

Role of Basic Psychological Needs Satisfaction in Self Esteem and Aggression

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ABSTRACT

The aim of the study was to understand the role of basic psychological needs satisfaction in self-esteem and aggression amongst students. The study consisted of 140 young adult students studying in college. The data was collected using the Basic Psychological needs Satisfaction Scale- General, Rosenberg Self Esteem Scale and Buss and Perry Aggression Scale. After the data was collected, it was analysed using SPSS and the correlation was found using Pearsons product-moment correlation method. The results indicated that there was a significant positive correlation between basic psychological needs satisfaction and self esteem. They also indicated that there was a significant negative correlation between basic psychological needs satisfaction and aggression. Inferring that satisfying basic psychological needs of relatedness, autonomy and competence significantly predicted self esteem and aggressive behaviors in students. This means that satisfying basic psychological needs can improve self esteem in an individual and also decrease aggressive behavior patterns. Similarly dissatisfied basic needs could lead to low self esteem and aggression amongst students. It was also seen from the results that a negative correlation existed between self esteem and aggression indicating that students with high self esteem had lower aggressive behavior and students with higher aggressive behavior patterns usually were faced with low self esteem.

Keywords: *Psychological, Satisfaction, Self Esteem, Aggression*

Needs

A need is essential for an organism to living a healthy life. The needs are separated from wants, while wants is something we need to satisfy ourselves, a need is something that is necessary for organisms. In case of need, the deficit can have a clear negative effect: dysfunction or death. In other words, a need is necessary for a safe, stable and healthy life (e.g., air, water, food, land, shelter). When the need or the want is supported by the purchasing power, they are likely to become economical demands.

A living organism needs basic necessities such as air, water, food and protection from environmental hazards. In addition to basic needs, humans need a social or social nature, a

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human being belongs to a social organization or group. These may be objective and physical, needing food, or mental and subjective, self-esteem.

Doyal and Goughs definition

The idea of need is introduced in the work of political economist Ian Gough, who has published a humanitarian case on the social assistance provided by the state government in collaboration with clinical psychologist Len Doyal has also published the book *The Theory of Human Need*.

Their view goes beyond the emphasis of the psychological aspect: it can be said that one's needs represent the "cost of being human" in society (Doyal and Gough, 2004). Someone who does not have their needs fulfilled - e.g., someone who is "in need" - will work poorly in society.

In the opinion of Gough and Doyal, everyone is interested in the goal of avoiding serious injuries that stop that person from trying to get their own idea of what is good, no matter what that may be. Such an effort requires the ability to participate in the social environment in which one lives. Specifically, everyone needs to have both personal and personal life. This includes the ability to make informed decisions about what to do and how to use it. This requires mental health, cognitive skills, and opportunities to participate in community activities and collective decision-making.

For the satisfaction of the "intermediate needs" Doyal and Gough point to twelve broad categories that define how the needs for physical health and personal autonomy are fulfilled:

1. Adequate nutritious food and water
2. Adequate protective housing
3. A safe work environment
4. A supply of clothing
5. A safe physical environment
6. Appropriate health care
7. Security in childhood
8. Meaningful primary relations with others
9. Physical security
10. Economic security
11. Safe birth control and child-bearing
12. Appropriate basic and cross-cultural education

This idea can be compared to the Capability Approach created by Amartya Sen and Martha Nussbam. They said Individuals with internal "goods" or "power" (e.g., education, mental health, physical strength, etc.) have more power (e.g., available options, more freedom). Therefore, they are able to escape or avoid poverty. Those very talented people fulfill their many needs.

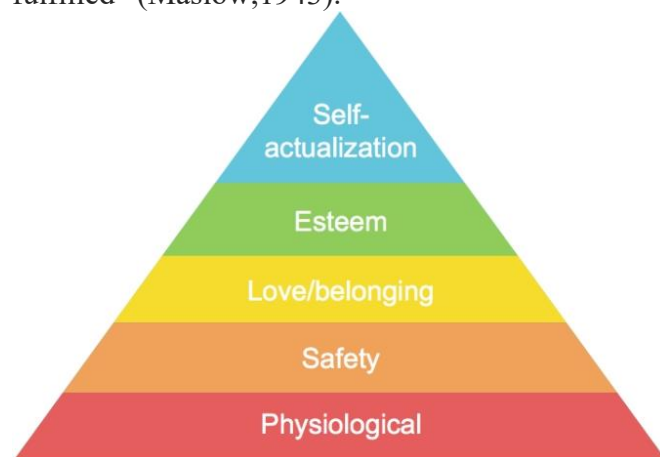
Hierarchy of Needs

In 1943 Abraham Maslow proposed the Hierarchy of Needs or the Theory of Self Actualization which suggests that to reach the highest need that is to reach ones level of full potential it is necessary that the basic needs are satisfied and fulfilled.

He suggested that the hierarchy consists of 5 levels of needs- physiological needs being at the lowest level and being of basic necessity and the self- actualization needs being at top and the

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highest level of potential. He suggested that in case the basic needs at the lower level are not fulfilled the person cannot reach to the top level. The individual should be able to attain the basic quality of life to be able to reach his potential and work according to it. "A self-actualized person has fulfilled all the needs. An individual cannot skip the needs to reach to the top; s/he would not be able to move ahead in life in case the basic necessities are not fulfilled" (Maslow,1943).



Meta- Motivation and Meta-needs

Meta-motivation is what motivates and compels a person to understand themselves and work for the good. These arise after lower needs are satisfied. These lower level motivation, which Maslow calls "deficiency motivations" or D-Motivations, are described as a form of motivation that operates at the lower four levels of his or her needs. These motivations are drives that arise when the physiological and psychological deficiency, to alleviate stress and restore equilibrium.

Maslow describes "Meta-need" as any need for knowledge, beauty, or creativity. This is involved in higher level need to self-actualize, which come into play after the lower level requirements have been met. Instead of the Maslow hierarchy, the meta-needs are associated with instincts with self-actualization.

Meta-pathology is the pathological problem; disturbance and dysfunction that arise when the meta-needs are not satisfied. These are the frustrations and anxiety that arise when the meta-needs are not fulfilled. These can be disruptive as committing suicide and depression. These work as an obstacle in the individual's life and stop him/her to reach self-actualization.

Self-Determination Theory- Basic Psychological Needs

This perspective focuses on the choices we make by examining the extent to which our behaviors are self-motivated and determined. Developed by Edward Deci and Richard Ryan, the theory states that our needs for competence, autonomy and psychological relatedness inspire our work. In addition, it states that meeting these needs is important for our health and mind. In case these needs are not met they can lead to many psychological issues like low self-esteem, frustration, aggression, depression, anxiety, etc.

In theory, the three essential requirements above are universal and internal. We all have the same needs, and they are perfect; that is, they are not helpful in reaching another goal or purpose. It has also been suggested that competence and autonomy the key to internal

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motivation and greatly enhance our performance. They suggested that these needs work as a pushing factor for an individual to work and grow. These help us in building resilience and succeeding in life.

This is the theory that is often used as basis of studies researching about the role of basic psychological needs satisfaction and frustration. Based on this theory various studies have been done recently in various parts of the world establishing the importance of self esteem, competence and relatedness.

Self Esteem

Psychology describes self-esteem as a person's sense of self-worth and personal value. In layman language, self-esteem is what one perceives of themselves and how much do they appreciate themselves. It involves a variety of beliefs about one's own appearance, thoughts, ideas etc. People high in self-esteem are more confident and easily present themselves in social situations. Self-esteem being a personality trait makes it to be enduring and relatively stable.

Self-esteem is extremely important as it can be a factor that pushes the individual and motivates them to work in a better manner. It also increases the confidence that the individual has in them. Low self-esteem pulls one back and can hamper with the growth.

It was also found that the people who have high and positive self-esteem were more hard working and determined and succeeded a lot more in life. They also were less prone to any mental disorders and physiological problems like coronary heart disease. On the other hand, people who are low on self-esteem fail more often in life and can be found to be unable to push themselves forward in life or move ahead. These people are also more prone to mental disorders and other health conditions like depression, anxiety and personality disorders and physical conditions like heart disease and high blood pressure.

Theories of self esteem

- **Abraham Maslow's Theory of Needs:** Maslow's theory suggested that people need both psychological needs and physical needs in order to grow. The psychological needs include self-esteem and self-respect that motivates and individual to move order and achieve the other needs. He suggested that self-esteem plays an important role to achieve self-actualization.
- **Rosenberg's Theory of Self Esteem:** According to Rosenberg self-esteem refers to one's positive or negative attitude towards themselves and their evaluation of their own thoughts and feelings. He suggested that what one thinks of them is self-esteem and this can be positive or negative. Negative self-esteem can cause problems in the individual's life while positive self-esteem helps them grow. Rosenberg's theory is the most widely used. The test Rosenberg's self-esteem scale is the most commonly used test to measure self-esteem.

Factors that influence self esteem

There are certain factors that work in the development of self-esteem in the individual. These factors work towards developing a perception that the individual has of themselves and of their skills and talents these include:

- Genetics
- Social environment
- One's own thinking

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- Age
- Potential illnesses
- Physical limitation
- Financial conditions
- Experiences, etc.

Signs of High Self Esteem:

- No overthinking
- No dwelling on past
- Positive thinking
- High resilience
- Focusing on strengths
- Accepting the weakness
- Not being afraid of conflicts

Signs of Low Self Esteem:

- Overthinking
- Continuous thinking about past
- Focusing on weaknesses
- No resilience
- Negative outlook of life

Aggression

“Aggression can be defined as a reaction or behavior that can cause both psychological and physical harm to ones own-self and/or to others. It occurs when the needs are not being satisfied and the level of frustration increases” (Dollard, Miller,1941). The reactions can occur in both situation i.e., when provoked and when not provoked. Aggression is usually an impulse reaction in a situation. Aggressive drive serves to energize available aggressive responses. This is basically a process-oriented and intuitive definition, but the theory’s specialise in frustration is additionally according to trigger-mechanism definitions.

Freud and other psychologists have tried to defined aggression as a global instinctive, a force like that of a steaming hot boiler. Freud called aggression the death instinct. Adler also viewed aggression as an instinct but he looked at it in the light of - self-protection and affirmation of self. McDougall donated the phenomenon of aggression in the instinct to fight or counter this was developed on the basis of the hypothesis first put forward by Freud, Miller, Dollard and others of the Yale group. He regarded aggressive impulse as far from being injurious. According to psychologists who challenged the idea of Yale group, aggression is always a consequence of frustration of some sort.

Social psychologists have been using the term of violence with basic reference to aggression that has high intensity of physical harm, such as death injury or, as one of the goals (Baron & Richardson,1994). Hence, violence is considered a sign of aggression. All violent acts are aggressive, but only acts that are intended to cause extreme physical damage, such as assault, murder, robbery and rape are considered to have violence. Social psychologists like Baron and Richardson define aggression as a form of behavior that is intentional in nature i.e., that it is aimed to harm another individual who does not wish to be harmed.

Symonds was another person to define aggression. He said that aggression is and will always be pleasurable and if does not feel so then it is certainly taught otherwise. He described

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Aggression as –

- a. Self-assertiveness,
- b. The act of control or sense of dominance,
- c. Hostility and attack or destruction either directly or indirectly,
- d. To gain possession either of a person or an object.

Aggression can be both covert and overt, externalized or internalized depending on the nature of the frustration, situation, barrier and the intensity of needs one is in. “Aggression can also be suppressed and repressed depending on the society one is in and can lead to self harming tendency”. (Symonds,1994)

As per Rozenwig different types of reactions to frustration can be:-

- Extra Punitive
-blaming others
- Intra Punitive
- blaming ones oneself
- Impunitive
- avoiding blame altogether

Types of Aggression

Impulsive Aggression	Instrumental Aggression
Also known as affective aggression	Also known a predatory aggression
It is not intentional	It is intentional
The action is taken in heat of the moment	It is carefully planned
Triggers acute threat response to the brain	It is goal oriented

Along with this more forms of aggression were (Collins,2016):-

- Reactive aggression-

This type of aggression is often accompanied by rage and anger, impulsive behavior and autonomic arousal

- Proactive Arousal

This form of aggression is displayed in the absence of provocation or anger with the goal to take possession of things or to dominate or intimidate others.

Sources of aggression are:

- Emotional in security
lack of feeling loved and increased feeling of endanger
- Inner feelings of insecurity, worthlessness and hopelessness
- Belonging lower socio economic status and feeling they are stuck
- Poor social environment- It is said that aggressive behavior can be learned by seeing people.

Social psychological laboratory layout represents the dominant examine setting. While diverse techniques for investigating aggression in laboratory settings had been devised, maximum seem to fall beneath one among 4 important categories, involving

- verbal attacks against others;
- attacks in opposition to inanimate objects;
- “safe” non-injurious assaults in opposition to live victims; and
- ostensibly harmful assaults in opposition to such persons.

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Bandura's Theory of Aggression

According to Bandura, aggression is defined as: "Behavior that results in personal damage and bodily destruction. The injury may be physical, or it can contain mental impairment via disparagement and abusive workout of coercive power." As per him, aggression as a behavior can be learned even by just observing others and being in a contact with aggressive behavior. He said it can be learned indirectly or directly and it can also be learned through operant conditioning using negative and positive reinforcement and punishment.

"In case a child sees aggressive behavior being rewarded by the person getting what he/she wants then the child might also tend to develop aggressive behavior in order to obtain the made demands" (Bandura,1961). He said that acts of aggression carried out by people around can be internalised and learned and be used in future by the child. He proposed that the 5 main cognitive factors that mediate aggression are:-

- Self efficacy-having confidence in the capabilities
- Attention- attending to aggressive behavior such as in movies or tv
- Retention- retrieving the memory of what is attended to
- Motivation- receiving positive reinforcement when shown the behavior as motivation
- Production- Being able to reproduce what they saw

Bandura proposed that aggressive behavior seen in the family as child or seen in the television or movies specially when it is done by a role model like a parent or a favourite actor is more likely to be modeled, copied and replicated. Children are more prone to aggressive behavior if they are in constantly negative surroundings like fighting in the family, sexual abuse, physical abuse or other sorts of negative events.

Signs of Aggressive Behaviors Amongst Different Age Groups

AGE	SIGNS OF AGGRESSION
Toddlers	Throwing arms Throwing things Crying Biting Kicking Shouting Hitting
Children	Breaking things Swearing Crying Teasing Fighting Bullying Throwing things Harming Animals Stealing Decreasing grades in school Blackmailing (emotionally)
Adolescents	Abusing Swearing Decreasing performance in school Fighting/Physical harms

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	<ul style="list-style-type: none"> Bullying Harming Animals Emotionally Blackmailing Throwing Things Breaking Things Running Away Substance use/abuse Disturbed friendships Throwing tantrum Yelling
Young Adults	<ul style="list-style-type: none"> Swearing Abusing Teasing Physically harming Throwing Things Emotionally Blackmailing Suicidal Attempts Running Away Stealing Substance use/abuse Yelling Fighting Bullying Not eating
Older Adults	<ul style="list-style-type: none"> Abusing Breaking things Physically Harming other/ themselves Swearing Burning Alcoholism Violence Forcing/molesting people Not eating Fighting with everyone Damaged relationships

REVIEW OF LITERATURE

Wilson, Sessions, et al (2020) aimed to study the relation between attitudes, needs satisfaction and confidence level of medical students. A 4-part likert scale was distributed to the students before and after a stimulation program. The result showed that as the satisfaction was high the confidence of these students was also high.

Vale, Garote, (2020) aimed to assess the relationship between basic psychological needs, physical self concept, and physical activity amongst adolescents. A survey was conducted on 129 students from higher secondary school, Basic Psychological Needs in exercise scale was used to assess the needs and physical activity was assessed by analysing the activity level of students using accelerometer. The results showed that the students were comparatively more active on weekdays than on weekends and no significant difference was found between the gender in physical activity. Self-esteem was also found to be playing a major role in the observation of the relationship and was found to be very much related to gender. Physical

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activity that was organised was found to be providing much more needs satisfaction than the unstructured ones. The result also concluded that self concept had a positive correlation with the other variables but no such correlation was found between the psychological variables and physical activity.

Santorio, Villora, et al (2020) conducted a study with the aim to analyse the connection between bullying victimization and satisfaction/frustration of basic psychological needs in teenagers. 1845 subjects aged between 12 and 17 were chosen as subjects. The students completed scales like Basic Psychological Needs Satisfaction and Frustration Scale and European Bullying Intervention Project Questionnaire. The results show that victimization was more of a result of decreasing self esteem. It was also found that it negatively predicts the satisfaction of the needs and positively predicts the frustration.

Powers (2020) aimed to study the relation between students satisfaction and self -confidence of nursing students. 54 final year students were selected. A quasi experiment was conducted. The results showed that there was a high level of self confidence in students who has needs satisfaction.

Morrell, Egmond, et al (2020) aimed to assess the relationship between caregivers gender equality norms, girls basic psychological needs satisfaction and self esteem under condition like resource scarcity. The study was conducted only on girls. The results showed that needs satisfaction in girls played a major role in developing self esteem regardless of the situation one is in. It was also found that parental regard was positively correlated with need for autonomy and had less correlation with the other two needs of competence and relatedness under conditions like resource scarcity. The final result showed that needs satisfaction mediates between parental gender equality norms and self esteem partially.

Leoma and Chwyl (2020) aimed the study to examine the association between self- criticism and fulfillment of psychological needs. Satisfaction of autonomy, relatedness, and competence needs among their peers and influence of self criticism on these factors were studied. 105 students were selected for the study with atleast one peer of their choice. Results showed that self-criticism is associated with lower peer reportedness. The results suggest that peers of highly self-critical individuals may not have satisfied psychological need, especially for related needs. Although peer relations does not effect self criticism as such.

Jiang (2020) conducted a study with the aim to examine the effect of unsatisfied basic psychological needs on mental health of adolescents and their self esteem. Data was collected from 1280 students. A clear relationship was found between the factors.

Erdvik, Haugan, et al (2020) conducted a research to investigate the relationship between adolescents basic psychological needs satisfaction, and self worth, 3398 students were a part of this study. The tools consisted of Basic Psychological Needs scale -physical version, the results showed that it was not only needs satisfaction in physical education predicting global self worth it was also vice a versa, it was the perception of an adolescents self worth that predicted the degree to which they experience needs satisfaction in physical education. It was also found that self esteem that was a great part of self worth had satisfaction of basic psychological needs playing a huge role in it.

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Wang, Tian, Heubner (2019) aimed to assess the relationship between basic psychological needs satisfaction in school (BPNSS), behavioral engagement and academic achievement. 627 elementary school students were selected for the study who completed the measures of BPNSS and behavioral engagements in between of 4 semesters. Academic achievements were also assessed for 3 consecutive semesters. The results suggest a direct connection between the three factors and also that the basic psychological needs satisfaction in school indirectly enhances the students performance.

Gallegos, Montero, et al (2019) aimed to assess the effect to perceived teaching, competence, motivation, and basic psychological needs on disruptive behaviors in secondary school physical education students. 758 students were selected for the study. The Disruptive Behaviors Questionnaire, The Evaluation of Teaching Competencies Scale, The Sports Motivation Scale, and the Basic Psychological Needs Scale were used to assess the variables. The results showed that disruptive and misbehavior like aggression was more common in students who felt their basic needs were not satisfied. This behavior was also found to decrease when the teachers were perceived to be more competent. Students with more self-determined behavior also had low disruptive behaviors.

Beckmann, Begmann, et al (2019) examined the factors associated with teacher targeted aggression. Two kinds of aggression were studied- verbal and physical. The study was done on 9th grade students. The results showed that teacher targeted aggression was more of a consequence of deprivation of meta needs i.e achievements, self esteem etc.

Babenko, Oswald (2018) conducted a research to assess the role of basic psychological needs, self compassion and self efficacy in the development of goals amongst students from medical field. A cross sectional study was done and online questionnaires were employed. 200 medical students became a part of the study and completed questionnaires regarding basic psychological needs, self-efficacy, mastery goals and self compassion. Analysis was done using the regression method. The results showed that out of the three needs need for competence was the most significant in mastery goals. Self efficacy and self-compassion were both significant in explaining mastery approach and mastery avoidance goals. It was also found that the needs for developing self esteem amongst the students could solve most of the issues and could lead to the satisfaction of needs, development of self efficacy and development of self compassion in total.

Ylenio, Ibanez, et al (2018) aimed to investigate whether psychological needs satisfaction and frustration are a cause and effect and distinguishable or part of a single continuum. The results showed that unsatisfied psychological need leads to frustration but they are not a part of single continuum. Thus making it that lack of needs are the cause of frustration in individuals.

Xie, Wang, et al (2018) conducted a study to examine the role of basic satisfaction of needs on fear of missing out. The study consisted of 815 college students who participated in paper-pen survey. The results showed that that fear of missing out was negatively correlated to satisfaction of basic needs. It was also seen that individuals with friend has less FOMO than who didn't have it. Thus, it was concluded that friends support and needs satisfaction were main factors behind mental health.

Orsini, Binnie, et al (2018) conducted a research to assess the relation between satisfaction of basic psychological needs, study strategies, academic performance, self-esteem and

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vitality. 924 students became a part of this study. 5 self report tools were used. The results showed that satisfaction of basic psychological needs had a positive role to play in self esteem, motivation, study strategies and eventually academic performance.

Ding and Tang (2018) aimed to assess the effect the basic psychology needs deprivation on gaming addiction among college students. 1008 college online gamers were selected for the study. The participants completed a battery of questionnaires, including the Financial Relative Deprivation Questionnaire, Maladaptive Cognitions Scale, Implicit Person Theory Measure, and Internet Gaming Disorder Scale. The results showed that maladaptive cognition and dissatisfaction of basic needs had an effect on gaming addiction.

Bakadorova and Raufelder (2018) conducted the study to examine the relationship between students perceived need satisfaction and their social relationship with peers and teachers. The data was collected from 1008 secondary school students and a two wave longitudinal design was selected. The result suggested that there was a positive effect of student- teacher relationship on needs satisfaction (autonomy, competence and relatedness). the students who had unsatisfied basic psychological needs and lacked the positive student teacher relationship were found to be more aggressive.

Zen and Liu (2017) conducted a study to examine the connection between self esteem, basic psychological needs satisfaction, and academic emotions. The tools used to explore the relations among competence, autonomy, relatedness etc on 605 junior school students were Basic Psychological Needs Satisfaction Scale, a Self Esteem Scale, an academic emotions scale, and a Learning Engagement. The results showed that all the factors had a direct relation with one or more kinds of needs in a student and self esteem of the students.

Collie and Martin (2017) aimed to assess students sense of adaptability alongside their sense of autonomy support from teachers and fellows, well- being and organizational outcome. 115 high school students were selected for the study. The findings showed that perceived autonomy support was positive with students well -being and organizational outcome.

Yeung, Lu (2016) aimed to assess the role of basic psychological needs satisfaction, cognitive appraisal, and coping strategies in promoting post traumatic growth. 454 college students were selected for the study who became a part of an online survey. The results showed that trauma had an effect on aggression and self esteem which has further found to be a result of the frustration of basic psychological needs. The results showed that satisfaction of the needs for autonomy, competence and relatedness played a role in post traumatic growth as they helped in the person developing back.

Longo, Gunz, et al (2016) conducted a study to examine the relationship between needs satisfaction and frustration and aggression within the education context. The Needs Satisfaction and Frustration Scale was used. The results showed that needs satisfaction and frustration are distinct but relatable constructs.

Froneich, Vartanian, et al (2016) conducted the study to examine the link between psychological needs satisfaction, self esteem and disordered eating patterns. 400 students were selected and divided on the basis of- those who have been diagnosed with eating disorder, and those who don't. These individual completed measures of psychological needs satisfaction (autonomy and competence), control issues (feeling of ineffectiveness and losing control), self esteem and eating disorders. This was because it was found that the

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students who had unsatisfied basic psychological needs also felt low on self esteem leading for them to develop eating disorders. The results concluded that there was a direct relationship between eating disorders, self esteem and unsatisfied basic psychological needs. Denny, Lewycka, et al (2016) conducted the study with the aim to examine the indicators of social deficits among high school students and to find the relationship between basic psychological needs satisfaction, household poverty, neighborhood poverty and health indicators. Class analysis was used to classify students with housing poverty based on nine indicators of socioeconomic decline: no car; no telephone; no computer; their parents' concern about not having enough money to eat; more than two people share a bedroom; there are no holidays with their families; moving home more than twice that year; garages or living rooms used as bedrooms; again, no parent at home has jobs. The results showed that depressive symptoms like smoking and alcoholism and overweight/obesity was more in individuals experiencing poverty. Low self esteem was also found in these individuals leading to a lot of other problems

Cordeiro (2016) aimed to examine the relation between basic psychological needs satisfaction and frustration. 12th grade students were selected for the study. The result showed that deprivation of basic psychological needs increased the frustration levels amongst the students.

Berghee and Aeleterman (2016) aimed to study the role of psychological needs on students aggressive behavior. Needs for autonomy, relatedness and competence were assessed using the basic psychological needs satisfaction scale-general and aggression scale. It was found that aggressive motivation had been an effect of unsatisfied psychological needs when students had controlling teachers.

Ummet (2015) conducted a study with the aim to examine students self esteem and their satisfaction of basic psychological needs. The study consisted of 342 college students. The assessment was done using Coopersmith Self Esteem Inventory, Basic Psychological Needs Scale. The results indicated that satisfaction in domains like autonomy and relatedness predicted their self esteem although competence need had no such effect.

Hein, Koka, et al (2015) conducted the study to assess the association between students perception of their teachers controlling behaviors, basic psychological needs satisfaction, aggression and bullying behavior. 602 students were chosen for this study. Students completed the measures to assess the variables. The results showed that teachers who used less negative conditional regard had students who perceived less needs obstruction and reported less bullying behavior and aggression than those who used negative conditional regard.

Kolpin, Wouters, et al (2014) conducted to assess the role of parental goal promotion, college students self esteem level and the mediating role of basic psychological needs satisfaction. A longitudinal study was conducted on 494 students. The results showed that parental goal promotions effected the self-esteem of college students and needs satisfaction. It also showed that needs satisfaction developed because of parental goal promotion and needs satisfaction also played a role in self esteem level of students.

Kuzucu, Simsek (2013) conducted a research to understand the correlation between basic psychological needs and aggression in adolescents. Data was collected from 466 high school students. The tools used consisted of questionnaires related to basic psychological needs

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satisfaction and aggression. The results showed that life purpose and decisions making skills fully mediated between basic psychological needs satisfaction and aggression. It was concluded that the dissatisfaction of basic psychological needs plays a huge role in aggression in late adolescents. It promotes less life purpose and career indecision.

Levenson, Danielsen, et al (2012) aimed to assess the basic psychological needs satisfaction in leisure activities and adolescents life satisfaction. The proposed method was based on previous studies and theories. These were tested out on 3273 students. The results showed that satisfaction of needs of competence and relatedness were fully associated with the participation in activities and life satisfaction. Satisfaction of need for autonomy had a direct positive effect on life satisfaction but had no role in mediation. It also showed that participation was high in students who had high self esteem which further was found to be a consequence of satisfaction of the three basic need.

Rationale

Basic psychological needs have been studied by various researchers. The variables of self esteem and aggression have also been studied by majority of people. The three variables combined have not yet been studied. The topic has also not been studied in the age group that was chosen in this research as it could be seen by reviewing literature. Along with this the theme has not been studied in Indian context much and the majority of literature has been conducted in western context affecting the quality of data that could be used in a cultural fair manner. We could see from the literature that there is significant impact between all the three variables. Thus, this research was conducted to find a deeper understanding of the context along with understanding the impact on students currently in college. It was also done to understand the variables first separately and then combined to gain a better insight.

METHODOLOGY

Aim

The aim of the research is to assess the Role of Basic Psychological Needs Satisfaction in Self Esteem and Aggression amongst students

Objectives

The objectives of this research are:

- 1) To assess the role of basic psychological needs satisfaction in self esteem
- 2) To assess the role of basic psychological needs satisfaction in aggression
- 3) To find the correlation between the variables

Hypotheses

The hypothesis of the study aiming to find the role of basic psychological needs satisfaction in self esteem and aggression were:

- 1) There would be a significant negative relationship between basic psychological needs satisfaction and aggression in young adults.
- 2) There would be a significant positive relationship between basic psychological needs satisfaction and self esteem in young adults.

Sample

For this study, using random sampling technique 140 individuals will be selected between the age group of 18-23.

Size: 140

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Gender: Males-Females

Age Group- 18-23

Educational Qualification- High Secondary School Examination (class 12th)

Inclusion Criteria

- People in the age group of 18-23 would be included in the study
- People studying in college level would be included in the study
- People who have completed their 12th from any board will be included in the study

Exclusion Criteria

- People below the age group of 18
- People above the age group of 23.
- People who have not completed their 12th.

Biases

- No gender related biases were involved in the study
- No religion or caste related biases were involved
- No sampling biases related to area or region were involved.
- No response biases were involved.

Ethical Considerations

1. Informed Consent- The participants are in a position to make an informed decision about whether or not to participate in the study.
2. Voluntary Participation- Participants have the option to withdraw at any time without affecting their opportunity to participate in future researches or the current study.
3. Confidentiality- Any personally identifiable information will not be made available to or accessed by anybody other than the researcher, and it will not be included in any published documents.

Variables

Independent Variable- Basic Psychological Needs

Dependent Variable- Self Esteem

Dependent Variable- Aggression

Tools

1) Basic psychological needs satisfaction

To assess basic psychological needs satisfaction, the Basic Psychological Needs Satisfaction Scale-General by Deci and Ryan (2000) will be used. This tool consists of 21 self reporting items measuring the variable. Every item is scored on 7 point likert scale ranging from 1(disagree strongly) to 7(agree strongly). the reliability of the present version of test was measured using cronbach alpha and came out to be 0.73. the test was also proved to have strong construct and fact validity.

2)Self Esteem

To measure self-esteem The Rosenberg Self Esteem Scale (1965) will be used. This is a widely used self report instrument for evaluating individual self esteem, investigated using item response theory. It is a 10-item scale that measures global self worth by measuring both negative and positive feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-pont Likert scale format ranging from strongly agree to strongly

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disagree. Scoring can be positive as well as negative. Higher scores indicate higher self esteem.

The Rosenberg Self Esteem Scale is used worldwide and shows the properties of being reliable and a valid psychometric tool. the reliability of the tool was found to be 0.82-0.85 as calculated using the test retest method. The test was found to be valid at the construct.

3)Aggression

Buss and Perry Aggression Scale (1992) will be used. This scale consists of 29 items and uses a 5 point likert scale. There are nine questions in physical aggression, whereas five questions indicate verbal aggression. Another seven questions assess physical aggression, verbal aggression, anger and hostility. The reliability of the test was calculated using test retest reliability and they came out to be 0.72 - 0.85 verbal aggression and physical aggression respectively. The test came out to be valid on face and construct validity.

Statistical Analysis

After the raw score for all the three variables i.e need deprivation, self esteem and aggression will be calculated, the mean will be taken out. After the mean will be calculated, the standard deviation will be checked and analysis would be done using Pearsons product moment correlation method, the bivariate correlation between the three variables will be found. The skewness and kurtosis would be analysed.

Expected Outcomes

- There will be a positive correlation between basic psychological needs satisfaction and self esteem in young adults.
- There will be a negative correlation between basic psychological needs satisfaction and aggression in young adults.
- There will be a negative correlation between self esteem and aggression in young adults

RESULTS

The aim of the study was to understand the role of basic psychological needs satisfaction in self esteem and aggression amongst young adults.

An overview of the variables, the issue, its design and the methodological approach to collect the data to reach to the conclusion of verifying our hypotheses has been provided in the previous chapters.

After the data was collected it was studied further to obtain the raw score. Furthermore the mean and standard deviation for these scores were then calculated (as shown in table 1)

Table 1 -Descriptives

	N	Minimum	Maximum	Mean	Std. Deviation
BPNS	140	54	126	100.37	14.158
Self esteem	140	12	39	21.77	4.532
Aggression	140	53	124	84.46	15.147
Valid N (listwise)	140				

Descriptive Statistics

To understand the results further of the individual variables the skewness and kurtosis were calculated using SPSS. The results are shown in table 3.

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Table 2 Descriptive Statistics-Skewness

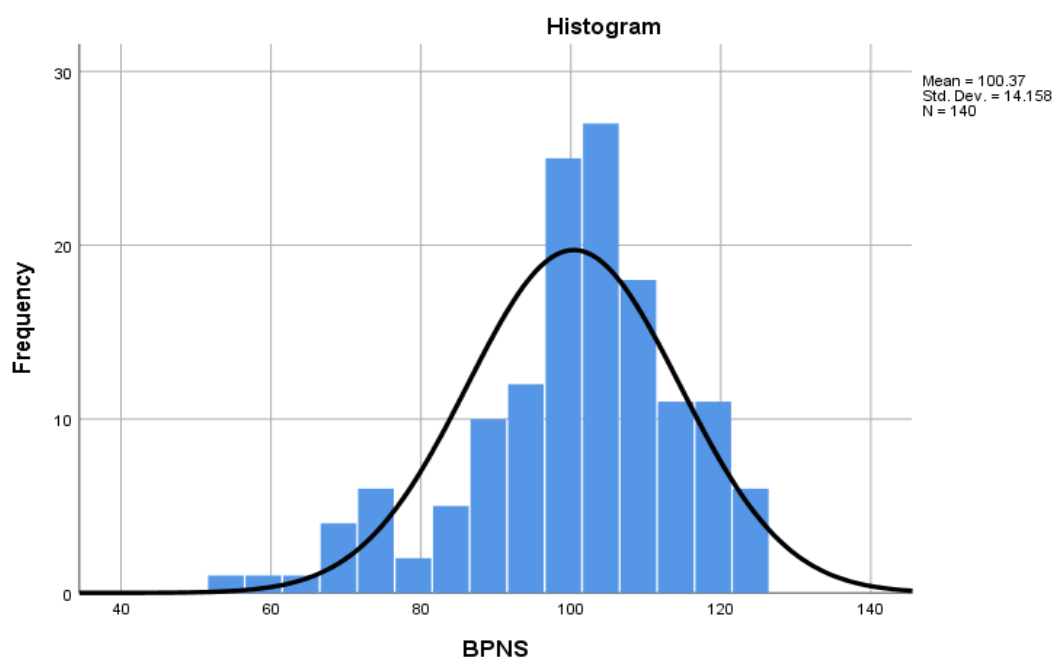
	N Statistic	Mean Statistic	Skewness Statistic	Std. Error
BPNS	140	100.37	-.849	.205
Selfesteem	140	21.77	.494	.205
Aggression	140	84.46	.185	.205
Valid N (listwise)	140			

Table 3 Descriptive Statistic-Kurtosis

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Kurtosis Statistic	Std. Error
BPNS	140	54	126	100.37	14.158	.836	.407
Selfesteem	140	12	39	21.77	4.532	.932	.407
Aggression	140	53	124	84.46	15.147	-.382	.407
Valid N (listwise)	N 140						

Skewness and Kurtosis of Basic Psychological Needs Satisfaction scores

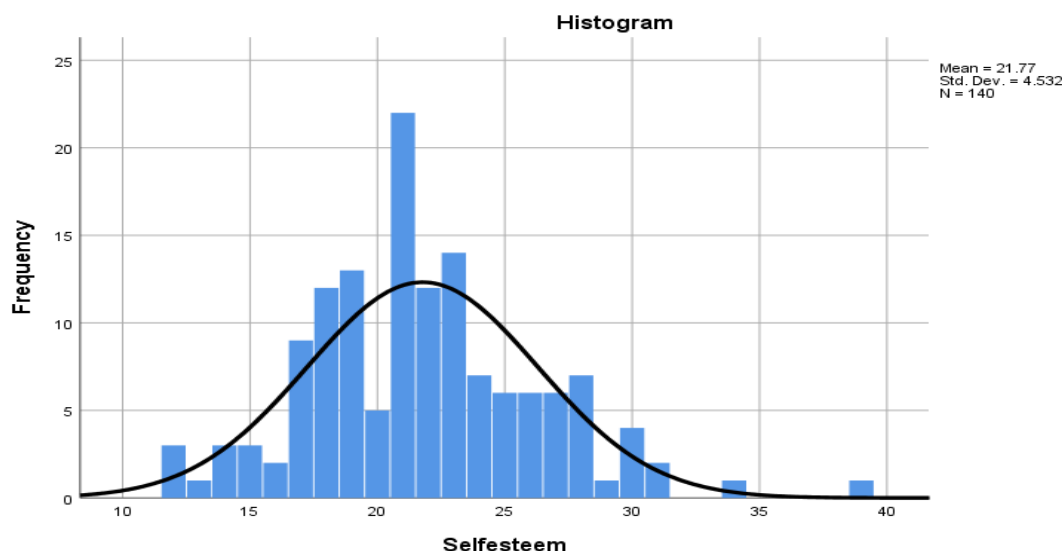
The skewness and kurtosis for basic psychological needs satisfaction were calculated from raw scores which were converted to mean and standard deviation using SPSS software. As shown in descriptive statistic-skewness table (table 2) and BPNS graph (graph 1) we could see that there is a skewness of -0.849 on the scores of basic psychological needs satisfaction, it could be inferred that the scores for basic psychological needs satisfaction were moderately skewed to the left side indicating a negatively skewness for the same. It is also seen from descriptive statistics--kurtosis table (table 3) and BPNS graph (graph 1) that the kurtosis for basic psychological needs satisfaction was 0.836 indicating a platykurtic distribution.



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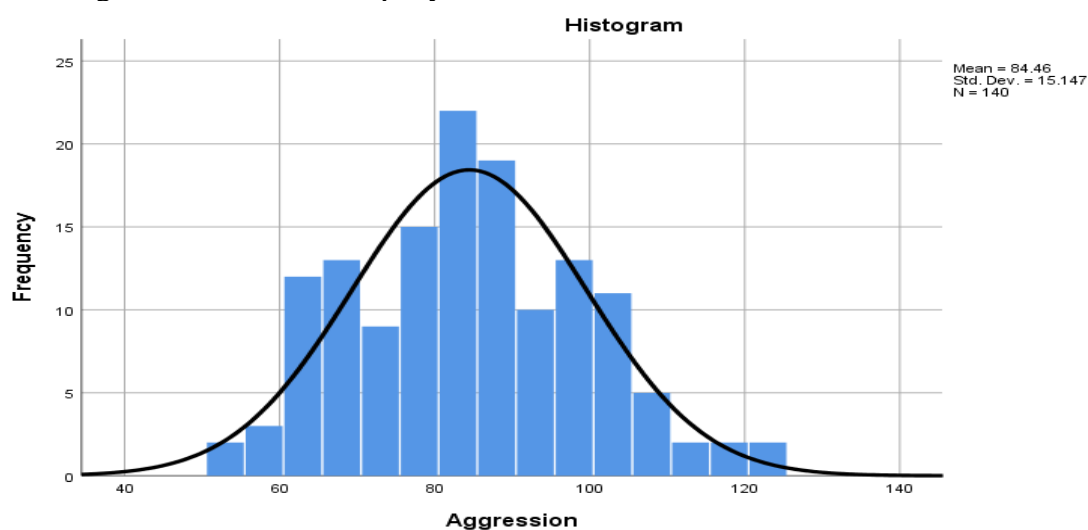
Skewness and kurtosis of Self Esteem scores

The skewness and kurtosis for self esteem scores were analysed using the raw scores that were converted to mean and standard deviation was found using the SPSS software. As it can be seen for descriptive statistics-skewness table (table 2) and self esteem graph (graph 2), the skewness for self was calculated to be 0.494 indicating a data that is fairly symmetrical. We could also see from descriptive statistics-kurtosis table (table 2) and self esteem graph (graph 2) that the kurtosis for the same data was 0.932 indicating a platykurtik distribution of scores.



Skewness and Kurtosis for Aggression scores

To understand the type of skewness and kurtosis for the data collected for aggressions the raw scores were found and the thorough analysis was done using SPSS software. It could be inferred from descriptive statistics-skewness table (table 2) and aggression scores graph (graph 3) that the data collected for aggression was 0.185 which indicated that the data was fairly symmetrical. The kurtosis for the same data could be seen in descriptive statistics-kurtosis table (table 3) and aggression scores graph (graph 3). the kurtosis was found to be -0.382 indicating that the scores were platykurtik in nature.



Relationship Between Variables

For statistical analysis of the obtained raw scores the Pearsons product-moment correlations method was used to check the hypotheses. This was done using SPSS software. The

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correlation matrix as shown in table 4 was formed and showed the bivariate correlation amongst the variables.

Table 4 Correlation Matrix

		BPNS	Selfesteem	Aggression
BPNS	Pearson Correlation	1	.182*	-.476**
	Sig. (2-tailed)		.031	.000
	N	140	140	140
Selfesteem	Pearson Correlation	.182*	1	-.058
	Sig. (2-tailed)	.031		.494
	N	140	140	140
Aggression	Pearson Correlation	-.476**	-.058	1
	Sig. (2-tailed)	.000	.494	
	N	140	140	140

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Significant Positive Relationship between Basic Psychological Needs Satisfaction and Self Esteem in young adult students

To understand the correlation between basic psychological needs satisfaction and self esteem, the scores obtained on Basic Psychological Needs Satisfaction Scale-general (Deci and Ryan, 2000) and Rosenberg Self Esteem Scale (Rosenberg,1965) were analysed. The correlation matrix in table 4 indicates that the scores of basic psychological needs satisfaction and self esteem are positively correlated ($r=0.182$). the correlation was significant at 0.05 level of significance. Thus, indicating that increase in basic psychological needs satisfaction will lead to an increment self esteem and vice versa. The hypotheses that there would be a significant positive relationship between basic psychological needs satisfaction and self esteem in young adults was supported by the obtained results.

Significant Negative Relationship between Basic Psychological Needs Satisfaction Aggression in young adult students

To analyse the correlation between basic psychological needs satisfaction and aggression amongst young adult students the scores achieved on Basic Psychological Needs Satisfaction Scale-general (Deci and Ryan, 2000) and Buss and Perry Aggression Scale by Buss and Perry (1992) were used. As shown in the correlation matrix in table 4, we could see that there is a negative correlation between the scores of basic psychological needs satisfaction and aggression ($r=-0.476$). The scores were significant as 0.01 level of significance. Specifying that increase in basic psychological needs satisfaction will lead to a decrease in aggression and vice-versa Thus our hypotheses that there would be a significant negative relationship between basic psychological needs satisfaction and aggression in young adults confirmed by the results.

Negative Relationship between Aggression and Self Esteem in young adult students.

To understand the correlation between self esteem and aggression the raw scores on the two tests i.e Rosenbergs self esteem scale (Rosenberg,1965) and Buss and Perry aggression scale (Buss and Perry,1992) were calculated and then perused carefully. As shown in the correlation matrix (table 4), it was seen that there was a negative relationship between

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aggression and self esteem. Thus, showing that in case of increase in aggression there would be a decline in self esteem and vice-a-versa.

DISCUSSION

The aim of this research study was to understand the role of basic psychological needs satisfaction in self esteem and aggression amongst students. These variables have not been studied in relationship to each other especially in Indian students going to college. Therefore, through this study is willing to take up the challenge of exploring the unmarked territory.

A need is essential for an organism to living a healthy life. While viewing needs, the deficit can have a clear negative effect: dysfunction or death. In other words, a need is necessary for a safe, stable and healthy life (e.g., air, water, food, land, shelter). When the need or the want is supported by the purchasing power, they are likely to become economical demands. A living organism needs basic necessities such as air, water, food and protection from environmental hazards. Many theorists have been interested in understanding the concept of needs, for example, Abraham Maslow who gave a theory for needs, famously known as the “hierarchy of self actualisation”. He suggested that the hierarchy consists of 5 levels of needs- physiological needs being at the lowest level and being of basic necessity and the self-actualization needs being at top and the highest level of potential. He suggested that in case the basic needs at the lower level are not fulfilled the person cannot reach to the top level. The individual should be able to attain the basic quality of life to be able to reach his potential and work according to it. A self- actualized person has fulfilled all the needs. An individual cannot skip the needs to reach to the top; s/he would not be able to move ahead in life in case the basic necessities are not fulfilled. He also defined meta needs whereing he said that “Meta-need” is any need for knowledge, beauty, or creativity. This is involved in higher level need to self- actualize, which come into play after the lower-level requirements have been met. Instead of the Maslow hierarchy, the meta-needs are associated with instincts with self-actualization. Another famous theory was the self-determination theory developed by Edward Deci and Richard Ryan whose theory states that our needs for competence, autonomy and psychological relatedness inspire our work. In addition, it states that meeting these needs is important for our health and mind. In case these needs are not met they can lead to many psychological issues like low self-esteem, frustration, aggression, depression, anxiety, etc. In theory, the three essential requirements above are universal and internal. We all have the same needs, and they are perfect; that is, they are not helpful in reaching another goal or purpose. It has also been suggested that competence and autonomy the key to internal motivation and greatly enhance our performance. They suggested that these needs work as a pushing factor for an individual to work and grow. These help us in building resilience and succeeding in life.

Self esteem refers to a person’s overall sense of his or her value or worth. It can be considered a sort of measure of how much a person “values, approves of, appreciates, prizes, or likes him or herself”. In layman language, self-esteem is what one perceives of themselves and how much do they appreciate themselves. It involves a variety of beliefs about one’s own appearance, thoughts, ideas etc. People high in self-esteem are more confident and easily present themselves in social situations. Self-esteem being a personality trait makes it to be enduring and relatively stable. Self-esteem is extremely important as it can be a factor that pushes the individual and motivates them to work in a better manner. It also increases the confidence that the individual has in them. Low self-esteem pulls one back and can hamper with the growth. It was also found that the people who have high and positive self-esteem were more hard working and determined and succeeded a lot more in life. They also were

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less prone to any mental disorders and physiological problems like coronary heart disease. On the other hand, people who are low on self-esteem fail more often in life and can be found to be unable to push themselves forward in life or move ahead. These people are also more prone to mental disorders and other health conditions like depression, anxiety and personality disorders and physical conditions like heart disease and high blood pressure. The theory of self esteem given by Rosenberg has been widely used over the globe. According to this theory self-esteem refers to one's positive or negative attitude towards themselves and their evaluation of their own thoughts and feelings. He suggested that what one thinks of them is self-esteem and this can be positive or negative. Negative self-esteem can cause problems in the individual's life while positive self-esteem helps them grow. Rosenberg's theory is the most widely used. The test Rosenberg's self-esteem scale is the most commonly used test to measure self esteem. There are certain factors that work in the development of self-esteem in the individual. These factors work towards developing a perception that the individual has of themselves and of their skills and talents these include genetics, social environment, one's own thinking, age, potential illnesses, etc.

Aggression can be defined as a reaction or behavior that can cause both psychological and physical harm to ones own-self and/or to others. It occurs when the needs are not being satisfied and the level of frustration increases. The reactions can occur in both situation i.e. when provoked and when not provoked. Aggression is usually an impulse reaction in a situation. Aggressive drive serves to energize available aggressive responses. This is basically a process-oriented and intuitive definition, but the theory's specialise in frustration is additionally according to trigger-mechanism definitions. McDougall donated the phenomenon of aggression in the instinct to fight or counter this was developed on the basis of the hypothesis first put forward by Freud, Miller, Dollard and others of the Yale group. He regarded aggressive impulse as far from being injurious. According to psychologists who challenged the idea of Yale group, aggression is always a consequence of frustration of some sort. Aggression can be both covert and overt, externalized or internalized depending on the nature of the frustration, situation, barrier and the intensity of needs one is in. Aggression can also be suppressed and repressed depending on the society one is in and can lead to self harming tendency. According to Bandura, aggression is defined as: "Behavior that results in personal damage and bodily destruction. The injury may be physical, or it can contain mental impairment via disparagement and abusive workout of coercive power." As per him, aggression as a behavior can be learned even by just observing others and being in a contact with aggressive behavior. He said it can be learned indirectly or directly and it can also be learned through operant conditioning using negative and positive reinforcement and punishment. Bandura proposed that aggressive behavior seen in the family as child or seen in the television or movies specially when it is done by a role model like a parent or a favorite actor is more likely to be modeled, copied and replicated.

For the current study a sample of 140 students belonging to the age group of 18-23 year was selected. The criteria selected for inclusion was clearance of higher secondary school examination and studying presently in college. The data is collected using the Basic Psychological Needs Satisfaction Scale- General by Deci and Ryan (2000), Rosenberg Self esteem Scale by Rosenberg (1964) and Buss and Perry Aggression Scale by Buss and Perry (1992). The study consisted of 2 hypotheses- 1) there would be a significant positive relationship between basic psychological needs satisfaction and self esteem, 2) there would be a significant negative relationship between basic psychological needs satisfaction and aggression. The hypothese is tested using the data collected on the test and then conducting statistical analysis using SPSS software. The descriptive statistic consisting of mean, standard

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deviation, skewness and kurtosis were carried out. Then to study the relationship between the variables Pearson's product-moment correlation method was used.

The descriptive statistics for basic psychological needs satisfaction show that there was a skewness of -0.849 on the scores of basic psychological needs satisfaction, it is inferred that the scores for basic psychological needs satisfaction are moderately skewed to the left side indicating a negative skewness for the same. It is also seen that the kurtosis for basic psychological needs satisfaction was 0.836 indicating a platykurtic distribution. This indicates that most of the students had satisfied their basic psychological needs and thus indicating that the students scored a little higher than the mean.

Similarly, the descriptive statistics for self esteem showed that the skewness for self was calculated to be 0.494 indicating a data that is fairly symmetrical. It is seen that the kurtosis for the same data is 0.932 indicating a platykurtic distribution of scores. This infers that the scores of the subject were higher than the mean indicating that most students have higher than average self esteem.

In a similar pattern the descriptive of aggression showed that the skewness of the data collected for aggression is 0.185 which indicated that the data is fairly symmetrical. The kurtosis for the same data could be seen in descriptive statistics-kurtosis table (table 3) and aggression scores graph (graph 3). The kurtosis is found to be -0.382 indicating that the scores were platykurtic in nature. This infers that for aggression the subjects had fairly average scores indicating that equal number of subjects have high aggression and low aggression levels.

Hypotheses 1 was tested using the results calculated on the Basic Psychological Needs Satisfaction scale-general and Rosenbergs Self Esteem Scale by the subjects. The scores of basic psychological needs satisfaction and self esteem are positively correlated ($r=0.182$). The correlation was significant at 0.05 level of significance. Thus, indicating that increase in basic psychological needs satisfaction will lead to an increment self esteem and vice versa. The hypotheses that there would be a significant positive relationship between basic psychological needs satisfaction and self esteem in young adults is supported by the obtained results. The result could also be supported by Froreich, Vartanian, et al (2016) who conducted the study to examine the link between psychological needs satisfaction, self esteem and disordered eating patterns. 400 students were selected and divided on the basis of those who have been diagnosed with eating disorder, and those who don't. These individuals completed measures of psychological needs satisfaction (autonomy and competence), control issues (feeling of ineffectiveness and losing control), self esteem and eating disorders. This was because it was found that the students who had unsatisfied basic psychological needs also felt low on self esteem leading for them to develop eating disorders. The results concluded that there was a direct relationship between eating disorders, self esteem and unsatisfied basic psychological needs.

The 2nd hypotheses stating that they would be a significant negative relationship between basic psychological needs satisfaction and aggression was tested using the scores on the two tests i.e. Basic Psychological Needs Satisfaction Scale-general and Buss and Perry Aggression Scale. The correlation between the variables was found to be -0.476 indicating a negative correlative significant at 0.01 level. Specifying that increase in basic psychological needs satisfaction will lead to a decrease in aggression and vice-a-versa Thus our hypotheses that there would be a significant negative relationship between basic psychological needs

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satisfaction and aggression in young adults confirmed by the results. The final result could be supported by Gallegos, Montero, et al (2019) aimed to assess the effect to perceived teaching, competence, motivation, and basic psychological needs on disruptive behaviors in secondary school physical education students. 758 students were selected for the study. The Disruptive Behaviors Questionnaire, The Evaluation of Teaching Competencies Scale, The Sports Motivation Scale, and the Basic Psychological Needs Scale were used to assess the variables. The results showed that disruptive and misbehavior like aggression was more common in students who felt their basic needs were not satisfied. This behavior was also found to decrease when the teachers were perceived to be more competent. Students with more self determined behavior also had low disruptive behaviors.

It is also found that there would be negative relationship between self esteem and aggression. This is found by assessing the scores of self esteem and aggression in the two tests i.e. Rosenbergs self esteem scale (Rosenberg,1965) and Buss and Perry aggression scale (Buss and Perry,1992) were calculated and then perused carefully. It is seen that there was a negative relationship between aggression and self esteem. Thus, showing that in case of increase in aggression there would be a decline in self esteem and vice-a-versa.

The results indicate that our hypotheses is true inferring that basic psychological needs satisfaction affect ones self esteem and their aggression. It is true that dissatisfaction of these needs lead to low self esteem and aggressive behavior patterns. Thus while understanding the behavior pattern of the individual these could also be analysed. In order to increase self esteem of an individual one could try and motivate individual and give them tasks that satisfy their need of autonomy, competence and relatedness like leading a project.

CONCLUSION

The motivation behind choosing this research was to understand how the basic psychological needs affect the self esteem and aggression amongst college students. Results clearly demonstrates that the needs for belongingness, relatedness and competence play an important role in the development of aggression and self esteem in most of the tests. It could be seen that individuals with satisfied basic psychological needs had a greater self esteem and low aggression level. It also showed that most of the college students feel under the higher range of score for all the three tests conducted to understand and analyse the variables. It was also understood that the variables of self esteem and aggression had a negative correlation indicating that increase in one variable would definitely lead to a decline in the other.

Basic psychological needs satisfaction has an constructive outcome in the development of self esteem and can lead to a decline in aggression levels and aggressive behaviors.

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Conflict of Interest

The author(s) declared no conflict of interest.

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