

**Comparative Study**

## **A Comparative Study of Psychological Need Satisfaction and Frustration between School Teachers from Rural and Urban Areas**

Chaudhary A.K.<sup>1</sup>, Salvi Hemant<sup>2\*</sup>

### **ABSTRACT**

The present study was an attempt to make a comparative analysis of the psychological needs for satisfaction and frustration between teachers from rural and urban areas. For the research, a total of 60 teachers from rural and urban areas were selected, out of which 30 were selected from rural areas and 30 were selected from urban areas. The basic psychological need satisfaction and frustration scale (BPNSNF) developed by Chen, B., Vansteenkiste, M., and Beyers et al. (2015) is used for measuring psychological need satisfaction and frustration. The BPNSNF scale has been classified into six factors, namely: autonomy satisfaction, autonomy frustration, relatedness satisfaction, relatedness frustration, competence satisfaction, and competence frustration. The research findings conclude that individuals' experiences can vary widely within both rural and urban contexts due to various factors such as personal disposition, family support, cultural influences, socioeconomic status, and access to resources.

**Keywords:** *Psychological Need Satisfaction, Need Frustration, Self-Determination Theory (SDT), Autonomy, Relatedness, Competence, School Teachers, Rural Area, Urban Area*

Education stands as an essential pillar of society, with teachers serving as the architects of students' futures. The overall welfare and job contentment of teachers hold profound implications for the caliber of education they impart. The fulfillment of psychological needs, a concept elucidated by Self-Determination Theory (SDT), pioneered by Deci and Ryan, assumes paramount importance as a determinant of educational quality. Self-determination theory posits that individuals have three basic psychological needs: autonomy (the need to feel in control of one's actions), competence (the need to feel capable and effective), and relatedness (the need for social connection and belonging). When these needs are met, individuals are more likely to experience well-being, motivation, and job satisfaction. Rural and urban teaching environments often present distinct challenges and opportunities, which may influence the extent to which these psychological needs are satisfied or frustrated. Rural teachers may face issues related to limited resources, isolation, and reduced access to professional development opportunities. Urban teachers, on the other

<sup>1</sup>Professor, Department of Psychology, Govt. M.G. College, Udaipur (Raj.)

<sup>2</sup>Research Scholar, Dept. of Psychology, Mohanlal Sukhadia University (Raj.)

\*Corresponding Author

**Received: September 03, 2023; Revision Received: September 13, 2023; Accepted: September 17, 2023**

## **A Comparative Study of Psychological Need Satisfaction and Frustration between School Teachers from Rural and Urban Areas**

hand, may grapple with overcrowded classrooms, diverse student populations, and high levels of stress.

Takuma Nishimura and Takashi Suzuki (2016) studied Basic Psychological Need Satisfaction and Frustration in Japan: Controlling for the Big Five Personality Traits and revealed that the satisfaction of basic psychological needs is a critical element of healthy functioning in different cultures. However, controlling for the influence of the Big Five personality traits indicates a possible overestimation of needs while clarifying these roles. Richard and others' study suggested that for both male and female workers, engaging in weekend and non-work activities had a positive impact on their overall well-being, and these activities appeared to be linked to various indicators of well-being, such as happiness, life satisfaction, or reduced stress levels (Richard M. Ryan et al. 2010). A study on the dimensions of coaching behavior, need satisfaction, and the psychological and physical welfare of young athletes indicates that a social environment that is autonomy-supportive, emphasizes improvement and effort, and is socially supportive may help maximize the satisfaction of athletes' basic needs, which in turn may possibly foster eudaimonic well-being among adolescent sport participants (Michael Reinboth et al. 2004). Angelica Moe and others' research revealed that motivation-demotivating techniques are generally effective and that fulfillment of needs is preferable to frustration, but they also demonstrated a number of variances between needs and domains. Furthermore, findings indicate that satisfaction and frustration with all three needs were differentially related to specific motivational or demotivating behaviors reported by teachers (Angelica Moe et al., 2022). Nasrin Arshadi (2010) studied basic need satisfaction, work motivation, and job performance in an industrial company in Iran and concluded that autonomy support is related to need satisfaction, need satisfaction is related to work motivation and work performance, and the relationship between autonomy support and dependent variables was partially mediated by need satisfaction. Research shows Satisfaction of each of the three needs was found to contribute uniquely to the prediction of well-being, whereas frustration of each of the three needs contributed uniquely to the prediction of ill-being, and the effects of need satisfaction and need frustration were found to be equivalent across the four countries and were not moderated by individual differences in the desire for need satisfaction (Beiwen Chen et al. 2015). Ali Mohammad Naemi studied the relationship between basic psychological needs satisfaction with resilience and marital satisfaction in teachers. A sample of 324 female secondary high school teachers revealed that basic psychological needs satisfaction is positively associated with teachers' resilience and marital satisfaction, and satisfaction of autonomy, competence, and relatedness seems to benefit teachers' resilience and marital satisfaction (Ali Mohammad Naemi, 2018).

Therefore, this study aims to provide a comparative analysis of the psychological dynamics of school teachers in rural and urban areas by examining the extent of their psychological needs for satisfaction and frustration. By addressing the psychological needs and frustrations of school teachers, we aim to contribute to the enhancement of the teaching profession, ultimately leading to improved educational outcomes for students in both rural and urban areas.

### ***Objectives***

- To study the psychological need satisfaction of school teachers from rural and urban area.
- To study the level of frustration of school teachers from rural and urban areas.

## A Comparative Study of Psychological Need Satisfaction and Frustration between School Teachers from Rural and Urban Areas

- To compare the psychological need satisfaction of school teachers from rural and urban area.
- To compare the level of frustration of school teachers from rural and urban areas.

### METHODOLOGY

#### *Sampling*

Participants in this study were selected from the Udaipur district of Rajasthan through a purposive random sampling technique. A total of 60 teachers were selected, out of which 30 were selected from rural areas and 30 from urban areas.

#### *Test Description*

The Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF) developed by Chen, B., Vansteenkiste, M., Beyers et.al. (2015) is used. The respondents have to opine their response on 4 questions of each of 6 areas namely autonomy satisfaction autonomy frustration, relatedness satisfaction, relatedness frustration, competence satisfaction and competence frustration. The respondents have to give their response on five-point continuum scale namely not true at all to completely true and a score of 1 to 5 is given accordingly. The test highly reliability and validity.

#### *Procedure*

The data for the present research was collected through the questionnaire method. The questionnaire (The Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)) was given to each teacher and filled out by them. Brief instructions were given to them. The responses were collected and scored according to the manual. The scores obtained were analyzed statistically by applying the mean, S.D., and t-test.

### RESULT

*Table 1 Mean, S.D. scores and level of Psychological Need Satisfaction of School Teachers from Rural and Urban area*

|                          |                       | N  | Mean   | Std. Deviation | Level |
|--------------------------|-----------------------|----|--------|----------------|-------|
| Autonomy Satisfaction    | Rural School Teachers | 30 | 15.267 | 1.660          | High  |
|                          | Urban School Teachers | 30 | 11.933 | 1.780          | Low   |
| Relatedness Satisfaction | Rural School Teachers | 30 | 16.933 | 1.780          | High  |
|                          | Urban School Teachers | 30 | 10.600 | 1.694          | Low   |
| Competence Satisfaction  | Rural School Teachers | 30 | 16.267 | 1.760          | High  |
|                          | Urban School Teachers | 30 | 10.433 | 1.851          | Low   |

The table 1 shows that school teachers from rural area have high level of autonomy satisfaction while school teachers from urban area have low level of autonomy satisfaction.

The table 1 illustrates that school teachers from rural area have high level of relatedness satisfaction while school teachers from urban area have low level of relatedness satisfaction.

The table 1 presents that school teachers from rural area have high level of competence satisfaction while school teachers from urban area have low level of competence satisfaction.

**A Comparative Study of Psychological Need Satisfaction and Frustration between School Teachers from Rural and Urban Areas**

**Table 2 Mean, S.D. scores and level of Frustration of School Teachers from Rural and Urban area**

|                         |                       | N  | Mean   | Std. Deviation | Level |
|-------------------------|-----------------------|----|--------|----------------|-------|
| Autonomy Frustration    | Rural School Teachers | 30 | 11.667 | 1.749          | Low   |
|                         | Urban School Teachers | 30 | 15.600 | 1.831          | High  |
| Relatedness Frustration | Rural School Teachers | 30 | 10.333 | 1.918          | Low   |
|                         | Urban School Teachers | 30 | 17.167 | 1.949          | High  |
| Competence Frustration  | Rural School Teachers | 30 | 11.300 | 1.745          | Low   |
|                         | Urban School Teachers | 30 | 16.300 | 1.950          | High  |

The table 2 exhibits that school teachers from rural area have low level of autonomy frustration while school teachers from urban area have high level of autonomy frustration.

The table 2 illustrates that school teachers from rural area have low level of relatedness frustration while school teachers from urban area have high level of relatedness frustration.

The table 2 presents that school teachers from rural area have low level of competence frustration while school teachers from urban area have high level of competence frustration.

**Table 3 Comparison of Psychological Need Satisfaction of School Teachers from Rural and Urban areas**

|                          |                       | N  | Mean   | S.D.  | Mean Difference | t'     | p value |
|--------------------------|-----------------------|----|--------|-------|-----------------|--------|---------|
| Autonomy Satisfaction    | Rural School Teachers | 30 | 15.267 | 1.660 | 3.333           | 7.503  | 0.000   |
|                          | Urban School Teachers | 30 | 11.933 | 1.780 |                 |        |         |
| Relatedness Satisfaction | Rural School Teachers | 30 | 16.933 | 1.780 | 6.333           | 14.119 | 0.000   |
|                          | Urban School Teachers | 30 | 10.600 | 1.694 |                 |        |         |
| Competence Satisfaction  | Rural School Teachers | 30 | 16.267 | 1.760 | 5.833           | 12.508 | 0.000   |
|                          | Urban School Teachers | 30 | 10.433 | 1.851 |                 |        |         |

Table 3 shows that there is significant difference in autonomy dimension of psychological need satisfaction between school teachers from rural and urban areas ( $t = 7.503, p=0.000; p<0.01$ ). The mean scores indicate that school teachers from rural areas have higher level of autonomy satisfaction in comparison to school teachers from urban areas.

Table 3 presents that there is significant difference in relatedness dimension of psychological need satisfaction between school teachers from rural and urban areas ( $t = 14.119, p=0.000; p<0.01$ ). The mean scores indicate that school teachers from rural areas have higher level of relatedness satisfaction in comparison to school teachers from urban areas.

Table 3 illustrates that there is significant difference in competence dimension of psychological need satisfaction between school teachers from rural and urban areas ( $t = 12.508, p=0.000; p<0.01$ ). The mean scores indicate that school teachers from rural areas have higher level of competence satisfaction in comparison to school teachers from urban areas.

## A Comparative Study of Psychological Need Satisfaction and Frustration between School Teachers from Rural and Urban Areas

**Table 4 Comparison of Frustration of School Teachers from Rural and Urban areas**

|                         |                       | N  | Mean   | S.D.  | Mean Difference | t'     | p value |
|-------------------------|-----------------------|----|--------|-------|-----------------|--------|---------|
| Autonomy Frustration    | Rural School Teachers | 30 | 11.667 | 1.749 | 3.933           | 8.510  | 0.000   |
|                         | Urban School Teachers | 30 | 15.600 | 1.831 |                 |        |         |
| Relatedness Frustration | Rural School Teachers | 30 | 10.333 | 1.918 | 6.833           | 13.688 | 0.000   |
|                         | Urban School Teachers | 30 | 17.167 | 1.949 |                 |        |         |
| Competence Frustration  | Rural School Teachers | 30 | 11.300 | 1.745 | 5.000           | 10.465 | 0.000   |
|                         | Urban School Teachers | 30 | 16.300 | 1.950 |                 |        |         |

Table 4 exhibits that there is significant difference in autonomy frustration between school teachers from rural and urban areas ( $t = 8.510, p=0.000; p<0.01$ ). The mean scores indicate that school teachers from rural areas have lower level of autonomy frustration in comparison to school teachers from urban areas.

Table 4 illustrates that there is significant difference in relatedness frustration between school teachers from rural and urban areas ( $t = 13.688, p=0.000; p<0.01$ ). The mean scores indicate that school teachers from rural areas have lower level of relatedness frustration in comparison to school teachers from urban areas.

Table 4 presents that there is significant difference in competence frustration between school teachers from rural and urban areas ( $t = 10.465, p=0.000; p<0.01$ ). The mean scores indicate that school teachers from rural areas have lower level of competence frustration in comparison to school teachers from urban areas.

### CONCLUSION

Psychological need satisfaction and frustration are concepts rooted in Self-Determination Theory (SDT), which suggests that people have innate psychological needs for autonomy, competence, and relatedness. These needs play a crucial role in promoting well-being and intrinsic motivation.

Let's explore how these concepts might manifest among rural and urban teachers:

#### **Rural Teachers:**

Need Satisfaction: Rural teachers might experience psychological need satisfaction in various ways:

- **Autonomy:** Rural areas can offer a more close-knit community and fewer external pressures, allowing teachers to have more autonomy over their choices and decisions.
- **Competence:** Engaging in practical activities often found in rural environments, such as farming or crafts, can provide opportunities for skill development and a sense of competence.
- **Relatedness:** Smaller communities can foster strong relationships and a sense of belonging, leading to higher levels of relatedness.
- **Need Frustration:** However, rural teachers might also experience need frustration:
- **Autonomy:** Limited exposure to diverse opportunities or societal expectations could hinder their autonomy.
- **Competence:** Limited access to advanced educational resources or extracurricular activities might hinder the development of competence.

## A Comparative Study of Psychological Need Satisfaction and Frustration between School Teachers from Rural and Urban Areas

- Relatedness: Social isolation due to the limited social circles in rural areas might lead to a lack of relatedness satisfaction.

### Urban Teachers:

Need Satisfaction: Urban teachers might experience psychological need satisfaction differently:

- Autonomy: Urban environments can provide a wide range of choices and opportunities, allowing teachers to explore diverse interests and exercise autonomy.
- Competence: Access to quality education, specialized classes, and extracurricular activities can contribute to a sense of competence.
- Relatedness: Urban areas often offer more diverse social interactions, which can lead to enhanced relatedness satisfaction.
- Need Frustration: Urban teachers may face need frustration challenges:
- Autonomy: The fast-paced and competitive nature of urban life might lead to pressure and limited autonomy in decision-making.
- Competence: Intense academic competition and comparison with peers can contribute to competence frustration.
- Relatedness: Urban anonymity and a large population might result in feelings of isolation or limited social connections.

### Overall Considerations

It's important to note that these are general trends and not universal truths. Individuals' experiences can vary widely within both rural and urban contexts due to various factors such as personal disposition, family support, cultural influences, socioeconomic status, and access to resources.

Furthermore, some teachers might thrive in rural environments due to the strong sense of community and simplicity, while others might find urban settings more stimulating and fulfilling. Ultimately, the psychological needs and experiences of teachers are complex and multifaceted, influenced by both internal and external factors.

Supporting teachers' well-being requires acknowledging their unique experiences, addressing challenges specific to their context, and fostering environments that facilitate need satisfaction while minimizing need frustration.

## REFERENCES

- Arshadi, N. (2010). Basic need satisfaction, work motivation, and job performance in an industrial company in Iran. *Procedia-Social and Behavioral Sciences*, 5, 1267-1272.
- Chen, B., Vansteenkiste, M., Beyers, W., Boone, L., Deci, E. L., Van der Kaap-Deeder, J., Duriez, B., Lens, W., Matos, L., Mouratidis, A., Ryan, R. M., Sheldon, K. M., Soenens, B., Van Petegem, S., & Verstuyf, J. (2015). Basic psychological need satisfaction, need frustration, and need strength across four cultures. *Motivation and Emotion*, 39, 216-236.
- Deci, E. L. & Ryan, R. M. (1980). Self-determination theory: When mind mediates behavior. *Journal of Mind and Behavior*, 1, 33-44.
- Naemi, A. M. (2018). Relationship between basic psychological needs satisfaction with resilience and marital satisfaction in teachers. *International Journal of Educational and Psychological Researches*, 4(2), 78.

## **A Comparative Study of Psychological Need Satisfaction and Frustration between School Teachers from Rural and Urban Areas**

- Nishimura, T., & Suzuki, T. (2016). Basic psychological need satisfaction and frustration in Japan: controlling for the big five personality traits. *Japanese psychological research*, 58(4), 320-331.
- Moè, A., Consiglio, P., & Katz, I. (2022). Exploring the circumplex model of motivating and demotivating teaching styles: The role of teacher need satisfaction and need frustration. *Teaching and Teacher Education*, 118, 103823.
- Ryan, R. M., Bernstein, J. H., & Brown, K. W. (2010). Weekends, work, and well-being: Psychological need satisfactions and day of the week effects on mood, vitality, and physical symptoms. *Journal of social and clinical psychology*, 29(1), 95-122.
- Reinboth, M., Duda, J. L., & Ntoumanis, N. (2004). Dimensions of coaching behavior, need satisfaction, and the psychological and physical welfare of young athletes. *Motivation and emotion*, 28, 297-313.

### ***Acknowledgment***

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

### ***Conflict of Interest***

The author(s) declared no conflict of interest.

***How to cite this article:*** Chaudhary, A.K. & Salvi, H. (2023). A Comparative Study of Psychological Need Satisfaction and Frustration between School Teachers from Rural and Urban Areas. *International Journal of Indian Psychology*, 11(3), 3627-3633. DIP:18.01.339.20231103, DOI:10.25215/1103.339