleasantness	4.80	4.18	4.49
5	Symmetry & order	4.47	4.54	4.50
6	Neatness	4.69	4.60	4.64
7	Discrimination	4.48	4.42	4.45
8	Morality	4.48	4.52	4.50
9	Reliability	4.58	3.99	4.28
10	Religion	4.70	4.14	4.47
11	Peace	4.79	4.42	4.60
12	Musical Interest	2.87	3.59	3.23
13	Novelty	4.73	4.05	4.39
14	Resort Visiting	4.81	4.29	4.55
15	Literary taste	4.26	4.33	4.29
16	Comfortable	2.20	2.04	2.12
17	Classification	2.79	3.59	3.19
18	Recognition	4.60	3.80	4.20
19	Appreciation of Nature	4.70	4.43	4.56
20	Psychomotor skills	4.61	4.24	4.42
21	Loneliness	2.88	3.17	3.02
22	Nature Appreciation	4.71	3.64	2.17
23	Approval of Nature	4.71	4.22	4.46

Table 3 represents overall group mean scores according to the aesthetic needs of the students of the samples of urban and rural Secondary Schools. The mean scores of Aesthetic Needs based on 4.24, 4.46 were more efficient and determined needs.

Table No. 4

Now the assessed needs are rank ordered as given below:

S/No	Needs	Mean Scores
1	Comfortable	2.12
2	Nature Appreciation	2.17
3	Loneliness	3.02
4	Classification	3.19
5	Musical Interest	3.23
6	Recognition	4.20
7	Sensation	4.24
8	Reliability	4.28
9	Literary taste	4.29
10	Novelty	4.39
11	Healthy Environment	4.42
12	Psychomotor skills	4.42
13	Discrimination	4.45
14	Approval of Nature	4.46
15	Religion	4.47
16	Pleasantness	4.49
17	Symmetry & order	4.50
18	Morality	4.50
19	Resort Visiting	4.55
20	Appreciation of Nature	4.56
21	Peace	4.60
22	Neatness	4.64
23	Charming scene	4.69

Table 4 represents that Aesthetic Needs by students of the samples of urban and rural Secondary Schools. The mean scores of Aesthetic Needs based on 2.12, 4.69 were more efficient and determined needs. Now this vast list of aesthetic needs is focused to play a pivotal role to achieve a better standard of life, quality education and to play a basic role from comfortable to charming scene in modernization of curriculum at secondary level.

Discussion

The findings show that the majority of the teachers and students significantly was in accord that

(a) Non-availability of fun and visiting, games competitions, charming scenes, healthy environment, pleasantness, symmetry and order, neatness, peace, security, resort visiting, comfortable seating, appreciation of nature were creating passiveness.

(b) The deficit motivation, loneliness, absent of morality and reliability, ignorance of psychomotor skills, polluted environment and dusty seating of the individual caused inferiority complex. There is no symmetry and pleasantness in the schools. There is no novelty of doing well, music interests, recognition of evil and good, religious rules and piety.

(c) Cultural harmony and classification of color and smell are not part of the curriculum.

(d) Co-curricular activities are outside the regular course of studies.

(e) It has also come to light that there is paucity of art and craft skills, workshops and faculty of art and drawing, coloring and music facilities.

Recommendations

When the urge for basic needs are fulfilled, aesthetic needs come to dominate human nature. He/she likes fun and fair, beauty, charming scene, freedom, art and drawing, dance, poetry, sports and games, mastery over making novel pictures. Fun refers to the needs for basic gratification, the need to smile, to feel pleasure and engage in pleasurable activities. Pleasantness, neatness, healthy environment, charming scene, symmetry and order, music, resort visiting, comfortable seating, classification of good and bad, natural appreciation are necessary for the development of a healthy personality. These needs may be given a special place in the curriculum as shown below:

- a. Curriculum may disseminate the benefits of charming scenes, healthy resorts, visiting, picnic parties and classification of natural scenes in general language.
- b. It also may define the traits of order, discipline, symmetry, pleasantness, neatness which are necessary for the development of a healthy personality and welfare society.
- c. It may draw the clear picture of benefits of resort visiting, meaning of the components of fun and art, features of sports and games, novelty and freedom by designing tasks, activities and programs. It may satisfy the sex derives by introducing socialization, arranging parties, reading or writing poetry, co-curricular activities and music sessions, etc.

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