

# RELATIONSHIP BETWEEN PSYCHOLOGICAL NEEDS, FRUSTRATION-DISCOMFORT AND PSYCHOLOGICAL WELL-BEING AMONG UNIVERSITY STUDENTS



by

Zainab Ahmed

BSP193033

DEPARTMENT OF PSYCHOLOGY  
Faculty of Management and Social Sciences  
Capital University of Science & Technology,  
Islamabad  
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BSP193033

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in partial fulfillment of the requirements for the degree of  
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Faculty of Management and Social Sciences  
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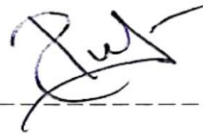
Islamabad

July, 2023

**CERTIFICATE OF APPROVAL**

It is certified that the Research thesis titled “*Relationship between Psychological Needs, Frustration-Discomfort, and Psychological Well-Being among University Students*” carried out Zainab Ahmed, **Reg no. BSP193033**, under the supervision of **Ms. Sadaf Zeb**, Capital University of Science and Technology, Islamabad, is fully adequate, in scope and quality, as a Research Thesis for the degree of **BS Psychology**.

Supervisor:

**Ms. Sadaf Zeb****Senior Lecturer**

Department of Psychology

Faculty of Management and Social Sciences

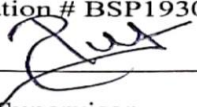
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Relationship between Psychological Needs, Frustration-Discomfort, and Psychological  
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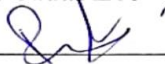
By

Zainab Ahmed

Registration # BSP193033

  
\_\_\_\_\_  
Supervisor

Ms. Sadaf Zeb

  
\_\_\_\_\_  
Internal Examiner-I

Ms. Rabia Umer

  
\_\_\_\_\_  
Internal Examiner-II

Ms. Mehreen Aftab

  
\_\_\_\_\_  
Thesis Coordinator

Ms. Irum Noreen

  
\_\_\_\_\_  
Head of Department

Dr. Sabahat Haqqani

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It is declared that this is an original piece of my work, except where otherwise acknowledged in text and references, this work has not been submitted in any form of any degree or diploma at any university or other institution for tertiary education and shall not be submitted by me in future for obtaining any degree from this or any other University or Institution.

A handwritten signature in blue ink, written diagonally across the page. The signature appears to read 'Zainab Ahmed'.

**Name:** Zainab Ahmed

**Reg no:** BSP193033

**July, 2023**

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## ABSTRACT

Individuals have many universal needs that they want to get satisfied. On those universal needs basic psychological needs are also involved that are important for an individual's well-being. The current study was designed to examine relationship between psychological needs, frustration-discomfort, and psychological well-being among university students. Data was collected through a survey method by convenience sampling 336 participants (168 males and 168 females) were currently enrolled students of bachelor's degree with an age range of 18 to 26 years from private, semi-government and government universities of Rawalpindi and Islamabad. A quantitative cross-sectional study was used. The scales used were Basic Psychological Need Satisfaction Scale, Frustration-Discomfort Scale and Psychological Well-being Scale. The results showed insignificant relationship between psychological needs and frustration-discomfort, significant correlations between psychological needs and well-being and insignificant relationship between frustration-discomfort and well-being. In gender differences, no significant disparities were found regarding basic psychological needs between males and females. However, a notable distinction was observed in frustration-discomfort and psychological well-being. The study highlights the importance of addressing the psychological needs of university students. It is crucial to understand the difference between need satisfaction and frustration, as they have distinct impacts. It will allow practitioners to design targeted interventions that enhance the overall well-being of university students.

*Keywords:* Basic Psychological Needs, Frustration-Discomfort, Psychological Well-Being, and University Students.



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## Chapter 1

### INTRODUCTION

Every individual in this world has their own needs that they want to get satisfied with. One of the basic and important needs are the physical needs such as food, water, shelter etc. But side by side psychological needs are equally important and they play a huge role. The basic psychological needs include feeling of independence, feeling of being competence and feeling of being connected with others (Adams et al., 2017). Humans as social animals want our basic psychological needs (i.e., autonomy, competence and relatedness) to get fulfilled with our other needs (i.e., food, water, shelter etc). Additionally, adulthood is a stage of development in which a person is going through many developmental changes and with those other changes as well such as stepping in higher education, reduced level of parental supervision etc. In this time period students lack time in balancing university life and family time or commitments. Basically, they lack management with increased academic demands. This causes them to develop stress and eventually lead them to ill-being (Campbell et al., 2018).

Importance of these three needs, namely autonomy, the competence, and the relatedness are also stated in a study that the basic psychological needs satisfaction promotes the well-being whereas the basic psychological needs dissatisfaction promotes frustration and leads to the ill-being. Moreover, fulfillment of the basic psychological needs are simply not important for the well-being but they are also important for the physical need of sleep. University students, whose basic psychological needs are fulfilled, they report for having good sleep and daily functioning with low levels of exhaustion. These

basic psychological needs act as nutrients for the wellness of an individual (Campbell et al., 2018).

Usually when an individual is going through the phase of the basic needs, the individual experiences the feelings of frustration and discomfort that leads to the disturbance in the individual's well-being. As in adolescents age, the students' psychological needs are different from the needs of other age groups and on that stage, students usually face frustration much easily which leads them to their disturbed well-being (Jeronimus & Laceulle, 2017). So, basic psychological needs, frustration-discomfort, and well-being is what the humans being act on in their life. In a study, it is reported that university students who face greater levels of attachment anxiety have low levels of satisfaction in meeting their basic psychological needs which contributes to depressive symptoms that means it leads to ill-being (Ümmet, 2015).

### **Basic Psychological Needs**

Within the framework of Self-Determination Theory, there exist three fundamental psychological needs which includes the autonomy, the competence and, the relatedness. In which feeling of autonomy is being psychologically independent or the sense of feeling free from the outside control. Competency is feeling of being competent or having ability to do something by their own successfully. Relatedness in which the individual has the feeling of connectedness with others. The feeling to give and take love and care from others (Van den Broeck et al., 2016). If these three needs are not fulfilled it will take an individual to frustration and discomfort which together will make our well-being suffer.

### **Frustration-Discomfort**

Frustration is the negative emotion. It is the feeling of being upset when an individual is unable to achieve something. Frustration usually develops from the first year of life which means it increases over childhood, early and middle adolescence and then gradually decreases with age. Children and adolescents show more frustration when they face stressful situations they develop feeling of opposition, rejection etc (Jeronimus & Laceulle, 2017). Whereas, discomfort is the feeling of pain. It is the feeling of uneasiness or lack of comfort. A literature suggests, the lack of fulfillment of basic psychological needs is associated with feelings of frustration and contributes to a state of decreased well-being. (Campbell et al., 2018) and fulfillment of these basic psychological needs are related to psychological well-being. It is reported that university students experience these three needs which are the autonomy, the competence, and the relatedness through many ways. One of the examples is stated as follows, if students who are at the beginning of the semester feel connectedness and are social will have higher level of self-esteem and will be satisfied with their life which contribute towards their well-being status (León & Núñez, 2012).

Together frustration-discomfort was evaluated in four levels that were achievement frustration, emotional intolerance, discomfort intolerance and entitlement. Discomfort intolerance refers with the beliefs that are related to the intolerance of inconvenience, entitlement refers to immediate gratification should be satisfied. It desires for justice in a way that the people should not frustrate others rather than they should please others (Harrington, 2005). Emotional intolerance refers to the beliefs related to the upsetting thoughts and feelings that frustrate and disturbs the individual emotionally and are painful.



Whereas, achievement frustration refers to the factor of perfectionism in tasks (Harrington, 2005). All of these levels should not be frustrated they should be relieved as soon as possible which is why this research explored relationship between basic psychological needs and frustration-discomfort among university students as in this age the students have high level of frustration.

### **Psychological Well-Being**

Generally, well-being is defined as the living life with the feeling's positivity and full of energy. Students in universities face psychological distress which includes frustration, discomfort etc all which have a negative effect on their wellbeing. Specifically, psychological well-being was evaluated in this study. Psychological well-being covered following dimensions; self-acceptance, purpose in life, positive relations with others, autonomy, environmental mastery and personal growth (Ryff et al., 2007; adapted from Ryff, 1989).

Autonomy, in which an individual will have the feelings of independence, in which an individual will able to repel social pressures. Environmental mastery refers to the competence that how well an individual is in managing competence in the environment. In this individual make an effective use of opportunities from the environment. Moreover, an individual makes wise choices. Personal growth which refers to growth of the person. In this the person is open to experiences. Overall, it sees improvement in an individual in various aspects (Ryff et al., 2007; adapted from Ryff, 1989).

Positive relationship with others refers to the trust and welfare of others. It includes factors like empathy, affection, intimacy etc. Purpose in life refers to the directions or goals

of an individual's life. An individual's aims and objectives in life. Lastly, self-acceptance is related to the feelings of positivity. It refers to the positivity in every aspect of life, acceptance of good and bad in life (Ryff et al., 2007; adapted from Ryff, 1989). All of these dimensions are important to get fulfilled for psychological well-being of an individuals.

### **Literature Review**

According to existing literature, there are three fundamental psychological needs: autonomy, competence, and relatedness which are responsible for developing motivation and well-being. Autonomy is explained as the feeling of being independent and freedom and autonomy frustration is when an individual develops the feelings of control and pressure. Competence is the ability to succeed in any situation and competence frustration is when an individual develops the feelings of failure. Relatedness is the feeling of connectedness and relatedness frustration is when an individual develops the feelings of social isolation (Kuźma et al., 2020).

Negative factors in the environment contribute towards basic psychological needs dissatisfaction and leads to need frustration. It is explained with an example that if an individual doesn't feel connected with others they may develop need frustration, they develop the feelings of exclusion from the social groups (Trépanier et al., 2016). A literature suggests, the basic psychological theory is related to psychological well-being and in outcome of literature was discussed that ill-being and basic psychological needs contribute towards the well-being whereas frustration contributes towards ill-being (Chen et al., 2014).

In another study, it is stated that elevated levels of acculturation stress lead to lower levels of satisfaction with basic psychological needs and higher levels of frustration with

these needs which will lead to depression with low level of happiness (Ren & Jiang, 2021). In another research, if psychological needs are not satisfied it leads the individual to frustration and asymmetrical relationships. Moreover, the lack of need satisfaction doesn't let to enhance an individual's self-growth but instead leads to ill-being and maladjustment of the individuals (Nishimura & Suzuki, 2016).

A literature suggests that those individuals that are satisfied with their basic psychological needs are expected to stay with optimal physical and mental condition. Whereas, individuals with dissatisfied basic psychological needs are expected to stay with low motivation and ill-being (Reed-Fitzke & Lucier-Greer, 2020). It is essential to fulfill all three fundamental basic psychological needs (i.e. autonomy, competency and relatedness) if one or two needs are satisfied then the individual will be partially satisfied rather than being fully satisfied. Satisfaction with the basic psychological needs were associated to life satisfaction whereas frustration of all these basic psychological needs were associated to ill-being (Reed-Fitzke & Lucier-Greer, 2020).

Research was conducted on which the task of the basic psychological needs was studied by assessing university students, before and after examination. The finding of this study showed that during examination period student's basic psychological needs satisfaction reduces which leads to increase in stress and sleep disturbances (Campbell et al., 2018). Another study which was conducted on university students revealed that two basic psychological needs which are the competence and the relatedness predict the changes in well-being. In research it was explained that university students who communicate effectively with the surroundings and are supportive will have higher self-

esteem, life satisfaction and higher vitality by the end of their semester (León & Núñez, 2012).

Moreover, in classroom at the beginning of the semester the teacher tries to be flexible and understandable for the students which might satisfy student's need of autonomy but with time the teacher needs to evaluate them due to which student's need of autonomy might not be satisfied due to which the students will go for their other needs to get satisfied i.e., need of competence and need of relatedness in order to maintain their well-being status (León & Núñez, 2012). Moreover, a study conducted on college students showed that the basic psychological needs mainly need of the autonomy and need of the relatedness positively predicts self-esteem and satisfaction of these are related with the well-being of an individual (Ümmet, 2015).

A study was conducted on university students showed that increase in fulfilment of basic psychological needs in young adults leads to increase in subjective well-being. Moreover, subjective well-being of young adults also increases when their grit tendency increases. It explained that if fulfilment of the basic psychological needs which are the autonomy, the competence, and the relatedness increases than grit tendency will increase correspondingly (Akbağ & Ümmet, 2017). Not only on students, the study variables i.e., the basic psychological needs, frustration-discomfort additionally well-being are also studied in different context also on different population but the results showed same relationship that the self-determination theory states. In a study it was discussed that the people who entered COVID-19 with positive feelings faced lower level of distress but when their basic psychological needs were frustrated still faced stress, anxiety, and depression.

On the other hand, people who entered COVID-19 with negative feelings faced high level of distress when they faced frustration in the basic psychological needs (Šakan et al., 2020).

In another study it revealed, the basic psychological needs have a relationship with life skills as well as subjective well-being. Furthermore, these fundamental psychological needs continue to be crucial for the development of life skills and the enhancement of subjective well-being. Athletes who experience higher levels of satisfaction with their basic psychological needs have a greater advantage in developing life skills and improving their subjective well-being. It was recommended to the other athletes to use strategies that will satisfy their basic psychological needs (Bae et al., 2021). The athletes are most likely to get an injury who have inadequate level of basic psychological need fulfillment and appear to face great level of stress (Li et al., 2019). For cancerous survivors it showed that basic psychological needs and social support, both of these independently contribute towards cancer survivor's social well-being (Leow et al., 2019). For the people to function best basic psychological needs are important to get satisfied. The Mexican athletes who have their basic psychological needs satisfied they perceive themselves to have high levels of psychological well-being (López-Walle et al., 2012).

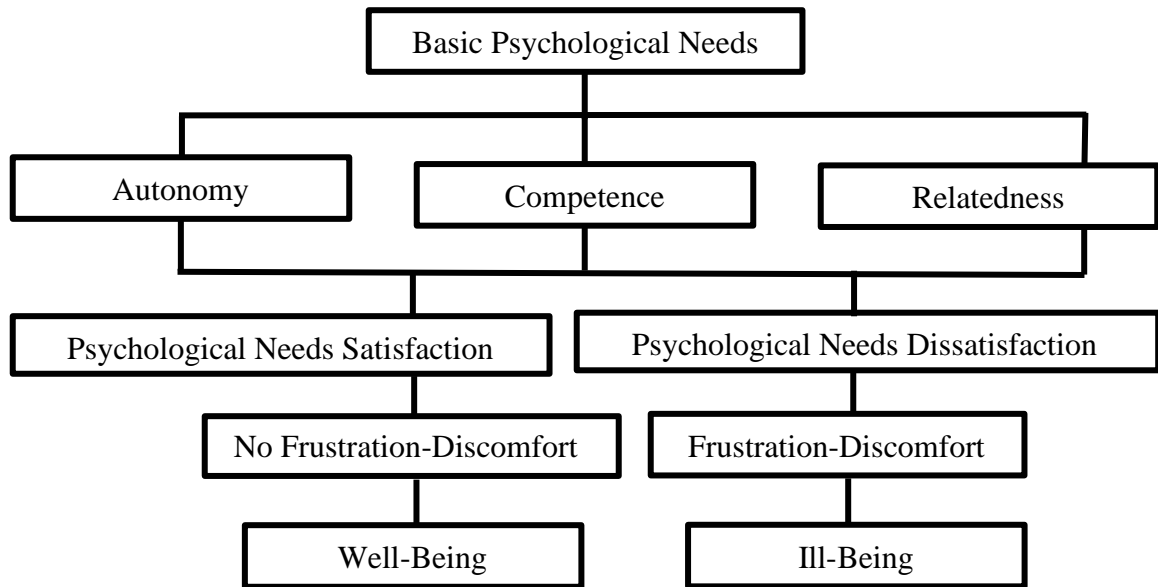
According to a research study by Lin and Chan (2020), eudaimonic motives, which are actions driven by personal growth and self-realization, were found to have a positive connection with the satisfaction of three essential psychological needs. Additionally, these motives were negatively linked to the experience of frustration in meeting those needs. Moreover, the study revealed that when these needs were fulfilled, individuals reported higher levels of life satisfaction and a sense of meaning in life, whereas the presence of

need frustration was associated with lower levels of life satisfaction and meaning. A study by Neufeld and Malin (2019) involved medical students, it was found that when they perceived their learning environment as supportive of their fundamental psychological needs, it led to an improvement in their overall psychological well-being. Specifically, satisfaction with their sense of competence, rather than autonomy or relatedness, was the key factor associated with increased resilience. The study suggests that promoting medical students' basic psychological needs, particularly their sense of competence, is important in bolstering their resilience and well-being. A study in which researchers observed changes in various psychological factors and well-being indicators among graduate students during their first semester. They found that as the semester progressed, there was a decline in need satisfaction, harmonious passion, and overall well-being, while need frustration and indicators of ill-being increased (Appleseth et al., 2023).

### **Theoretical Framework**

The theoretical study of this study lies under the Self-Determination Theory (Deci & Ryan, 2012). The principles of SDT are built upon the fundamental concepts of the three basic psychological needs. The basic psychological needs include the needs of the autonomy, the competence as well as the relatedness. The need of the autonomy is the need in which an individual has a choice to show their actions, they have a feeling of independence. The need of the competence is the need in which an individual has an ability to achieve or succeed in something. They can easily master in a particular situation. The need of the relatedness is the need in which an individual experiences a feeling of connectedness and belongingness (Adams et al., 2017). In research it is also reported that need deprivation seems to have a relation with subjective feelings of need satisfaction.

Whereas, the social needs which becomes upsetting for an individual makes an individual to develop the feelings of frustration. The individual may experience the feelings that they are being controlled internally and externally. They will not experience the feelings of independency (autonomy frustration), they may develop the feelings of inferiority and failure that they are not better than others (competence frustration) and they may experience disturbance in their relationships or disturbance in the feelings of belongingness (relatedness frustration). On SDT based research it was reported that low scores on psychological need satisfaction led to low wellbeing but not to specifically ill-being. But on the other hand, it was reported that the need of frustration lead to ill-being (Cordeiro et al., 2016). So, in this research, we will study association amongst basic psychological needs, frustration-discomfort and psychological well-being among university students. That whether the basic psychological needs fulfillment will open on to no frustration and wellbeing and the basic psychological need dissatisfaction will open on to frustration and ill-being.

**Figure 1***Conceptual Model of the Study***Rationale of Study**

It is difficult to give an exact number of young adults in Pakistan, as the definition of a young adult varies from country to country, according to the World Bank, the population of Pakistan in 2020 was estimated to be 220.89 million, with approximately 64.3% of the population aged 15-64. This would mean that there are approximately 141.9 million young adults in Pakistan (World Bank, 2020). With this increase number of young adults, it is important to explore different areas that can have an influence on young adults which is why this study is being conducted on this population.

Moreover, from childhood till adolescents the individuals have various psychological needs that they want to get satisfied. According to research, the students (children and adolescents) face more frustration as compared to those who are older in age (Jeronimus & Laceulle, 2017). There are many researches in the educational context on



different variables and cultures. However, satisfaction of psychological needs, frustration-discomfort and well-being are the variables collectively on which minor researches are conducted in educational context. As there are minor researches in educational domain.

The literature suggests to identify basic needs at several time period as it was only conducted in college students. This study is important as in general it will help to find association between the basic psychological needs, frustration-discomfort in addition to well-being among university students. This study will help the clinicians, counsellors and teachers to identify these needs of students at initial stage so that they can cope with them (Reed-Fitzke & Lucier-Greer, 2020).

To conclude this present study emphasizes the importance of acknowledging and addressing the psychological needs of university students. By identifying the needs for autonomy, competence, and relatedness, educators, counselors, and policymakers can develop interventions and strategies to promote the fulfillment of these needs, ultimately benefiting students' well-being. The research highlights the need to differentiate between need satisfaction and frustration, as they have distinct predictive capabilities. Understanding this distinction enables practitioners to create targeted interventions that address both need satisfaction and frustration, leading to improved overall well-being among university students.

### **Objectives**

Objectives of the study are the following;

1. To find the relationship between psychological needs, frustration-discomfort and well-being among university students.

2. To investigate the relationship between demographic variables with study variables i.e., psychological needs, frustration-discomfort and well-being among university students.

### **Hypotheses**

Hypotheses of this study are the following;

1. There would be a negative relationship between psychological needs and frustration-discomfort among university students.
2. There would be a positive relationship between psychological needs and well-being among university students.
3. There would be a negative relationship between frustration-discomfort and well-being among university students.
4. There would be a significant difference between psychological needs, frustration-discomfort and well-being between genders among university students.

## **Chapter 2**

### **METHODS**

#### **Research Design**

A quantitative, correlational research design was used.

#### **Ethical Considerations**

For this study, ethical approval was taken from the research department of Capital University of Science and Technology. Permission was obtained from universities. Permission of scales was also obtained from the authors. The guidelines of American Psychological Association (APA) were strictly followed. The participants were selected on volunteer basis and were informed about aims of this research. Confidentiality of participants was maintained. The participants signed a consent form and were allowed to leave the study at any stage.

#### **Population and Sample**

G-power software was used to generate the sample for current study. Sample of 173 was generated but for better results 336 sample has been used for this study. Both male and female students of age 18-26 years from private, semi-government and government universities of Rawalpindi and Islamabad were selected.

#### **Sampling Technique**

For this study, convenience sampling technique was used which allowed to easily access participants who were readily available and accessible.

#### ***Inclusion Criteria***

- Inclusion of students aged between 18-26 years.

- Currently enrolled students of bachelor's degree were selected for this study.
- Participants who were able to understand the scales in English.

### ***Exclusion Criteria***

- Participants with physical disability were excluded from this study.

### **Instruments**

The instruments used for this study are the following;

### ***Informed Consent Form***

The informed consent form was provided to participants, who were willing to participate in the current study. By signing this informed consent form, a clear and mutual understanding between the researcher and the participant is established, ensuring that the participant's rights and well-being are protected throughout the research process. The informed consent form is attached in Appendix A.

### ***Demographic Sheet***

Demographic sheet was provided to the participants. In which, the participants were requested to provide information about their gender, age, university (which includes; government, semi-government, and private), undergraduate (which includes; current semester enrolled), relationship status of parents, family system, housing type, father's education level, father's job, mother's education level, and mother's job. Demographic sheet is attached in Appendix B.

***Basic Psychological Need Satisfaction Scale (BPNSS) (Ryan & Deci, 2000)***

It was established by Ryan and Deci (2000) which measures the basic psychological needs in general context. It has 21 items. It has 3 subscales which were autonomy, competence and relatedness. This scale consists of 7-point Likert scale vary from 1 (not true at all) to 7 (very true). Higher scores will point toward the higher level of satisfaction of psychological needs. Cronbach's alpha values for this scale are .69, .71 and .86 for these three subscales and the basic psychological need satisfaction scale satisfactory convergent and discriminant validity (Cromhout et al., 2017). Cronbach's alpha value of whole scale ranges from 0.69 to 0.88 (Reed-Fitzke & Lucier-Greer, 2020).

***Frustration Discomfort Scale (FDS) (Harrington, 2005)***

It was established by Harrington in 2005 which is a multidimensional measure of intolerance to frustration. For this study, the shortened version of 28-item was used. It has 4 subscales i.e., achievement frustration, emotional intolerance, discomfort intolerance and entitlement. This scale consists of 5point Likert scale vary from 1(absent) to 5 (very strong). Higher scores will point toward greater level of the intolerance to frustration. Cronbach's alpha values for this scale are .88 to .92 (Ruiz-Ortega et al., 2021).

***Psychological Well-being (PWB) Scale (Ryff et al., 2007; adapted from Ryff, 1989)***

This scale was established by Ryff et al in 2007 and adapted from Ryff in 1989. This scale is multidimensional for measuring psychological well-being. For this study, the shortened version of 18-items was used. This scale consists of 6-point Likert scale that vary from 1 (strongly disagree) to 7 (strongly agree) (Ryff & Keyes, 1995). It has 6 subscales i.e., self-acceptance, purpose in life, positive relations with others, autonomy, environmental mastery and personal growth. Higher scores will indicate the higher level of

satisfaction with psychological well-being. Cronbach's alphas for the subscales were  $\alpha = .81$  for self-acceptance,  $\alpha = .69$  for purpose in life,  $\alpha = .79$  for positive relations with others,  $\alpha = .73$  for autonomy,  $\alpha = .75$  for environmental mastery and  $\alpha = .78$  for personal growth (Linley et al., 2009).

### **Procedures**

For this study, institutional approval was taken from the university department for data collection. The study's goals were communicated to the participants. A consent form, a demographic sheet and three questionnaires i.e., Basic Psychological Need Satisfaction Scale (BPNSS), Frustration Discomfort Scale (FDS) and Psychological Well-being (PWB) Scale were given to participants. The participants were requested to share their actual information. The confidentiality of the participants were maintained. Safety of the participants was ensured and they had the freedom to withdraw from the study at any point.

### **Chapter 3**

#### **RESULT**

The main focus of the current study was to investigate the association between Psychological Needs, Frustration-Discomfort and Psychological Well-Being among university students. Data analysis was carried out by using SPSS- version 21. At the beginning of the study, the demographic characteristics were analyzed using frequencies and percentages. Descriptive statistics and alpha reliability coefficients were calculated to assess the data. To explore the association between variables, Spearman correlation was used. Lastly, Mann Whitney U Test was applied to examine mean difference across demographic factors which include gender differences.

**Table 1**  
*Sociodemographic Characteristics of Participants*

Characteristics	<i>n</i>	%
Gender		
Male	168	50.0
Female	168	50.0
Age		
18-22	278	82.7
23-25	51	15.2
26 above	7	2.1
University/Institution		
Government	112	33.3
Semi-Government	112	33.3
Private	112	33.3
Year of Education		
1 <sup>st</sup> Year	200	59.6
2 <sup>nd</sup> Year	75	22.3
3 <sup>rd</sup> Year	10	3
4 <sup>th</sup> Year	51	15.2
Relationship Status of Parents		
Married	286	85.1
Divorced	4	1.2
Widow	20	6.0
Separated	26	7.7
Family System		
Joint	158	47.0
Nuclear	178	53.0
Housing Type		
Hostel	89	26.5
With Parents	222	66.1
With Guardian	25	7.4
Father's Education Level		
Undergraduate	63	18.8
Graduate	172	51.2
Others	101	30.1
Father's Job		
Yes	252	75.0
No	84	25.0
Mother's Education Level		



Undergraduate	79	23.5
Graduate	117	34.8
Others	140	41.7
Mother's Job (if any)		
Yes	54	16.1
No	282	83.9

*Note.* n= Number of Responses, % = Percentage.

Table 1 reveals that both male students ( $n=168$ , 50.0%) and female students participated equally in the study ( $n=168$ , 50.0%). Majority of students were from age group 18 – 22 ( $n=278$ , 82.7%) while few students were from age group 23 – 25 ( $n=51$ , 15.2%) and age group 26 above ( $n=7$ , 2.1%). Data was collected from government institutes ( $n=112$ , 33.3%), semi-government institutes ( $n=112$ , 33.3%) and private institutes ( $n=112$ , 33.3%). Undergraduate students were from different semesters of education like 1<sup>st</sup> year ( $n=200$ , 59.6%), 2<sup>nd</sup> year ( $n=75$ , 22.3%), 3<sup>rd</sup> year ( $n=10$ , 3%), 4<sup>th</sup> year ( $n=51$ , 15.2%). The relationship status of parents was as follows; married ( $n= 286$ , 85.1%), divorced ( $n= 4$ , 1.2%), widow ( $n= 20$ , 6.0%), and separated ( $n= 26$ , 7.7%). As for family system maximum students belong to nuclear family ( $n=178$ , 53.0%) as compare to joint family ( $n=158$ , 47.0%). Majority of students housing type were with parents ( $n=222$ , 66.1%) while few students housing type were hostel ( $n=89$ , 26.5%), and with guardian ( $n= 25$ , 7.4%). Majority of father's education level were graduate ( $n= 172$ , 51.2%), then others ( $n= 101$ , 30.1%), and only few were undergraduate ( $n= 63$ , 18.8%). Majority of fathers were doing job ( $n= 252$ , 75.0%) as compared to fathers who were not doing job ( $n= 84$ , 25.0%). Majority of mother's education level were others ( $n= 140$ , 41.7%), then graduate ( $n= 117$ , 34.8%), and only few were undergraduate ( $n= 79$ , 23.5%). Majority of mothers were not doing job ( $n= 282$ , 83.9%) as compared to mothers who were doing job ( $n= 54$ , 16.1%).

**Table 2**

*Psychometric Properties for Scales and Descriptive Statistics for Basic Psychological Need Satisfaction, Frustration-Discomfort, and Psychological Well-Being*

Scale	N	M	SD	$\alpha$	Range		Skewness	Kurtosis	K-S	p
					Actual	Potential				
BPNSS	21	12.77	1.94	.72	6-19	21-147	.40	1.0	.01	.13
FDS	28	12.35	2.22	.85	4- 18	28-140	-.23	.89	.00	.00
PWB	42	22.39	2.85	.88	16-33	42-294	1.05	1.3	.00	.00

**Note.** Basic Psychological Need Satisfaction Scale (BPNSS), Frustration-Discomfort Scale (FDS), and Psychological Well-Being (PWB) Scale. M= mean, SD= Standard Deviation, K-S= Kolmogorov-Smirnov, p= Significance Value.

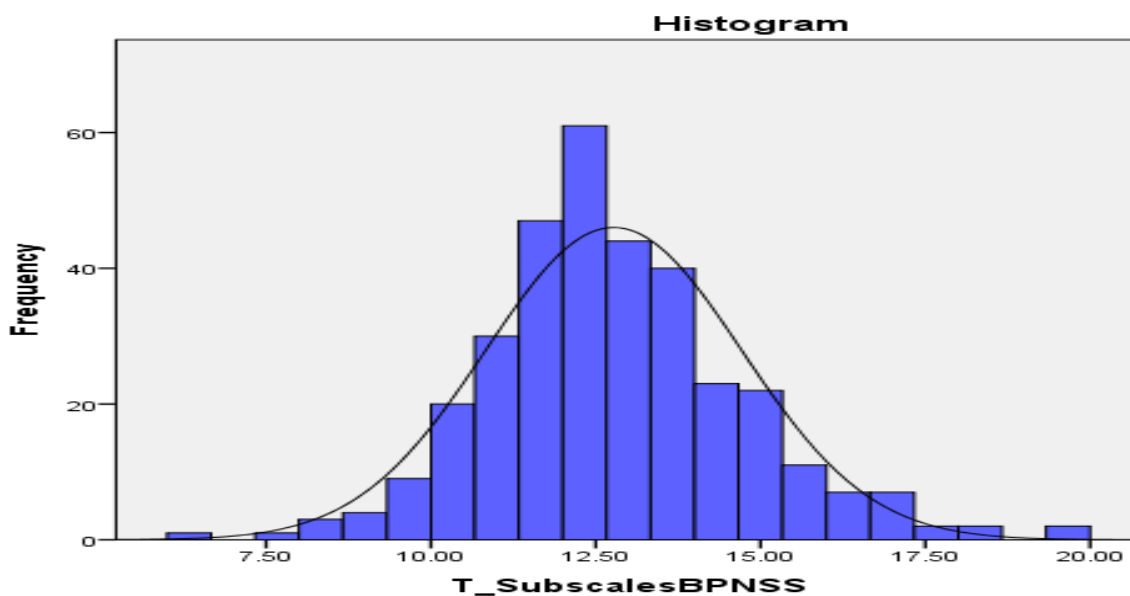
Table 2 shows psychometric properties for the scales used in present study. For Basic Psychological Needs Satisfaction Scale (M= 12.77, SD= 1.94,  $\alpha$ = .72). For Frustration-Discomfort Scale (M= 12.35, SD= 2.22,  $\alpha$ = .85). For Psychological Well-Being Scale (M= 22.39, SD= 2.85,  $\alpha$ = .88). For basic psychological needs, the skewness value of .40 suggests a slightly positively skewed distribution, indicating that most individuals tend to have relatively higher scores on basic psychological needs. The kurtosis value of 1.0 indicates a moderately peaked distribution, suggesting that the scores are somewhat more concentrated around the mean compared to a normal distribution. The K-S value (K-S= 0.01) and p-value (p= 0.13). For frustration-discomfort, the skewness value of -0.23 suggests a slightly negatively skewed distribution, indicating that most individuals tend to have relatively lower scores on frustration-discomfort. The kurtosis value of 0.89 indicates a moderately peaked distribution. The K-S value of (K-S= 0.00) and the p-value (p= 0.00), which shows that the data is non-normal. For psychological well-being, the skewness value of 1.05 suggests a positively skewed distribution, indicating that most

individuals tend to have relatively higher scores on psychological well-being. The kurtosis value of 1.36 indicates a moderately peaked distribution. The K-S value of (K-S= 0.00) and the p-value of (p= 0.00).

**Figure 2**

*Distribution of Basic Psychological Needs*

The graph illustrates the distribution of basic psychological needs among a sample of 336 university students.

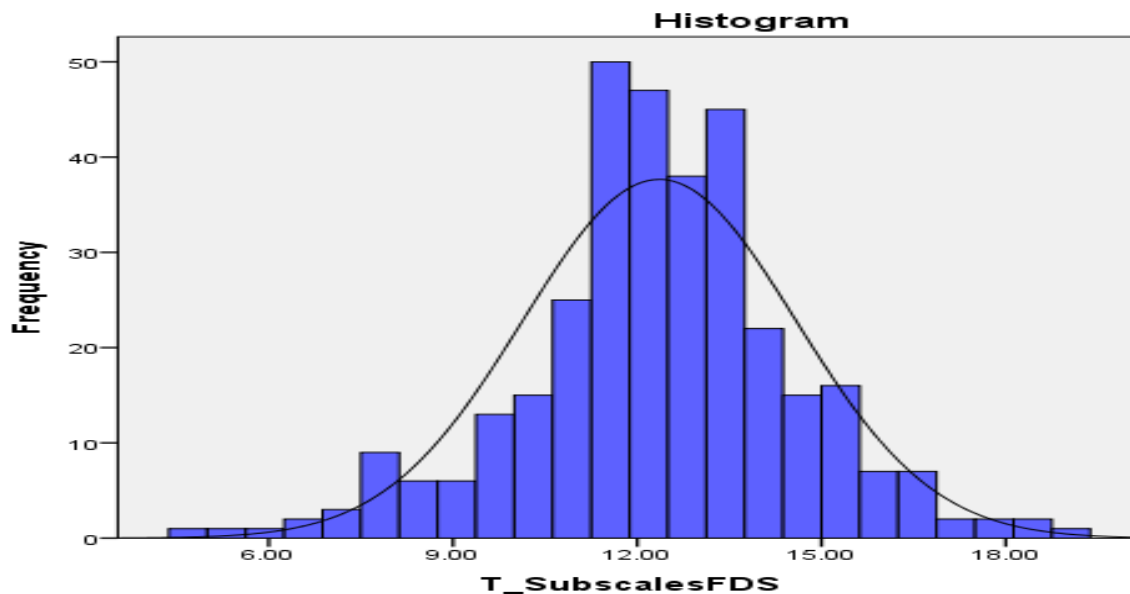


This figure demonstrates the distribution of the basic psychological need of participants and the values of skewness, kurtosis and K-S value, suggesting that the data significantly deviates from a normal distribution.

**Figure 3**

*Distribution of Frustration-Discomfort*

The graph illustrates the distribution of frustration-discomfort among a sample of 336 university students.

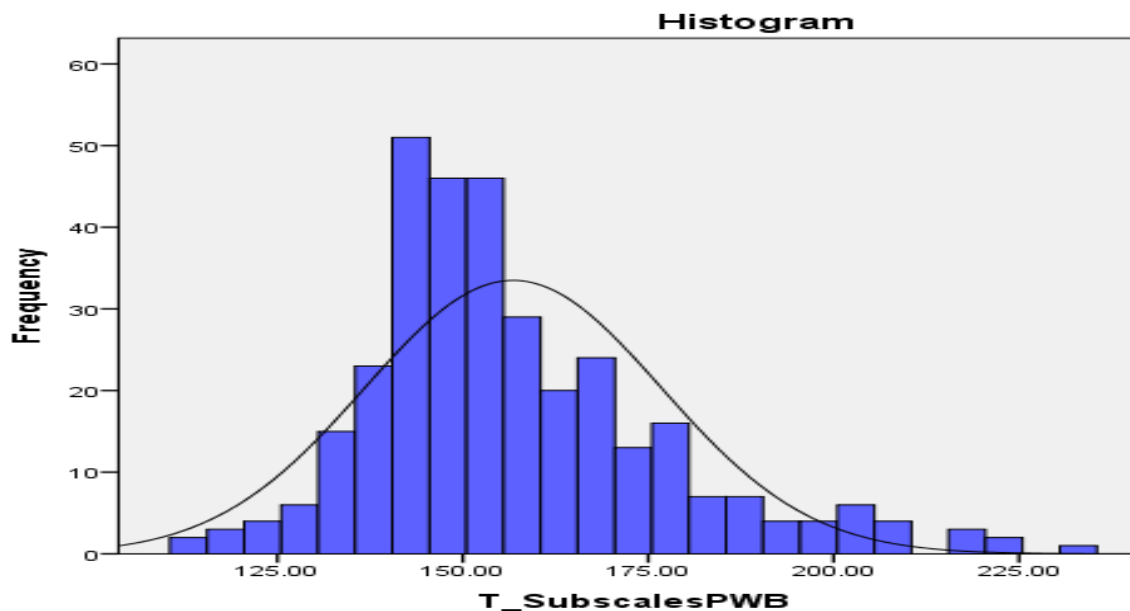


This figure demonstrates the distribution of frustration-discomfort of participants and the values of skewness, kurtosis and K-S value, suggesting that the data significantly deviates from a normal distribution.

#### **Figure 4**

##### *Distribution of Psychological Well-Being*

The graph illustrates the distribution of psychological well-being among a sample of 336 university students.



This figure demonstrates the distribution of psychological well-being of participants and the values of skewness, kurtosis and K-S value, suggesting that the data significantly deviates from a normal distribution.

**Table 3**

*Descriptive Statistics and Correlation for Study Variables*

Variables	<i>N</i>	<i>M</i>	<i>SD</i>	1	2	3
1. Basic Psychological Needs	336	12.77	1.94	–		
2. Frustration-Discomfort	336	12.35	2.22	.059	–	
3. Psychological Well-Being	336	22.39	2.85	.422**	.039	–

**Note.** Correlation is significant at the 0.01 level (2-tailed), N= Total number of

Participants, M= Mean. SD= Standard Deviation.

Table 4 revealed that correlation between Basic Psychological Needs and Frustration-Discomfort is .05 ( $r = .059$ ,  $p > .05$ ), there is non-significant correlation between basic psychological needs and frustration-discomfort. The correlation between Basic Psychological Needs and Psychological Well-Being is ( $r = .422^{**}$ ,  $p < .01$ ), there is significant correlation between basic psychological needs and psychological well-being. This suggests that individuals who have their basic psychological needs met are more likely to experience higher levels of psychological well-being. The correlation between Frustration-Discomfort and Psychological Well-Being is ( $r = .039$ ,  $p > .05$ ), there is non-significant correlation between frustration-discomfort and psychological well-being.

**Table 4**

*Descriptive Statistics and Mann-Whitney U test scores of Basic Psychological Need Satisfaction, Frustration-Discomfort, and Psychological Well-Being*

Variables	Male		Female		U	p
	N	M	N	M		
1. BPN	168	160.56	168	176.44	12777.50	.13
2. FD	168	146.07	168	190.93	10343.00	.00
3. PWB	168	154.31	168	182.69	11728.50	.00

**Note.** Grouping Variable: Gender of Participants, N= Total number of Participants, M= Mean, U= U value, p= Significance Value. Basic Psychological Need Satisfaction (BPNSS), Frustration-Discomfort (FD), and Psychological Well-Being (PWB).

Table 5 revealed that the Mann-Whitney U test suggests that there is no statistically significant difference in the Basic Psychological Needs between males (M= 160.56, N= 168) and females (M= 176.44, N= 168). The p-value of 0.134 is greater than the commonly used significance level of 0.05, indicating that we fail to reject the null hypothesis. There is significant difference in Frustration-Discomfort between males (M= 146.07, N= 168) and females (M= 190.93, N= 168). The p-value is less than 0.001, indicating that we reject the null hypothesis and conclude that there is a significant difference. There is statistically significant difference in Psychological Well-Being between males (M= 154.31, N= 168) and females (M= 182.69, N= 168). The p-value is less than 0.05, indicating that we reject the null hypothesis and conclude that there is a significant difference. In summary, the Mann-Whitney U test reveals significant differences in Frustration-Discomfort and Psychological Well-Being between males and females, while there is no significant difference in Basic Psychological Needs.

## Chapter 4

### DISCUSSION

The present study intended to examine the association between Psychological Needs Satisfaction, Frustration-Discomfort, and Psychological Well-Being among university students. Total sample consisted 336 participants, who were university students belonging to private, semi-government, and government universities in Islamabad. The significance of this study was that determining the exact number of young adults in Pakistan is challenging due to variations in the definition across countries. However, based on the World Bank's estimate for Pakistan's population in 2020, which stood at 220.89 million, approximately 64.3% of the population falls within the 15-64 age bracket. This implies that there are approximately 141.9 million young adults in the country (World Bank, 2020). Given the significant number of young adults, it is crucial to explore factors that can impact this population, which is the motivation behind this study.

Additionally, research suggests that individuals have distinct psychological needs that they seek to fulfill from childhood to adolescence, and younger individuals tend to experience more frustration compared to older age groups (Jeronimus & Laceulle, 2017). While there have been numerous studies examining various variables and cultures within the educational context, limited research has focused on the satisfaction of psychological needs, frustration-discomfort, and well-being collectively. Consequently, there is a need to conduct research in the educational domain that identifies these fundamental needs across different time periods, beyond just college students. This study is significant as it will enable the identification of relationship between psychological needs, frustration-discomfort, and psychological well-being among university students. Findings will be

valuable for clinicians, counselors, and teachers in recognizing and addressing these needs at an early stage to facilitate effective coping strategies (Reed-Fitzke & Lucier-Greer, 2020).

The Basic Psychological Need Satisfaction Scale (BPNSS), developed by Ryan and Deci in 2000, is a measurement tool used to assess the fulfillment of basic psychological needs within a general context. According research, Cronbach's alpha values for Basic Psychological Needs Satisfaction Scale ranges from .69 to .88 (Reed-Fitzke & Lucier-Greer, 2020). For present study, Cronbach's alpha values is .72 (Table 2). The Frustration Discomfort Scale (FDS), developed by Harrington in 2005, is a comprehensive measure designed to assess an individual's intolerance to frustration. Cronbach's alpha values for Frustration-Discomfort Scale was .88 to .92 (Ruiz-Ortega et al., 2021). For present study, Cronbach's alpha is .85 (Table 2). The Psychological Well-being (PWB) Scale, developed by Ryff et al. in 2007 and adapted from Ryff's work in 1989, is a multidimensional measurement tool used to assess psychological well-being. Cronbach's alpha values for Psychological Well-Being Scale was .82 (Asghar, 2008). For this study, Cronbach's alpha was .88 (Table 2).

This study had 3 major hypotheses to be explored. The first hypothesis was that there would be a negative relationship between psychological needs and frustration-discomfort among university students. The second hypothesis was that there would be a positive relationship between psychological needs and well-being among university students. Third hypothesis was that there would be a negative relationship between frustration-discomfort and well-being among university students. The results revealed, there is non-significant correlation between basic psychological needs and frustration-



discomfort. As a result, hypothesis 1 was rejected. A study by Rouse et al. (2020) stated two distinct descriptions: "High Satisfaction, Low Frustration" and "Low Satisfaction, Very High Frustration." These profiles suggest, when individuals experience high level of satisfaction with their basic psychological needs, their levels of frustration tend to be lower. Conversely, when satisfaction with needs is low, frustration levels tend to be very high. This finding provides initial evidence for the idea that need satisfaction and frustration operate in an asymmetric manner. Specifically, high need frustration corresponds to low need satisfaction, but low need satisfaction does not necessarily indicate high need of frustration. Therefore, the association between satisfaction of needs and frustration appears to be characterized by an imbalance or asymmetry.

The absence of satisfaction for a basic need should not be equated with need frustration. It is important to recognize that unsatisfied needs do not necessarily indicate the thwarting or frustration of those needs. It is crucial to understand needs frustration and needs satisfaction as distinct dimensions that have separate predictive capabilities in relation to outcomes. However, both dimensions operate based on the same psychological mechanism explained by organismic integration theory (OIT) (Van Tuin et al., 2020). Self-Determination Theory (SDT) states that when individuals encounter obstacles that hinder their basic psychological needs satisfaction, two potential outcomes are expected. Firstly, there is an immediate negative impact manifested by increased levels of ill-being or distress. Secondly, in cases where needs are persistently thwarted, individuals tend to adopt various coping strategies to address the experience of need frustration. These strategies may involve seeking substitutes for unmet needs or engaging in compensatory behaviors as a means of compensating for the lack of need satisfaction (Chen et al., 2015)

Hypothesis 2 was accepted as there is significant moderate to large positive correlation between basic psychological needs and psychological well-being which indicates that there is a strong association between these two variables. Self-Determination Theory, explain the relationship between basic psychological needs and psychological well-being. SDT posits that when individuals' basic psychological needs are satisfied, they are more likely to encounter optimal functioning and well-being (Ryan & Deci, 2017). Autonomy refers to the need independence and the ability to make choices, competence pertains to feeling achievement and competent in one's activities, and relatedness involves the need for belongingness. When these needs are fulfilled, individuals experience greater satisfaction, vitality, and overall psychological well-being. Eryilmaz (2011) also revealed that the individuals' needs satisfaction is associated with higher levels of subjective well-being. Similarly, a meta-analysis conducted by Vansteenkiste et al. (2020) examined the link between basic psychological needs satisfaction and well-being across various life domains and populations. The meta-analysis demonstrated a significant positive relationship, indicating that the basic psychological needs satisfaction is a key predictor of well-being. In summary, previous research provides robust evidence for the significant moderate to large positive correlation between basic psychological needs and psychological well-being. When individuals have their autonomy, competence, and relatedness needs met, they are more likely to experience higher levels of well-being, including greater life satisfaction, positive affect, and overall psychological functioning.

Lastly, there is non-significant correlation between frustration-discomfort and psychological well-being. Studies within the field of psychology have often examined factors that contribute to psychological well-being, including the experience of

frustration and discomfort. However, the research literature suggests that the relationship between frustration-discomfort and psychological well-being is generally weak or negligible. As a result, Hypothesis 3 was rejected. A study conducted by Lucas, Diener, and Suh (1996) examined the relationship between daily negative affect, including experiences of frustration and discomfort, and overall psychological well-being. They found that while negative affect was associated with lower well-being, the specific relationship between frustration-discomfort and well-being was minimal. Another study by Reis et al. (2000) investigated the influence of daily events on well-being. They observed that while negative events were associated with decreased well-being. These findings align with the idea that frustration and discomfort might have a limited impact on overall psychological well-being. Other factors, such as the satisfaction of basic psychological needs (Ryan & Deci, 2017) or positive emotions and life satisfaction (Diener et al., 2018), have been found to be more strongly linked to psychological well-being. In summary, previous research indicates that the small, negligible positive correlation between frustration-discomfort and psychological well-being aligns with findings suggesting a weak relationship between these variables. Other factors, such as the satisfaction of basic psychological needs or positive emotions, may have a more substantial impact on psychological well-being.

Hypothesis 4 was that there would be a significant difference between psychological needs, frustration-discomfort and well-being between genders among university students. The present study revealed that there is no statistically significant difference in the basic psychological needs between males and females. A study by Sapmaz et al. (2012) revealed that there is no significant difference between the basic psychological

needs. Another study stated that there is no significant difference across genders (Neufeld & Malin, 2019). Miller and Bailey (2018) study results revealed that there is no significant difference between males and females. The present study, results revealed that there is significant difference in frustration-discomfort between males and females. Males showed low level of frustration-discomfort whereas, females showed higher levels of frustration-discomfort. A study by Ruiz-Ortega et al. (2021) revealed that females scored high level of frustration-discomfort than males. The level of frustration-discomfort is higher in females than in males (Filippello et al., 2014). Moreover, another study also revealed that females have high level of frustration-discomfort than in males (Ko et al., 2008). The present study, finding indicate there is statistically significant difference in Psychological Well-Being between males and females. Males showed low level of psychological well-being whereas, females showed higher levels of psychological well-being. A study showed that females scored high level of psychological well-being than males (Perez, 2012). Another study also revealed that females scored high level of psychological well-being across genders (Sun et al., 2016). A study conducted by Marks et al. (2002) also reported that females scored high level of psychological well-being than males.

### **Limitations**

Firstly, the study's findings are limited to the specific sample of university students who participated in the research. The generalizability of the results may be limited, as the study did not include a diverse range of universities or consider students from different cultural backgrounds or academic disciplines. The findings may not be applicable to other populations or age groups. Secondly, the study relied on self-report measures to assess psychological needs, frustration-discomfort, and psychological well-being. Self-report

measures are subject to biases, such as social desirability or recall biases, which may affect the accuracy and reliability of the data collected. Future studies could benefit from incorporating objective measures or multiple sources of data to enhance validity of the findings. Lastly, the study utilized a cross-sectional design, which only provides a snapshot of the relationships between variables at a specific point in time. Longitudinal or experimental designs would be more appropriate for establishing causal relationships and determining the directionality of the observed associations. The study relied solely on quantitative measures to assess the relationships between variables. Adding qualitative research methods, such as interviews or focus groups, could provide richer insights into students' subjective experiences of basic psychological needs, frustration-discomfort, and psychological well-being. Qualitative research could complement and enhance the understanding of the quantitative findings.

### **Recommendations/Implications**

The study did not take into account the influence of culture on how people perceive their psychological needs, frustration, discomfort, and well-being. Culture plays a significant role in shaping our beliefs, values, and expectations, which in turn can affect how we experience and understand these psychological aspects. Different cultures may prioritize different needs or have different ways of coping with frustration and discomfort. Therefore, it is important for future studies to consider cultural differences and examine whether the findings hold true across diverse cultural contexts. This will help researchers understand if the relationships between these variables are consistent across different cultures or if there are variations that are important to consider. By including multiple cultures in research, we can gain a more complete understanding of how these

psychological factors work and how they may differ across different cultural backgrounds. According to this study, it is important to address the techniques to the participants in order to satisfy their needs. And if dissatisfaction of psychological needs has led them to frustration and ill-being that what could be the coping strategies in order to overcome these feelings of frustration and ill-being. For future research, qualitative research could be helpful in providing in-depth information and the sample should include uneducated people as well. To find out what could be possible reasons of psychological needs satisfaction leading towards well-being and psychological needs dissatisfaction leading towards frustration and further to ill-being.

The study highlights the importance of recognizing and addressing the psychological needs of university students. By identifying the needs for autonomy, competence, and relatedness, educators, counselors, and policymakers can develop interventions and strategies to promote the satisfaction of these needs, ultimately contributing to the well-being of students. The research emphasizes the need to distinguish between need satisfaction and frustration. Unsatisfied needs do not necessarily indicate frustration, and it is important to recognize the distinct predictive capabilities of these dimensions. By understanding this distinction, practitioners can develop targeted interventions to address both need satisfaction and frustration, thereby improving the overall well-being of university students. The study confirms the significant correlation between basic psychological needs satisfaction, and psychological well-being. Finding suggests, promoting the satisfaction of autonomy, competence, and relatedness can enhance overall psychological well-being among university students. Educators and counselors can integrate interventions that focus on fostering these needs to promote

optimal functioning and positive mental health. Practitioners should consider other factors, such as positive emotions, life satisfaction, and the satisfaction of basic psychological needs, which have been found to have stronger associations with psychological well-being.

### **Conclusion**

This study intended to investigate the interplay between Psychological Needs Satisfaction, Frustration-Discomfort, and Psychological Well-Being in university students in Islamabad, Pakistan. The sample consisted of 336 participants from various universities. The results revealed that there was no significant relationship between psychological needs and frustration-discomfort, but a significant positive correlation was found between psychological needs and well-being. Additionally, no significant gender difference was found in basic psychological needs, but females reported higher levels of frustration-discomfort and psychological well-being compared to males. These findings have practical implications for professionals working with university students, emphasizing the significance of addressing psychological needs to promote well-being and recognizing gender differences in frustration-discomfort and well-being. The study emphasizes the importance of fostering autonomy, competence, and relatedness to enhance students' psychological well-being and functioning. Interventions targeting these needs can promote optimal mental health.

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## **APPENDICES**



**Appendix A**  
**Informed Consent Form**

### **Informed Consent Form**

I understand that this study is being conducted by the student of Department of Psychology, Capital University of Science and Technology Islamabad as a part of research thesis.

I hereby confirm my participation in the project to be voluntary. I know that the researches will not disclose my name or any demographic information in the reports after seeking results from the research as well as that my confidentiality will be maintained as a participant. I have a right to withdraw and discontinue my participation anytime whenever I require it to be, without any penalties.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Appendix B**  
**Demographic Information Form**

## Demographic Information Form

**For the following items, please select the response that is most descriptive of you or fill in the blanks as appropriate.**

Gender:

Male

Female

Age:

18-22

23-25

26 above

University/Institution:

Government

Semi-Government

Private

Education: Undergraduate (current semester enrolled \_\_\_\_\_)

Relationship Status of Parents:

Married

Divorced

Widow

Separated

Family System:

Joint

Nuclear

Housing Type:

Hostel

With Parents

With Guardian

Father's Education Level:

Undergraduate

Graduate

Others

Father's Job:

Yes

No

Mother's Education Level:

Undergraduate

Graduate

Others

Mother's Job (if any):

Yes

No

## **Appendix C**

### **Basic Psychological Need Satisfaction Scale - In General**

### Basic Psychological Need Satisfaction Scale - In General

Please read each of the following items carefully, thinking about how it relates to your life, and then indicate how true it is for you. Use the following scale to respond:

1      2      3      4      5      6      7  
 Not at all                      Somewhat                      Very  
 true                                      true                                      true

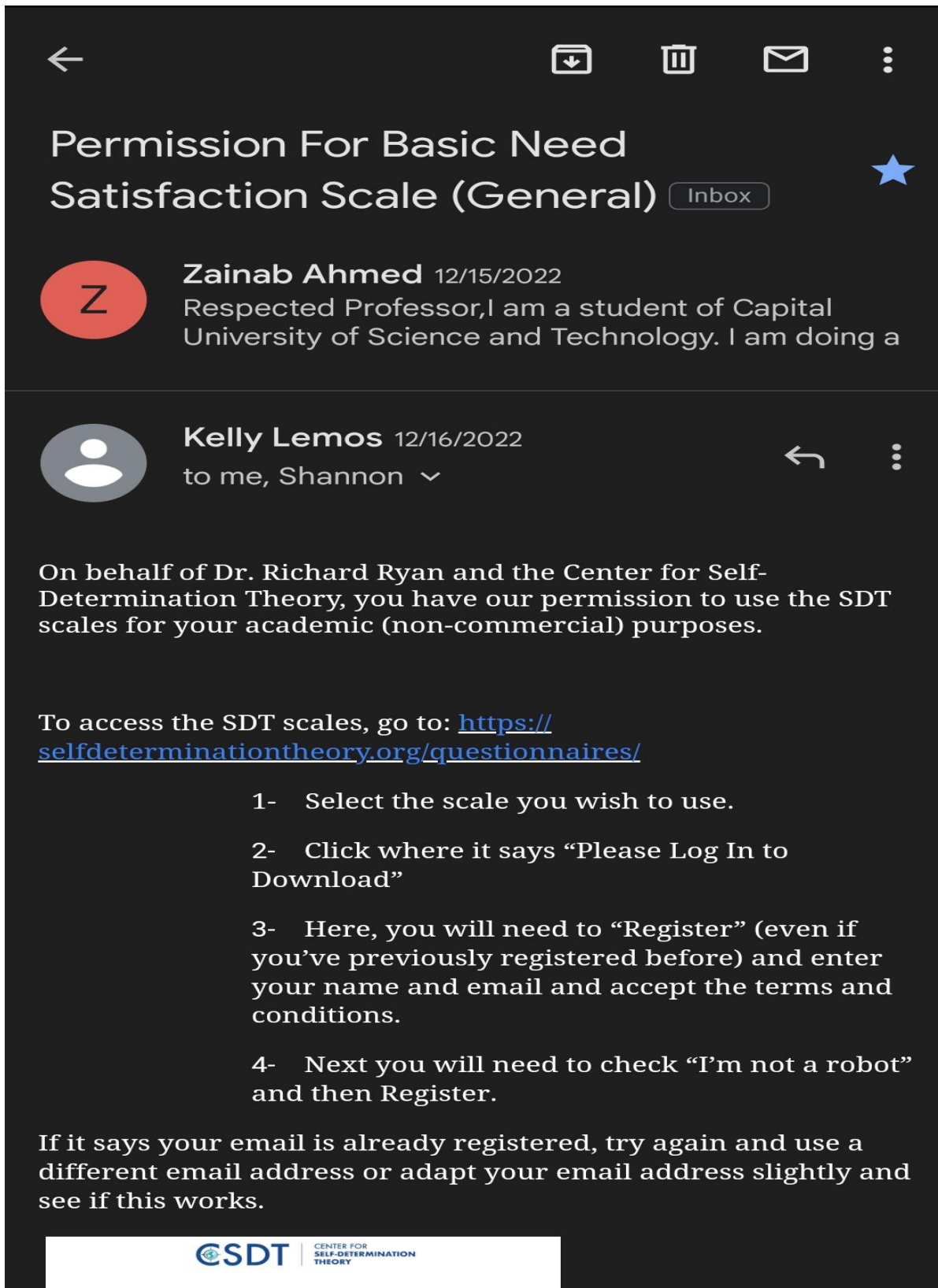
1. I feel like I am free to decide for myself how to live my life.	1	2	3	4	5	6	7
2. I really like the people I interact with.	1	2	3	4	5	6	7
3. Often, I do not feel very competent.	1	2	3	4	5	6	7
4. I feel pressured in my life.	1	2	3	4	5	6	7
5. People I know tell me I am good at what I do.	1	2	3	4	5	6	7
6. I get along with people I come into contact with.	1	2	3	4	5	6	7
7. I pretty much keep to myself and don't have a lot of social contacts.	1	2	3	4	5	6	7
8. I generally feel free to express my ideas and opinions.	1	2	3	4	5	6	7
9. I consider the people I regularly interact with to be my friends.	1	2	3	4	5	6	7
10. I have been able to learn interesting new skills recently.	1	2	3	4	5	6	7





11. In my daily life, I frequently have to do what I am told.	1	2	3	4	5	6	7
12. People in my life care about me.	1	2	3	4	5	6	7
13. Most days I feel a sense of accomplishment from what I do.	1	2	3	4	5	6	7
14. People I interact with on a daily basis tend to take my feelings into consideration.	1	2	3	4	5	6	7
15. In my life I do not get much of a chance to show how capable I am.	1	2	3	4	5	6	7
16. There are not many people that I am close to.	1	2	3	4	5	6	7
17. I feel like I can pretty much be myself in my daily situations.	1	2	3	4	5	6	7
18. The people I interact with regularly do not seem to like me much.	1	2	3	4	5	6	7
19. I often do not feel very capable.	1	2	3	4	5	6	7
20. There is not much opportunity for me to decide for myself how to do things in my daily life.	1	2	3	4	5	6	7
21. People are generally pretty friendly towards me.	1	2	3	4	5	6	7





**Appendix D****Author's Permission for Basic Psychological Need Satisfaction Scale - In General**

## Author's Permission for Basic Psychological Need Satisfaction Scale - In General






←    

**Permission For Basic Need Satisfaction Scale (General)** Inbox 

 **Zainab Ahmed** 12/15/2022  
Respected Professor, I am a student of Capital University of Science and Technology. I am doing a

---


 **Kelly Lemos** 12/16/2022  
to me, Shannon  

On behalf of Dr. Richard Ryan and the Center for Self-Determination Theory, you have our permission to use the SDT scales for your academic (non-commercial) purposes.

To access the SDT scales, go to: <https://selfdeterminationtheory.org/questionnaires/>

- 1- Select the scale you wish to use.
- 2- Click where it says “Please Log In to Download”
- 3- Here, you will need to “Register” (even if you’ve previously registered before) and enter your name and email and accept the terms and conditions.
- 4- Next you will need to check “I’m not a robot” and then Register.

If it says your email is already registered, try again and use a different email address or adapt your email address slightly and see if this works.

 **CSDT** | CENTER FOR SELF-DETERMINATION THEORY

## **Appendix E**

### **Frustration Discomfort Scale**

### Frustration Discomfort Scale

Listed below are a number of common thoughts and beliefs that people may have when they are distressed or frustrated. Please read each statement and decide how well this usually describes your own beliefs. Circle the number that best indicates the strength of this belief.

Absent = 1   Mild = 2   Moderate = 3   Strong = 4   Very Strong = 5

1. I need the easiest way around a problem; I can't stand making a hard time of it.	1	2	3	4	5
2. I can't stand having to wait for things I would like now.	1	2	3	4	5
3. I absolutely must be free of disturbing feelings as quickly as possible; I can't bear if they continue.	1	2	3	4	5
4. I can't stand being prevented from achieving my full potential.	1	2	3	4	5
5. I can't stand doing tasks that seem too difficult.	1	2	3	4	5
6. I can't stand it if people act against my wishes.	1	2	3	4	5
7. I can't bear to feel that I am losing my mind.	1	2	3	4	5
8. I can't bear the frustration of not achieving my goals.	1	2	3	4	5
9. I can't stand doing tasks when I'm not in the mood.	1	2	3	4	5
10. I can't bear it if other people stand in the way of what I want.	1	2	3	4	5
11. I can't bear to have certain thoughts.	1	2	3	4	5

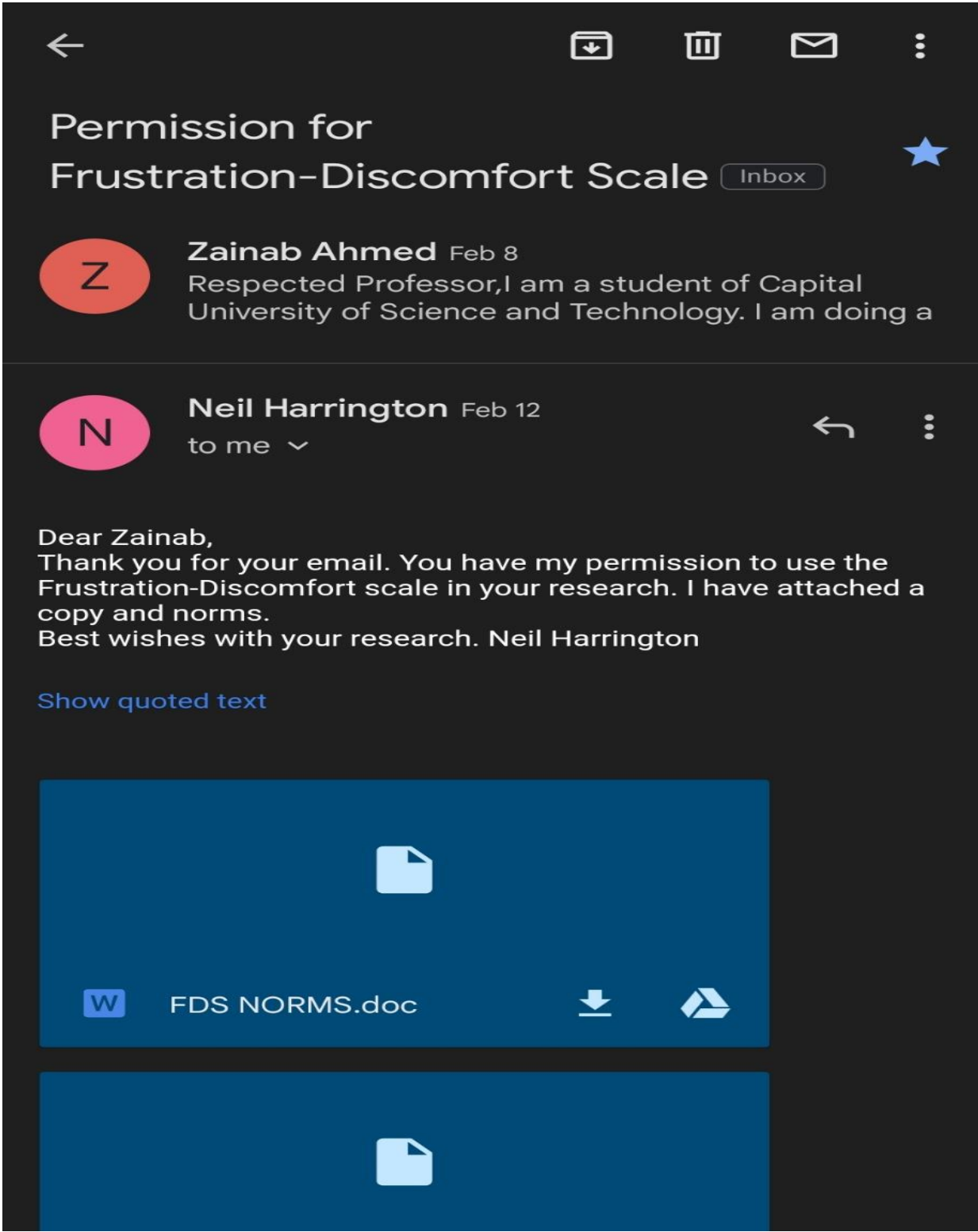
12. I can't tolerate lowering my standards even when it would be useful to do so.	1	2	3	4	5
13. I can't stand having to push myself at tasks.	1	2	3	4	5
14. I can't tolerate being taken for granted.	1	2	3	4	5
15. I can't stand situations where I might feel upset.	1	2	3	4	5
16. I can't bear to move on from work I'm not fully satisfied with.	1	2	3	4	5
17. I can't stand the hassle of having to do things right now.	1	2	3	4	5
18. I can't stand having to give into other people's demands.	1	2	3	4	5
19. I can't bear disturbing feelings.	1	2	3	4	5
20. I can't stand doing a job if I'm unable to do it well.	1	2	3	4	5
21. I can't stand doing things that involve a lot of hassle.	1	2	3	4	5
22. I can't stand having to change when others are at fault.	1	2	3	4	5
23. I can't get on with my life, or be happy, if things don't change.	1	2	3	4	5
24. I can't bear to feel that I'm not on top of my work.	1	2	3	4	5
25. I can't stand having to persist at unpleasant tasks.	1	2	3	4	5
26. I can't tolerate criticism especially when I know I'm right.	1	2	3	4	5

27. I can't stand to lose control of my feelings.	1	2	3	4	5
28. I can't tolerate any lapse in my self-discipline.	1	2	3	4	5

**Appendix F**

**Author's Permission for Frustration Discomfort Scale**

Author's Permission for Frustration Discomfort Scale





**Appendix G**  
**Psychological Well-being Scale**

### Psychological Well-being Scale

Circle the number that best describes your present agreement or disagreement with each statement.

1 = Strongly Disagree    2 = Disagree Somewhat    3 = Disagree Slightly    4 = Agree

Slightly    5 = Agree Somewhat    6 = Strongly Agree

1. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.	1	2	3	4	5	6
2. In general, I feel I am in charge of the situation in which I live.	1	2	3	4	5	6
3. I am not interested in activities that will expand my horizons.	1	2	3	4	5	6
4. Most people see me as loving and affectionate.	1	2	3	4	5	6
5. I live life one day at a time and don't really think about the future.	1	2	3	4	5	6
6. When I look at the story of my life, I am pleased with how things have turned out.	1	2	3	4	5	6
7. My decisions are not usually influenced by what everyone else is doing.	1	2	3	4	5	6
8. The demands of everyday life often get me down.	1	2	3	4	5	6

9. I think it is important to have new experiences that challenge how you think about yourself and the world.	1	2	3	4	5	6
10. Maintaining close relationships has been difficult and frustrating for me.	1	2	3	4	5	6
11. I have a sense of direction and purpose in life.	1	2	3	4	5	6
12. In general, I feel confident and positive about myself.	1	2	3	4	5	6
13. I tend to worry about what other people think of me.	1	2	3	4	5	6
14. I do not fit very well with the people and the community around me.	1	2	3	4	5	6
15. When I think about it, I haven't really improved much as a person over the years.	1	2	3	4	5	6
16. I often feel lonely because I have few close friends with whom to share my concerns.	1	2	3	4	5	6
17. My daily activities often seem trivial and unimportant to me.	1	2	3	4	5	6
18. I feel like many of the people I know have gotten more out of life than I have.	1	2	3	4	5	6

19. I tend to be influenced by people with strong opinions.	1	2	3	4	5	6
20. I am quite good at managing the many responsibilities of my daily life.	1	2	3	4	5	6
21. I have a sense that I have developed a lot as a person over time.	1	2	3	4	5	6
22. I enjoy personal and mutual conversations with family members or friends.	1	2	3	4	5	6
23. I don't have a good sense of what it is I'm trying to accomplish in life.	1	2	3	4	5	6
24. I like most aspects of my personality.	1	2	3	4	5	6
25. I have confidence in my opinions, even if they are contrary to the general consensus.	1	2	3	4	5	6
26. I often feel overwhelmed by my responsibilities.	1	2	3	4	5	6
27. I do not enjoy being in new situations that require me to change my old familiar ways of doing things.	1	2	3	4	5	6
28. People would describe me as a giving person, willing to share my time with others.	1	2	3	4	5	6

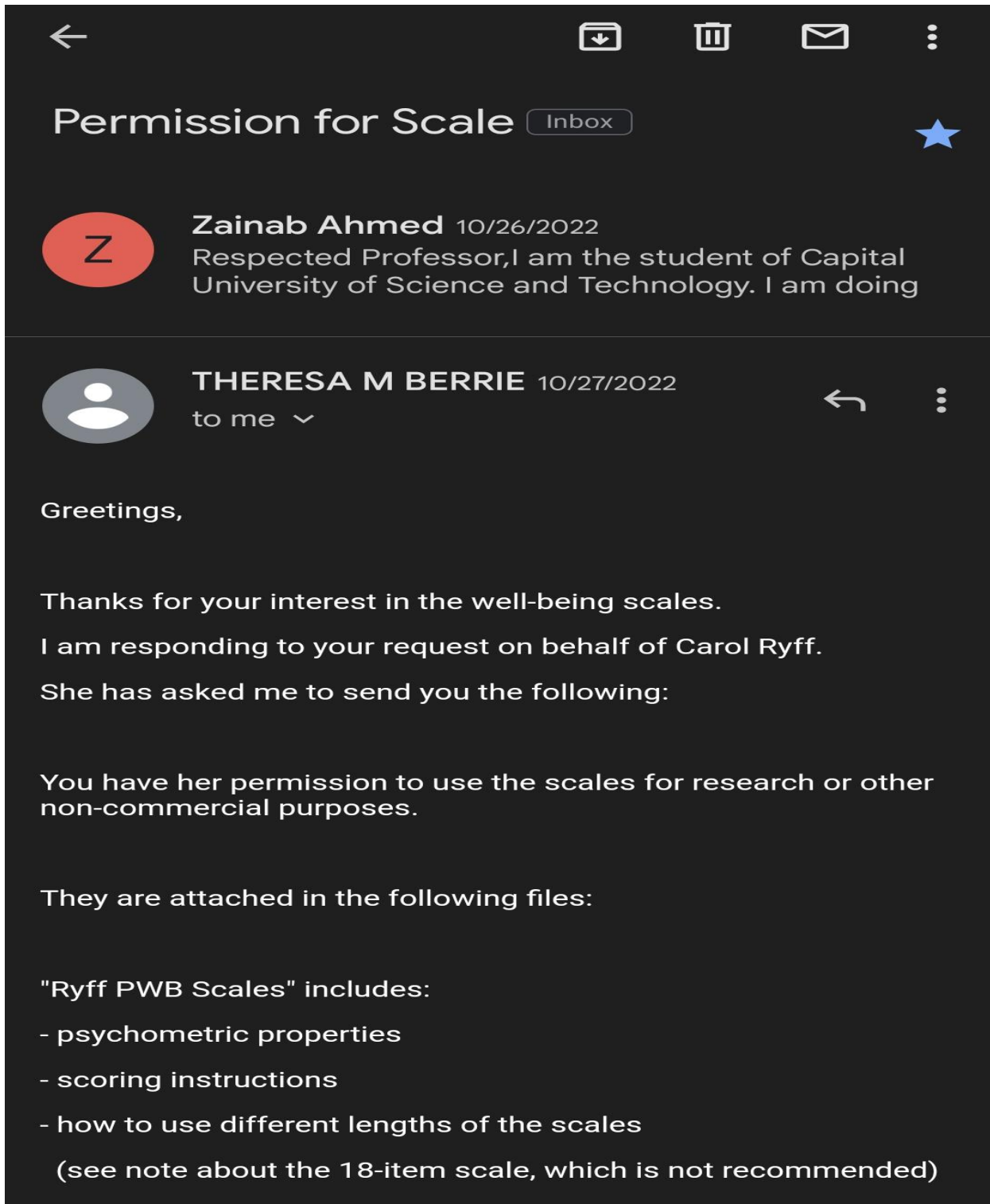
29. I enjoy making plans for the future and working to make them a reality.	1	2	3	4	5	6
30. In many ways, I feel disappointed about my achievements in life.	1	2	3	4	5	6
31. It's difficult for me to voice my own opinions on controversial matters.	1	2	3	4	5	6
32. I have difficulty arranging my life in a way that is satisfying to me.	1	2	3	4	5	6
33. For me, life has been a continuous process of learning, changing, and growth.	1	2	3	4	5	6
34. I have not experienced many warm and trusting relationships with others.	1	2	3	4	5	6
35. Some people wander aimlessly through life, but I am not one of them.	1	2	3	4	5	6
36. My attitude about myself is probably not as positive as most people feel about themselves.	1	2	3	4	5	6
37. I judge myself by what I think is important, not by the values of what others think is important.	1	2	3	4	5	6
38. I have been able to build a home and a lifestyle for myself that is much to my	1	2	3	4	5	6

liking.						
39. I gave up trying to make big improvements or changes in my life a long time ago.	1	2	3	4	5	6
40. I know that I can trust my friends, and they know they can trust me.	1	2	3	4	5	6
41. I sometimes feel as if I've done all there is to do in life.	1	2	3	4	5	6
42. When I compare myself to friends and acquaintances, it makes me feel good about who I am.	1	2	3	4	5	6


**Appendix H**


Author's Permission for Psychological Well-being Scale




## Author's Permission for Psychological Well-being Scale



The screenshot shows an email interface with a dark background. At the top, there is a navigation bar with icons for back, download, delete, mail, and a menu. Below this, the email title is "Permission for Scale" with an "Inbox" label and a blue star icon. The first email is from Zainab Ahmed, dated 10/26/2022, with a red circular profile picture containing a white 'Z'. The text of the email is partially visible: "Respected Professor, I am the student of Capital University of Science and Technology. I am doing". The second email is from Theresa M Berrie, dated 10/27/2022, with a grey circular profile picture containing a white person icon. The text of the email is: "Greetings, Thanks for your interest in the well-being scales. I am responding to your request on behalf of Carol Ryff. She has asked me to send you the following: You have her permission to use the scales for research or other non-commercial purposes. They are attached in the following files: 'Ryff PWB Scales' includes: - psychometric properties - scoring instructions - how to use different lengths of the scales (see note about the 18-item scale, which is not recommended)".

Permission for Scale Inbox 

 **Zainab Ahmed** 10/26/2022  
Respected Professor, I am the student of Capital University of Science and Technology. I am doing

 **THERESA M BERRIE** 10/27/2022  
to me  

Greetings,

Thanks for your interest in the well-being scales.  
I am responding to your request on behalf of Carol Ryff.  
She has asked me to send you the following:

You have her permission to use the scales for research or other non-commercial purposes.

They are attached in the following files:

"Ryff PWB Scales" includes:

- psychometric properties
- scoring instructions
- how to use different lengths of the scales  
(see note about the 18-item scale, which is not recommended)



**Appendix I**

**Support Letter for Data Collection**

## Support Letter for Data Collection



Capital University of Science and Technology  
Islamabad

Islamabad Expressway, Kahuta Road,  
Zone - V, Islamabad, Pakistan  
Telephone : +92-(51)-111-555-666  
              : +92-51-4486700  
Fax: : +92-(51)-4486705  
Email: : info@cust.edu.pk  
Website: : www.cust.edu.pk

Ref. CUST/IBD/PSY/Thesis-366  
February 14, 2023

### TO WHOM IT MAY CONCERN

Capital University of Science and Technology (CUST) is a federally chartered university. The university is authorized by the Federal Government to award degrees at Bachelor's, Master's and Doctorate level for a wide variety of programs.

**Ms. Zainab Ahmed**, registration number **BSP193033** is a bona fide student in BS Psychology program at this University from Fall 2019 till date. In partial fulfillment of the degree, she is conducting research on "Relationship between basic psychological needs, frustration-discomfort and psychological well-being among university students.". In this continuation, the student is required to collect data from your institute.

Considering the forgoing, kindly allow the student to collect the requisite data from your institute. Your cooperation in this regard will be highly appreciated.

Please feel free to contact undersigned, if you have any query in this regard.

Best Wishes,

**Dr. Sabahat Haqqani**  
Head, Department of Psychology  
Ph No. 111-555-666 Ext: 178  
sabahat.haqqani@cust.edu.pk

**Appendix J**  
**Plagiarism Report**

## Plagiarism Report

### report

#### ORIGINALITY REPORT

14%

SIMILARITY INDEX

7%

INTERNET SOURCES

9%

PUBLICATIONS

7%

STUDENT PAPERS

#### PRIMARY SOURCES

1

"Self-Determination Theory and Healthy Aging", Springer Science and Business Media LLC, 2020

Publication

1%

2

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1%

3

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Student Paper

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8

Submitted to University of Hertfordshire

Student Paper

<1%