

# Sociogenic Need Satisfaction –“A Necessary for Well Being of Students”

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## I. BACKGROUND OF THE STUDY

The parents and the whole society in general have laid too much importance only for the academic performance and too little has been done to inculcate the habit of involving in physical activities, sports and games among children becoming the major cause for deterioration of the quality of healthful life being led by them.

According to Dorlands medical dictionary Health is an optimal state of physical, mental and social wellbeing, not merely absence of diseases or infirmity.

As per the free encyclopedia from Wikipedia health is the level of functional and (or) metabolic efficiency of the living being, in humans it is the general condition of a person in mind, body and spirit, usually meaning to be free from illness, injury or pain. Thus the concept of health not only is the physical status or the absence of sufferings or diseases. It includes physical, physiological, social, emotion and spiritual wellbeing of an individual.

Needs exists in every individual, fulfillment of these needs leads to satisfaction or distress in an individual. Every individual's personality is influenced by the satisfaction or dissatisfaction derived out of his daily interactions with in his related society. These to a large extent in the later stages influence the individual's behavior in the society. Hence, the socio-genic need satisfaction scale measuring the positive need satisfaction and the negative need satisfaction, designed by Dr. N.S. Chouhan, Dr. U. Dhar and Dr. Y.K. Singh has been selected to test the psychological parameters in the present study.

The psychological variables selected were

### **Acceptance:**

Acceptance is something to which one agrees upon readily. Acceptance involves approval. An analysis of the rate of acceptance must deal with psychological problems Raza Arasteh[1]

### **Co-operation:**

Co-operation is a quality of working together for the accomplishment of common goal. Collective action for the common benefits, for example in any team game co-operation of the players is a must if a team has to succeed Gardner and Murphy,[2]

### **Rejection:**

“It is just an opposite quality of acceptance. Here the subject refuses or withdraws himself from involvement. Rejection experience promotes feelings of insecurity, inferiority, inadequacy and anxiety. If parents are cool, disinterested or excessively demanding or if they use scolding or punishment or the major technique for securing, the result from the child's point of view it is rejection” Boring,3

**Isolation:**

Isolation according to Floyd 4 is avoidance of conflicts between two opposed desires or attitudes by keeping them apart in “logic tight compartments” in consciousness.

Isolation is a feeling of separation. It is avoiding getting together. Here an individual remains by himself without getting along with others or sharing ideas, thoughts, feelings, wants, etc.

**II. STATEMENT OF THE PROBLEM**

“Analysis of socio-genic need satisfaction among residential secondary school girls.”

**Hypothesis:**

1. It is hypothesized that there exists difference across the selected socio- genic need satisfaction of different types of residential school girls.
2. It is hypothesized that there exists significant difference across the selected socio-genic need satisfaction of different types of residential school girls.

**III. METHODOLOGY**

The study basically is a descriptive one which is designed to study the development of the prevailing physical fitness, physiological fitness and socio-genic need satisfaction of private residential school girls and governmental residential school girls. The various steps in the methodology followed are as follows:

- a) Selection of samples, b) Selection of variables,
- c) Orientation of subjects,
- d) Administration questionnaire, e) Collection of data.
- f) Statistical treatments of the collected data.

**Socio-Genic Need Satisfaction Scale:**

To measure various psychological variables pertaining to socio genic need satisfaction scale designed by Dr. N.S. Chouhan, Dr. U. Dhar and Dr. Y.K. Singh which consisted 40 items measuring two variables of positive Need satisfaction and two variables of negative need satisfaction is administered. In this study after careful observation of eight need satisfaction parameters it was decided to select four need satisfaction parameters comprising of acceptance, co-operation, rejection, isolation, differentiation and submission.

**IV. RESULTS AND FINDINGS OF PSYCHOLOGICAL VARIABLES**

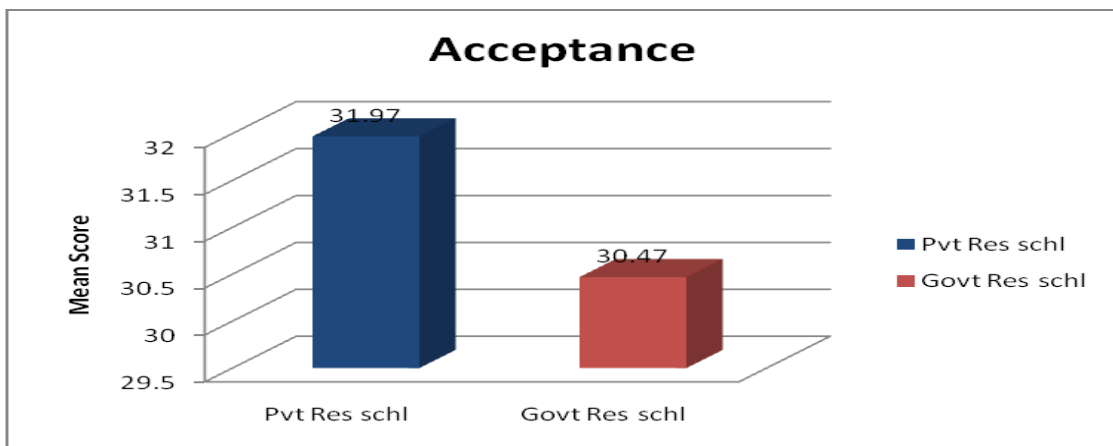
**TABLE - 1**

**Average Score, Standard Deviation and ‘t’ test score of psychological variable acceptance measuring the degree to which an individual agrees upon among the private residential school girls and government residential school girls were as follows.**

Type of the schools	N	Mean	SD	‘t’ test score
Pvt Res schl	150	31.97	5.09	2.44*
Govt Res schl	150	30.47	5.59	

Significance at 0.05 levels

The average score across the psychological variable acceptance, among the private residential school girls and government residential school girls were 31.97 and 30.47 respectively. Numbers of students being 150 from each of the residential schools, the standard deviation were 5.09 and 5.59 respectively. The ‘t’ test score was 2.44\*. Private residential school girls had significantly better levels of acceptance than government residential school girls.



**Fig. 1: Comparison of average scores of psychological variable acceptance among the private residential school girls and government residential school girls.**

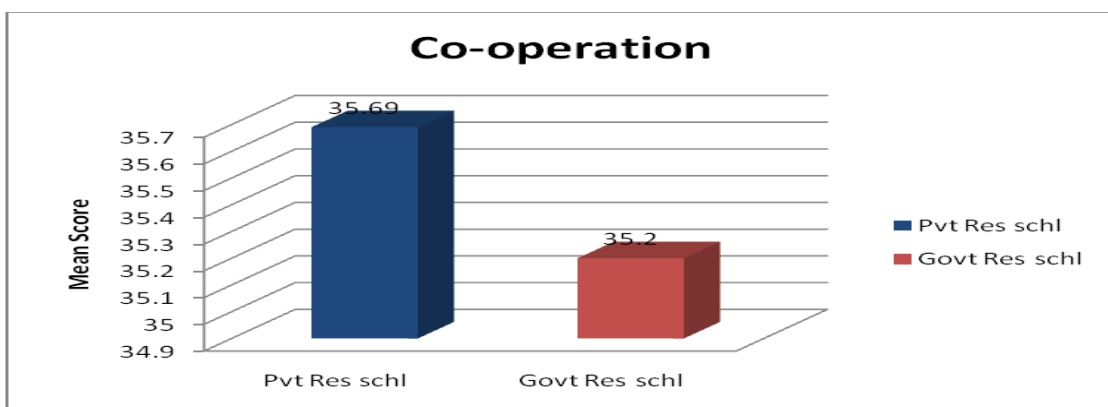
**TABLE - 2**

Average Scores, Standard Deviation and 't' test score of psychological variable Co-operation measuring the quality to work together among the private residential school girls and government residential school girls were as follows.

Type of the schools	N	Mean	SD	't' test score
Pvt Res schl	150	35.69	5.46	0.88
Govt Res schl	150	35.20	4.14	

Significance at 0.05 levels

The average score across the psychological variable co-operation among the private residential school girls and government residential school girls were 35.69 and 35.20 respectively. Numbers of students being 150 from each of the residential schools, the standard deviation were 5.46 and 4.14 respectively. Private residential school girls had better levels of co-operation than government residential school girls, but there existed no significant difference as per the t test at 0.05 level of significance.



**Fig.2: Comparison of Average Scores of psychological variable Co-operation among the private residential school girls and government residential school girls.**

TABLE - 3

Average Scores, Standard Deviation and t' test score of psychological variable rejection among the private residential school girls and government residential school girls were as follows.

Type of the schools	N	Mean	SD	't' test score
Pvt Res schl	150	23.69	8.82	0.28
Govt Res schl	150	24.00	10.35	

Significance at 0.05 levels

The average score of private residential school and government residential school across the psychological variable rejection among the private residential school girls and government residential school girls were 23.69 and 24.00 respectively. Numbers of students being 150 from each of the residential schools, the standard deviation were 8.82 and 10.35 respectively. The 't' test score was 0.28. Private residential school girls had lesser negative need satisfaction across the variable rejection. There was no significant difference as per the 't' test at 0.05 level of significance.

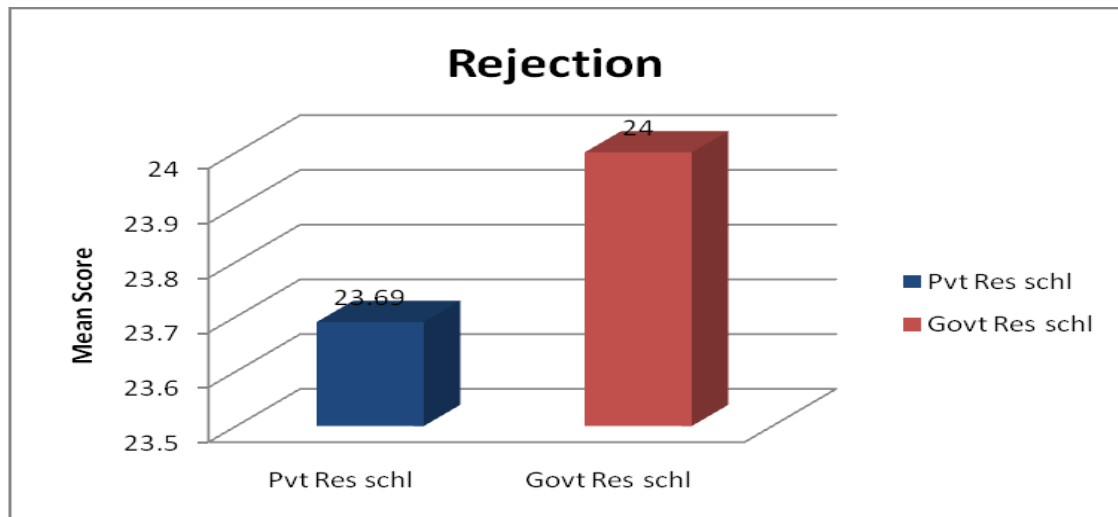


Fig.3: Comparison of Average Scores of psychological variable rejection among the private residential school girls and government residential school girls

TABLE - 4

Average Scores, Standard Deviation and 't' test score of psychological variable isolation among the private residential school girls and government residential school girls were as follows.

Type of the schools	N	Mean	SD	't' test score
Pvt Res schl	150	21.73	4.90	2.61*
Govt Res schl	150	23.41	6.17	

Significance at 0.05 levels

The average score across the psychological variable isolation among the private residential school girls and government residential school girls were 21.73 and 23.41 respectively. Numbers of students being 150 from each of the residential schools, the standard deviation were and 4.90 and 6.17 respectively. The 't' test score was 2.61\*. Private residential school girls had lesser negative need satisfaction across the variable isolation. There was significant difference as per the 't' test at 0.05 level of significance.

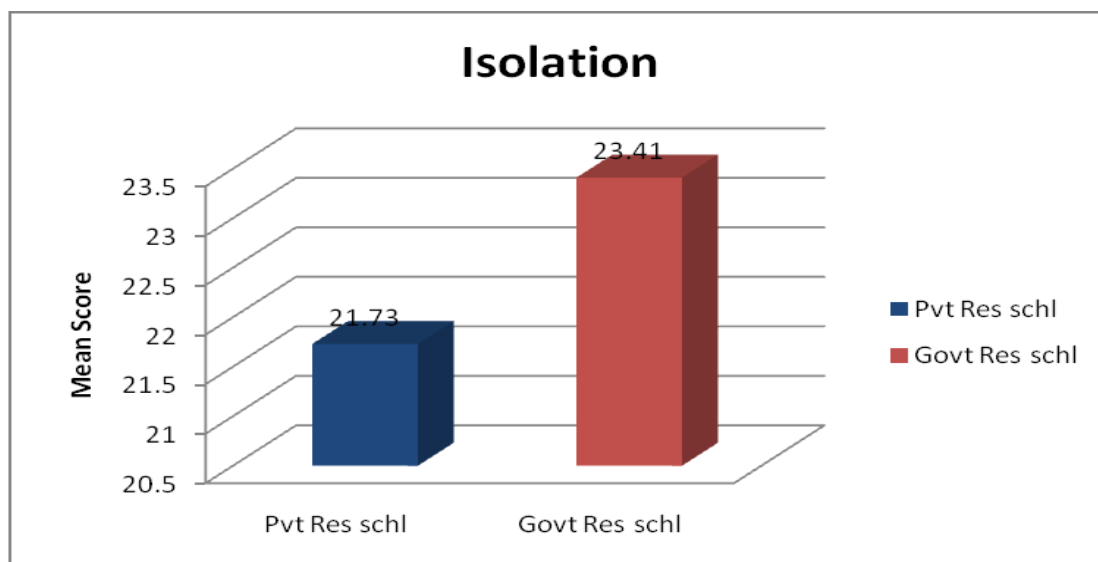


Fig. 4: Comparison of Average Scores of psychological variable isolation among the private residential school girls and government residential school girls

TABLE- 5

Average scores of psychological variables among the private residential school and government residential school girls.

SL. No.	Psychological Variables	Pvt res school	Gvt res school
01	Acceptance	31.97*	30.47
02	Co-operation	35.69	35.20
05	Rejection	23.69	24.00
06	Isolation	21.73	23.41*

When the average scores of selected psychological variables are analyzed it can be noticed that private residential school girls have higher positive need satisfaction when compared to government residential school among the psychological variables acceptance, co-operation, private residential school girls have lesser negative need satisfaction among the psychological variables rejection, isolation.

It can also be noticed that the private residential school girls had significantly higher positive need satisfaction in the quality of an individual to agree upon measured through acceptance They also had significantly lesser negative need satisfaction in the quality of feeling separation measured by isolation.

## V. CONCLUSION

Need satisfaction is an important aspect of wellbeing in any individual's life the higher the positive need satisfaction and lower the negative need satisfaction the better is the individual's life. In the present study private residential school girls had significantly better positive need satisfaction amongst the variable acceptance and significantly lower negative need satisfaction amongst the variable isolation.

## REFERENCES

- [1] Raza Arasteh, "Towards Final Personality Integration", (Schenkman Publishing Company, New York, London, Sidney, Toronto, 1975), p. 17.
- [2] Gardner and Murphy, "Introduction to Psychology", (Routledge and KEGAN, London).
- [3] Floyd L.Ruch, "Psychology and Life", (Published by Scott Foreman and Company, Chicago, Atlanta, Dallas Palo Alto New York), p.474.
- [4] Dr. N. S. Chouhan and etal. Manual of socio genic need satisfaction scale.