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The Role of Perceived Social Support in Satisfying the Basic Psychological Needs of Senior High School Students

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**THE ROLE OF PERCEIVED SOCIAL SUPPORT IN SATISFYING THE
BASIC PSYCHOLOGICAL NEEDS OF SENIOR HIGH SCHOOL
STUDENTS**

A
Thesis
Presented to
The College of Graduate Studies and Teacher Education Research
Philippine Normal University
Taft Avenue, Manila

In Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Psychology and Guidance Counseling

by

CRISTINE N. BOBIER

April 2019

DEDICATION

This research endeavor is dedicated to my family, Crisanto, Flordeliza, Christian, Tita Josie and Tito Domingo, my friends Jerryl, Aeryl, Cheeska, and Angel, Alexis John, BSMA classmates, professors, and the LPU GTC Family.

The support that I have received from all of you throughout this phase of my life meant so much for me. I couldn't have done this without all your unconditional understanding. Thank you very much!

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ABSTRACT

Name	:	Cristine N. Bobier
Title	:	The Role of Perceived Social Support in Satisfying the Basic Psychological Needs of Senior High School Students
Key Concepts	:	Basic psychological needs, Social support, Senior high school students
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Social support and basic psychological needs as proposed by the Self-Determination Theory (SDT) are known to be factors that facilitate the motivation and well-being of an individual. Exploring the perceived social support and self-determination of senior high school students (N=326) through the satisfaction of their basic psychological needs, this descriptive-correlational study determined the predictors of this variable using entry method multiple regression. Results showed that there was a significant relationship between social support and basic psychological needs. Also, senior high school students seem to perceived greater social support from close friends. All three needs such as autonomy, competence, and relatedness were above averagely satisfied. It was also found

out that none of the support predicted the satisfaction of autonomy; parents support predicted competence; and close friends support predicted relatedness. With these results, the researcher suggested to provide a program or seminar for school staff and teacher on how to be more efficient in providing social help and the importance this brings to students' psychological needs.

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CHAPTER 1

The Problem and Literature Review

Background of the Study

The 21st century has been an era of change. Many things have undergone fast pace transition, such as technology, in order to meet the unending needs of the society. Alongside this is the increasing demand of globalization to academic advancement. To deal with this matter, the Philippine educational system has adopted the k-12 curriculum in schools. Republic Act No. 10533 also known as the "Enhanced Basic Education Act of 2013" expressed that the previous ten (10) years of education starting from grade school to high school would become twelve (12) years due to the inclusion of Kindergarten (K) level and two (2) years of Senior High School (SHS) considered as Grades 11 and 12. As of year 2017, 5965 public schools were funded, operated, and offered by the Department of Education (DepEd). Meanwhile, a total number of 4830 senior high school private high schools, public and private universities and colleges, technical-vocational schools and Philippines schools overseas accepted enrolees as of 2018 (Department of Education, 2017).

Focusing on Senior High School, these extended years are meant for studying a specific strand or track related to the courses that students want to pursue in college. Passing these levels has been of great importance for it serves as their key to tertiary level (The LawPhil Project, 2013). Given the fact that accomplishing it is necessary, the process of acquiring knowledge through advanced subjects is very tedious that causes the rapid

increase of stress and anxiety levels of students as they face the challenges. Although it has been a part of every student's life, according to Guevarra and Cimanés (2017) it is dangerous for students particularly those in Senior High School to get used to stress for it may have negative changes to student's life and may lead to failure. With this, they should have a coping strategy and positive environment to reduce the effect to their performance and learning. Aside from this academic transition that they are in, senior high school students are also in transition in terms of personal development for they belong to the age bracket of 10-19 years old, the adolescence level as defined by the World Health Organization (Canadian Paediatric Society, 2003).

Adolescence is said to be the crucial stage of human development for it serves as the transition from puberty to adulthood. At this point of life, various changes occur such as physical, emotional, mental, training, and life challenges. The transition an adolescent experiences does not happen only internally, but also externally. With this guidance, support and care from parental figure are vital (Zaky, 2016). Moreover, this represents a period of significant social development (Blakemore, 2012). It is the time when parents, peers, teachers, and other members of community contribute to the development of the individual. During these years, these adolescents become logical and moral thinkers, and develop their rational way of judgment (World Health Organization, 2018). However, they have to be supported; for in this age, adolescents tend to be impulsive. With this, guidance of parents is highly expected. An adult can provide different ways to guide an adolescent especially when it comes to decision making-- for example, by guiding them accept wide range of possibilities that they can choose from before deciding (Fischhoff et al., 1999).

Since senior high school (SHS) is a prerequisite for college level, students have been expecting a lot of support that SHS can provide for their development academically, emotionally, and professionally. However, the support that they need during these years does not come entirely from the institution only but also from other social factors surrounding them. In the previous study, it has been suggested that using social support as coping mechanism is advised to students (Baqutayan, 2011). Strong influences of people around them, most particularly their peers, are also expected.

Influences carry pressures, one of which is to get involved with the activities which their friends are also into. More so, this social pressure can have a positive effect and be beneficial if there is an accurate and specific objective given for the action (American Psychological Association, 2002). Part of the social system that students have is their teacher. In the Philippines, more number of hours are rendered in school than at home; thus, students interact with their teachers more than with their family. These social contexts are vital to individuals for these are where they get their values and motivations.

Linking social support and motivations is explained best by Self-determination Theory (SDT). This motivational theory explores the effect of social factors and individuality in developing multiple motivations from autonomous to controlled shown in one's experiences, learning, and mental health (Deci & Ryan, 2015). Aside from this, the theory is focused on the optimal development and function of an individual. In order to achieve the said development, SDT introduces psychological nutrients satisfying basic psychological needs, namely relatedness, competence, and autonomy (Ryan, 1995). They coincide with the idea that self-determination is vital for youth development. The said theory has been emphasizing the concept of basic psychological needs due to its importance

in building an autonomously motivated, mind and body healthy, and effectively working individual (Gagné & Deci, 2005; Ryan et al., 2008). Research studies on SDT have been emphasizing the connection among satisfaction of the Basic Psychological Needs (BPN) and cross-cultural context, daily experience, indicators of well-being in various settings like a nursing home and workplace (Ryan & Deci, 2015; Ryan & Deci, 2000).

Social environment that permit basic psychological needs satisfaction play an important role in the improvement and enhancement of autonomous motivations (Basson & Rothmann, 2017). With this, social context and self-determination have been studied in several literatures; however, some studies focus on one factor only, which may be the teacher, parent, or peer. On the other hand, others have considered all the factors in their studies and included another constructs with a different set of participants. What made this study different from the existing ones is that it shows the connection of social support system and satisfaction of the basic psychological needs as the former plays an important role to adolescence. Both construct functions as motivation, psychological needs as intrinsic and social support as extrinsic. It also aims to identify which of the social factors including those outside the usual social network like people in school would probably affect an adolescent.

In the Philippines, the context of social support is anchored in the collectivist culture of the Filipinos. Relationships in a collectivist culture as identified by Cherry (2018), are interconnected between the members of the group and this relationship plays an important role in a person's identity. Aside from the Philippines, other countries in Asia, South America, Central America and Africa also practice this kind of mindset. Filipinos deeply value relationships. They are accustomed to having a supportive network of family

and friends, especially during difficult situations. Filipinos tend to seek compassionate, personalized care. Support from friends or *barkada* in Filipino setting is valued similarly with the family and spending time with them also serves as an escape from family pressures and other obligations. There are instances that when with friends individual preferences are overshadowed by group choices. This can be shown in situations like following what the majority of your friends want rather than going alone (Shapiro, n.d.).

This work is of significant for the variables are studied and analyzed from the lens of Filipino students' context. Having senior high school students as the population adds to the novelty of this study since there are still limited studies on this, owing to the idea that SHS level is new to the Philippines.

What made the researcher interested in this study is that it provides an understanding of the social support that Filipino adolescents have, knowing that Filipinos are naturally collectivist which means that relationships towards others are highly valued. With that, using Self-determination Theory and satisfaction of the basic psychological needs, social support of a Filipino learner could be explained. Also, studying adolescents as represented by SHS students are challenging since it is expected that their experiences are not far from each other.

The findings of this study would greatly help teachers, counselors, and school administrators in realizing the motivations of Filipino learners in the last level of the k-12 curriculum. This study assures that it strictly observed the ethical guidelines carried out in conducting research such as providing informed consent and confidentiality.

Literature Review

Related literature is very important in every research. This section contains studies that support the claims of the study. This also serves as a guide in determining the possible result of the study.

Self – Determination

The concept of self-determination is well explained in the theory of Self-determination (SDT) which assumes that being curious about one's environment so as being interested to enhance knowledge is innate to human (Niemic & Ryan, 2009). It is also considered as a macro-theory that explains emotions, development, and motivation that focuses on factors that either improved or not the growth-oriented processes in people. In the field of education, SDT is of much significance, in which students' natural tendencies to learn represent perhaps the greatest resource educators can tap (Ryan & Deci, 2000). Drawing from the same theory, the concept of acquiring and nourishing the basic psychological needs are emphasized in order to develop and function optimally (Ryan, 1995). The three basic needs are competence, which pertains to the capability of an individual to influence the environment in desirable manner; relatedness, or the feeling of connectedness and closeness towards other people; and autonomy, or the perception that the behavior shown reflects volition (Weinstein & Ryan, 2011). SDT claims that motivations occurring intrinsically are maintained through the satisfaction of autonomy and competence needs. These needs are shown in students' behaviors such as when they show willingness to give their effort and time to their studies (Autonomy), and when they

feel that they have the capability to meet the challenges of their tasks in school (Niemic & Ryan, 2009).

Formally, SDT is composed of six mini-theories that explain behaviors definitely by integrating different concepts from the theory. These mini-theories are focused on how a certain motivation, whether internal or external, is related to external forces or other factors. The first mini-theory is called *Cognitive Evaluation Theory (CET)* which is focused on the competence and autonomy need of a person and how intrinsic and external forces are connected to each other. The second is *Organismic Integration Theory (OIT)* which is composed of a range of motivational states that emphasizes that the idea of motivation is measured by the level to which the activity is self-determined. The third is *Causality Orientation Theory (COT)* which describes human individuality towards their environment and the different ways they manage their behavior. Fourth is *Basic Psychological Needs Theory (BPNT)* that emphasizes the connection between psychological needs and the important ideas such as mental health and well-being. Additionally, this mini theory claims that psychological well-being and ideal functioning are predicted to be in accordance to an individual's autonomy, competence, and relatedness. The fifth, *Goal Contents Theory (GCT)* emerges from the distinctions between intrinsic and extrinsic goals and their impact on motivation and wellness. The last theory is *Relationship Motivation Theory (RMT)* which is focused on relationships, suggesting that the interaction is an essential part of adjustment and wellbeing of an individual, for relationships satisfy one of the three basic psychological needs which is the need for relatedness (selfdeterminationtheory.org, 2015; Gabrillo, 2011).

Internalization

Self-determination theory is known as motivation theory in which individuals develop their motivation internally based on their hobbies, interest, and values; however, their emotions and motivations can be affected by external factors such as social factors. Thus, external factors are turned into intrinsic motivation which is best explained by the internalization and integration concept of SDT. Internalization pertains to the “taking in” of a value, while integration is about making the value into theirs which soon imitated. In every social environment an individual adopts prominent values and/or behaviors found in the group and avoided those uninterestingly behaviors (Ryan & Deci, 2000). Since internalization has been found to be an important key in linking external and internal motivations, studies show how basic psychological needs and support become integrated. For example, previous study revealed that school related values where greater internalization of parent support was high in autonomy and competence (Grolnick & Ryan, 1989). The same findings on internalization were discovered with the biopsychosocial values of medical students when instructor was autonomy supportive (Williams & Deci, 1996). In the article written by Deci and Ryan (2015), it was found out that internalization was done in order for the demand for relatedness to be satisfied. Drawn from the same article, the developers of SDT identified the following four external motivations caused by the different levels of internalization: (1) *External regulation* which pertains to the usual extrinsic motivation; (2) *Introjected regulation* which is about partially internalized but not fully accepted extrinsic motivation; (3) *Identified regulation* which occurs when individuals accept a certain value after checking if their values and the one being externally endorsed are congruent; and (4) *Integrated regulation* which is known to be the full internalization of

values where an individual integrates new behaviors to the existing ones (Deci & Ryan, 2015).

Basic Psychological Needs

Basic Psychological Needs as defined by Ryan and Deci (2015) are the central, general, and necessary ingredients to make up an individual's psychological functioning and well-being. Based on the argument of the Basic Psychological Need Theory, self-determination emphasized that in order to understand one's personal motivation, consideration of the intrinsic psychological needs for autonomy, competence, and relatedness are of great importance (Deci & Ryan, 2000). Need satisfaction fulfilling the needs for competence and autonomy appeared to be significantly important for sustaining intrinsic motivation, and that individuals are more likely to incorporate into oneself the extrinsic motivation in order to experience also the satisfaction in fulfilling the need for relatedness (Ryan & Deci, 2015).

The application of the three basic needs was evident in an educational setting. According to Niemiec and Ryan (2009), the fundamental psychological demands for autonomy, competence, and relatedness, when assisted, are attributed with an individual's academic involvement and better learning outcomes; but when discouraged are attributed with academic disinvolvement and poorer learning outcomes. This claim supported the findings of the investigation conducted by Beiwen Chen and colleagues in 2015. The study about contribution of the satisfaction and frustration of psychological needs for autonomy, relatedness, and competence to the well-being and ill-being despite of interpersonal and cultural differences in need strength and need desire was given to a total of 1736 participants. They found out that a unique connection between the satisfaction of autonomy

and competence with individuality and well-being in the need evaluation had no effect on the said attributions. Also, it confirmed that the satisfaction of the three needs could contribute to the prediction of well-being, and frustration to the ill-being. Troum (2010) studied the three basic needs along with task persistence based on the perceptions of the undergraduate applied music students. Results showed that strong autonomy support was perceived by students in the applied studio setting. Also, same students tended to view themselves as more highly task resolute as compared to students who thought that they had less autonomy assistance. In addition, path analysis also showed that the addition of perceived competence to perceived autonomy support explained the connection between perceptions of autonomy support and task persistence.

Experiencing self-determination, full willingness, and volition when doing a task is what autonomy means. In SDT, autonomy is contrary with existing idea about the term autonomy which is doing alone or selfish. Again, it refers to the feeling of willingness or doing a thing with volition whether dependent or independent, collectivist or individualistic (Ryan & Deci, 2000). One example behavior is when students act autonomously in devoting their time and efforts to their studies (Niemic& Ryan, 2009). Contrarily, autonomy frustration pertains to the self-imposed or external pressure that gives the feeling of being controlled (deCharms 1968; Deci & Ryan, 1985). The significance of assistance for psychological need satisfaction has been revealed simultaneously and developmentally. There are studies which revealed that when the present social environment aids one or more of the basic needs, individuals are likely to be more motivated autonomously in that occasion (Ryan & Deci, 2015) For an instance, a study revealed that when a young student was supported in his/her autonomy need by the social environment whether it was their

home or classroom, they were more likely to have stronger appreciation in doing school tasks. This appreciation will be turned internally which will make the motivation natural (Grolnick & Ryan, 1989). Weinstein and associates (2012) elaborated autonomous functioning by specifically articulating the central attributes or facet of the said construct. The attributes are interest-taking, susceptibility to control, and authorship/self-congruence. The central characteristic of autonomy is referred as *authorship* or *self-congruence*. In this facet, the individual perceives oneself as the author of the behavior or action and takes responsibility of the behavior done. When feeling autonomous, the source of behavior is their interest, needs, and values. *Interest-taking* refers to the impetuous propensity to contemplate on intrinsic and extrinsic situations. This second facet promotes realization of the experience and oneself which is of great importance for high level of independence. These two attributes are considered as positive features of autonomy unlike the last one. The third and last attribute which is *susceptibility to control*, has the feeling of pressure and control. As characterized by the authors, an individual with low level of autonomy tends to have a lower level of self-choice and volition in events, and perceives behavior as a result of the social pressure and/or pressures brought by self (Weinstein et. al., 2012). Niemiec and Ryan (2009) suggested strategies for teachers to enhance the autonomy of students, including giving options and purposeful basis for learning tasks, acknowledging their thoughts about the topics, and decreasing the pressure towards the students. Paradnikė and Bandzevičienė (2015) referred autonomy as a personal method for occupational well-being showing strong behavior by having academic, engagement, and life satisfaction. They argued that being aware of ways that would assist to surpass the challenges of life and grow even in difficult situations is very significant to those young people transitioning labor

market. Their study revealed that only authorship or self-congruence was positively connected with variables related to study. It was also found to predict life satisfaction, study engagement, and academic major satisfaction.

Being satisfied with one's need for competence is manifested by considering self as functional and has the capability to achieve a certain goal competence; but being frustrated with this need is reflected with self-disappointment and being uncertain with one's ability (Deci, 1975; Ryan, 1995). An example of competent students is when they perceive that challenges brought by school activities can be accomplished. Strategies that would improve competence as done by teachers are giving evaluation based on norms, constant feedback, and tasks that would challenge their skills (Niemic & Ryan, 2009). The concept of competence has been used in different studies throughout the years. In Japan, Yukiyo Nagai and colleagues (2014) studied the developmental advancement of self-esteem and self-perception of Japanese children who have chronic diseases using the reference values from the assessment using Children's Perceived Competence Scale. Reference values are the pieces of advice given by doctors attending to children with diseases, psychiatric, or psychological difficulties. The research was conducted to 768 children from grade 1- 6 (6 years old to 11 years old). Results showed that as the grade increased, the score for general self-worth and cognitive decreased. The study conducted by Danielsen et. al. (2011) showed that support coming from the teacher and classmate was connected to academic initiative. In addition, it was discovered that these relationships were mediated partly by satisfaction in school. Academic competence perceived by the students served as a mediating factor in the connection between academic initiative and support from teacher, and association within academic initiative and satisfaction in school.

The feeling of intimacy and positive connection towards others are the manifestation of satisfaction in relatedness need. On the contrary, those who experienced being excluded and lonely tended to be frustrated in this need (Ryan, 1995). Relatedness inside the classroom is related to the feeling of the student being valued, respected, and liked by classmates and teacher. Students who feel relatedness tend to manifest integrated and identified regulation for the strenuous works related to learning. However, Niemiec and Ryan (2009) stated that students who felt repudiated by teachers have the tendency not to internalize the values and only react to the shown external behavior. In order to satisfy the need, same authors proposed strategies for relatedness that teachers could use: showing care, respect, and warmth to students. Literatures showed relatedness is vital. Cox et. al. (2009) examined teachers in terms of their perceived emotional support; and peers in terms of their quality of friendship and acceptance as related to the affective, relatedness feeling, and motivation responses of physical education students in junior high. The researchers identified that relatedness perceived by students mediated the connection between self-determined motivation variables and relationship variables. it was also directly related to the enjoyment level and distress experienced by students. It was found out that the relatedness sense of children was essential to their motivation in academic as reported in the study of Furrer and Skinner in 2003.

Autonomy Support suggested that the support given by the teacher for the students' three basic psychological needs promoted the well-being, autonomous self-regulation, and performance academically (Niemiec & Ryan, 2009). In SDT, it was noted that due to the external pressure, teachers decided to be more controlling in class than supportive in students' autonomy (Ryan & Brown, 2005). This argument coincided with the results of the

study conducted by Pelletier in 2002. In this study, Canadian teachers from grade one to twelve were observed to be more controlling and have less autonomy in teaching due to the imposed pressure from school authorities, just like adhering to the curriculum and high expectations on performance standards. There are two possible explanations according to the SDT why teachers' behavior appears to be controlling. First, he or she might have less enthusiasm and creative energy in teaching. Thus, there is a dissatisfaction of autonomy need or there might be some, but it is weak. Second, the teacher might be pressured to meet the desired outcomes of a subject or course which causes him or her to depend on extrinsic ways and strategies instead of more enthralling and motivating learning strategies (Deci & Ryan, 2002).

Social Support

As defined by Cobb (1976), social support includes three important factors which are belonging in a social group, feeling valued, and being loved. The support that an individual has may come from the family, friends, teachers, and even the community. In the definition of social support provided by Melecki and Demaray (2002), it pertains to the idea of a person on the overall or specific support shown through appraisal, emotional, informational, and instrumental support given by the people from one's social community which would lead to progress or hindrance towards acquiring negative results. It also noted that an individual's activity could be improved through the support of his/her environment (Basson & Rothmann, 2017). Studies have shown that support from social context has positive effect to an individual. In the study of Coleman and Iso – Ahola in 1993, they have identified that doing engaging activities, especially recreational and leisure ones with friends or companion can produce a positive effect to individuals when dealing with stress.

More so, experiences brought by these activities can contribute to the feeling that he or she is supported. Research showed that support, safety, and predictability were highly perceived by the children towards the members of the family whom they relied and referred to as its source, even during times of dispute (Goldner & Berenshtein-Daga, 2016). Drawing from the same study, healthy and supportive family developed the child to regard it as a source of support and so he/she had the ability to manage stress. Teachers are said to be the second parents of students and they affect students in many ways. It was revealed in the study of Lei et al. (2018) that teachers enhanced the relationship with students whenever they provided cognitive and emotional support. Peers served as companion and said to be a source of satisfaction, development in identity, and reward (Institute of Medicine and National Research Council Committee on the Science of Adolescence, 2011). For students, however, these could refer to close friends and classmates. These two kinds of peers vary in different ways. In the comparison stated by Lavert (2019), relationship within close friends is considered to be more personal and requires deep knowledge with one another, although in classroom setup classmates may not really have that kind of relationship. Although classmates seem to appear as an acquaintance, relationship within classmates is identified as “network of help relations” by van Rijsewijk et al., (2018) which is associated to academic achievement. School personnel or other people in the school community are found to be significant in providing support. According to the study of Marin and Brown in 2008, when people in school showed care towards adolescents, they tended to feel more motivated in academics, connected with the school, and avoided negative behaviors. On the other hand, some school staff were identified to show less interest in providing support since it was not included in their job description, and this

made the students emphasize the significance of school community and environment on the emotional health of students (Kidger et al., 2009).

Senior High School Students

High school is one of the important training grounds of a student. In these years, students become aware of different disciplines that soon will be related to their desired course or profession. Also, this is the stage that determines or leads to the future (Shahmohammadia, 2011). While studying, students develop their expectation that may affect them due to different factors-- personally, socially, and academically. Despite all of these, they still manage to excel. However, there are some that cannot cope with the pressure it brings and end up having mental and emotional incapacabilities.

Developmental Aspect

Senior high school students are in the adolescence stage. Being in this stage, there are significant changes that occur to them which contribute in establishing their sense of self. Their developmental changes can be best explained by the different literatures on adolescents.

Adolescence is the age bracket where senior high school students belong. It is characterized by changes hormonally, physically, psychologically, and socially (Blakemore, 2012). This developmental stage occurs during the age range of 10-19. A person's attributes and influence brought by the environment contribute to the development of the adolescent (WHO, 2018). Self-concept development takes place significantly on this life stage (Harter, 2012). It is when establishment of self-concept starts with the early adolescents, where they form a single idea about self. As they reach the middle adolescence, conflict arises due to the awareness and identity search in various

environments, though they still fail to resolve the conflict (Harter, 2002, 2012; Harter & Monsour, 1992; Harter, Waters, & Whitesell, 1997). In the research of Sanders (2013) which explored the development of adolescents, she identified the three significant developments that an individual undergoes. These are the cognitive, psychosocial, and emotional development.

Based on the same article of Sanders, cognitive development has three following changes: (1) Individuals become more logical and rational thinkers, and they also tend to explore thoughts and think hypothetically. (2) Adolescents become abstract thinkers. (3) They develop meta-cognition which is about assessing what they are feeling and the perception of others about them. Similar with the first development, psychosocial development has three distinct changes. (1) Adolescents develop sense of autonomy by being independent from parents emotionally and financially. Changes in peer relationship also occur. By the age of 12-14 years old which is considered as early adolescence, they increase same-sex peers activities or bonding as compared with the family. Peers start to have a strong influence toward the adolescents. During middle adolescence where they are 15- 17 years old, circle of friends become mixed-sex. At this age, peers are perceived to be at peak as in having a social role. Also, they begin to have intense relationship with others. On the late adolescence (18-21 years old), adolescents separate from their parents and peers as they strive to become adults. Maturity of value system and behavior occurs in this stage. (2) Adolescents tend to develop their own identity. (3) They become more future-oriented and create more mature and realistic goals. Emotional development of adolescence is focused on developing emotional competence that refers to managing one's emotion and social competence in which an adolescent relates with other people (Sanders, 2013)

Synthesis

Self-determination provides a perspective that human motivation, emotion, and development take an important role in facilitating the growth-oriented process of an individual. In order to function optimally, an individual needs to be nourished by the basic nutrients identified as the basic psychological needs. These needs are divided into three: Autonomy shown by full willingness in doing activities; Competence for the capability in achieving personal objectives; and Relatedness which refers to the connection with others. Studies showed that these needs are developed inside the classroom and through well supported environment. This theory supports the idea that social context contributes to the satisfaction of basic psychological needs which help to maintain autonomous motivations. Literature shows that social supports do help the individual's development most especially to adolescents where senior high school students belong. The external motivations provided by the social support factors are internalized and integrated that ensure satisfaction of the basic psychological needs. Overall, it can be identified that the degree of basic psychological need satisfaction is not solely caused by personal competencies but also by the influence, demands, and values endorse by the social context.

Theoretical Perspective

This study is guided by Self-determination theory and the concepts from one of its mini theories, Basic Psychological Needs Theories, which are autonomy, relatedness, and competence.

Self – Determination Theory (SDT)

SDT (Deci & Ryan, 1985, 2002, 2015) is considered as a motivational theory with mini-theories that analyze the stage where the behaviors manifested by a person are autonomous or self-determined, as well as the personal and contextual factors that determine personal self-determination. SDT uses an organismic perspective by arguing that individuals are active organisms that seek challenges in their environment in an attempt to achieve personal growth and development.

SDT proposes three needs, fulfillment of which is vital for individuals' efforts for personal growth and development. These are the needs for autonomy, competence, and relatedness. All three psychological needs are important, but the degree to which they are satisfied varies from one context to another. Autonomy reflects a desire to engage in activities of one's choosing and to be the origin of one's own behavior. Competence refers to individuals' need to interact effectively with their environment and to experience a sense of effectance in producing desired outcomes and preventing undesired events. Finally, relatedness is the need to feel connected to and accepted by others in a social milieu. Individuals usually seek to engage in exercise activities that foster most or all their psychological needs; in other words, activities that reflect personal choice, provide individuals with opportunities for task accomplishment, and facilitate meaningful interpersonal interactions with other exercisers (Ntoumanis et.al, 2009).

Conceptual Framework

The model, presented in Figure 1 illustrates the connection of the three main variables in the study: (a) senior high school students, (b) social support factors and (c) the three basic psychological needs which are the autonomy, competence, and relatedness

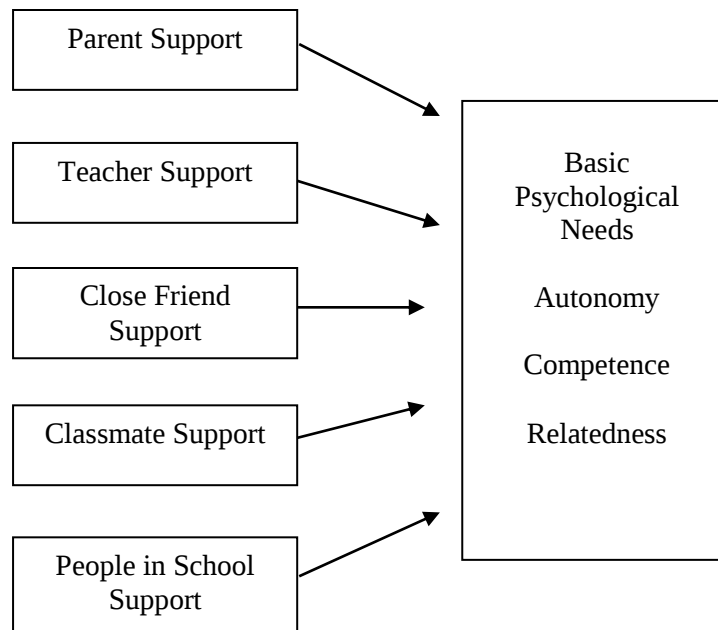


Figure 1 Conceptual framework

The framework suggests that the determined perception of the support coming from the senior high school students' parents, peers particularly close friends and classmates, teachers and people in school predicts the satisfaction of the basic psychological needs. This model further suggests a significant relationship between the social supports and basic psychological needs. From the model, it was seen that all support are more likely be a predictor of the three basic needs. Connection was assumed due to the similarities that both constructs has. Self-determination theory (SDT) is a huge umbrella of motivational theory and positive psychology focusing on the concept of well-being. Under this is the Basic Psychological Needs Theory (BPNT) which is a part of the mini theories and explains that in order to fully achieve wellbeing that will soon lead to the self-determination, basic needs should be satisfied first (Ryan & Deci, 2015). Initially, SDT dwells more on intrinsic motivation while social support is classified as source of extrinsic motivation. Although the manifestation of motivation happens in two different ways, a self-turning value called

internalization connects it. With this, the individual internalizes the values extrinsically brought by the support system and turn it intrinsically. After further and exhaustive reading on the variables being studied, the researcher hypothesized that (H₁) There is a relationship between perceived social support and self-determination of senior high school students.

Statement of the Problem

Generally, this research aimed to determine the perceived social support and self-determination of senior high school students. Specifically, the study sought to answer the following:

1. What is the perceived social support of senior high school students in the following social factors?
 - 1.1. Family
 - 1.2. Peers
 - 1.2.1 Close Friends
 - 1.2.2 Classmates
 - 1.3. Teacher
 - 1.4 People in School
2. What is the perceived self-determination of senior high school students in terms of the three basic psychological needs?
 - 2.1. Autonomy
 - 2.2. Competence
 - 2.3. Relatedness
3. Is there a relationship between basic psychological needs and social support?
4. Which among the social factors predict the basic psychological needs?

Significance of the Study

Significance of the study provides an overview about the meaning of the study to the researcher and explains the benefit or impact that the study could offer.

Guidance Counselors

This study serves as an assessment regarding the motivations experienced by students in relation to social support. Data gathered could help guidance counselors of schools to have an overview about the current status of the students. In addition, the results could be of great help in making a guidance program for the senior high school students.

Teachers

This would guide teachers in educating students on how to meet their own needs by integrating self-determination skills. The findings would help them create instructional activities and strategies that would contribute to the satisfaction of their psychological needs.

Students

This research would serve as self-check to students as regards their level of perceived social support and self-determination. The results of this study would reflect the needs that would satisfy them which could help improve the guidance service and other support system for them.

Future Researchers

This study could serve as additional information or literature about self-determination and perceived social support of senior high school students. This also contributes to psychology such as Educational/ School Psychology by providing additional knowledge and emphasizing the significance of improving self-determination to the youth.

Definition of Terms

To further understand the functionality of the frequently encountered variables in the study, this part consists of the words and their definition

Autonomy – It refers to the experience of self-determination, full willingness, and volition in doing an activity (Ryan & Deci, 2000). In this study, it is perception of the students wherein they feel that free are to choice, make decision, and liberty to do whatever their interest is.

Competence – This involves feeling effective and capable to achieve goals (Deci, 1975; Ryan, 1995). In this study, it is the self-assessment of the student that on their capability and confidence in doing their tasks. Also, it pertains their feeling of satisfaction that they are competent to achieve.

Relatedness – It pertains to the experience of closeness and genuine connection with others (Ryan, 1995). In this study, it pertains to how students experience connectedness towards the people in their social sphere, how they care about them and how the warmth feeling contribute to the satisfaction of well being.

Self-determination – It is a psychological construct that pertains to the person's willingness to perform an action according own will, and self-determined acts from choices intentionally and consciously done (Hui & Tsang, 2012). In this study, it refers to autonomy, competence, relatedness, capacity, and opportunity with regard to academics, personal, and social aspects.

Senior high school students – Based on the K- 12 Program of Department of Education, these are the students who belong to the 4^{t h} stage of the program, starting from grade 11 to grade 12 as the extended years of high school level (Official Gazette.

,2013). In the present study, it pertains to senior high school students from grade 11 to 12, with age range of 16-19 years old.

Social factors - In this study refer to the social network that surrounds an adolescent namely parents and peers, classified into close friends and classmates, teachers, and people in school.

Social Support - It refers to perceived overall support or specific behaviors that imply support from people in their social network which may cause positive or negative effect to an individual (Malecki & Demaray,2002). In this study it pertains to the emotional, instrumental, informational, and appraisal support given by the social factors to senior high school students.

CHAPTER 2

Methods

This chapter includes discussion of research design, research setting, population and sampling method, research instrument, statistics, data gathering procedures, and ethical considerations in order to answer the questions raised by the study.

Research Design

The study made use of a descriptive-correlational research design. This research design is a combination of two kinds of research design-descriptive and correlational. Descriptive research value is based on the idea that problems can be solved and practices can be enhanced through analysis, observation, and description. Typical method is through survey, in a form of personal interviews, questionnaires, normative surveys, and phone surveys (Koh & Owen, 2000). Aside from that, data gathered in the design are the personal information or the demographic data of the respondents such as age, school, grade level, and section. In this study, descriptive design was used in describing the respondents in terms of their sex and age. In correlational research designs, correlation statistical test is utilized to define and measure the level of connection (or relationship) between two or more variables or sets of scores. Researchers using this method do not attempt to control or manipulate the variables as in an experiment (Creswell, 2012). As per the utilization of correlational design in the same study, the design helped to determine the significant relationship among different variables. Unlike experiments that manipulate one or more

variables (the independent variable), correlations do not manipulate any variables. Correlations can examine more than two factors. However, it cannot be used to draw inferences about the causal relationships between and among the variables. This design was used to identify the relationship between variables that have not been studied before, the perceived social support and self-determination. Using this kind of design perfectly explained the relationship of the variables considered in this present study.

Research Setting

This research was conducted in one of the twelve member schools of a group of higher educational institutions in southern part of Manila that aims to collaborate and promote education by providing quality and relevant learning for all. This school is both private and co-educational institution offering senior high school up to tertiary level. The school is located inside Intramuros Manila, and is known for its Tourism and Management programs. It started its 1st batch of Senior High School with 1,034 Grade 11 students under the following strands: ABM (Accounting, Business and Management), STEM (Science, Technology, Engineering and Mathematics), and HUMSS (Humanities and Social Sciences). Currently they have 845 students in Grade 11 and 942 in Grade 12. The choice of school as research setting was because of economic reason and time consideration, notwithstanding the ease of access since the researcher's school is also part of the consortium-organization. Since there was no need for far distance travelling, the time supposedly allotted for it was allotted to preparation and administration of instruments.

Test administration was held inside the participant's classrooms to guarantee that they were in a safe and comfortable environment during the course of answering the

questionnaires. Also, using the room as testing venue secured the data, and minimized influence of external factors, aside from their code number given to each of them to hide their identity. The presence of a teacher and/or guidance counselor inside was observed while the students were answering to assured students' and researcher's protection and safety. It made the students feel that the survey was approved by the school and by the data privacy committee, if they had any.

Research Population and Sampling Method

This research used three sampling method in gathering respondents. First, purposive sampling was utilized in order to set the characteristics of the target respondents. The respondents of study were 16-19 years old (mean age= 17.01) senior high school students. Also, respondents were enrolled in any academic track and a grade 11 or 12 student during the course of data gathering. Students enrolled in homeschooling and went out of school were excluded. It is an important factor that the student was enrolled in an educational institution for the variables included in the study were concerned with the learning environment. Second, stratified sampling was used since there was a profile of the respondents. Lastly, in order to gather an equal population, random sampling was used. For this study, the researcher made use of the Slovin formula with a five (5) percent margin of error in order to have a concise and error-free sample size (Ellen, 2018). Out of the combined number of the population of grade 11 and grade 12 students which was one thousand seven hundred eighty seven (1787), only one hundred sixty three (163) for each grade level was needed, for a total of three hundred twenty six (326) respondents.

Where:

n = sample size

N = population size

$$n = \frac{N}{1 + Ne^2}$$

e = margin error

1 = constant value

Table 1
Respondents Demographic Profile

	<u>Frequency</u>	<u>Percentage</u>
<i>N</i>	326	100%
<i>Gender</i>		
Male	98	30.1%
Female	228	69.9%
<i>Year Level</i>		
Grade 11	163	50%
Grade 12	163	50%
<i>Age</i>		
16	83	25.5%
17	142	43.6%
18	86	26.4%
19	15	4.6%
<i>Strand</i>		
ABM (Accounting, Business and Management)	190	58.28%
HUMSS (Humanities and Social Sciences).	136	41.72%

Table 1 above shows how the participants were distributed. Out of the 326 respondents, 69.9% were female senior high school students. Although there were an equal number of respondents coming from the two grade level, it was evident that most of the respondents were 17 years old. In addition, most of the respondents belong to the ABM strand Although this study is not particular with the difference of strand, it is important to note for there might reflect interesting results about the strands.

Instruments

Upon accomplishing the informed consent and assent forms that provided the objective of the research and rights of being a part of the research respondents, they were asked to answer a demographic data slip which includes name, age, sex, year level, strand, and school. A sample of the informed consent, assent form, parent consent form and demographic slip is found in Appendix A to C.

The researcher used the following free accessed questionnaires to measure the academic satisfaction and self determination of the students: *Basic Psychological Need Satisfaction and Frustration Scale – General Measure* (Chen et al., 2015), and *Child and Adolescent Social Support Scale* (Malecki, Demaray, & Elliot, 2014).

Basic Psychological Need Satisfaction and Frustration Scale – General Measure is a scale developed by Chen et al., (2015).The scale was given to adolescent individuals. Self – determination theory identified three basic psychological needs, namely *autonomy*, *competence*, and *relatedness*. This scale was designed to measure both satisfaction and frustration of the said needs. It is composed of 4 items for *autonomy*

satisfaction, 4 items for *autonomy frustration*, 4 items for *competence satisfaction*, 4 items for *competence frustration*, 4 items for *relatedness satisfaction*, and lastly, 4 items for *relatedness frustration*. Each item is divided into equal number. The whole scale has 24 items. The needs are considered as vital for the prediction of individuals' growth and well-being (Ntoumanis et.al., 2009).

This scale was considered because the questions would measure the intended variables in this study. Also, the scale has an equal number of items for both satisfaction and frustration. With this, only items from satisfaction were used in the study. (See Appendix D for the scale). Cronbach's alpha for the overall basic psychological need satisfaction and frustration scale was .732, while for the satisfaction scale alone was .813

Test Administration started by assigning the respondents their sitting position and distributing the informed consent form and demographic data sheet. After accomplishing the said forms, the researcher distributed the scale per column and placed it on the table upside down. When every student already had a copy of the scale, the researcher instructed the respondents to flip the questionnaire and to follow along as the instruction was being read. Before proceeding, the researcher told the respondents to write the code number found below the line of date in the consent form on the demographic part of the questionnaire that they were holding. Respondents were asked about their actual experiences or feelings in their life. They had to choose from 1 to 5 to indicate the degree to which the statement was true to them at the point of their life.

This scale was interpreted by analyzing the mean score, guided by the rating provided. This scale was divided in 6 subscales with 4 numbers each. It was scored by

adding the four responses in the 4 items under a certain subscale. The following are the subscale and the items under it, although the satisfaction scale only was used:

Autonomy satisfaction: items 1, 7, 13, 19;

Autonomy frustration items: 2, 8, 14, 20;

Relatedness satisfaction: items 3, 9, 15, 21;

Relatedness frustration: items 4, 10, 16, 22;

Competence satisfaction: items 5, 11, 17, 23; and

Competence frustration: items 6, 12, 18, 24.

Child and Adolescent Social Support Scale is a scale developed by Malecki,, Demaray, and Elliot (2014). The CASSS is a screening and research self-report measure that can be used to assess the perceived social support provided to 3rd-12th graders from a variety of sources. Social support has been found to be related to a variety of important social-emotional, academic, and behavioral outcomes for students. In this study, only ratings from assessing *how often* the support occurs were utilized. The scale is found at Appendix E. Cronbach's alpha level of the scale was .970.

Test Administration. After answering the first questionnaire, the researcher told the respondents to proceed to the second scale. Respondents were asked to read the scale carefully and silently as the researcher read the instruction aloud. The respondents answered the CASSS with the aim to evaluate the social support perceived by the students.

This scale consists of 60 items which include 12 items for each subscale that assesses the support from Parent, Teacher, Classmate, Close Friend, and People in school. The statement in every subscale measures the support of a certain social factor in terms of

the following support (emotional, informational, appraisal, and instrumental). Students are asked to read each statement and rate (1) how often they perceive that support; and (2) how important it is to them that they perceive that support. The frequency ratings are on a 6-point scale ranging from 1-never to 6-always. The importance ratings are on a 3-point scale from 1-not important to 3-very important. Respondents were reminded to answer according to how they feel and not according to the expectation of others. They were also instructed to work as fast as they could. Although there was no time limit, the test can be finished within 15 minutes. When any question or difficulty in understanding was encountered, respondents were reminded to raise their hand to be acknowledged and attended to.

Scoring and interpretation of this scale were derived through frequency ratings. Each subscale was summed, creating a frequency total score for each of the five subscales. These five subscale scores were added, resulting to an overall total social support score. Likewise, importance ratings were summed for each subscale, and then the five importance subscale scores were summed for a total importance scale. If any missing data was identified, computing for the mean was used. If a minimum of 10 items had been completed on a subscale, the mean of those scores was used to substitute the one or two missing item scores for that subscale. If three or more items missing from a subscale, that particular subscale was not interpretable, and thus not used for calculating a total frequency or importance score. If a subscale was not interpretable, then the Total Support score could not be calculated. Each subtest could have scores from 12 to 75; and 60 to 360 for the total support (Malecki, Demaray & Elliot, 2014).

Initially, according to the authors, both scales do not have any ranges for interpretation since both were not normative. Also, there were no scoring guides for each scale. According to Michael Zuschlag (2015), questionnaires with likert scale has arbitrary score value and interval scale numeric values. With this, assigning cut-off decreases the gap and sets boundaries to wide range values. Upon consulting to a statistician, the range was computed by subtracting the upper score to the lowest score and divided by the point number of likert scale. In order to show the variation of the results, the following ranges were utilized:

Table 2
Likert Scale Range

<u>Scale</u>	<u>Range</u>	<u>Interpretation</u>
Child and Adolescent Social Support Scale	4.90-6.00	High
	3.70-4.80	Above Average
	2.50-3.60	Average
	1.30-2.40	Below Average
	0.00-1.20	Low
Basic Psychological Need Satisfaction and Frustration Scale – General Measure	4.20-5.00	High
	3.41-4.20	Above Average
	2.61-3.40	Average
	1.81-2.60	Below Average
	1.00-1.80	Low

Data Gathering Procedure

The study followed a three-stage procedure. Figure 1 illustrates each stage described as follows: (1) Preparatory Stage included Seeking of Permission, Selecting and

Briefing of Participants, and Administering of research instruments; (2) Statistics and Analysis

Stage 1: Preparatory Stage

Seeking of Permission

The researcher contacted selected schools to seek permission from the school administrators or do other legal/ethical procedure before conducting the study. Since some of the participants were minors, consent coming from the parents was likewise solicited.

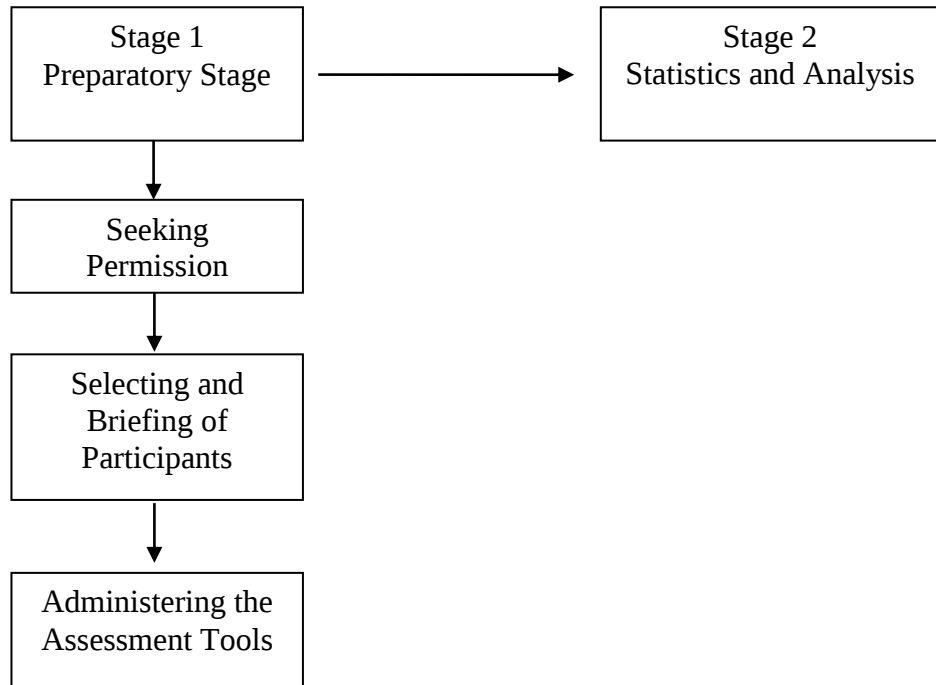


Figure 2: Research Process

Selecting of Participants and Briefing for Ethical Considerations

Upon granting permission from the school and ethics committee, the researcher waited for class that the school had assigned to be the respondents. Before the administration of questionnaires to the Grade 11 respondents, students were given parent's

consent form first. When the consents were returned, only those who were permitted proceeded to the administration. Grade 11 students were given assent forms similar to the informed consent form of Grade 12, who are already in their legal age.

Before the administration of assessment tools, the researcher briefed the respondents about their rights as they participated in this study. They were oriented about the objectives of the study and process that they needed to undergo. The researcher also assured the confidentiality of the results by using codes to hide their identity. Respondents were fully informed that their participation was voluntary and that they have the right to withdraw anytime they decided to do so.

Administering the Assessment tools

The questionnaire was in a form of pen and paper. Once the respondents finished accomplishing the informed consent which included the purpose of the study and their right as participants, they proceeded answering the demographic data slip covering their name, age, sex, year level, and school.

The researcher distributed and read the instructions for each. Questionnaires on basic psychological needs satisfaction were distributed first, followed by the set of questionnaires on social support. It was estimated that accomplishing the said questionnaire would not take an hour of the respondent's time. Participation in the study ended after they submitted the instruments. There was no interview required from the participants. In addition, there was no money or incentives given to the respondents.

Stage 2: Statistics and Analysis

In this last part, data were combined and computed. Results of the total basic psychological satisfaction and perceived level of social support were correlated. Also, the researcher identified the predictors and non-predictors for each need through stepwise multiple regression and entry method. Based on the gathered results, the researcher identified which among the social support system influenced the three basic psychological needs-- competence, autonomy, and relatedness that promoted self-determination. Researcher reviewed the related literature in order to have basis for the analysis of findings. Also, the researcher formulated suggestions that would further develop the study and address identified weak or low perceived variables.

Statistical Method

The researcher used the following statistics in order to analyze the data:

1. Mean – It is the sum of all items or terms divided by the total number of terms. Average means the arithmetic mean. It is the most popularly used because of its simplicity, rigidity, etc. The method used in averaging the test results for age, sex, year level, and responses of the respondents for Child and Adolescent Social Support Scale and Basic Psychological Need Satisfaction and Frustration Scale – General Measure.
2. Frequency- is the number, proportion, or percentage of item in a particular category in a set of data.
3. Pearson r correlation - is used to measure the linear relationship, direction and strength existing between two variables (interval or ratio) (Chee, 2015). In this

study, it was used in identifying the relationship between the perceived social support and basic psychological needs of senior high school students.

4. Enter method multiple regression- This method all independent variables are entered into the equation at the same time. Also, the method is used when dealing with small number of predictors which are assessed to identify how each variable predict the dependent variable (Statistics Solutions, 2019). In this study, social factors will be entered at once to identify how each variable contribute to the satisfaction of each needs. This would show even the independent variables which are non-predictors.

Ethical Considerations

This study followed the three most important research ethics which are respect, beneficence, and justice. Also, it ensured that the General Research Ethics stated in Sections 1 and 2 of PNU Research Ethics Manual were observed.

Section 1 pertains to the research involving documents and archival data. All of the sub-questions in the said section were not found in the present study. It did not involve nor include (Q1.1) examination or review of existing public policies (Q1.2); recount of event of past history (Q1.3); purely secondary data (Q1.4); publicly available information, documents, records, works performances, or archival materials, (Q1.5); and literary review or artistic criticism.

Section 2 focuses on the ethics involving human participants. Only the question involved in the study (Q2.1) required the collection of data from human participants. Since the mode of gathering information in this research was through answering questionnaires,

respondents were expected to provide data that would be used in analyzing the constructs being studied. However, this study ensured that it did not deal with sensitive issue or topic, vulnerable population, risk to participants, and collection of biological materials from the individual.

Since respondents coming from grade 11 were under legal age, permission from the school administrator or school principal was sought. Aside from the informed consent and assent form distributed to individual respondent, a parent consent form was also given beforehand in order to inform the parents about the. Test administration was conducted under the supervision of a guidance counselor or a registered psychometrician.

Respect

It was practiced starting from the submission of letter to school administrators before conducting the study. Doing such implies that the researcher respected those in authority by seeking permit. The said ethics was also observed during the administration of the study when respondents were assured that their answers would be treated with outmost respect, anonymity, and confidentiality. This made sure that their identity or any personal information would not be published in the study. During the course of the study, researchers ensured physical and psychological safety of respondents, with the study posing no risk or harm by participating. Participants who were minors did not experience discomfort o fatigue while answering the test.

Beneficence

This ethical consideration guaranteed that the study would produce good outcome. Beneficence was done by ensuring that the test would help them in some way. Results of

this study would be shared to the school where the respondents came from by means of sending it through email or by personally bringing it to the office of the principal in order to explain the gathered results.

Justice

Respondents were selected by the use of specific criteria. The researcher assured that the tools for data collection and methodology used in the study were free from any biases. Data collection and methodology used in the study were free from any biases (e.g., gender, class, ethnic, cultural biases). It was assured that respondents were not related to the researcher to avoid biases. The present study guaranteed that it was carried out by qualified individual with appropriate ethics, scientific education, and training.

CHAPTER 3

Results and Discussion

This chapter includes the statistical results of the data. The results and analysis of this study are presented in tabular and narrative form. It consists of discussion where results are linked and supported by literatures.

Purpose #1: What is the perceived social support of senior high school students in the following social factors: Parents, Peers (Close Friends and Classmates), Teacher, and People in school?

In order to determine the social support perceived by the students in four social factors, the Child and Adolescence Social Support Scale by Malecki, Demaray, and Elliot (2000) was utilized. Although the said instrument has scales that can measure how often and important support is from the social factors, only responses from the 6-point likert scale which measures *how often* were computed. The mean for each social factor was computed to identify how often the students experienced support.

Developers of the scale defined social support as the overall support or specific supportive behavior that may be available if enacted as perceived by every individual in their social network. These people are the ones who provide support in terms of appraisal, emotional, informational, and instrumental support (Melecki & Deramay, 2002). **Table 3** shows the mean and standard deviation of the perceived support for each social factor. It was found out that SHS students perceived high support from their *Close Friends* ($M=4.9967$ or 5.00 , $SD=0.9715$) as compared to the other social factors. These students

tended to experience support from them *almost always*. Interestingly, it was followed by *Teacher Support* ($M=4.3226$, $SD=.9604$), *Classmate Support* ($M=4.2866$, $SD=.9186$), and *Parent Support* ($M=4.2224$, $SD=1.1245$) which falls in *most of the time scale*. Although all the accumulated means for these three social factors are interpreted as above average, it was evident in the figures that there were factors with a slight point difference with each other (.02 to .08 respectively), making support from teacher as the first; from classmates as the second; and from the parents as last. In spite of being interpreted as above average, *People in School Support* ($M=3.6038$, $SD=1.0384$) in the scale rating it falls in *some of the time scale*. In the table, it was shown that there are no big differences between the standard deviations of each support indicating that responses of the students are not varied.

Table 3

Descriptive Statistics for Perceived Social Support of Senior High School Students

Social Support	Minimum	Maximum	Mean	Std. Deviation	Interpretation
Parent Support	1.33	6.00	4.2224	1.1245	Above Average
Teacher Support	2.00	6.00	4.3226	.9604	Above Average
Classmate Support	1.92	6.00	4.2866	.9186	Above Average
Close friends Support	1.50	6.00	4.9967	.9715	High
People in School Support	1.00	6.00	3.6038	1.0384	Above Average

Note. *N=326

Figures above seem to suggest that senior high school students experienced greater support from their close friends as compared to the other social factors. With this result, it

tends to imply that close friends were seen as greater source of support when they needed someone who would understand, listen, gives advice, and help to decide when they had problems. In addition, this social factor was perceived to be more appreciative when they achieve goals. It was supported in a study wherein close friends were identified as important provider of emotional support especially during the adolescence stage Emotional support encompasses behaviors that grant affective well-being like listening, expressing love, and appreciation. When facing troubles, adolescents with greater support will be less likely to become depressed than those with lower support (Camara, Bacigalupe & Padilla 2017).

From these results, it can be inferred that the support that adolescents experienced from their parents, classmates, and teachers were almost on the same level. The appraisal, emotional, information, and instrumental supports that they gave were just enough or not always there, unlike with the support coming from close friends, assumed to be consistently given. Furthermore, the social support of the people in school had perceived happening only sometimes and not always even if it was fitted in the above average range. These people referred to were the school administrator, staff, guards, maintenance people, and other members of the school community. It can be inferred that adolescents seems to found usual support from the people in their school community.

During the adolescence period, students develop greater bond with their peers most especially with their close friends, rather than with their parent, which begins at the early adolescence with same sex peers (Brown, 1990; Knoll et al., 2017). Moreover, they spend most of their time with friends during class and leisure time (Marin & Brown, 2008; Bearman & La Greca, 2002). Sanders (2013) found that 68% of the time spent by girls

aged 11 years old was spent with parents and 22% with their friends. Meanwhile, 18 year-old girls spent 46% of their time with their parents and 44% with their friends. High emotional support coming from their friends was also noted coming from those of their age as they felt and understood what each other was going through because of their age commonality. From the same study of Sanders (2013) about adolescents, development of independent functioning and emotional competence among them occurred which made them to have concern to others by analyzing and associating their experiences to what others had. More so, peers, close friends to be particular, gave strong influence which turned out to become a social pressure, making the adolescent engage more in activities (American Psychological Association, 2002).

The strong bond of Close friend relationship in the senior high school level seems to imply that it is still an important factor in the adolescence development. As with the literatures project, the support provided by their friends does contribute to their well-being, socially, emotionally, and personally. In the Philippine culture of friends or *barkada*, the people that they grew up with or shares the same hobbies and experience with them became the extension of their selves. The more similarities they have, the bond becomes stronger. Aside from this, these close friends seem to be the extension of the family. With this, whenever they need help their friends are with them which shows the practice of *pagdamay* or sympathy.

Teachers were also perceived to provide above average social support. The meta-analysis done by Lei and colleagues (2018) revealed that the support given by teachers enhanced student-teacher relationship, thus affecting students' academic emotions.

However, it was also identified that culture, age, and gender had positive and negative effects of causing Western European and American students to have stronger positive academic emotions as compared to East Asian students who had stronger negative academic emotions (Lei et al., 2018). Furthermore, researches also suggested that teacher support was essential to the progress of health, motivation, academic achievement, depressive symptoms, and psychological well-being of adolescents (Kjellström et al., 2017; Merin & Brown, 2008). In the Philippines, guided by Department of Education Memorandum No. 291, s. 2008, teachers render service for eight (8) hours, divided into six (6) hours actual classroom teaching and two (2) hours for other teaching-related tasks and duties. Teachers use their extended hours in lesson preparation and reaching out to students like counseling, coaching students, mentoring (Llego, 2018). With this, support provided by the teacher occurs inside and outside the class.

The result implies that teachers, especially in the Senior high school have provided support that helped their students to be motivated. The supports that teachers give to students are manifested in various ways. There are teachers who are good listener, appreciative, provider of materials, and friend-like to them. Aside from being dedicated to work, Filipino teachers tend to be regarded as the second parents of the students. This may be taken positively for they may receive the support that they are looking from their parents. Some students tend to open up to their teachers when it comes to their personal matters. Also, somehow negatively, authoritativeness that they feel towards them may lead to setting gaps between them.

Adolescence, as students, spend most of their time inside the class and with their classmates. Just like their friends, interaction with classmates positively affects them. This is supported by a previous study of van Rijsewijk and associates (2018), revealing that classroom relationship between classmates (coined as *network of help relations*) affected academic adjustment, mental health, and socio-emotional functioning. Also, the Institute of Medicine and National Research Council Committee on Science of Adolescence report in 2011 agreed that they could be a source of identity, development, reward, and satisfaction.

Classmates may also be friends but in this study it focuses more on the concept of the peers in the school that the students are working with academically. The reason why classmates belong in the above average level and not high just like with the close friend is that, it seems that students sees the bond with them as outside of personal life. Although in literature, it shows that the support that this network gives contribute to their functioning, barriers might be present. Since they might not share the same interest and relationship conflict related to school matters might also arise.

Even though parent support was perceived to have slightly lower than the previously mentioned social factors, it was found to have greater effect in medical or health-related needs of adolescents like providing more support when it came to giving daily necessities like food and insulin administration as compared with friends (Bearman & La Greca, 2002) and psychosomatic complaints of young girls in particular as compared to teachers (Kjellström et al., 2017). However, the reason why the adolescents perceived less support from their parents could be because as they aged, support coming from friends and romantic partners became more significant and dependent to it (Furman & Buhrmester, 1992).

Parents are part of the basic unit not only in the community but also in building support and warmth to the students. Similar with the other support, though it was perceived above average there are factors that the result imply why it was not perceived high in terms of provided support. As times goes by, parenting styles and structure changes. There are so called fulltime parents who tend to be with their child all the time to attend their needs. While there are parents who works which leads to lesser time with their children. Moreover, there are family structures such as broken family and single parenting that might affect student's feeling of being supported. Age gap might also be a concern for it may hinder the feeling of being understood and loved.

People in school were still found to give above average source of support base from the range but in the 3-point based on the scale, it falls in only happen some of the time. In the qualitative study of Kidgar et al. (2009), results seem to suggest that students had regarded support from school staff negatively, their school nurse in particular, for not showing willingness and interest in addressing student needs other than physical illness. Moreover, results emphasized that school environment had an important role in physical and psycho-social wellbeing of students. Also, school staff as part of the microsystem was noted to have effect on the feeling of students' connectedness, safety, and general climate (Institute of Medicine and National Research Council Committee on the Science of Adolescence, 2011). With this context, the interaction between students and people in school may lead to either supporting or damaging the emotional health of students.

Being perceived in the second to the highest range, this implies that students seem to receive a good amount of support from the people in their school such as school officials, office staffs, janitorial staff, and guards. This might show that they feel ample support in

terms of school activities, safety, and guidance. On the other hand, there are items in the scale that seems to be important that was identifies to be rated poorly. These items are (statement 3) *They listen to me when I need to talk*, (statement 11) *They spend time with me when I need help*, (statement 12) *They make sure I have the things I need for school*. Low ratings on these items imply that although the support is present, there are areas which are not addressed. This shows that students seem to feel that some tends to ignore them, not approachable, and care less towards their needs.

Purpose #2: What is the perceived self-determination of senior high school students in terms of the three basic psychological needs: Autonomy, Competence, and Relatedness?

To be able to identify the level of self-determination of the student based on their psychological needs, the Basic Psychological Need Satisfaction and Frustration Scale – General Measure (BPNSFS) by Chen et al. (2015) was used. This is a 5- point likert scale with rating 1 as not true at all to completely true which has equal item measures for both satisfaction and frustration. However, only responses from the satisfaction were analyzed and utilized by the researcher. The level of satisfaction was determined by summing up each rating and computing the mean.

Satisfaction of the basic psychological needs is considered as an important factor to ensure an individual's healthy psychological well-being and realize their personal motivations (Ryan & Deci, 2015; 2000). Weinstein and Ryan (2011) defined each needs this way: competence as the perception of oneself of having the ability to positively influence the environment; autonomy pertains to volitionally done behaviors; and lastly,

Table 4

Descriptive Statistics for Satisfaction Level of the SHS Students on their Psychological Needs

	Minimum	Maximum	Mean	Std. Deviation	Interpretation
Autonomy Satisfaction	1.00	5.00	3.7768	0.6210	Above Average
Relatedness Satisfaction	1.00	5.00	3.8873	0.6929	Above Average
Competence Satisfaction	1.50	5.00	3.6549	0.6425	Above Average

Note. *N=326

relatedness as the connectedness and closeness that one feels.

Table 4 depicts that students in senior high school perceived an above average satisfaction of the three needs. Even though the mean score of each needs appeared to be in the same level of rating, intervals in the decimal points of each need indicated that there was still a difference among them. It was observed that there were .1105 differences between relatedness ($M=3.8873$, $SD=0.6929$) and autonomy ($M=3.7768$, $SD=0.6210$); and .1215 decimal point intervals between autonomy and competence ($M=3.6549$, $SD=0.6425$). In order to have a comparison for each based on the point differences, it reflected that students tend to be more satisfied in their need for relatedness, followed by their need for autonomy.

These results revealed that the fulfillment of feeling for connectedness with other people was more prominent to senior high school students who were in the adolescence stage. Students seem to perceived that the care they gave to other people reflected back. In addition, a feeling of warm was experienced whenever they were with them. Also,

satisfaction in their autonomy reflected that students had the freedom and choice in dealing with things, which showed what they really wanted and who they really were. Results on their sense of competence signified that senior high school students tend to have the confidence in their ability to do and complete difficult tasks. More so, they had the feeling of competence towards attaining their goal.

As suggested by the findings of Deci and Ryan (2015), in order to satisfy the need for relatedness, people turned the materials given by their significant figures (or the extrinsic motivation) into intrinsic motivation. Internalization was shown in the study of Niemiec and Ryan (2009), in which they found out that students who experienced being accepted, respected, and valued by peers, classmates, and teacher were more likely to develop identified and integrated regulation towards accomplishing difficult academically-related tasks. Integrated regulation pertains to motivation that is fully- internalized extrinsic motivation when the person realizes that the reason of the behavior is congruent with the beliefs and values he/she has (SportsRec, 2016; Deci and Ryan 2015). The study of Weinstein et al. (2012) identified that individuals having an average or high level of autonomy meant that each perceives oneself as the author of behavior based on one's interests, needs, and values, unlike those who have low level who manifest less personal choice and volition. Also, they perceive behaviors as caused by pressures and "*have to's*" from self. Individuals who were satisfied in their competence needs had no doubt about their capabilities and had less feeling of failure, which was contrary with those who had competence frustration (Chen et. al., 2015).

Purpose #3: Is there are relationship between basic psychological needs and social support?

Ryan and Deci (2015), the developer of SDT mentioned that social context and individual differences facilitate motivation and psychological well-being. With this, the total scores of the two main variables were computed in order to identify their relationship.

Table 5

Correlation between Overall Basic Psychological Need and Social Support

	Overall Social Support
Overall Satisfaction of Basic Psychological Needs	.320**

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

Results in **Table 5** show the relationship that existed between the overall basic psychological needs and overall social support of students. It revealed that there was a positive relationship between the two variables ($r = .320$, $p < .01$). However, the low coefficient reflected that 90% of the variance was caused or influenced by other factors aside from the one being studied (Downie & Heath, 1983).

Table 6

Correlation between the three Basic Psychological Needs and Social Supports

	Autonomy	Competence	Relatedness
Parent Support	.099	.266**	.226**
Teacher Support	.133*	.204**	.209**
Close friend Support	.170**	.224**	.273**
Classmate Support	.138*	.177**	.280**
People in school	.134*	.223**	.206**

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

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

Table 6 details all the variables used in this study and their relationship to each other. Parent Support was found out to have significant relationship with competence need

and relatedness need ($r = .266$, $p < 0.05$). The rest of the supports have found to be statistically significant with the three basic psychological needs in different significant level. Support provided by teachers for autonomy ($r = .133$, $p < 0.01$), competence ($r = .204$, $p < .05$), and relatedness ($r = .209$, $p < .01$). For Close friend support, has been found to be connected with autonomy ($r = .170$, $p < .05$), competence ($r = .224$, $p < .05$), and relatedness ($r = .273$, $p < .05$). Correlation of Classmate support with the needs are ($r = .138$, $p < .01$), ($r = .177$, $p < .05$) and ($r = .280$, $p < .05$) respectively. Lastly, People in school support was found to have significant relationship in autonomy ($r = .134$, $p < .01$), competence ($r = .223$, $p < .05$), and relatedness ($r = .206$, $p < .05$).

George and associate (2013) affirmed the relationship identified in the present study-- that social support and satisfaction of psychological needs were positively related. Based on the study written by Ryan and Deci in 2015, a person became autonomously motivated when the social environment provided support on one or more basic psychological needs. Social factors may affect it as a whole or by need. For example, Ryan and Deci (2000) found a positive link between parents and relatedness, as in the case of teenagers and autonomy. In addition, social factors were found to mediate the perception of students when it came to competence and autonomy.

With the literatures, it strengthens the idea that there is an existing relationship between social support and satisfaction of basic psychological needs. The ways to support an individual does generate motivations to the person who is receiving the support. It can be given through verbal, action or materials. Although it varies in forms, it affects an individual in a sense that once the values projected by the support was internalized the individual receiving it transforms it as internal motivation and integrate with the existing

values that he or she has. With these feelings, it would help counselors to explore on programs and techniques that not only involves other people but the vitality of it to a person's life.

Purpose #4: Which among the social factors predict the basic psychological needs?

Several studies have already identified that social factors and basic psychological needs were linked to each other. As determined by the developers of self-determination theory, individuals fulfill their tasks based on their interest and values; but their emotions and motivations are affected by significant figures (Ryan & Deci, 2000). Social influence is said to be evident during adolescence period since they are known to be susceptible to it (Knoll et al., 2017). All social factors were paired with each basic need and the factor that best predict the satisfaction of need was identified.

Table 7

Model Summary of the Predictors of Basic Psychological Need Satisfaction

	R	R ²	AdR ²	SE	R ² C	FC	df1	df2	Sig. F Change
Autonomy	.186 ^a	.035	.019	2.460	.035	2.291	5	320	.046
Relatedness	.332 ^a	.110	.096	2.635	.110	7.933	5	320	.000
Competence	.302 ^a	.091	.077	2.469	.091	6.410	5	320	.000

Notes. a. Predictors: (Constant), People Support Total, Close Friend Support Total, Parent Support Total, Teacher Support Total, Classmate Support Total

b. Dependent Variable: Autonomy Total, R²= R Squared, Ad R²= Adjusted R Squared, SE= Std. Error of the Estimate, R²C= R Squared Change, FC= F Change

Table 7 reflects the model reflects the effect of the social support on the satisfaction of the basic psychological needs based from the results of entry method. Values are rounded off to two decimal places. For Autonomy, R² value is 0.5 Taken as a set, the

predictors *People in school Support, Close Friend Support, Parent Support, Teacher Support, Classmate Support* account for 5% of the variance in satisfying the autonomy need.. With the following data above, it shows that the overall regression model for autonomy was not significant $F(5, 320) = 2.30, p < .046, R^2 = .04$. It seems to suggest that the social supports, even taken as a group, does not predict to the satisfaction of the need. Satisfaction in the Relatedness need has an R^2 value of 0.11. It suggests that the five social support as a group affects the satisfaction of the need for 11%.

Table 8
Unstandardized and Standardized Coefficients of Basic Psychological Needs Predictors and Non-Predictors

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Parent Support	.000 ^a	.012 ^a	-.001 ^a	-.021 ^a	.983 ^a
	.020 ^b	.013 ^b	.097 ^b	1.511 ^b	.132 ^b
	.034 ^c	.012 ^c	*.178 ^c	2.731 ^c	.007 ^c
Teacher Support	.007 ^a	.016 ^a	.033 ^a	.436 ^a	.663 ^a
	.002 ^b	.017 ^b	.006 ^b	.088 ^b	.930 ^b
	.001 ^c	.016 ^c	.006 ^c	.079 ^c	.937 ^c
Classmate Support	.023 ^a	.017 ^a	.101 ^a	1.343 ^a	.180 ^a
	.030 ^b	.018 ^b	.119 ^b	1.645 ^b	.101 ^b
	.016 ^c	.017 ^c	.067 ^c	.920 ^c	.358 ^c
Close Friend Support	.012 ^a	.014 ^a	.058 ^a	.887 ^a	.376 ^a
	.041 ^b	.015 ^b	*.172 ^b	2.745 ^b	.006 ^b
	.011 ^c	.014 ^c	.048	.755 ^c	.451 ^c
People Support	.008 ^a	.014 ^a	.039 ^a	.534 ^a	.594 ^a
	.007 ^b	.015 ^b	.029 ^b	.424 ^b	.672 ^b
	.018 ^c	.014 ^c	.085 ^c	1.214 ^c	.226 ^c

Note Dependent Variable: Autonomy^a, Relatedness^b, Competence^c

**Predictors*

This shows that the overall regression model for Relatedness need was significant $F(5, 320) = 7.93, p < .001, R^2 = .11$. Lastly, Competence need satisfaction is 9% predicted by the said supports. This makes the model significant $F(5, 320) = 6.41, p < .001, R^2 = .09$.

Table 8 indicates the impact of each predictor and non-predictor to the satisfaction of each psychological need. The data were from the entry method multiple regression. Results in the beta weights showed that the values were very low. It could be that there were other variables that could greatly affect the need. This realization was similar with the data in R^2 of each predictor. Perhaps there were other variables not included in the study that could explain the variables considered or factors in their study environment that could have greater influence on the fulfillment of need (Basson & Rothmann, 2017).

For the need for Autonomy, it shows that p value of the supports, *People in school Support* ($p=.594$), *Close Friend Support* ($p= .376$), *Parent Support* ($p = .983$), *Teacher Support* ($p =.663$), *Classmate Support* ($p= .180$) respectively appears not to be a predictor of the need since their value is above alpha 0.05. Out of the five social support, only those coming from the close friends ($p=.006$) appears to be significant predictor of the Relatedness need. Lastly, parents support which significant level is .007 reflects to be a predictor of the need for competence.

Results on the autonomy satisfaction appears to be surprising for it contradicts the researches identifying that social support does support the autonomy needs of students. Like in the study of Grolnick and Ryan (1989) where they identified that when a social context either at home or school was autonomy supportive, it improved student's value of school works, and realized its importance. This developed value towards school works would then become internalized. Also, support was seen to not only lead to enhancement of school motivation but also in becoming more physically active (Wilson & Rodgers, 2004).

Having no predictors in this need implies that although there are above average perceptions on the social support factors and basic psychological needs, it does not show

any effect if it only focuses on the autonomy need. This seems to suggest that the support provided does not meet the need. In table 4, it shows that students seem to have a satisfied autonomy need. It implies that students have the capacity to make their own choice and implement the formed choice. Although satisfied, it seems that the satisfaction was not caused by the support coming from the social factors. From this, it can be inferred that there are other possible factors that may contribute to the prediction of the need.

Predictor identified for Relatedness needs reflected the same results identified in the perceived social support wherein senior high school students seems to experienced greater support from their close friends. At this stage, students have high sense of belongingness which can be received from their peers and play a significant role in the satisfaction of the three basic psychological needs especially in their emotional and mental well-being (Basson & Rothmann, 2017). This implies that the support from peers is then internalized by the students which contribute to the sense of relatedness that he or she feels. The care and connectedness brought by showing appraisal, emotional, informational, and instrumental support made the students intrinsically motivated and satisfied.

Among the social factor considered, support from close friends is the highly expected factor that may predict relatedness need. Since adolescence stage is peer-centered, the sense of belongingness is most found with his or her friends. Other social factors such as parents, classmates, teachers and people in school appears seems not to contribute a huge impact to this need due to the gaps and difference of sense of connection that it gives to the student. Although the facets that were assess are in terms of appraisal, emotional, informational, and instrumental support, the perceived rating for these might be not enough to satisfy the need. The magnitude of support given by the social factor tends to vary from

one type of support. It may be that people in school most of the time give informational support rather than appraisal support that a teacher gives or instrumental support that parents lend. With this, it implies that aside from close friends indeed support them verbally, emotionally, factually, and instrumentally, other social factors should not only focus on one type of showing support but also use other ways.

Based on the results in **Table 2**, parents had a high level of perceived support. It could be interpreted that parents provided support through words and other forms. Ryan and Deci (2000) linked social contextual events to the satisfaction of competence needs emphasizing that the verbal (e.g. feedback and communication) and material support such as rewards contributed in developing competence during the activity and could enhance one's intrinsic motivation in doing the activity.

Competence is the internal feeling of developing skill and ability in order to pursue challenges. With the result of parents as the predictors of competence reflects the Filipino culture of having high regards to education. The support that might greatly affect the satisfaction of the need is appraisal and instrumental support. As a student goes on with his or her studied, hearing words of motivation and being provided by the things needed increases the eagerness to finish ones education. Surprisingly, with the identified results, personnel in the school setting such as the teachers and school administrations which are part of the people in school did not appear to be a predictor of the need. From this, it can be inferred that the support that they provided is not enough to be internalized by the students. It might be that the intrinsic motivation or values towards competence that the students have are not the same with the values that the support these people in school provide. Having this result, teachers or school administration could come up with the school

activities and programs that would foster feeling of competence. This may be through giving more support in contests and activities for their well-being.

Discussion

This study have identified that senior high schools students seems to perceived to have high perception of support to the five social factors namely parent, teachers, close friends, classmates and people in school. From these results, the collectivist culture of Filipinos can be reflected. Based on the responses of the students, it was found out that perceived level for each factor are very near to each other but among these social factors, close friends are have the highest. This can be viewed in the context of *barkada* in the Filipino culture (Shapiro, n.d.). This result is not surprising since it is normal that students specially who are in their adolescence stage tends to be closer or have more time to interact with their friends. Another is that, this is the period wherein they explore things outside the family circle.

On the other hand, there are distinct questions that show to be the rated as the lowest. Students seem to perceive their parents to have less support when it comes to helping them with activities. Similarly, when it comes to their teachers in the statement *My Teachers spends time with me when I need help*, shows that many students rated it in as 1 or 2 which falls on the low rating. In terms with their peers, they do not feel that their classmate notice that they work hard and for their close friends, respondents feel that they do not tell nicely when doing things. For people in school, which involves staffs, guards and other officials, they perceived them as not listening when they are addressing their concerns and seem to be not approachable.

Senior high schools students seem to be averagely satisfied in all basic psychological needs. Similar with the social supports, responses for each falls in the middle indicating that there are no variations. However, the following statements were shown to have low scores. In the Autonomy needs, students seem feel that their decisions does not reflect what they really want. This might be due to the social influences that he or she received from his or her parents and peers. Students at this age tend to follow what their environment tells them to do. In term of the relatedness, there are instances that they feel people around them care less for them. Despite the bond that the collectivist culture provides, there are times that this occurs due to situations. There are parents that have less time with their children because of their work. Also, differences contribute to the feeling of being alone that adolescence feels. Responses also show that, respondents do not feel fully successful in completing difficult tasks. These are the responses that were identified that students are frustrated of. On the contrary, the high average satisfaction indicates that their intrinsic and extrinsic motivations are in equilibrium which makes them satisfied. Also, it implies that senior high school students seem to have the ability to make decision and work it into (autonomy), capable to interact, connect and experience care from others (relatedness), and knows to control outcome and experience mastery/.

Social factors are not all seen as predictors of the autonomy, relatedness and competence. The small impact that each contribute to the satisfaction of the need implies that there might be other factors that would greatly affect the need. In the Philippines, identifying close friends as predictor of relatedness among adolescence is not surprising. One of the Filipino values called *pakikisama* and *barkada* explains this predictor. Filipinos treat their friend as an extension of their families. In this stage, adolescence tend to relate

with their friends more rather than their parent or any older ones for they see their self in them who shares same experiences. Parents as predictor of competence is seen in a sense that Filipino parenting style tends to be goal centered as they have high regards to education. As with the saying of every parent *“Edukasyong ang tanging pamana ng magulang na hindi mananakaw sayo”* (Education is the only treasure that no one can be stolen from you. Parents tend to motivate and give all the things that their child needs for school. Through these extrinsic motivations, it contribute to the feeling of developing competence.

Implications of the study

This study implies that social support is indeed vital in one's development. With the extrinsic motivations that each social factor gives, it facilitates the satisfaction of the basic psychological needs which are the important requirement in order to enhance the intrinsic motivation that will make an individual to develop self-determination. In guidance counseling, support coming from other people is acknowledged as an important factor to the well being of an individual. Support coming from different social factors varies in form and in magnitude. Since there only few which are considered as predictors, counselors should explore on improving these factors. For students, classmates are those who are often they are with, should also be a huge source of support and relatedness since they understand each other for they are living on the same page with their peers- academic challenges, hobbies, lifestyle, developmental changes and relationships. Counselors should also look out for the interaction within the classroom setting with the help of the teacher. In achieving more in life, adults are the one who should often encourage and guide the students to do

their best. In the Philippine, parents consider education as the greatest gift that they can ever give to their children. With this, motivation not only instrumentally but also verbally are given. School administrators foster to develop competence in students through different programs that they provide and develop. These activities challenges students to bring out the best of their abilities so as confidence in their selves. The results implies that teachers, though they are usually spends most of their time with their students should show more support and develop learning style that would enhance students autonomy, relatedness and competence. For an example, encourage them to speak up in class and make choices that would develop their autonomy, challenging task or homeroom contests for competence, and team activities to promote relatedness. Counselors also play an important role in enhancing students' self-determination and social support within the school community. With the findings, it was found out that in order it is not only students who are in need of program but also the people in school. This can be address by providing seminars and programs in order the bridge the gap existing.

CHAPTER IV

Summary, Conclusions and Recommendation

This chapter includes the summary and conclusion of the present study. Also, it offers a list of recommendations for future researchers

Summary of the study

The present study explored perceived social support and self-determination through the satisfaction of basic psychological needs by identifying social factors that predicted the satisfaction of each need. Social support focused on five (5) social factors, namely parents, teachers, peers classified to close friends and classmates, and people in school. Psychological needs included autonomy, competence, and relatedness. Research population consisted of 326 senior high school students aged 16 -19 years old. In order to assess the following areas, senior high school students were given sets of standardized questionnaires which were Basic Psychological Needs Satisfaction and Frustration Scale- General to identify the satisfaction level of the psychological needs; and Child and Adolescent Social Support Scale to assess the appraisal, emotional, information, and instrumental support provided to the senior high students considered as adolescents.

Through this study, the satisfaction of each basic psychological need was identified, and how each could be predicted by different social supports coming from social factors such as parent, teachers, close friends, classmates, and people in school.

Summary of Results

This study on social support and basic psychological needs of senior high school students have identified important findings that reflected our culture and supported previous researches. Also, it revealed the perception of these adolescents on the effect of the variables being studied in their life. The following are the results shown in the study:

It has shown that among the five social factors which are the parents, teachers, classmates, close friends and people in school, senior high school students perceive highest social support from their close friends. They tended to feel the support given almost always. While above average support was perceived coming from teacher, classmates, and parents and people in school. It implies that the appraisal, emotional, information and instrumental supports provided by the abovementioned social factors were enough unlike with the close friend's support. In spite of being interpreted as above average, most of the responses reflected on the support provided by the people in school were only experienced some of the time by the students.

The basic psychological needs which are the autonomy, competence, and relatedness of the senior high school students seem to be averagely satisfied. Although the three needs appeared to be in the same level of satisfaction, point differences revealed that there are still variations. Filipino culture of being collectivist emerges as their need for relatedness is more satisfied as compared to the two needs.

Results affirmed the hypothesis and strengthened the findings from other existing studies supporting that social factors were significantly related to the satisfaction of the basic psychological need as a general. However, checking the relationship variable per variable, it was found out that there were no significant relationship existing between

Parent support and autonomy need unlike the other social factors. This projects that support from the parents is not affected by the need for autonomy.

Lastly, it was identified that there are some social factors that predict the basic psychological needs while some are not. For the autonomy need, it revealed that none on the five social factors can predict the said need which contradicts the studies connecting the two variables. Consistent with the supporting literatures, close friends appeared to be a predictor of the need for relatedness. For the predictor of competence need, only parent support reflected to be significant. Low results lead to not determining the predictors for each needs. Perhaps there are other variables which are included in the study could possibly explain or influence the said needs.

Limitations of the Study

This includes the explanation of the topic or subject being analyzed. Also, it consists the explanation of the research's limitations. This section mentions the method used as well as the statistics applied to the data.

The study revolved around measuring the perceived social support of the students. The perception of the said variables came from the family, teachers, peers classified as classmates and close friends, and people in school. Self – determination focused on students' satisfaction of basic psychological needs, namely autonomy, relatedness, and competence. This descriptive correlative study focused on senior high school students with age range of 16 -19 years old, without regard for tracks they are currently pursuing. Senior high school students who are under homeschooling program or those students who went to senior high school but stopped for a while are excluded in this study. Only those who are

currently enrolled and studying in an institution are qualified as the respondents. This study used descriptive statistics, frequency, percentage distribution, Pearson r correlations, Entry method multiple regression. The researcher used the following free accessed questionnaires to measure the perceived social support and self-determination of the students: Basic Psychological Need Satisfaction and Frustration Scale – General Measure, and Child and Adolescent Social Support Scale (CASSS).

Conclusion

The social support and basic psychological needs as introduced by the Self-determination Theory are two different constructs that works on the development of self and motivation as psychological need works intrinsically and social support extrinsically. Although the manifestation of motivation occurs in two different ways, through internalization that connects them, social support system and satisfaction of the basic psychological needs play a vital role to the well-being of adolescents.

Based on the findings identified the following three distinct conclusions were drawn: In terms of support, the collectivist culture of Filipinos which is commonly seen through support and compassionate care from social factors is reflected as senior high school students experienced it through appraisal, emotional, information and instrumental support coming from their parents, teachers, classmates, people in their school and most especially from their close friends. Second is that senior high school students who are in the adolescence stage are found to be satisfied in their basic psychological needs which means that the intrinsic and extrinsic motivations that they have right now, might be brought by their environment or personal values are in equilibrium. Lastly, the two predictors which

are the close friends for the relatedness needs and parents for competence also reflect for the kind of collectivist nature that we have. It shows that Filipino values for high regards to education, success and relationship with others are considered.

Moreover, the idea that support provided by people surrounding the students helped their psychological needs is proved based in their experiences when they were appraisal, emotional, information and instrumental reinforced. Surprisingly, teacher support did not appear as predictor in any psychological need satisfaction. This implies that although it was perceived that they gave frequent support, it was not enough to satisfy the needs. With this it suggests that they should improve the approaches, activities, and strategies they gave to students by integrating concepts of the basic psychological needs.

Recommendations

After the all the data were analyzed and reviewed, the following recommendations are suggested to help future researchers, school counselors, and administrators in institutions with senior high school:

1. Consider other social factors such as a spiritual support, that are within the context of the Filipinos that might predict the basic psychological needs.
2. Provide a program or seminar for school staff on how to be more efficient in providing social help to students and the importance this brings to students' psychological needs.
3. Teachers should come up with classroom and teaching strategies that improve students' competence and autonomy in class without compromising their sense of relatedness.

4. Research agenda for future researchers should increase the number of sample size and explore other school settings in order to identify effects of other variables on students' need satisfaction.

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APPENDICES

Appendix A

Informed Consent

I am Cristine N. Bobier, a researcher from Philippine Normal University taking up Bachelor of Science – Master of Arts in Psychology and Guidance and Counseling request for your participation in a study about Social Support and Self – determination of Senior High School Students. The following information is provided for you to whether you wish to participate in the present study.

The questionnaires that you will be answering are assessment tools measuring your perceived level of social support and self – determination. It is estimated that it will not take more than an hour of your time. Although participation will not directly benefit you, I believe that the data will be useful in identifying perceived level of social support and self – determination experienced by the senior high school students.

Participation in this study is solicited and highly voluntary. Please be aware that if you refuse to participate in this study there will not be any penalty. You should also be informed that if you decided to participate, you are free to withdraw anytime without any consequence; if you feel discomfort in any item, you may not answer it. There will be no money or any incentives will be given in exchange of the participation.

I assure you that your name will not be associated in any of the findings. The information will be identified using a code number. Confidentiality is also observed.

Participating and submitting this form means that you are 16-18 years old and currently enrolled in any strand of senior high school.

If you have any questions, wish to know your results after this study is complete, you may contact me through email at bobier.cn@pnu.edu.ph

Thank you for your participation!

Cristine N. Bobier
Researcher

INFORMED CONSENT
(Respondent's Copy)

I am informed about the purpose of this research is about perceived level of social support and self – determination experienced by the senior high schools students I am also aware that I can withdraw my participation anytime I feel uncomfortable with the questionnaires.

I agree to participate in this study.

Signature of the student over printed name

Date

G12-

Code Number

INFORMED CONSENT
(Researcher's Copy)

I am informed about the purpose of this research is about perceived level of social support and self – determination experienced by the senior high schools students I am also aware that I can withdraw my participation anytime I feel uncomfortable with the questionnaires.

I agree to participate in this study.

Signature of the student over printed name

Date

G12-

Code Number

Part 1

DEMOGRAPHIC DATA

Date: _____

Code No.:

Name: (optional)

Age: _____

Sex: M____ F____

School: _____

Year Level: _____

Strand: _____

Appendix B

Assent Form

My name is Cristine N. Bobier. I am studying at Philippine Normal University. I am inviting you to participate in a research study about social support and self-determination of senior high school students. Your parent(s) know we are talking with you about the study. This form will tell you about the study to help you decide whether or not you want to take part in it.

What is the key information about this research study?

The following is a short summary of this study to help you decide whether you want to be a part of this study. Information that is more detailed is listed later on in this form

The purpose of this study is to know your perceived level of social support and self – determination. You will be asked to complete questionnaire pertaining to the topic. We expect that you will be in this research study for less than an hour. There is no risk of participation. The main benefit is that you'll be able to know your level of self-determination and social support

Why is this study being done?

The purpose of the study is to identify the level of social support and self-determination of senior high school students. You are being asked to take part in the study because you are currently enrolled in senior high school and within the age range of 16-18 years old.

What do I need to do?

If you decide to be in the study, I will ask you answer a questionnaire which contains questions related on how do you think people around you help you and questions about your self-determination. Accomplishing the questionnaires would only take less than an hour. Only your answers through the questionnaire are solicited and there would be no interview afterwards.

What are the benefits to me?

Taking part in this study may not have direct benefits to you, but it will help me learn about the how the social support and self-determination work in the life of a student. Also, results will contribute to the researches about senior high school students.

Are there any risks to me if I decide to be involved in this study?

There are no foreseeable risks and discomfort while answering the questionnaire. You may call my attention whether you find yourself in the situation.

How will my information be protected?

Your responses will be anonymous. You will be identified through a code number which will be found on the questionnaire that will be given to you during the course of administering the test. Your information and answer will be only accessed by the researcher

who is doing the study. The data will be stored in a password protected computer which will be retained up to 3 years after the research is completed.

Do I have to be in the study?

No, you don't. The choice is yours. Your participation in this study is completely voluntary. No one will get angry or upset if you don't want to do this. And you can change your mind anytime if you decide you don't want to be in the study anymore. Also your participation will not affect your grade. There will be no money or any incentives will be given in exchange of the participation.

What if I have questions?

If you have questions about the study, you can ask me now or anytime during the study. You can also call me at 09334174780 or e-mail me at bobier.cn@pnuedu.ph. You will receive a copy of this form for your records.

Signing below means that you have read this form and that you are willing to be in this study.

Signature Over Printed Name of the Participant:

Date

G11-

Code Number

INFORMED CONSENT
(Researcher's Copy)

I am informed about the purpose of this research is about perceived level of social support and self – determination experienced by the senior high schools students I am also aware that I can withdraw my participation anytime I feel uncomfortable with the questionnaires.

I agree to participate in this study.

Signature of the student over printed name

Date

G11-

Code Number

Appendix C

Parent Consent Form

Dear Parent /legal guardian,

My name is Cristine N. Bobier, a student from Philippine Normal University. I am conducting a research study about the perceived social support and self-determination of senior high school student. The purpose of this form is to provide you with information that will help you decide if you will give consent for your child to participate in this research.

KEY INFORMATION ABOUT THIS RESEARCH STUDY:

The following is a short summary of this study to help you decide whether you want your child to be a part of this study. Information that is more detailed is listed later on in this form.

The purpose of this study is to measure the perceived level of social support and self – determination of the student. Your child will be asked to complete questionnaire pertaining to the topic. We expect that your child will be in this research study for less than an hour. There is no risk of participation. The main benefit is that the child will be able to know his/her level of self- determination and social support

STUDY PURPOSE:

The purpose of this study is to identify the level of social support and self-determination of senior high school students. This includes students in the 11th and 12th grade who are enrolled in any track or strand of the senior high school curriculum and whose age is within 16-18 years old.

NUMBER OF PARTICIPANTS:

If you agree to participate, your child will be one 163 Grade 11 respondents who will be participating in this research.

PROCEDURES FOR THE STUDY:

If you agree for your child to participate in the study, she or he will answer a questionnaire which contains questions related on how does he/she thinks people around you help him/her and questions about their self-determination. The said questionnaire will be answered only once. Accomplishing the questionnaires would only take the child less than an hour. Only the answers through the questionnaire are solicited and there would be no interview afterwards.

RISKS AND INCONVENIENCES:

There are no foreseeable risks and discomfort while answering the questionnaire

SAFEGUARDS:

To minimize these risks and inconveniences, the following measures will be taken: The student can call my attention if he/she feels uncomfortable answering while taking the survey so that he/she can skip any questions that he or she feels uncomfortable answering while taking the survey.

CONFIDENTIALITY:

Your child's responses will be anonymous. The child will be identified through a code number which will be found on the questionnaire that will be given to you during the course of administering the test. The results of this study may be used in reports, presentations, or publications but your child's name will not be used. The information and answer will be only accessed by the researcher who is doing the study. The data will be stored in a password protected computer which will be retained up to 3 years after the research is completed and will be destroyed by means of shredding the papers and deleting the files.

VOLUNTARY PARTICIPATION:

Your child's participation in this study is voluntary. Your child may decline participation at any time. You may also withdraw your child from the study at any time; there will be no penalty. Deciding whether to be a part of this study will not affect your child's grade. Likewise, if your child chooses not to participate or to withdraw from the study at any time, there will be no penalty. There will be no money or any incentives will be given in exchange of the participation.

BENEFITS OF TAKING PART IN THE STUDY:

Although there may be no direct benefit to your child, the possible benefit of your child's participation is that it will help me learn about how the social support and self-determination work in the life of a student. Also, results will contribute to the educational researches about senior high school students.

ALTERNATIVES TO TAKING PART IN THE STUDY:

If you decide not to participate in this study, your child will have the option to use the time to study for their other subjects or to rest while other students are participating in the research.

CONTACT INFORMATION:

If you have questions about the study, please call me at 09334174780 or e-mail me at bobier.cn@puedu.ph

PARENT'S CONSENT:

By signing below, you are giving consent for your child to participate in the above study.

Your child's name: _____

Parent's name: _____

Parent's Signature: _____

Date: _____

Appendix D

Basic Psychological Need Satisfaction and Frustration Scale – General Measure

Instruction: Please read each of the following items carefully. You can choose from 1 to 5 by encircling it to indicate the degree to which the statement is *true for you at this point in your life*.

Use this scale:

		1	2	3	4	5	
		Not True at all			Completely True		
1.	I feel a sense of choice and freedom in the things I undertake.	1	2	3	4	5	
2.	Most of the things I do feel like “I have to”.	1	2	3	4	5	
3.	I feel that the people I care about also care about me.	1	2	3	4	5	
4.	I feel excluded from the group I want to belong to.	1	2	3	4	5	
5.	I feel confident that I can do things well.	1	2	3	4	5	
6.	I have serious doubts about whether I can do things well.	1	2	3	4	5	
7.	I feel that my decisions reflect what I really want.	1	2	3	4	5	
8.	I feel forced to do many things I wouldn’t choose to do.	1	2	3	4	5	
9.	I feel connected with people who care for me, and for whom I care.	1	2	3	4	5	
10.	I feel that people who are important to me are cold and distant towards me.	1	2	3	4	5	
11.	I feel capable at what I do.	1	2	3	4	5	
12.	I feel disappointed with many of my performance.	1	2	3	4	5	
13.	I feel my choices express who I really am.	1	2	3	4	5	
14.	I feel pressured to do too many things.	1	2	3	4	5	
15.	I feel close and connected with other people who are important to me.	1	2	3	4	5	
16.	I have the impression that people I spend time with dislike me.	1	2	3	4	5	
17.	I feel competent to achieve my goals.	1	2	3	4	5	
18.	I feel insecure about my abilities.	1	2	3	4	5	
19.	I feel I have been doing what really interests me.	1	2	3	4	5	
20.	My daily activities feel like a chain of obligations.	1	2	3	4	5	
21.	I experience a warm feeling with the people I spend time with.	1	2	3	4	5	
22.	I feel the relationships I have are just superficial.	1	2	3	4	5	
23.	I feel I can successfully complete difficult tasks.	1	2	3	4	5	
24.	I feel like a failure because of the mistakes I make.	1	2	3	4	5	

Appendix E

Child and Adolescent Social Support Scale

Instruction: You will be asked to respond to sentences about some form of support or help that you might get from either a parent, a teacher, a classmate, or a close friend. For each sentence you are asked to provide two responses. First, rate how often you receive the support described and then rate how important the support is to you. Please read it carefully before starting your own ratings.

	How often?						Important?		
	Never	Almost Never	Some of the Time	Most of the Time	Almost Always	Always	Not important	Important	Very important
My Parent(s)...									
1...show they are proud of me.	1	2	3	4	5	6	1	2	3
2...understand me.	1	2	3	4	5	6	1	2	3
3...listen to me when I need to talk.	1	2	3	4	5	6	1	2	3
4...make suggestions when I don't know what to do.	1	2	3	4	5	6	1	2	3

	Never	Almost Never	Some of the Time	Most of the Time	Almost Always	Always	Not important	Important	Very important
5...give me good advice.	1	2	3	4	5	6	1	2	3
6...help me solve problems by giving me information.	1	2	3	4	5	6	1	2	3
7...tell me I did a good job when I do something well.	1	2	3	4	5	6	1	2	3
8...nicely tell me when I make mistakes.	1	2	3	4	5	6	1	2	3
9...reward me when I've done something well	1	2	3	4	5	6	1	2	3
10...help me practice my activities.	1	2	3	4	5	6	1	2	3
11...take time to help me decide things.	1	2	3	4	5	6	1	2	3
12...get many of the things I need.	1	2	3	4	5	6	1	2	3
My Teacher(s)...									
1...cares about me.	1	2	3	4	5	6	1	2	3
2...treats me fairly.	1	2	3	4	5	6	1	2	3
3...makes it okay to ask questions.	1	2	3	4	5	6	1	2	3

4...explains things that I don't understand.	1	2	3	4	5	6		1	2	3
5...shows me how to do things.	1	2	3	4	5	6		1	2	3
6...helps me solve problems by giving me information.	1	2	3	4	5	6		1	2	3
7...tells me I did a good job when I've done something well.	1	2	3	4	5	6		1	2	3
8...nicely tells me when I make mistakes.	1	2	3	4	5	6		1	2	3
9...tells me how well I do on tasks.	1	2	3	4	5	6		1	2	3
10...makes sure I have what I need for school.	1	2	3	4	5	6		1	2	3
11...takes time to help me learn to do something well.	1	2	3	4	5	6		1	2	3
12...spends time with me when I need help.	1	2	3	4	5	6		1	2	3
My Classmate(s)...										
1...treat me nicely	1	2	3	4	5	6		1	2	3
2...like most of my ideas and opinions.	1	2	3	4	5	6		1	2	3
3...pay attention to me.	1	2	3	4	5	6		1	2	3
4...give me ideas when I don't know what to do.	1	2	3	4	5	6		1	2	3
5...give information so I can learn new things.	1	2	3	4	5	6		1	2	3
6...give me good advice.	1	2	3	4	5	6		1	2	3
7...tell me I did a good job when I've done something well.	1	2	3	4	5	6		1	2	3
8...nicely tell me when I make mistakes.	1	2	3	4	5	6		1	2	3
9...noticed when I have worked hard.	1	2	3	4	5	6		1	2	3
10...ask me to join activities.	1	2	3	4	5	6		1	2	3
	Never	Almost Never	Some of the Time	Most of the Time	Almost Always	Always		Not important	Important	Very important
11...spend time doing things with me.	1	2	3	4	5	6		1	2	3
12...help me with projects in class.	1	2	3	4	5	6		1	2	3
My Close Friend...										
1...understands my feelings.	1	2	3	4	5	6		1	2	3
2...sticks up for me if others are treating me badly.	1	2	3	4	5	6		1	2	3
3...spends time with me when I'm lonely.	1	2	3	4	5	6		1	2	3
4...gives me ideas when I don't know what to do.	1	2	3	4	5	6		1	2	3
5...gives me good advice.	1	2	3	4	5	6		1	2	3
6...explains things I don't understand.	1	2	3	4	5	6		1	2	3

7...tells me he or she likes what I do.	1	2	3	4	5	6		1	2	3
8...nicely tells me when I make mistakes.	1	2	3	4	5	6		1	2	3
9...nicely tells me the truth about how I do on things.	1	2	3	4	5	6		1	2	3
10...helps me when I need it.	1	2	3	4	5	6		1	2	3
11...shares his or her things with me.	1	2	3	4	5	6		1	2	3
12...takes time to help me solve my problems.	1	2	3	4	5	6		1	2	3
People in my School...										
1...care about me.	1	2	3	4	5	6		1	2	3
2...understand me.	1	2	3	4	5	6		1	2	3
3...listen to me when I need to talk.	1	2	3	4	5	6		1	2	3
4...give me good advice.	1	2	3	4	5	6		1	2	3
5...help me solve my problems by giving me information.	1	2	3	4	5	6		1	2	3
6...explain things I don't understand.	1	2	3	4	5	6		1	2	3
7...tell me how well I do on tasks.	1	2	3	4	5	6		1	2	3
8...tell me I did a good job when I've done something well.	1	2	3	4	5	6		1	2	3
9...nicely tell me when I make mistakes.	1	2	3	4	5	6		1	2	3
10...take time to help me decide things.	1	2	3	4	5	6		1	2	3
11...spend time with me when I need help.	1	2	3	4	5	6		1	2	3
12...make sure I have the things I need for school.	1	2	3	4	5	6		1	2	3

Appendix F Clearance to Proceed

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 Loc. 750/751 Email: ecr@pnu.edu.ph Website: www.pnu.edu.ph	Index No.	PNU MN-2016-EPR-FM-016
	Issue No.	01
	Rev. No.	01
	Date:	09-24-2018
	Page	1 of 1
EPRDC	CLEARANCE TO PROCEED	
		QAC No. CC-09242018-023

BASIC INFORMATION

REC Code:	120418-319
Research Proposal Title:	The Role of Perceived Social Support in Satisfying the Basic Psychological Needs of Senior High School Students
Researcher / Project Leader and Designation/Affiliation:	Cristine N. Bobier

The following items [v] have been received and reviewed in connection with the above study to be conducted by the above researcher.

- ☒ Research Proposal in prescribed format
- ☒ Informed Consent Form/s /Assent Form
- ☒ Data Collection Tools

and hereby approved:

- ☒ To proceed to the validation of the data gathering tools
- ☒ To proceed to data collection, organization and write-up

Date of Issuance: **December 4, 2018**


TERESITA T. RUNGDUIN, Ph.D.
 Head, Secretariat
 Research Ethics Committee


ZENAIDA Q. REYES, Ph.D.
 Chair
 Research Ethics Committee

Appendix G
**Approved Letter to Use Basic Psychological Need Satisfaction and Frustration Scale –
General Measure and Perceived Parental Autonomy Support Scale**

Subject: Re: Permission to use scale

From: deci@psych.rochester.edu

To: cristine.bobier@yahoo.com

Date: Friday, June 1, 2018, 3:38:10 AM GMT+8

You have our permission to use the **Basic Psychological Need Satisfaction Scale - in General** in your research.

The interpretation is that the higher a person's score the more their basic psychological needs are satisfied. Higher scores should predict positive outcomes.

Ed Deci

--

Edward L. Deci
Professor Emeritus of Psychology and
Helen F. & Fred H. Gowen Professor Emeritus
in the Social Sciences
University of Rochester
P.O. Box 270266 (for US Mail)
355 Meliora Hall (for Couriers)
Rochester, NY 14627
Office Phone: 585-275-2461
Office Fax: 585-273-1100
Email: deci@psych.rochester.edu
Web site: selfdeterminationtheory.org

From: Cristine Bobier <cristine.bobier@yahoo.com>

Date: Wednesday, May 30, 2018 at 8:58 PM

To: Edward Deci <deci@psych.rochester.edu>

Subject: Permission to use scale

To: Prof. Edward Deci
University of Rochester

Dear Sir,

Greetings!

I am Cristine N. Bobier. I am a graduate student of Philippine Normal University (Manila, Philippines) and taking up Bachelor of Science-Master of Arts in Psychology and Guidance Counseling. I am currently working on a study about the academic satisfaction and self-determination of students. I would like to use the self-determination theory as my theoretical framework. In line with this, I would like to seek permission to use the scale **Basic Psychological Need Satisfaction Scale - in General** which I have found and downloaded in your website. Also, I would like to ask for the interpretation of the scale. I would be most grateful if you could let me use the said scale. Your response would be of great importance for the development of my research.

I hope to hear from you soon.

Appendix H
Approved Letter to Use Child and Adolescent Social Support Scale (CASS)

Subject: CASSS Request

From: Kathleen Kelly (kkelly8@niu.edu)
To: cristine.bobier@yahoo.com
Date: Thursday, 18 October 2018, 10:42 PM GMT+8

Dear Cristine,

Thank you for your interest in the CASSS. I am a graduate student working under Dr. Malecki, and I will be serving as your point of contact in the event questions arise concerning the use or scoring of the CASSS.

Please find the manual and the measure attached. The CASSS was revised in 2000 to be one level for grades 3 through 12. The measure is free to be used for its intended purposes with no fees at this time. Please be advised that the CASSS manual is currently undergoing revisions, so it is still in draft form. However, the data included in the manual is correct and up-to-date. Please let us know if there is anything else with which we can help you.

We do ask that you consider sharing your CASSS data with demographic characteristics at the conclusion of your study so that we may add the data to our psychometric database.

Thank you for your interest and good luck with your research.

Christine Malecki and Michelle Demaray

--

Kathleen Kelly
Northern Illinois University
School Psychology Graduate Student

 DRAFT CASSS2000 Manual.pdf
1.3MB

 updated casss form 2000.pdf
767.8kB

Appendix I
Letter for School Data Gathering

_____(DATE)_____

_____(NAME)_____

_____(POSITION)_____

_____(SCHOOL)_____

Through: Channels

Dear _____,

Greetings!

I, Cristine N. Bobier a fifth-year student taking the course BS/MA Psychology and Guidance and Counseling – Straight Program in Philippine Normal University, currently in the data gathering phase of my thesis with the title **“The Role of Perceived Social Support in Satisfying the Basic Psychological Needs of Senior High School Students”**. This study aims to identify the connection of the social support system and satisfaction of the basic psychological needs as it plays an important role to adolescence. It also aims to identify whether which of the social factors greatly affect an adolescent.

In line with this, may I request your good office to allow the conduct of my data gathering. My target participants are three hundred twenty six (326) randomly selected senior high school students: 163 Grade 11 and 163 Grade 12 students and enrolled in any strand. Participation of Grade 11 students will be asked through their parents/guardians.

The selected students will be given a questionnaire and consent forms which will be completed in a classroom. The administration should take no longer than an hour. The questionnaire is composed of items that would measure the student’s level of perceived social support and self-determination in terms of their basic psychological needs.

Attached are the forms and the questionnaire that will be given to the students which consists of the following scales:

- Basic Psychological Need Satisfaction and Frustration Scale – General Measure
- Child and Adolescent Social Support Scale (CASSS),
- The Perceived Competence Scale (PCS) (additional)
- Perceived Parental Autonomy Support Scale (P-PASS) (additional)

Data gathering will be carried out upon approval is granted. I assure that I will strictly adhere the ethical conditions during the data gathering procedure. Participants' results and identity will remain absolutely confidential and anonymous. No costs will be incurred by either your school/ or the individual participants.

The list of results will be available upon your request. I would be happy to answer any questions or concerns that you may have anytime, please feel free to contact me at 09334174780 or email me at bobier.cn@pnu.edu.ph.

Thank you for your kind response.

Sincerely yours,

CRISTINE N. BOBIER
BS/MA Psychology Student

Noted by:

DR. MARYFE M. ROXAS
Thesis Adviser

Appendix J Reliability Testing

Reliability Analysis of Basic Psychological Need Satisfaction Scale

RELIABILITY

```

/VARIABLES=AutonomySatisfaction1 AutonomySatisfaction7
AutonomySatisfaction13 AutonomySatisfaction19 RelatednessSatisfaction3
RelatednessSatisfaction9 RelatednessSatisfaction15
RelatednessSatisfaction21 CompetenceSatisfaction5
CompetenceSatisfaction11
CompetenceSatisfaction17 CompetenceSatisfaction23
/SCALE('Basic Psychological Need Satisfaction- General') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE CORR COV ANOVA TUKEY
/SUMMARY=TOTAL MEANS VARIANCE COV CORR.

```

Case Processing Summary

	N	%
Valid	326	100.0
Cases Excluded ^a	0	.0
Total	326	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.813	.814	12

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
45.28	41.025	6.405	12

ANOVA with Friedman's Test and Tukey's Test for Nonadditivity

		Sum of Squares	df	Mean Square	Friedman's Chi-Square	Sig
Between People		1111.096	325	3.419		
Within	Between Items	121.074	11	11.007	17.181	.000
	Nonadditivity	.557 ^a	1	.557	.870	.351
	Residual	2289.702	3574	.641		
People	Balance	2289.702	3574	.641		
	Total	2290.260	3575	.641		
	Total	2411.333	3586	.672		
Total		3522.429	3911	.901		
Grand Mean = 3.77						

a. Tukey's estimate of power to which observations must be raised to achieve additivity = .520.

Reliability Analysis of Child and Adolescent Social Support Scale

RELIABILITY

```

/VARIABLES=ParentSupport1 ParentSupport2 ParentSupport3 ParentSupport4
ParentSupport5 ParentSupport6 ParentSupport7 ParentSupport8
ParentSupport9 ParentSupport10 ParentSupport11 ParentSupport12
TeacherSupport1 TeacherSupport2 TeacherSupport3
TeacherSupport4 TeacherSupport5 TeacherSupport6 TeacherSupport7
TeacherSupport8 TeacherSupport9 TeacherSupport10 TeacherSupport11
TeacherSupport12 ClassmateSupport1 ClassmateSupport2 ClassmateSupport3
ClassmateSupport4 ClassmateSupport5 ClassmateSupport6
ClassmateSupport7 ClassmateSupport8 ClassmateSupport9 ClassmateSupport10
ClassmateSupport11 ClassmateSupport12 CloseFriendSupport1
CloseFriendSupport2 CloseFriendSupport3 CloseFriendSupport4
CloseFriendSupport5 CloseFriendSupport6 CloseFriendSupport7
CloseFriendSupport8 CloseFriendSupport9 CloseFriendSupport10
CloseFriendSupport11 CloseFriendSupport12 PeopleinSchoolSupport1
PeopleinSchoolSupport2 PeopleinSchoolSupport3 PeopleinSchoolSupport4
PeopleinSchoolSupport5 PeopleinSchoolSupport6
PeopleinSchoolSupport7 PeopleinSchoolSupport8 PeopleinSchoolSupport9
PeopleinSchoolSupport10 PeopleinSchoolSupport11 PeopleinSchoolSupport12
/SCALE('Child and Adolescent Social Support Scale') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE CORR COV ANOVA TUKEY
/SUMMARY=TOTAL MEANS VARIANCE COV CORR.

```

Case Processing Summary

	N	%
Valid	326	100.0
Cases Excluded ^a	0	.0
Total	326	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.970	.970	60

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
257.18	2088.009	45.695	60

ANOVA with Friedman's Test and Tukey's Test for Nonadditivity

			Sum of Squares	df	Mean Square	Friedman's Chi-Square	Sig
Between People			11310.049	325	34.800		
	Between Items		4685.239	59	79.411	75.157	.000
	Nonad ditivity		76.958 ^a	1	76.958	73.109	.000
Within People	Resid ual	Balanc e	20183.337	1917 4	1.053		
		Total	20260.294	1917 5	1.057		
	Total		24945.533	1923 4	1.297		
Total			36255.583	1955 9	1.854		
Grand Mean = 4.29							

a. Tukey's estimate of power to which observations must be raised to achieve additivity = 1.722.

Appendix K Descriptive Statistics

Frequency Table of Population

```
GET DATA /TYPE=XLSX
  /FILE='C:\Users\christian bobier\Documents\1THESIS\Social Support and
Self determination\FOLDER FOR RESULTS\for decriptive.xlsx'
  /SHEET=name 'Sheet1'
  /CELLRANGE=full
  /READNAMES=on
  /ASSUMEDSTRWIDTH=32767.
EXECUTE.
DATASET NAME DataSet1 WINDOW=FRONT.
DESCRIPTIVES VARIABLES=Gender Year AGE
  /STATISTICS=MEAN SUM STDDEV MIN MAX.
```

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	98	29.9	30.1	30.1
	Female	228	69.5	69.9	100.0
	Total	326	99.4	100.0	
Missing	System	2	.6		
Total		328	100.0		

Year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grade 11	163	49.7	50.0	50.0
	Grade 12	163	49.7	50.0	100.0
	Total	326	99.4	100.0	
Missing	System	2	.6		
Total		328	100.0		

<i>Age</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16	83	25.3	25.5	25.5
	17	142	43.3	43.6	69.0
	18	86	26.2	26.4	95.4
	19	15	4.6	4.6	100.0
	Total	326	99.4	100.0	
Missing	System	2	.6		
Total		328	100.0		

Appendix L
Correlation of Basic Psychological Needs and Social Support

```

DATASET CLOSE DataSet1.
CORRELATIONS
  /VARIABLES=TotalSatisfaction TotalSocialSupport
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.

```

Descriptive Statistics

	Mean	Std. Deviation	N
Total Satisfaction	45.28	6.405	326
Total Social Support	257.18	45.695	326

Correlations

		Total Satisfaction	Total Social Support
Total Satisfaction	Pearson Correlation	1	.320**
	Sig. (2-tailed)		.000
	N	326	326
Total Social Support	Pearson Correlation	.320**	1
	Sig. (2-tailed)	.000	
	N	326	326

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

Appendix M Entry Method Regression Analysis

AUTONOMY SATISFACTION

```

NEW FILE.
DATASET NAME DataSet1 WINDOW=FRONT.
GET DATA /TYPE=XLSX
  /FILE='C:\Users\christian bobier\Documents\1THESIS\Social Support and
Self determination\FOLDER FOR RESULTS\BPSindiv and SS indiv.xlsx'
  /SHEET=name 'Sheet1'
  /CELLRANGE=full
  /READNAMES=on
  /ASSUMEDSTRWIDTH=32767.
EXECUTE.
DATASET NAME DataSet2 WINDOW=FRONT.
DATASET CLOSE DataSet1.
REGRESSION
  /DESCRIPTIVES MEAN STDDEV CORR SIG N
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS CI(95) BCOV R ANOVA COLLIN TOL CHANGE ZPP
  /CRITERIA=PIN(.05) POUT(.10) CIN(95)
  /NOORIGIN
  /DEPENDENT AutonomyTotal
  /METHOD=ENTER ParentSupportTotal TeacherSupportTotal
ClassmateSupportTotal CloseFriendSupportTotal PeopleSupportTotal
  /SCATTERPLOT=(*ZRESID ,*ZPRED)
  /RESIDUALS DURBIN
  /SAVE PRED ZPRED ADJPRED SEPREP MAHAL MCIN ICIN RESID ZRESID SRESID
DRESID SDRESID DFBETA SDBETA DFFIT SDFIT COVRATIO.

```

Regression

Descriptive Statistics

	Mean	Std. Deviation
Autonomy Total	15.11	2.484
Parent Support Total	50.67	13.494
Teacher Support Total	51.87	11.524
Classmate Support Total	51.44	11.023
Close Friend Support Total	59.96	11.659
People Support Total	43.25	12.461

<i>Correlations</i>			1	2	3	4	5	6
1	Autonomy	Pearson Correlation	1.000	.099	.133	.170	.138	.134
		Sig. (1-tailed)	-	.037	.008	.001	.006	.008
2	Parent Support	Pearson Correlation	.099	1.000	.521	.460	.335	.447
		Sig. (1-tailed)	.037	-	.000	.000	.000	.000
3	Teacher Support	Pearson Correlation	.133	.521	1.000	.546	.407	.576
		Sig. (1-tailed)	.008	.000	-	.000	.000	.000
4	Classmate Support	Pearson Correlation	.170	.460	.546	1.000	.518	.548
		Sig. (1-tailed)	.001	.000	.000	-	.000	.000
5	Close Friend Support	Pearson Correlation	.138	.335	.407	.518	1.000	.374
		Sig. (1-tailed)	.006	.000	.000	.000	-	.000
6	People in school Support	Pearson Correlation	.134	.447	.576	.548	.374	1.000
		Sig. (1-tailed)	.008	.000	.000	.000	.000	-

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	People Support Total, Close Friend Support Total, Parent Support Total, Teacher Support Total, Classmate Support Total ^b	.	Enter

a. Dependent Variable: Autonomy Total

b. All requested variables entered.

Model Summary

Model	R	R ²	AdR ²	SE	Change Statistics					Durbin-Watson
					R ² C	FC	df 1	df 2	Sig. F Change	
1	.186 _a	.035	.019	2.460	.035	2.291	5	320	.046	2.263

Notes. a. Predictors: (Constant), People Support Total, Close Friend Support Total, Parent Support Total, Teacher Support Total, Classmate Support Total

b. Dependent Variable: Autonomy Total

R² = R Squared, Ad R² = Adjusted R Squared, SE = Std. Error of the Estimate, R²C = R Squared Change, FC = F Change

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	69.290	5	13.858	2.291	.046 ^b
1 Residual	1935.953	320	6.050		
Total	2005.242	325			

a. Dependent Variable: Autonomy Total

b. Predictors: (Constant), People Support Total, Close Friend Support Total, Parent Support Total, Teacher Support Total, Classmate Support Total

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	12.507	.829		15.087	.000	10.876	14.138					
1 Parent Support Total	.000	.012	-.001	.021	.983	-.025	.024	.099	-.001	-.001	.668	1.496

Teacher Support Total	.007	.016	.033	.43 6	.663	-.025	.039	.133	.024	.02 4	.53 5	1.8 69
Classmate Support Total	.023	.017	.101	1.3 43	.180	-.011	.056	.170	.075	.07 4	.53 1	1.8 83
Close Friend Support Total	.012	.014	.058	.88 7	.376	-.015	.040	.138	.050	.04 9	.70 4	1.4 20
People Support Total	.008	.014	.039	.53 4	.594	-.021	.036	.134	.030	.02 9	.57 7	1.7 32

a. Dependent Variable: Autonomy Total

RELATEDNESS

REGRESSION

```

/DESCRIPTIVES MEAN STDDEV CORR SIG N
/MISSING LISTWISE
/STATISTICS COEFF OUTS CI(95) BCOV R ANOVA COLLIN TOL CHANGE ZPP
/CRITERIA=PIN(.05) POUT(.10) CIN(95)
/NOORIGIN
/DEPENDENT RelatednessTotal
/METHOD=ENTER ParentSupportTotal TeacherSupportTotal
ClassmateSupportTotal CloseFriendSupportTotal PeopleSupportTotal
/SCATTERPLOT=(*ZRESID ,*ZPRED)
/RESIDUALS DURBIN
/SAVE PRED ZPRED ADJPRED SEPREP MAHAL MCIN ICIN RESID ZRESID SRESID
DRESID SDRESID DFBETA SDBETA DFFIT SDFIT COVRATIO.

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Descriptive Statistics

	Mean	Std. Deviation	N
Relatedness Total	15.55	2.772	326
Parent Support Total	50.67	13.494	326
Teacher Support Total	51.87	11.524	326
Classmate Support Total	51.44	11.023	326
Close Friend Support Total	59.96	11.659	326
People Support Total	43.25	12.461	326

Correlations

	Relatedness Total	Parent Support Total	Teacher Support Total	Classmate Support Total	Close Friend Support Total	People Support Total
Relatedness Total	1.000	.226	.209	.273	.280	.206
Parent Support Total	.226	1.000	.521	.460	.335	.447
Teacher Support Total	.209	.521	1.000	.546	.407	.576
Classmate Support Total	.273	.460	.546	1.000	.518	.548
Close Friend Support Total					1.000	.518
People Support Total					.518	1.000

Sig. (1- taile d)	Close Friend Support Total	.280	.335	.407	.518	1.000	.374
	People Support Total	.206	.447	.576	.548	.374	1.000
	Relatednes s Total	.	.000	.000	.000	.000	.000
	Parent Support Total	.000	.	.000	.000	.000	.000
	Teacher Support Total	.000	.000	.	.000	.000	.000
	Classmate Support Total	.000	.000	.000	.	.000	.000
	Close Friend Support Total	.000	.000	.000	.000	.	.000
	People Support Total	.000	.000	.000	.000	.000	.

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	People Support Total, Close Friend Support Total, Parent Support Total, Teacher Support Total, Classmate Support Total ^b	.	Enter

a. Dependent Variable: Relatedness Total

b. All requested variables entered.

Model Summary^b

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	R ² Change	Change Statistics F Change	df1	df2	Sig. F Change	Durbin - Watson
1	.332 _a	.110	.096	2.635	.110	7.933	5	320	.000	1.940

a. Predictors: (Constant), People Support Total, Close Friend Support Total, Parent Support Total, Teacher Support Total, Classmate Support Total

b. Dependent Variable: Relatedness Total

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	275.343	5	55.069	7.933	.000 ^b
	Residual	2221.372	320	6.942		
	Total	2496.715	325			

a. Dependent Variable: Relatedness Total

b. Predictors: (Constant), People Support Total, Close Friend Support Total, Parent Support Total, Teacher Support Total, Classmate Support Total

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	10.175	.888		11.458	.000	8.428	11.922					
Parent Support Total	.020	.013	.097	1.511	.132	-.006	.046	.226	.084	.080	.668	1.496

Teacher Support Total	.002	.017	.006	.088	.930	-.033	.036	.209	.005	.005	.535	1.869
Classmate Support Total	.030	.018	.119	1.645	.101	-.006	.066	.273	.092	.087	.531	1.883
Close Friend Support Total	.041	.015	.172	2.745	.006	.012	.070	.280	.152	.145	.704	1.420
People Support Total	.007	.015	.029	.424	.672	-.024	.037	.206	.024	.022	.577	1.732

a. Dependent Variable: Relatedness Total

COMPETENCE

REGRESSION

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/DESCRIPTIVES MEAN STDDEV CORR SIG N
/MISSING LISTWISE
/STATISTICS COEFF OUTS CI(95) BCOV R ANOVA COLLIN TOL CHANGE ZPP
/CRITERIA=PIN(.05) POUT(.10) CIN(95)
/NOORIGIN
/DEPENDENT CompetenceTotal
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ClassmateSupportTotal CloseFriendSupportTotal PeopleSupportTotal
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/RESIDUALS DURBIN
/SAVE PRED ZPRED ADJPRED SEPREP MAHAL MCIN ICIN RESID ZRESID SRESID
DRESID SDRESID DFBETA SDBETA DFFIT SDFIT COVRATIO.

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Descriptive Statistics

	Mean	Std. Deviation	N
Competence Total	14.62	2.570	326
Parent Support Total	50.67	13.494	326
Teacher Support Total	51.87	11.524	326
Classmate Support Total	51.44	11.023	326
Close Friend Support Total	59.96	11.659	326
People Support Total	43.25	12.461	326

Correlations

		Competence Total	Parent Support Total	Teacher Support Total	Classma te Support Total	Close Friend Support Total	People Support t Total
Pearson Correlati on	Competen ce Total	1.000	.266	.204	.224	.177	.223
	Parent Support Total	.266	1.000	.521	.460	.335	.447
	Teacher Support Total	.204	.521	1.000	.546	.407	.576
	Classmate Support Total	.224	.460	.546	1.000	.518	.548

Sig. (1-tailed)	Close Friend Support Total	.177	.335	.407	.518	1.000	.374
	People Support Total	.223	.447	.576	.548	.374	1.000
	Competence Total	.	.000	.000	.000	.001	.000
	Parent Support Total	.000	.	.000	.000	.000	.000
	Teacher Support Total	.000	.000	.	.000	.000	.000
	Classmate Support Total	.000	.000	.000	.	.000	.000
	Close Friend Support Total	.001	.000	.000	.000	.	.000
	People Support Total	.000	.000	.000	.000	.000	.

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	People Support Total, Close Friend Support Total, Parent Support Total, Teacher Support Total, Classmate Support Total ^b	.	Enter

a. Dependent Variable: Competence Total

b. All requested variables entered.

Model Summary^b

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	R ² Change	F Change	df 1	df 2	Sig. F Change	Durbin-Watson
1	.302 ^a	.091	.077	2.469	.091	6.410	5	320	.000	1.946

a. Predictors: (Constant), People Support Total, Close Friend Support Total, Parent Support Total, Teacher Support Total, Classmate Support Total

b. Dependent Variable: Competence Total

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	195.456	5	39.091	6.410	.000 ^b
Residual	1951.379	320	6.098		
Total	2146.834	325			

a. Dependent Variable: Competence Total

b. Predictors: (Constant), People Support Total, Close Friend Support Total, Parent Support Total, Teacher Support Total, Classmate Support Total

Coefficients^a

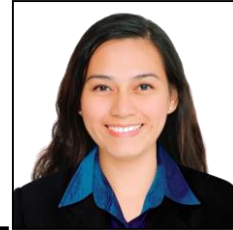
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	10.635	.832		12.778	.000	8.997	12.272					
Parent Support Total	.034	.012	.178	2.731	.007	.009	.058	.266	.151	.146	.668	1.496
Teacher Support Total	.001	.016	.006	.079	.937	-.031	.033	.204	.004	.004	.535	1.869
Classmate Support Total	.016	.017	.067	.920	.358	-.018	.049	.224	.051	.049	.531	1.883

Close Friend Support Total	.011	.014	.048	.75 5	.45 1	- .017	.038	.177	.04 2	.040	.704	1.4 20
People Support Total	.018	.014	.085	1.2 14	.22 6	- .011	.046	.223	.06 8	.065	.577	1.7 32

a. Dependent Variable: Competence Total

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Las Pinas City
Mobile No.: 0956-658-6799
Email: cristinebobier@gmail.com



Educational Attainment:

- **Tertiary Education** Bachelor of Science – Master in Arts in Psychology and Guidance Counseling
Philippine Normal University - Manila
Taft Avenue, Manila City
(2014- 2019)
- **Secondary Education** Las Pinas City National Science High School
Talon 2, Las Pinas City
(2010-2014)
- **Primary Education** Dona Manuela Elementary School
Batch Salutatorian
Dona Manuela Subd., Las Pinas City
(2004-2010)

Professional Training

(SMEC) 3rd International Research Congress Knowledge 2018
De La Salle-College of Saint Benilde School of Design and Arts Campus
Malate, Manila
February 23, 2018

42nd YMCA National Congress of College Students and 22nd YMCA National Campus Club Advisers Seminar Workshop
Senior Mess, Teachers Camp Baguio City
November 30 - December 4, 2017

College-Y Club Management Training Y Millenials: A Generation of Leaders
Schercon Resort, Mataas na Kahoy, Batangas
September 17-18, 2017

30th Annual Psychological Association of the Philippine Junior Affiliates Convention
SMX Convention Center, Mall of Asia, Pasay City
January 20-21 2017

Awards

- **Outstanding College Y'ER of the Year**
YMCA of Manila, Inc, College Work Department
April 7. 2018
- **Top 9 student of class IV-11 BSMA Psychology A.Y 2017-2018**
Philippine Normal University
October 2. 2017

Professional Affiliations:

PNU- College Y Club

Philippine Normal
University
Member; Executive
Secretary
2017-Present

Psychological Association of the Philippines Junior Affiliations

Member
2017-2018

Philippine Normal University- Psychological and Counseling Society

Philippine Normal
University
2015-present

Philippine Mental Health Association, Inc.

Member
2015-2016

Young Men's Christian Association of Manila (YMCA-Manila)

Member
2017-2018

PNU Advocare

Member
(2016-2017)

Skills:

- Good Interpersonal Skills
- Flexible
- Goal Oriented
- Good leadership skills
- Hardworking
- Fast Learner
- Ability to multitask and work under pressure
- Knowledge in MS Word, MS Excel
MS PowerPoint

I hereby certify that the above is true and correct to the best of my knowledge and belief.

CRISTINE NOLSOL BOBIER

