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RESEARCH ARTICLE

NEED SATISFACTION OF ADOLESCENTS IN RELATION TO PERCEIVED PARENTAL CHARACTERISTICS

^{1,*}Rajni Dhingra, ²Kirti Singh Chauhan and ³Kanika Gupta

¹Professor, P. G. Dept. of Home Science, University of Jammu, Jammu-180006, Jammu & Kashmir, India

²Research Scholar, P.G. Department of Home Science, University of Jammu, Jammu-180006, Jammu & Kashmir, India

³P.G. Department of Home Science, University of Jammu, Jammu-180006, Jammu & Kashmir, India

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ABSTRACT

According to Self-determination theory, satisfaction of the needs for autonomy, competence and relatedness promotes well-being (Deci & Ryan, 2002). The present research was done to study the need satisfaction of adolescent girls in relation to perceived parental characteristics. A sample of 16-18 years old adolescent girls (n=100) randomly selected from private schools of Kathua district, Jammu & Kashmir, India was included in the sample. The sample was divided into two groups i.e. highly satisfied adolescent girls (25) and less satisfied adolescent girls (25), based on the Basic Psychological Needs Scale (BPNS) administered in Phase – I. In Phase – II the relationship between parental characteristics and need satisfaction of adolescent girls was studied through Perception of Parents Scale (POPS). The results revealed that the adolescent girls derive more satisfaction of their needs related to autonomy, competence and relatedness from relationship. For POPS, except for the dimension of autonomy support, there were no significant differences between the perceptions of maternal characteristics of both groups. Overall need satisfaction among adolescent girls was found to be positively correlated, and for highly satisfied girls need satisfaction scores and POPS scores were significantly related on many dimensions.

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INTRODUCTION

Self-determination theory is a macro theory of human motivation and personality that concerns people's inherent growth tendencies and innate psychological needs. It focuses on the degree to which an individual's behaviour is self-motivated and self-determined (Deci and Ryan, 2002). It posits 3 basic psychological needs- Autonomy (feeling un-coerced in one's action), Competence (feeling capable) and Relatedness (feeling connected to others). Self-determination theory proposes that humans have 3 basic psychological needs, each of them being essential because they contribute independently to healthy psychological growth (Ryan and Deci, 2000). These needs are seen as universal necessities especially during adolescence as it is a period of dynamic transition in which many inter-related changes in body, mind and social relationship take place, the body matures and mind become questioning and independent. During this period autonomous social behaviour becomes important (Chua and Koestner, 2008).

*Corresponding author: Rajni Dhingra,

Professor, P. G. Dept. of Home Science, University of Jammu, Jammu-180006, Jammu & Kashmir, India.

It is a period in which adolescent tries to adjust to his/her varied physical, emotional and psychological changes. Hellen et al. (2000) suggested that during middle childhood and early adolescence, as at other developmental stages, satisfaction of all three needs; need for autonomy, competence and need for relatedness promote well-being with each need making an independent contribution to well-being. According to Self Determination theory, individuals who attribute their actions to external circumstances rather than internal mechanisms are far more likely to succumb to peer pressure. In contrast, individuals who consider themselves autonomous tend to be initiators of action rather than followers, (Knee & Neighbours, 2002)⁵. The three needs influence motivation to the extent that an increase in the perception of competence, relatedness and autonomy will create a type of intrinsic motivation while frustrating these needs will be associated with less intrinsic motivation and more extrinsic motivation. Further, Lawman and Wilson (2013)⁶ suggested that autonomous motivation is more likely to contribute to long-term maintenance of a behaviour compared to controlled motivation and can be facilitated through social contextual conditions (i.e. high autonomy, competence and relatedness).

Adolescents need to feel that they have a certain freedom to act, that they can perform activities effectively and relate positively with parents in their immediate environment, in order to have a sense of well-being. During the stage of adolescence, parents play an important role. Parenting is a process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Autonomous parenting motivation is associated with children developing fewer behaviour problems whereas controlled motivation is associated with children developing more behaviour problems (Jungert *et al.*, 2015). The dynamic nature of parent-adolescent relations through time reveals that adolescents have more volatile relations with father than with mothers (Videon, 2012). A cross-sectional study examining relations between affluent adolescent adjustment and culturally salient factors within parent-child relationship and extracurricular domain indicated that adolescents with more perfectionist parents perceived more parental pressure and experienced poorer adjustment (Randall *et al.*, 2015).

In parenting, parental characteristics are the features of parents that have been identified as explanatory variables in a wide range of settings. A higher level of support from the parents predicts better outcomes for their children (Wong, 2008)¹⁰. 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 (Golnick, 2016). In this context, the present study focusses on three basic innate psychological needs of competence, relatedness and autonomy among adolescents in relation to the perceived parental characteristics of parental support, warmth and parental involvement

MATERIALS AND METHODS

The present study has been undertaken with a view to assess the need satisfaction among adolescent girls in relation to perceived parental characteristics. The locale for the present research was Kathua district of J&K state of India. The sample of the study comprised 100 adolescent girls (16-18 years) selected by random sampling. The tools used were: 1. Basic Psychological Need Scale (BPNS) by Richard M. Ryan and Edward L. Deci (1991), and 2. Perception of parents scale (POPS) by Grawlack Deci and Ryan (2002).

Phase-I: Three schools were selected from a list obtained from the school education office in Kathua and from each school, adolescent girls were selected by using lottery method in which a list of all adolescent girls who met the required criteria was prepared. The Basic Psychological Needs Scale was administered on the selected sample (n=100 adolescent girls) to identify their need satisfaction while relating to their mother, father and peers. Based on the scores of Basic Psychological Need satisfaction scale (BPNS) administered in phase I, A group of 50 adolescent girls divided into two categories viz. highly Satisfied (n=25) and less satisfied (n=25) were selected for detailed analysis, with respect to parental characteristics.

Phase-II: Perception of parents scale (POPS), to study the relationship between the parental characteristics and need satisfaction of adolescent girls was administered on selected sample of 50 girls drawn at the end of phase I. Data obtained by the use of various tools was subjected to both quantitative and qualitative analysis. The statistical procedures used include arithmetic means for measuring averages, t-test for comparing the specific domains enlisted in the measures used and standard error of means. To find out the relationship between the basic psychological needs and perceived parental characteristics, correlation techniques were used.

Table 1. Difference between means of basic psychological scale (General v/s Relationship) on the basis of the domains

Domains	Needs Satisfaction (in general)		Needs satisfaction (in relationships)		Calculated value of 't'
	\bar{X}_1	Std. Dev.	\bar{X}_2	Std. Dev.	
Autonomy	4.31	0.60	15.94	2.65	11.4*
Competence	4.66	2.74	16.56	3.18	7.43*
Relatedness	6.61	0.98	17.85	2.83	15.4*

*Significant at 0.05

Table 2. Comparison of need satisfaction in relationship (Father v/s Mother)

Domains	Mother		Father		Calculated value of 't'
	\bar{X}_1	Std Dev	\bar{X}_2	Std Dev	
Autonomy	15.48	3.45	20.69	11.91	4.189*
competence	16.71	9.07	17.70	9.01	1.788*
relatedness	18.28	8.91	18.70	8.88	1.740*

*Significant at 0.05

N= 100

Table 3. Age wise comparison of needs satisfaction general (G) and relationship (R)

Domains	16-17 (n=50) X_1		17-18 (n=50) X_2		Calculated value of 't'		Std. errors of means diff	
	G	R	G	R	G	R	G	R
Autonomy	31.34	49.90	29.02	46.02	2.82*	2.54*	0.82	1.53
Competence	28.04	49.50	26.38	49.06	2.28*	0.29	0.72	1.51
Relatedness	37.72	55.27	37.50	51.00	0.16	3.63*	1.36*	1.17

*Significant at 0.05N = 100

Table 4. Comparative analysis of perceived characteristics of mother (highly satisfied v/s less satisfied)

Parental Characteristics	High Scorers (n=25)		Low Scorers (n=25)		Calculated value of 't'
	\bar{X}_1	Std Dev	\bar{X}_2	Std Dev	
Autonomy support	3.16	0.23	2.92	0.36	2.29*
Parental Warmth	5.83	2.27	5.08	2.45	1.02
Parental Involvement	8.32	1.86	7.43	2.08	1.62*
Overall	5.77	1.45	5.14	4.89	1.59

*Significant at 0.05N = 50

Table 5. Comparative analysis of perceived characteristics of father (highly satisfied v/s less satisfied)

	High Scorers (n=25)		Low Scorers (n=25)		Calculated value of 't'
	\bar{X}_1	Std Dev	\bar{X}_2	Std Dev	
Autonomy support	3.64	1.55	3.39	1.62	0.55
Parental Warmth	5.70	2.29	5.28	2.40	0.64
Parental Involvement	5.47	4.6	5.08	4.8	0.57
Overall	4.93	2.81	4.58	8.82	0.14

Table 6. Relationship between the domains of BPNS and POPS of highly satisfied (HS) and least satisfied (LS) adolescent girls

Domains (POPS) (BPNS)	Parental Autonomy support		Parental Warmth		Parental Involvement	
	HS	LS	HS	LS	HS	LS
Autonomy	0.65*	0.38*	0.33*	0.22	0.43*	0.26
Competence	0.29	0.90	0.43*	0.28	0.15	0.25
Relatedness	0.33*	0.29	0.34*	0.20	0.09	0.06

*Significant at 0.05

Table 7. Relationship between all individual scores of domains of BPNS & POPS

Domains	Overall POPS	Mother	Father
Overall Needs Satisfaction	0.42*	0.22	0.39*
Needs Satisfaction in general	0.38*	0.12	0.14
Needs Satisfaction in relationship	0.35*	0.14	0.29

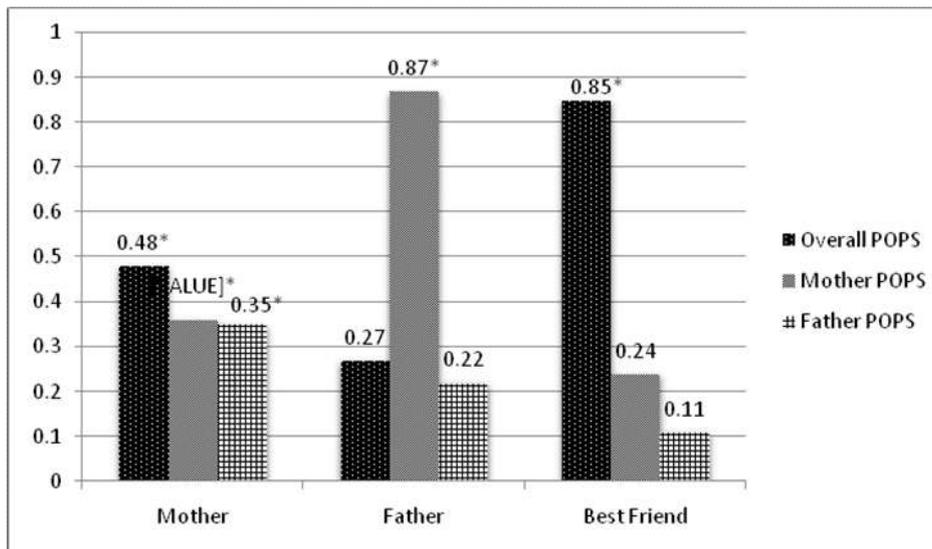


Fig.1. Comparison between need satisfaction from various persons

RESULTS AND DISCUSSION

The results based on the BPNS scale in phase I, revealed that the adolescent girls (n=100) derive more satisfaction of their needs related to autonomy, competence and relatedness from relationship than from the general aspects. There was greater need satisfaction on all the domains i.e. autonomy, competence and relatedness in relationships.

Similar findings were reported by Donald *et al.* (2004), that family support was more likely to function as a mediator for girls than for boys. The mean scores of need satisfaction (general and in relationships) depicted in Table 1 reveal that there is greater need satisfaction in relationships than in general terms. There is significant difference in this respect for all the domains studied.

The mean scores for girls are higher in the dimensions of relatedness as compared to autonomy and competence in both general and relationship terms. The need satisfaction of adolescent girls by their father was more than that by their mother in all the three dimensions. (Table 2) Specifically, difference is marked in terms of autonomy (mean = 20.69 for father and 15.48 for mothers). The need related to competence and relatedness was satisfied more by fathers than mothers although the difference was less but significant. This finding is in line with that of Shek (2007) who revealed that perceived parental psychological control was concurrently related to adolescent psychological well-being. Those who experienced greater need fulfilment in relationship functioning and well-being enjoyed better post disagreement relationship quality (Patrick et al. 2007). Age wise comparison of need satisfaction of adolescent girls in general (Table 3) revealed that the younger adolescent girls (16-17 years) were slightly more satisfied than the older ones while in relationship, the need satisfaction was found to be decreasing with increasing age (similar finding as for need satisfaction in general terms), since the younger girls obtained more scores in all dimensions in comparison to the older ones.

On the basis of Perception of Parent Scale (POPS) (Table 4) there was no significant difference between the perceptions of maternal characteristics of highly satisfied and less satisfied adolescents except on the dimension of autonomy support. In contrast in the investigation of perceptions of parenting characteristics on adolescent's adjustment, Devi (2000)¹⁵ found significant differences in the way fathers and mothers were perceived. Mothers were seen to be more warm, involved and strict/supervising than fathers, especially by the girls. Findings reveal both positive and negative linkages between mothers' and daughters' identity and relationship perceptions, their interactions around identify beliefs and adolescent identity development. In the present study, there was no significant difference between the perceptions of parental characteristics of highly satisfied and less satisfied adolescents with respect to father. The data thus suggests that perceived parental characteristics do not lead to higher or lower need satisfaction among sample girls. Findings about the domains of BPNS and POPS (Table 6) depict that the need satisfaction of highly satisfied sample girls and their perceptions of parents were significantly correlated in some of the dimensions. Parental autonomy support was found to be highly correlated with need satisfaction for autonomy (0.06) and to a lesser degree with other domains. Parental warmth was significantly related to need satisfaction in all domains while parental involvement was found to be moderately correlated with need related to autonomy. Need satisfaction of less satisfied adolescents and their perceptions of parents are significantly correlated in only one domain (parental autonomy with need satisfaction in domain of autonomy) which implies that the perceived parental characteristics have a lesser influence over the needs satisfaction of less satisfied adolescents. Low degree of correlation was observed between most of the dimensions of parental characteristics and need satisfaction among less satisfied adolescent girls. Table 7. Depicts significant relationship between the needs satisfaction of sample adolescent girls and perceived parental characteristics of their parents. This implies that overall need satisfaction in adolescent girls is positively related to their perceived parental characteristics. From among the parents, fathers were found to be more instrumental in need satisfaction among adolescent girls than mothers.

As depicted in Figure 1, perceived parental characteristics are positively associated with need satisfaction with mothers and best friend significantly while perceived characteristics of mother significantly relate with need satisfaction with mother and father, perceived characteristics of father are significantly correlated with need satisfaction obtained with mothers.

Conclusion

The results of this study reveal that the adolescent girls derive more satisfaction of their needs related to autonomy, competence and relatedness from relationships than from the general aspects. On the basis of POPS, there is no significant difference between the perceptions of maternal characteristics of highly satisfied and less satisfied adolescent girls except on the dimension of Autonomy support. Data further revealed that for highly satisfied sample girls need satisfaction scores and POPS scores were significantly related on many dimensions while for less satisfied girls, significant correlation was found only on one dimension (autonomy support with autonomy). Overall need satisfaction among adolescent girls was found to be positively correlated with perceived parental characteristics. From among the parents, fathers were found to be more instrumental in need satisfaction among adolescent girls than mothers.

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