

SELF-DETERMINATION BASIC PSYCHOLOGICAL NEEDS OF MOTIVATION: A COMPARATIVE ANALYSIS AMONG UNIVERSITY STUDENTS OF BALOCHISTAN

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ABSTRACT

This paper examined self-determination in the sample of various universities of Balochistan region, to see the social-demographic variables, psychometric qualities of the scale of Basic Psychological Needs, and the relationship between the subscales, and differences between both genders. 202 participants were involved in the study, of whom 111(55%) represented males and 91(45%) females with most of them (84.7%) aged between 18 and 30 years. Self-determination scale showed moderate reliability where Cronbach alpha was at .71 with mean at 82.57(SD=10.30). Each and every subscale such as Autonomy Satisfaction, Autonomy Frustration, Relatedness Satisfaction, Relatedness Frustration, Competence Satisfaction and Competence Frustration. The correlation analysis showed that Autonomy Satisfaction and Relatedness Satisfaction had significant, but moderate positive correlations ($r=.438$, $p<.01$), and Autonomy Satisfaction and Competence Satisfaction had significant, but medium positive links ($r=.485$, $p<.01$). Competence Frustration was significantly and negatively connected to Autonomy Satisfaction ($r=.186$, $p<.01$), signifying that the two variables were negligibly related. Moderate positive relationships were found between the Autonomy Frustration and Relatedness Frustration ($r=.426$, $p<.01$) as well as, Autonomy frustrations and Competence frustrations ($r=.417$, $p<.01$). Relatedness Frustration showed slight and negative relationship with Competence Satisfaction ($r=.144$, $p<.05$) and moderate and positive relationship with Competence Frustration ($r=.455$, $p<.05$). Competence Satisfaction was modestly negatively related with Competence Frustration ($r=.231$, $p<.01$). The overall self-determination scale showed no great difference in gender ($t(202) = .490$, $p=.625$). These results have helped in gaining insight on self-determination processes among this group.

Keywords: Self-Determination, Satisfaction, Frustration, Students, Autonomy, Relatedness, Competence.

INTRODUCTION

Self-determination has emerged as a central construct in the fields of psychology, education, and human development over the last four decades. It is broadly defined as the ability of individuals to make choices and manage their own lives, grounded in the assumption that people are inherently motivated to grow and achieve autonomy, competence, and relatedness (Deci & Ryan, 1985; Ryan & Deci, 2000). As a psychological theory, Self-Determination Theory (SDT) posits that these three innate

psychological needs are essential for psychological growth, integrity, and well-being. In educational settings, particularly among university students, the concept of self-determination holds significant relevance, shaping academic success, personal development, and long-term social integration (Deci et al., 1991).

Self-determination stands as a vital element which determines academic outcomes and personal evolution of university students because it allows

them to direct their choice-making and life management. Research on self-determination in adult students is crucial for Balochistan because this province stands as the largest yet most underdeveloped region in Pakistan. The introduction examines all available literature about self-determination among university students through a Pakistani perspective including specific Balochistan-based research studies. This study establishes the importance of self-determination in education while assessing what unmet needs it intends to fulfill.

Educational psychology together with sociology recognize self-determination as the fundamental process whereby people control their life decisions. According to Deci and Ryan (1985), self-determination means when people freely choose their paths through life without interference from outside sources. The educational setting uses self-determination to influence how students experience motivation along with academic engagement levels and persistence toward achieving success. Adult learners who attend higher education institutions need self-determination as both an essential psychological factor and to meet socio-cultural and economic requirements. Research investigates self-determination levels across different universities serving adult students throughout Balochistan Pakistan despite its challenging social and political context and educational inequalities.

The research significance stems from its evaluation of how self-determination influences educational outcomes and individual growth of adult learners in Balochistan where socio-political elements and educational barriers coexist with cultural diversity. SDT developed by Deci and Ryan (1985) gets widespread use in educational psychology for highlighting the motivational elements of autonomy and competence and relatedness yet there is still insufficient research on its local utility in Balochistan higher education context.

The successful life and achievement outcomes of young adults with disabilities strongly rely on self-determination abilities. McGuire and McDonnell (2008) established that higher levels of self-determination bring about improved recreation participation and McDougall et al. (2010) demonstrated its correlation with better personal development leading to life fulfillment. Self-determination abilities differ among young adults with autism spectrum disorder especially between individuals who display intellectual disabilities and

those with severe autism characteristics (Cheak-Zamora et al., 2020).

Students pursuing post-secondary education with disabilities select self-determination as their most crucial skill because it helps them handle schoolwork while seeking help and protecting their rights of accessibility (Thoma & Getzel, 2005). The research indicates that self-determination growth happens through experiences and opportunities alongside explicit skill teaching which McGuire & McDonnell (2008) have already established. The present approach to self-determination promotion appears insufficient for young adults with disabilities since more specific intervention methods and support structures are necessary (Cheak-Zamora et al., 2020). Self-determination is a crucial aspect of adult life, influenced by various factors. Adults with intellectual disabilities generally score lower on self-determination measures compared to those without disabilities (Shogren et al., 2021; Hagiwara et al., 2020). Environmental factors, such as living and working conditions, significantly impact self-determination, autonomy, and life satisfaction in adults with mental retardation (Wehmeyer & Bolding, 1999). Personal factors like age, gender, and disability status also play complex roles in self-determination expression (Hagiwara et al., 2020). Parenting styles during adolescence have lasting effects on adult self-determination and personal growth, with authoritative parenting being most beneficial (Aslam & Sultan, 2014). Gender differences in self-determination have been observed, with males showing higher levels than females (Aslam & Sultan, 2014). These findings highlight the importance of considering personal and environmental factors when assessing and promoting self-determination in adults, particularly those with disabilities.

Research about Pakistani young adult students currently examines different elements of psychological wellness along with self-determining aspects. According to Ashraf et al. (2023), religious self-regulation and self-determination serve as linking forces between resilience levels and conflict resolution approaches for international Muslim students. Research by Khalid et al. (2020) documented how autonomy support from teachers produces better student motivation within Pakistani public educational settings thus validating Self-Determination Theory use in these schools (2020). Research has shown that the satisfaction levels of female university students depend on their measure

of depression and their self-esteem scores (Mehmood & Shaukat, 2014). The study established a positive relation between personal growth initiative and resilience and psychological well-being among young adults while revealing gender-specific patterns limited to psychological well-being (Asif et al., 2024).

The Rationale of the Study

Self-Determination is the motivation, courage, and potentiality to making a resilient, and tolerant behavior, to be self-satisfied and motivated for life goals achievements, and become satisfied from yourself, such positive traits of personality known as Determined and balanced. Self-Determination Theory, also known as theory of motivation, it has been grew out by the work of (Edward Deci and Ryan) who first introduced their ideas in their 1985 book Self-Determination and intrinsic motivation in Human Behavior. This theory suggests that people are able to become Self-determined when their needs for competence, connection, and autonomy are fulfilled.

According Self-Determination Theory people need to feel the following in order to achieve psychological goal, this theory of Self-Determination presents these orders as psychological needs.

Autonomy: People's Behavior and Goals needs to be in their own control, Such senses make them able to take direct action that will result in real change it plays a major part in helping people feel self-determined.

Competence: People needs to gain mastery of tasks and learn different skills. When people sense that having the skills they needs to become success. They will take more actions that would help them achieve their goals.

Connection or Relatedness: People need to experience a sense of belongingness and attachment with other people.

All the workplace sectors either public and private sectors can adopt these principles for productivity, civilization, and competence to become more resilient in their workplace mostly its recommended for three main sectors business sector for good productivity, Education sectors for quality of education and competence as well for social domains that initiate a well civilized and balanced society authorized leading institutions of Pakistan have to make sure the proper implementation of such needed and crucial ideas for foster development and human resources for institutions.

Objectives of the Study

The Current Study have following Objectives

1. To Know The Students Self-Determination on three basic Psychological Needs of Motivation
2. To Compare Genders Male & Female on The above Three Basic Psychological Needs of Motivation
3. To Identify the Differences among Adult Students of Balochistan on the above Basic Psychological Needs of Motivation.

Research Hypothesis

H1. There is a positive relationship between autonomy, relatedness, and competence satisfaction in the students.

H2. It is assumed that the Adult Students having Positive relationship with Autonomy Satisfaction could be motivated for competence and having good relationships with each other.

Method

Sample

The population of this study comprise enrolled Male and Female University students from Balochistan. In this study participants are 202 Male 111(55%) and Female 91(45%) age range is from 18 to 30 but most of the age range falls (84.7%) between 17 and 24 years.

Sampling Technique

The Convenient Sampling Technique was used as those Universities were in approached to access.

Research Design

This Research design adopted for this study is the Quantitative Explanatory and descriptive survey.in order to collect data from the university Students.

Instruments

For Data Collection used The Basic Psychological Need Satisfaction, and Frustration Scale (BPNSFS) developed by Chen et al., (2015).Comprising total number of items 21.

Form Three Subscale Scores, One for the degree to which the person experiences satisfaction of each of the three Needs.

Autonomy: 1, 4(R), 8, 11(R), 14, 17, 20 (R)

Competence: 3(R), 5, 10, 13, 15, (R), 19, (R).

Relatedness: 2, 6, 7(R), 9, 12, 16(R), 18(R), 21.

Analysis

SPSS have been used for Data analysis and a Seven-point Likert scale for Data collection.

Informed Consent was taken from the participants than data collected after participant's agreement using Google form online and manual questionnaire survey method.

Procedure

Results and Tables

Table 01

Socio-Demographic analysis of participants

Variables	Categories	N	%
Gender	Male	111	55.0
	Female	91	45.0
Age	17-24	171	84.7
	25-30	26	12.0
	30-35	5	2.5

Note: N= (202)

Table 1 showed that a total of 202 participants were included in the study from various universities in Balochistan. There were 111 (55%) Male and

91(45%) Female participants. In the sample 171 (84.7%) were in the age range of 17-24 (84.7%) and 25-30 (12.0%) in the last 30-35 (2.5%).

Table 02

Alpha reliability Coefficient of Basic Psychological Needs Satisfaction Scale (BPNSS)

Scale	Mean	SD	Min	Max	Reliability	Skewness	Kurtosis
SUMSD	82.57	10.30	38	114	.71	-.240	1.71
SMEAN(AS)	15.0	3.03	6	20	.55	-.514	.056
SMEAN(AF)	12.88	3.05	4	20	.43	-.183	-.61
SMEAN(RS)	15.30	3.32	5	20	.64	-.832	.474
SMEAN(RF)	11.40	3.40	3	20	.61	-.133	-.252
SMEAN(CS)	16.17	3.04	4	20	.33	-.933	1.092
SMEAN(CF)	11.60	3.81	4	-20	.65	.146	-.541

Note: N= (202)

Table 02 shows psychometric strength of BPNSS through displaying the alpha reliability coefficient. The reliability coefficient for subscales indicates there internal consistency. properties of self-determination scale and its sub-scales. Results indicate that the mean score on this self-determination scale was 82.57(SD=10.30) with minimum 38 and Maximum 114 Scores. The skewness (-.240) and Kurtosis (1.71) indicated normal data distribution. The Cronbach's alpha of self-determination scale was .712 which indicates acceptable reliability. The mean score on Autonomy Satisfaction was 15(SD=3.03) with minimum 6 and maximum 20 scores. The skewness (-.514) and kurtosis (.056) was in the normal range i.e. ± 2 and ± 7 respectively. The remaining table also shows normal data distribution on the respective sub-scales. The mean score on Autonomy Frustration 12.88 (SD=3.05) with minimum 4 and maximum 20 scores. The skewness (-.183) and kurtosis (-.61) was

in the normal range i.e. ± 2 and ± 7 respectively. The mean score on Relatedness Satisfaction 15.30 (SD=3.32) with minimum 5 and maximum 20 scores. The skewness (-.832) and kurtosis (-.474) was in the normal range i.e. ± 2 and ± 7 respectively. The mean score on Relatedness Frustration 11.40 (SD=3.40) with minimum 3 and maximum 20 scores. The skewness (-.133) and kurtosis (-.252) was in the normal range i.e. ± 2 and ± 7 respectively. The mean score on Competence Satisfaction 16.17 (SD=3.04) with minimum 4 and maximum 20 scores. The skewness (-.933) and kurtosis (1.092) was in the normal range i.e. ± 2 and ± 7 respectively. The mean score on Competence Frustration 11.60 (SD=3.81) with minimum 4 and maximum -20 scores. The skewness (.146) and kurtosis (-.541) was in the normal range i.e. ± 2 and ± 7 respectively.

Table 3.
Statistical Correlation of variables

Variables	N	M	SD	1	2	3	4	5	6
1. AS	202	15.036	3.0262	~					
2. AF	202	12.883	3.0553	.119	~				
3. RS	202	15.381	3.3282	.438**	.094	~			
4. RF	202	11.447	3.4300	-.124	.426**	-.108	~		
5. CS	202	16.178	3.0475	.485**	.087	.473	-.144*	~	
6. CF	202	11.609	3.8186	-.186**	.417**	-.052	.455*	-.231**	~

* $p < .05$, ** $p < .01$

Table 03 shows statistical correlation between the subscales of self-determination scale. Results indicates that Autonomy Satisfaction has no significant correlation with Autonomy Frustration and Relatedness Frustration but it has significant Positive correlations with Relatedness Satisfaction ($r = .438$, $p < .01$), Competence Satisfaction ($r = .485$, $p < .01$) and Negative correlations with Competence Frustration ($r = .186$, $p < .01$). The strength of correlation of Autonomy Satisfaction with Relatedness Satisfaction and Competence Satisfaction is moderate ($r = \pm 0.41$ to ± 0.70) and its relation's strength with Competence Frustration is negligible ($r = 0.00$ to ± 0.20). Autonomy Frustration was significantly correlated with Relatedness Frustration ($r = .426$, $p < .01$) and CF ($r = .417$, $p < .01$), its strength was moderate. Similarly, RF was significantly negatively correlated to CS ($r = -.144$, $p < .05$) with negligible strength and positively correlated with CF ($r = -.455$, $p < .05$) with moderate strength. CS is significantly and slightly ($r = \pm 0.21$ to ± 0.40) correlated with CF ($r = -.231$, $p < .01$). There was no significant correlation among the remaining variables in the table.

Discussion

The present study was based on the self-determination theory (SDT, Edward Deci and Ryan) which aimed to examine the range of self-determination among adult Male and Female students who are enrolled in the various universities of Balochistan, moreover, the study aimed to investigate Social-demographic and Psychometric differences in the study variables. At first reliability, Normality, and construct validity of the scales were ensured, for unstandardized items alpha reliability is based on psychometric properties of the self-determination scale and its sub-scales. Results indicated that the mean score on this self-determination scale was 82.57 (SD=10.30) with minimum 38 and Maximum 114 Scores.

The Values of Skewness and kurtosis were computed for the scale and subscales confirmed that data was normally distributed. It is recommended that the value of skewness and kurtosis must be less than +1 and -1. The items of the scale exceeding this limit are consider problematic and should be excluded from the data. In this study the skewness (-.240) and Kurtosis (1.71) indicated normal data distribution. The Cronbach's alpha of self-determination scale was .712 which indicates acceptable reliability. The scale used in this study consists more six sub-scales, Autonomy Satisfaction, Autonomy Frustration, Relatedness Satisfaction, Relatedness Frustration, Competence Satisfaction, Competence Frustration. These six sub-scales correlated with each other through SPSS. The Pearson Correlation tests applied, and Results indicates that Autonomy Satisfaction has no significant correlation with Autonomy Frustration and Relatedness Frustration but it has significant Positive correlations with Relatedness Satisfaction ($r = .438$, $p < .01$), Competence Satisfaction ($r = .485$, $p < .01$) and Negative correlations with Competence Frustration ($r = .186$, $p < .01$). The strength of correlation of Autonomy Satisfaction with Relatedness Satisfaction and Competence Satisfaction is moderate ($r = \pm 0.41$ to ± 0.70) and its relation's strength with Competence Frustration is negligible ($r = 0.00$ to ± 0.20). Autonomy Frustration was significantly correlated with Relatedness Frustration ($r = .426$, $p < .01$) and Competence Frustration ($r = .417$, $p < .01$), its strength was moderate. Similarly, Relatedness Frustration was significantly negatively correlated to Competence Satisfaction ($r = -.144$, $p < .05$) with negligible strength and positively correlated with Competence Frustration ($r = -.455$, $p < .05$) with moderate strength. Competence Satisfaction is significantly and slightly ($r = \pm 0.21$ to ± 0.40) correlated with Competence Frustration ($r = -.231$, $p < .01$). There was no significant correlation among the remaining variables.

Conclusion

The research aimed to examine the self-determination among young students to know how much self-determined are the adults in the various Universities of Balochistan? The research design was exploratory qualitative and descriptive method, overall data collected from young adult students was 202 (100%) from both genders Boys (n=111, 55%) and Girls (91, 45%) the collected data Analyzed through SPSS for accurate and authentic results, and the results show positive significant correlation with the majority of sub-scales as well as negatively significance from a single prospective, which means that this research has contributed to the knowledge according Pearson correlation of the data, which results significantly between Self-Satisfaction and Self-Frustration, on the basis of Basic Psychological Needs Satisfaction and Frustration, where both frustration and satisfaction resulted to be positively dependent to each other both are having a range and presence, as well as dependence on each other more positively and less negatively. These three elements are presented by (Edward Deci and Ryan in 1973) in the theory of Self-determination, Autonomy, Relatedness and Competence are the elements of the theory which have been applied here in this research, and contributed in the knowledge from a perspective of the their own. We have presented an overview of education studies based on self-determination theory (SDT), revealing a number of relevant observations. First, the more that students' motivation is autonomous, the better their academic performance, the longer they persist, the better they learn, the greater their satisfaction is, and the more positive their emotions at school are. Second, parents and teachers who support students' autonomy as well as other psychological needs.

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