

STUDY OF RELATIONSHIP BETWEEN BASIC PSYCHOLOGICAL NEED SATISFACTION, PSYCHOLOGICAL WELL-BEING AND SOCIAL SUPPORT

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Abstract

The purpose of the current study is to examine the relationship between basic psychological need satisfaction, psychological well-being and social support. This study falls under descriptive research design. A sample of 400 students studying in 9th class in government/Private recognized senior secondary schools of Amritsar city and Tarn-Taran city was selected by random sampling. Coefficient of correlation was employed to find the relationship between basic psychological need satisfaction, psychological well-being and social support of boys and girls. t-test, SD and one-way ANOVA were also applied to the analyse the data. The findings revealed that there exist relationship between basic psychological need satisfaction and psychological well-being and basic psychological need satisfaction and social support.

Keywords: Basic Psychological Need Satisfaction, Psychological Well-Being, Social Support.

INTRODUCTION

Adolescence is the transitional bridge between childhood and adulthood; it encompasses developmental milestones that are unique to this age group. Healthy cognitive, physical, sexual, and psychosocial development is both a right and a responsibility that must be guaranteed for all adolescents to successfully enter adulthood. Research has consistently shown that individuals with close and supportive spouses, friends, and family have greater life satisfaction and well-being (Antonucci and Jackson, 1987; Chen and Feeley, 2014) and fewer psychological and health-related costs, such as loneliness, depressive symptoms, and cognitive deficit (Okabayashi et al., 2004; Sherman et al., 2011).

Social support has been proposed as one of the protective factors to stress that include social systems as a source of well-being (Cohen & Wills, 1985; Thoits, 1986). Particularly in children and adolescent's studies, social support is seen as a manifestation of community social capital (Ellonen, & Autio, 2008). Social support has been defined as the instrumental and expressive provisions, real or perceived, given by the community, social networks, and intimate relationships (Lin, Dean, & Ensel, 1986). This definition includes different perspectives of the study of social support (structural, functional, and contextual), the different levels of analysis (community, social networks, and intimate relationships), and it differentiates between real versus perceived support. While studying social support from a functional perspective, the analysis focuses on the different types of support that adolescents search for and receive. Following Cohen and Wills' (1985) classical taxonomy, we can distinguish among emotional support, instrumental or material support, informative support, and social company. In adolescents, emotional support from friends and family has also been revealed superior to the other types of support (Griffiths, Crisp, Barney, & Reid, 2011).

Individuals are born with three basic psychological need satisfaction including autonomy, competence, and relatedness (Deci & Ryan, 2000). Autonomy is the perception that an individual is the master of his or her behavior. Competence is the feeling that an individual can interact effectively with the external environment. Relatedness is the sense that one feels connected, cared for, and loved by others. Theoretically, BPNS is the driving force for ensuring the sustainable development of life, the healthy development of individuals, and the implementation of the necessary conditions for maintaining well-being (Deci & Ryan, 2000). Empirically, a series of studies have found that BPNS helps to cultivate an individual's positive and optimistic psychological qualities (Sheldon & Gunz, 2010), improve happiness (Vansteenkiste & Ryan, 2013), and enhance well-being (Lataster et al., 2022).

Well-being is a continuous process, which involves maintaining a balance and integration in one's life, and refining skills, rethinking previous beliefs and stances towards issues as appropriate. Lyon (1990) defined wellness as the experience of emotional and physical comfort and a functional ability level at or near the person's perceived capability level. Here, a person's subjective evaluation of functional ability is a comparison between what the person believes he or she is capable of doing and what he or she is actually able to do.

Hatfield (1992) defined wellness as the consciousness and deliberate process by which people are actively involved in enhancing their overall psychological well-being, intellectual, physical, social, emotional, occupational and spiritual. Therefore, promoting adolescents' mental health basic psychological need satisfaction and psychological well-being is one of the most important challenges facing communities around the world when it comes to the prevention of physical and mental health problems later on in adulthood.

Allgower, Wardle & Steptoe (2001) founded that lack of social support and lower perceived adequacy of social support have been linked to poorer mental and physical health. Graham and Pettinato (2002) analyze subjective well-being in 17 Latin American countries and Russia and they find that relative income differences have important effects and how individual's assess their well-being. Those in the middle or lower middle of the income distribution are more likely to be dissatisfied than are the very poorest groups. Sacks and Wollfe (2006) conducted a study on children with visual impairment who face the problems of ignorance by their peers because they show no cooperation and turn taking with others. Bolger & Amarel (2007) looked on supportive acts that were reported by the support recipient did not promote adjustment to stress but rather, were associated with poorer adjustment, suggesting that when explicit support efforts are recognized, there can be emotional costs to the recipient. Arshadi (2010) found that satisfaction of basic psychological needs predicts motivation and job performance. These studies have concluded that satisfying basic psychological need such as autonomy, relatedness and competent are important in improving work engagement and even to the goal orientation. Molix and Nichols (2013) investigated on the satisfaction of basic need and community esteem and psychological well-being. The study concluded that there was a robust association between community esteem and both hedonic and eudemonic measures of well-being. Gozzoli, Frascaroli and D'Angelo (2015) examined the complex and challenging school world of rapid reforms, resource reallocations, general social and productive change, as well as internal and external demand on teacher's work. They adopted a phenomenological approach to research with 50 high school teachers, exploring their concepts of well-being. Suzuki and Nashimura (2016) studied on basic psychological need satisfaction and frustration and well-being in Japan. The study concluded that satisfaction of each of the three needs contributed to the prediction of subjective well-being such as life satisfaction and vitality, whereas frustration of each need uniquely contributed to the prediction of ill-being such as depressed affect. Dhambi (2017)

investigated the Multidimensional Scale of Perceived Social Support (MSPSS) is one of the most broadly used scales to rate social support. Vansteenkiste et al., (2020) proposed measuring the support of BPN as motivational antecedents required to determine their effects in the diverse cognitive, social or motivational aspects of students. Ahola, Soini, Pietarinen, and Pyhalto (2021) conducted a study on social support experiences by pupils in finish secondary school. Findings revealed that adolescent pupils experience relatively strong support from inside school (teachers and peers), as well as home especially the experienced support from peers was rated quite high. Moreover, our results showed that the social support from teachers and guardians are both positive predictors of experienced peer support and the strongest relationship is found between support from teachers and peers.

JUSTIFICATION OF THE PROBLEM

The aim of this study was to investigate how social support and basic psychological need satisfaction effects on adolescent's psychological well-being. To address this aim we were focused on social support and basic psychological need satisfaction of adolescent's psychological well-being.

STATEMENT OF THE PROBLEM

The study was delimited to 9th class students of government and private schools of Amritsar and Tarn-Taran city only.

DELIMITATION OF THE STUDY

- The study was delimited to 9th class students.
- The study was delimited to only schools of Amritsar city and Tarn-Taran city affiliated to PSEB.

OBJECTIVES OF THE STUDY

- To study the relationship between psychological well-being and basic psychological need satisfaction.
- To study the relationship between psychological well-being and social support.
- To compare the psychological well-being of adolescents with respect to gender.
- To compare the psychological well-being of adolescents with respect to basic psychological need satisfaction.
- To compare the psychological well-being of adolescents with respect to social support.

HYPOTHESES

- There is no significant relationship between psychological well-being and basicpsychological need satisfaction.
- There is no significant relationship between psychological well-being and social support.
- There is no significant difference in psychological well-being of adolescents with respect to gender.
- There is no significant difference in psychological well-being of adolescents with respect to basicpsychological need satisfaction.
- There is no significant difference in psychological well-being of adolescents with respect to social support.

RESEARCH DESIGN

Descriptive survey method was used for the presentstudy. Data collection was done from Secondary Government and Private schools of Amritsar city and Tarn-Taran city, by techniques of simple random sampling. The sample consists of 400 secondary school students.

TOOLS

- BasicNeed Satisfaction General Scale (BPNSG-S) by (Deci and Ryan, 2001).
- Ryff's psychological well-being Scale (PWB),42 Items version by (Ryff and Keyes 1995).
- Multidimensional Scale of Perceived Social support (MSPSS) by (Zimet, Dahlem, Zimet and Farley 1988).

STATISTICAL TECHNIQUES

Mean, standard deviation, t-test and Pearson's correlation and one-way ANOVA were used to analyse the data.

RESULTS AND DISCUSSION

HYPOTHESIS-1

There is no significant relationship between psychological well-being and basicpsychological needsatisfaction.

TABLE-1:

Correlations		
PSYCHOLOGICAL WELL- BEING		BPNSG
	Pearson Correlation	.0344
	N	400

Correlation is significant the 0.05 level

Table-1 showed that the coefficient of correlationofpsychological well-being and basicpsychological need satisfaction was .0344, that was significant at 0.05 level. Thus, it can be concluded that psychological well-being and basic psychological need satisfactionwas significantly related with each other. So null hypothesis, “there is no significant relationship between psychological well-being and basicpsychological need satisfaction”was rejected. It means there was significant relationship between psychological well-being and basicpsychological need satisfaction.

HYPOTHESIS- 2

There is no significant relationship between psychological well-being and social support.

TABLE-2:

Correlations		
PSYCHOLOGICAL WELL- BEING		PSS
	Pearson Correlation	.0137
	N	400

Correlation is significant the 0.05 level

Table-2 showed that the coefficient of correlation of psychological well-being and social support was.0137 that was significant at 0.05 level. Thus, it can be concluded that psychological well-being and social support significantly related with each other. So null hypothesis, “there is no significant relationship between psychological well-being and social

support” was rejected. It means there was significant relationship between psychological well-being and social support.

HYPOTHESIS- 3

There is no significant difference in psychological well-being of adolescents with respect to gender.

TABLE- 3:

Group	N	Mean	SD	SE	p-value
Male	200	163	22.3	1.43	0.267
Female	200	161	22.2	1.76	

Table-3 revealed that the mean scores of male and female were 163 and 161 respectively and SD for the two groups were 22.3 and 22.2 respectively. It further indicated that the obtained p-value was 0.267 which was not significant at 0.05 level. The SE of males group was 1.43 while female group was 1.76. Thus, the null hypothesis- “There is no significant difference in psychological well-being of adolescents with respect to gender”was not rejected. It revealed that there was no significant difference in psychological well-being of adolescents with respect to gender that is male and female.

HYPOTHESIS- 4

There is no significant difference in psychological well-being of adolescents with respect to basicpsychological need satisfaction.

TABLE-4:

Group	N	Mean	SD	SE	t-value
Low-Satisfaction	159	73.94	11.28	0.891	21.94
High-Satisfaction	241	96.36	9.06	0.584	

Table-4 revealed that the mean scores of BPNSGat Low-Level and High-Level were 73.94 and 96.36 respectively and SD for the two groups were 11.28 and 9.06 respectively. The SE of Low-Level and High-Level of BPNSGwere 0.891 and 0.584 respectively. It further indicated that the obtained t-value was 21.94 which was significant at 0.05 level.Thus, the null hypothesis- “There is no significant difference inpsychological well-being of adolescents

with respect to basicpsychological need satisfaction”was rejected. It revealed that there was a significant difference in psychologicalwell-being of adolescents with respect to basicpsychological need satisfaction.

HYPOTHESIS- 5

There is no significant difference in psychological well-being of adolescents with respect to social support.

SUMMARY OF ANALYSIS OF VARIANCE ONE WAY ANOVA

TABLE-5:

Groups	N	Mean	SD
FA(Family)	400	18.28	4.839
FR(Friends)	400	17.61	4.378
SO(Significant others)	400	17.71	5.487

ANALYSIS OF VARIANCE (ONE WAY ANOVA)

Source of variation	Sum of squares	df	Mean square	f-value	p-value
Between Groups	105.54	2	52.77	2.177	.113
Within Groups	29005.95	1197	24.23		
Total	29111.49	1199			

Table-5 revealedthat the f-value for the difference between psychological well-being of adolescents with respect to social support came out to be 2.177 which was not significant at 0.05 level. Hence the hypothesis “There is no significant difference in psychological well-being of adolescents with respect to social support” was not rejected.

Statistically no significant mean difference was found in psychological well-being of adolescents with respect to social support. The result revealed that psychologicalwell-being of adolescents was not differs with respect to social support.

CONCLUSION:

Based on the analysis as a whole, we may conclude that there was significant relationship of psychological well-being with basic psychological need satisfaction, social support. There was also a significant difference in psychological well-being of adolescents with respect basic psychological need satisfaction. It revealed that psychological well-being of adolescents also dependent upon the basic psychological need satisfaction. All these factors were significantly affected the psychological well-being of the adolescents as a whole.

EDUCATIONAL IMPLICATIONS:

- The present study highlighted the need for the promotion of psychological well-being among students and the importance of basic psychological needs satisfaction for their psychological well-being. Satisfaction of basic psychological need enables students to feel vital, which ultimately improved their psychological well-being.
- The present study revealed that when people were socially connected and have stable and supportive relationships, they were more likely to make healthy choices and to have better mental and physical health outcomes.
- The present study revealed that various factors such as peer behaviours as well as the quality of the relationships that youth have with their peers have shown a great effect on the psychological, social academic functioning and well-being.
- The present study showed that students who receive a higher sense of social support from their peers tend to have clearer plans and higher expectations for their own academics because of the positive motivational feedback.

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