



A STUDY OF NEEDS SATISFACTION AMONG ADOLESCENT BOYS IN RELATION TO PERCEIVED PARENTAL CHARACTERISTICS

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ABSTRACT

The present research was conducted to study the needs satisfaction among adolescent boys in relation to perceived parental characteristics. A total of 100 adolescent boys in the age group 16 – 18 years were randomly drawn from different educational institutions of urban areas of Jammu (J&K), India. The major tools used for the study were Standardized Basic Psychological Needs Scale (BPNS) devised by Deci and Ryan (2000) and Perception of Parents scale (POPS) devised by Robin (1994). Data was collected in two phases. During Phase I, Standardized Basic Psychological Needs Scale (BPNS) was administered on the selected sample (n=100 adolescent boys) to identify their level of need satisfaction. Based on the scores of BPNS administered in phase I, a group of 50 adolescent boys divided into two categories i.e. Highly Satisfied (n=25) and Least Satisfied (n=25) were selected for detailed analysis. During phase II, Standardized Perception of Parents scale (POPS) was used to study the relationship between parental characteristics and need satisfaction of selected sample (n=50 adolescent boys). Analysis of data revealed that the adolescent boys derive more satisfaction of their needs related to autonomy, competence and relatedness from relationships than in general terms. When comparing age wise, it was found that needs satisfaction of adolescent boys in general and relationship were decreasing with increasing age. Statistically, there is significant difference between the perceptions of parental characteristics of highly satisfied and less satisfied adolescents. Results showed that the perceived characteristics of parents have significant relationship with the needs satisfaction of highly satisfied adolescent boys than less satisfied adolescent boys. Overall, a positive insignificant relationship between the needs satisfaction of adolescents and perceived parental characteristics of their parents was found.

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INTRODUCTION

Adolescence is the most important developmental stage of life. During adolescence, individuals have an increasingly higher need for complex tasks and to take part in decision making (Eccles *et al.* 1993). According to Self-determination theory, there are some basic needs that must be satisfied in order to promote psychological well-being and secure healthy development (Deci and Ryan 2000). Sheldon, Ryan and Reiss (1996) see psychological needs as particular qualities of experience that all people require to thrive. It is important to note that when a need is fulfilled, it promotes integration and well-being, and when thwarted, fosters fragmentation and illbeing. These are the psychological needs for competence, relatedness, and autonomy, which are postulated to be universal across people and cultures and important in all domains and aspects of a person's life (Deci and Ryan 1985; Ryan and Deci 2000).

The need for competence involves feeling effective in interacting with the environment, experiencing opportunities to use one's capacities, and managing tasks that are challenging (Deci and Ryan 1985; Ryan and Deci 2000; White 1959). When the need for competence is satisfied, individuals may gain psychological rewards, and feel that they can act effectively and bring about goals. The need for competence is related closely to the need for relatedness, because feedback from significant others may be an important contributor to adolescents' feelings of competence (Fredricks *et al.* 2002). Relatedness refers to the feeling of being connected to others, which includes relating to and caring for others, feeling cared for by those others, and feeling involved with the social world more generally (Baumeister and Leary 1995). One study examining adolescent need satisfaction found that fulfillment of needs for autonomy, competence, and relatedness in adolescents was associated with and predictive of future experiences of overall well being (Véronneau, Koestner, & Abela, 2005). Adolescence is a period of transition, with declining conformity to parents, social relationships with peers and other adults may become increasingly important, both for

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general psychological well-being and for enjoyment of activities. Under the tenets of Self determination theory, parents are considered the primary developmental agent who can shape their childrens' social context to support their offsprings' three basic psychological needs (LaGuardia, Ryan, Couchman, & Deci, 2000). Thus, contextual factors such as family systems (e.g., parent-child dyads) are integral to consider when examining childhood health outcomes (Bronfenbrenner, 1986). These system's qualities, specifically the parent-child relationship, are also considered the prime contexts for shaping intrinsically motivated behavior by fostering the fulfillment of basic psychological needs for the child (Grolnick, Deci, & Ryan, 1997). A study of mother-child play interactions demonstrated that controlling maternal behaviors (i.e. less autonomy support) were associated with less intrinsically motivated child behaviors (Deci, Driver, Hotchkiss, Robbins, & Wilson, 1993). Further, multiple studies have linked maternal autonomy support with children's autonomous self-regulation with tasks, increased competence in school activities, adaptive school adjustment, and increased school performance (Grolnick & Ryan, 1989; Joussemet, Koestner, Lekes, & Landry, 2005). Ryan, Stiller and Lynch (1994) indicated that when adolescents feel strongly related to their parents, they are more autonomous in the self-regulation and experienced higher well-being than those whose needs for relatedness is not well satisfied by their parents. A higher level of support from the parents predicts better outcomes for their children (Wong, 2008). When parents dedicate resources such as time, warmth and more tangible resources such as books and assistance, children feel important and valued, thus fulfilling their need for relatedness. Parent involvement, however, needs to be provided in a way that supports children's needs for autonomy and competence (Grolnick, 2016). Cross-cultural evidence for parental autonomy support has demonstrated relations with higher academic functioning and greater overall well-being in adolescent student samples (Chirkov & Ryan, 2001). The above review of literature reveals the crucial role of parents in satisfaction of their adolescents' needs. Although many studies have been conducted in the field of adolescence, but, a study to assess the relationship between needs satisfaction among adolescent boys and perceived parental characteristics has not been conducted in Jammu, J&K (India). The study is being conducted on aspect which has practical implications not only for policy makers, welfare workers but parents, teachers and adolescent themselves. This research will contribute to theoretical database and will also help in providing insights into the selected research aspect.

Objectives Of The Study

The present study was undertaken keeping in view the following objectives

- ❖ To assess the extent of satisfaction with respect to the following needs among adolescent boys (16 to 18 years) of Jammu city
 - a) Autonomy
 - b) Competence
 - c) Relatedness
- ❖ To study the relationship between needs satisfaction of sample adolescents and the selected perceived parental characteristics of their own parents.

RESEARCH METHODOLOGY

The sample for the present study comprised 100 adolescent boys in the age group 16 – 18 years. The sample children were selected from different educational institutions of urban areas of Jammu district (J&K) through random sampling technique. For the selection of sample, a list of schools was taken from Directorate of School Education Jammu and from that list 5 schools were picked randomly using lottery method. From these schools, the sample was selected randomly. The major tools used for the study were Standardized Basic Psychological Needs Scale (BPNS) devised by Edward L. Deci and Richard M. Ryan (2000). The Basic Psychological Needs Scale consisted of 21 items concerning the three domains i.e. competence, autonomy and relatedness. Another Standardized Perception of Parents scale (POPS) devised by Robbins (1994). The scale contains (42) items- 21 items each for father and mother. This scale measures the perceived parental characteristics of both mother and father including parental autonomy support, parental warmth and parental involvement. Data was collected in two phases. During Phase I, Standardized Basic Psychological Needs Scale (BPNS) was administered on the selected sample (100 adolescent boys) to identify their need satisfaction while relating to their mother, father and peers. Based on the scores of BPNS administered in phase I, a group of 50 adolescent boys divided into two categories i.e. Highly Satisfied (n=25) and Least Satisfied (n=25) were selected for detailed analysis. During phase II, Standardized Perception of Parents scale (POPS) was used to study the relationship between parental characteristics and need satisfaction of selected sample (n=50 adolescent boys). Hindi Language was used for giving instructions and interacting with children during the administration of the tools. The entire data collection was completed within a period of three months. The data obtained were subjected to both qualitative and quantitative analysis.

RESULTS AND DISCUSSION

Background Information about the respondents

A total of 100 adolescent boys aged 16- 18 years were selected as the sample for the study. Out of which, 53 adolescent boys belonged to the age group of 16-17 years and were the students of 11th class while 47 respondents belonged to the age group of 17-18 years and were students of 12th class. Majority of the respondents (85%) belonged to nuclear families.

Basic Needs Satisfaction of sample adolescents

Self-determination theory has identified three basic psychological needs for optimal psychological growth and well-being: autonomy, relatedness, and competence (Deci and Ryan 2000).

Table 1 Difference between Mean Scores of Basic Psychological Need Scale (general v/s Relationships) on the basis of domains

Domains	Needs satisfaction (General)		Needs Satisfaction (in Relationships)		Calculated value of 't' (n=100)
	\bar{X}_1	std. dev.	\bar{X}_2	std. dev.	
Autonomy	4.23	0.83	4.71	1.00	1.02
Competence	4.45	0.98	4.95	1.15	0.87
Relatedness	4.31	0.91	5.45	0.94	2.50*

** Significant at 0.05.

Table 1 shows that the mean scores of domains for needs satisfaction in relationships are higher than the mean scores of domains for needs satisfaction in general. The mean scores on the dimensions of relatedness are higher as compared to autonomy and competence, in relationships, thus, implying higher needs satisfaction in this dimension. The data also reveals that sample adolescents have better needs satisfaction in relationships than in general terms across all dimensions, which reflects that the present sample of adolescent boys derive more satisfaction from relationships.

Table 2 Comparison of Adolescents' Needs Satisfaction in Relationships (mother v/s father)

Domains	Mother		Father		Calculated value of 't' (n=100)
	\bar{X}_1	std. dev.	\bar{X}_2	std. dev.	
Autonomy	14.17	3.56	12.38	4.79	3.60*
Competence	14.92	4.06	14.35	4.60	1.36
Relatedness	17.77	2.47	15.63	4.59	4.75*

** Significant at 0.05.

The data of the Table 2 reveals a significant difference in respect of needs satisfaction with mothers and fathers in the dimensions of autonomy and relatedness. For competence needs of adolescents although the difference between mother and father is not statistically significant, it is seen that mean scores for mothers is higher on this dimension as compared to fathers. With respect to fathers, adolescent boys' scores show more variations as compared to the scores with respect to mothers.

Table 3 Age wise Comparison of Needs Satisfaction General (G) and Relationship(R)

Domains	16-17 years (n=53)		17-18 years (n=47)		Calculated value of 't'(n=100)		Std. Error of Mean Diff.	
	\bar{X}_1	\bar{X}_2	\bar{X}_1	\bar{X}_2	G	R	G	R
	G	R	G	R	G	R	G	R
Autonomy	30.41	43.89	28.72	40.68	1.45	1.79*	1.16	1.79
Competence	26.85	45.85	26.55	43.19	0.25	1.28	1.20	2.07
Relatedness	35.00	50.13	33.89	47.87	0.73	1.33	1.5	1.69

** Significant at 0.05

When comparing age wise, it was found that needs satisfaction of adolescent boys in general and relationship were decreasing with increasing age. The data shows that younger adolescent boys (16-17 years) were more satisfied as they scored higher in all the dimensions than older adolescent boys (17-18 years). Statistically, there is no significant difference in the mean scores of the domains for both the age groups in general and relationship except the dimensions for autonomy in relationship which shows significant difference between the two means (Table 3).

Perceptions of Parents by sample Adolescents

A child's development is affected by both mother and father, for it is through interaction with both parents that children acquire the skills needed for better development. Within Self Determination Theory, on the other hand, thwarting of the needs for autonomy, such controlling parenting practice tend to impede internalization and thwart the adolescents' development of autonomy and well-being (Grolnick & Ryan, 1989; Vansteenkiste *et al.* 2004).

Table 4 depicts that there is significant difference between the perceptions of maternal characteristics of highly satisfied and less satisfied adolescents. Though difference between the mean

Table 4 Comparative Analysis of Perceived Parental Characteristics of Mother (Highly Satisfied v/s Less Satisfied)

Parental Characteristics (no. of items)	Highly Satisfied (n=25)		Less Satisfied (n=25)		Calculated value of 't' (n=50)
	\bar{X}_1	std. dev.	\bar{X}_2	std. dev.	
Autonomy Support (i=9)	5.57	0.63	4.58	0.40	6.59*
Parental Warmth (i=6)	5.93	0.67	5.01	0.37	6.50*
Parental Involvement (i=6)	5.24	0.81	4.88	0.47	1.98*
Overall(i=21)	5.58	0.66	4.79	0.30	5.47*

** Significant at 0.05.

scores of parental characteristics of involvement is not much, but, statistically, it is significant.

Table 5 Comparative Analysis of Perceived Parental Characteristics of Father (Highly Satisfiedv/s Less Satisfied)

Parental Characteristics (no. of items)	Highly Satisfied (n=25)		Less Satisfied (n=25)		Calculated value of 't' (n=50)
	\bar{X}_1	std. dev.	\bar{X}_2	std. dev.	
Autonomy Support (i=9)	5.03	0.49	4.40	0.31	5.41*
Parental Warmth(i=6)	5.31	0.94	4.59	0.47	4.62*
Parental Involvement (i=6)	4.69	0.95	4.53	0.60	0.71*
Overall(i=21)	5.01	0.82	4.49	0.43	2.81*

** Significant at 0.05.

Statistically, there is significant difference between the perceptions of parental characteristics of highly satisfied and less satisfied adolescents. The mean scores of both the adolescent groups vary from each other. It is revealed from the data that fathers' perceived characteristics for autonomy support and warmth with respect to less satisfied adolescents show high variations as compared to highly satisfied adolescents (Table 5).

Table 6 Relationship between the domains of BPNS and POPS of Highly Satisfied (HS) and Least Satisfied (LS) adolescent boys

Domains (POPS) (BPNS)	Parental Autonomy support		Parental Warmth		Parental Involvement	
	HS	LS	HS	LS	HS	LS
Autonomy	0.38*	-0.48*	0.48*	-0.45*	0.32*	0.04
Competence	0.35*	-0.01	0.48*	0.18	0.48*	0.14
Relatedness	0.19	0.30	0.21	0.15	0.47*	-0.16

** Significant at 0.05.

Table 6 depicts that the needs satisfaction of highly satisfied adolescents and their perceptions of parents are significantly correlated to each other implying that parental support, warmth and involvement leads to high satisfaction of needs among adolescents in terms of autonomy, competence and relatedness. Regarding the least satisfied adolescent boys, weak relationship between dimensions of BPNS and POPS was found. It shows moderate correlation between parental autonomy support and relatedness. It is further revealed that parental characteristics such as autonomy support and warmth do not contribute much to satisfaction of needs related to autonomy as there is an inverse relationship between these dimensions.

Table 7 Relationship between Overall Individual scores on domains of BPNS and POPS

Domains (POPS) (BPNS)	Overall POPS	Mother	Father
Overall BPNS	0.38	0.35	0.27
Needs Satisfaction in General	0.25	0.25	0.16
Needs Satisfaction in Relationships	0.35	0.27	0.29

Data in table 7 reveals a positive relationship between the needs satisfaction of adolescents and perceived parental characteristics although it is not statistically significant. It also shows that the perceived characteristics of mothers are more related to higher needs satisfaction among sampled adolescent boys than fathers' characteristics. It indicates that perceived parental characteristics are related to needs satisfaction among sample adolescents.

CONCLUSION

Findings of the study revealed that the adolescent boys derive more satisfaction of their needs related to autonomy, competence and relatedness from relationships than in general terms. When comparing age wise, it was found that needs satisfaction of adolescent boys in general and relationship decreased with increasing age. Similar findings were reported by Dhingra *et al.* (2016) that need satisfaction among adolescent girls decreased with increasing age. Statistically, there is no significant difference in the mean scores of the domains for both the age groups in general and relationship except the dimensions for autonomy in relationship which shows significant difference between the two means Results showed that the perceived characteristics of parents have significant relationship with the needs satisfaction of highly satisfied adolescent boys implying that perceived characteristics of parents are important factors for needs satisfaction among adolescents, belonging to high needs satisfaction group. In case of less satisfied adolescent boys, perceived characteristics of parents have weak relationship with their needs satisfaction implying that perceived characteristics of parents alone are not good enough for satisfaction of needs among adolescents, who are comparatively less satisfied. It was seen that perceived characteristics of mothers are highly significant than the perceived characteristics of fathers for adolescent boys. Similar findings were found in the study conducted by Chew and Wang (2010) which shows that mother's involvement and warmth were perceived to be higher than those of the father's. These findings are also in line with that of Devi (2000) who revealed significant differences in the way fathers and mothers perceived. Mothers were seen to be more warm, involved and supervisory than fathers. Interestingly, maternal characteristics of adolescents affect their needs satisfaction with fathers significantly. On the basis of the above findings, theoretical database for adolescent and parent relations could be formulated. Practical solutions for problems related to adolescent development, identity, emotional adjustment and academic problems could be drawn out of the results of the study.

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