

The Role of Value Orientation in Satisfaction of Basic Psychological Needs and Academic Adaptation of Students

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This study aims to clarify the role of value orientation in the satisfaction of basic needs and academic adaptation of students. It will allow us to set goals, which help to achieve psychological well-being. The study involved (N=390) students of pedagogical profiles of the university (35% men, 65% women), aged 17—22, average age 19,85, SD=3,17. The following methods were used in the study: A scale of satisfaction of basic needs (M.M. Johnston, S.J. Finney, 2010); a “Portrait value questionnaire” (S. Schwartz, 2012); a methodology for diagnosing academic adaptation (R.M. Shamionov, M.V. Grigorieva, E.S. Grinina, A.V. Sozonnik, 2022) and a questionnaire to establish socio-demographic characteristics. It is established that the preservation and openness values are positive predictors of satisfaction of basic psychological needs as an personal autonomy, competence and connection with others. The positive effect of preservation values and the negative effect of openness on variations in academic adaptation is mediated by satisfaction of basic needs for autonomy and competence, which respectively enhance or reduce these effects.

Keywords: values; satisfaction of basic psychological needs; academic adaptation.

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Роль ценностных ориентаций в академической адаптации студентов в связи с удовлетворенностью их потребностей в автономии, компетентности и связанности с другими

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Представлены результаты работы, направленной на выяснение роли ценностной направленности в удовлетворенности базовых потребностей и академической адаптации студентов. Полученные материалы проясняют цели, направленность на которые способствует достижению психологического благополучия обучающихся. В исследовании приняли участие студенты педагогических профилей университета (N=390, 35% мужчин, 65% женщины) в возрасте 17—22 лет, средний возраст — 19,85, SD=3,17. Используются следующие методики: Шкала удовлетворенности базовых потребностей (М.М. Johnston, S.J. Finney, 2010); «Портретный ценностный опросник» (Ш. Шварц, 2012); методика диагностики Академической адаптации (Р.М. Шамяионов, М.В. Григорьева, Е.С. Гринина, А.В. Созонник, 2022) и анкета на установление социально-демографических характеристик. Установлено, что ценности сохранения и открытости являются положительными предикторами удовлетворенности базовых психологических потребностей в автономии, компетентности и связанности с другими. Положительный эффект ценностей сохранения и отрицательный эффект ценностей открытости на вариации академической адаптации опосредованы удовлетворенностью базовых потребностей в автономии и компетентности, которые соответственно усиливают или снижают эти эффекты.

Ключевые слова: ценности; удовлетворенность базовых психологических потребностей; академическая адаптация.

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Introduction

Satisfaction of basic psychological needs (in autonomy, competence and relatedness) is the most important indicator of a person's psychological well-being [11; 23; 24]. Previously, it was found that all three basic psychological needs remain

important for maintaining a sense of well-being (social, emotional, psychological) throughout life [26]. There is evidence that values in general and role coherence of values (my values as a partner and as a friend) are associated with the experience of satisfaction of basic needs, and this re-

lationship is mediated by the clarity of the Self-concept of young people [27]. In other words, the stability of values (in different role situations) can be considered as the basis for the psychological well-being of an individual. On the other hand, satisfaction of basic needs (in the family) contributes to the choice of more authentic grounds for self-esteem [13] and is associated with academic motivation [17].

The value orientations of a person act as an important regulator of the activity and nature of a person's daily behavior. Therefore, the study of the contribution of individual values and groups of values (value orientation) to variations in satisfaction of basic needs allows us to assess not only the degree of value determination of satisfaction of basic needs and their consistency / inconsistency, but also the effects of socialization in terms of their impact on the subjective well-being of the individual.

In recent decades, the problem of value conditioning of human behavior has become very popular in sociological and psychological research. For a long time, value measurements have been carried out all over the world. It is believed that values are universal, although there are a number of objections regarding the universality and universality of values that are used for world measurements [3]. In addition, tools devoid of known "cultural" limitations are also beginning to appear, for example, to assess adherence to traditional values in their understanding, which exists in the subjective experience of a person [31]. In addition, researchers often question the ability of existing methods for assessing the values of an individual and a group to predict consistent behavior. Nevertheless, from the previously presented data, at least the Sh method. Schwartz's PVQ-RR predicted all variables of value-relevant behavior best [9], although it was found that different values predict behavior differently [28]. In our opinion, values, being appropriated in the

process of socialization as "guiding" ideas of life and behavior, included in the subjective system of representations, influence the "desired" strategy of life, which can be adjusted by various circumstances, but at the same time form a kind of criteria base for evaluating thoughts and ways of their implementation. However, the unification of life carries the risk of reducing cultural diversity and variability, and reduces the possibilities of creativity [6].

The values prevalent in a society change in accordance with changes in its life and depending on social, socio-economic and socio-political processes taking place not only within the boundaries of a particular culture, but also within the framework of the interactions of civilizations. Therefore, as the researchers note [1; 6; 10; 14], there were serious changes in the value orientations of various groups of the population over the past 30-40 years in Russia. The most serious changes are taking place in youth groups. So, O.A. Belobrykina and K.L.Lidin (2021) draw attention to the trends of changing collectivism to individualism, altruism to selfishness, stability and orderliness to dynamism and illusory freedom [1]. In Russian science, there is also a trend towards strengthening the liberal values of students [10], according to which there is a decrease in the importance of the values of family life, interesting work, public recognition, creativity and even self-confidence, and at the same time strengthening the values of freedom and life wisdom. These data are supported by studies of the values of success in life, according to which success is associated with values of a subjective and personal nature (mental state and personal success) and social significance (power and recognition) [12]. These data also indicated a certain strategy of "achieving" the success using egocentricity and power. Meanwhile, there are also data indicating that young people continue to focus on family, love, material

security, their hedonistic values, as well as the values of freedom, career, self-actualization take the second place [1; 18]. These values hardly correlate with those attributed to Russian civilization (beauty, generosity, mercy, kindness, spirituality, morality) [14].

Satisfaction of basic needs as an indicator of one's psychological well-being is associated with achievements in social life, professional activity, and education. However, according to our assumption, the versatile activity of students and its effectiveness depend on the satisfaction of basic needs and certain values. Obviously, certain values carry patterns of behavior fixed in culture that are most effective in terms of adaptation and self-realization of a person in appropriate conditions.

The definition of value predictors of satisfaction of basic psychological needs and academic adaptation of students will allow them to establish the goals, which contribute to the achievement of psychological well-being of young people in the educational system.

The purpose of the study is to determine the nature of the correlation between students' value orientations and satisfaction of their needs for autonomy, competence and their connection to the process of academic adaptation.

Hypothesis. The values of openness and preservation are significantly related to the satisfaction of basic needs and academic adaptation of students.

Research objectives: 1) identify the level indicators of values and basic needs; 2) identify the values that are most important for satisfying the basic needs of students; 3) establish the role of higher-order values (openness, preservation, self-overcoming and self-affirmation) in meeting the basic needs and academic adaptation of students.

Procedure, methods and techniques

390 students of pedagogical profiles of the university (35% men, 65% women),

age — 17—22 years, average age — 19.85, SD=3.17 were recruited for this study.

Methods. The survey method was used in the study. The following methods were applied: The scale of satisfaction of basic needs [25], adapted by us, was used to assess the degree of satisfaction of the need for autonomy, competence and connection. The questionnaire included 21 items, proportionally distributed on three scales. The Cronbach's alpha is 0.72 for the autonomy scale, 0.69 for the competence scale; 0.70 for connection. The scales demonstrated good psychometric indicators, were closely interrelated (correlation coefficients ranged from 50 to 70 at $p < 0.01$) and were previously used in studies [30]. To assess the severity of the significance of individual values and their groups, Schwartz's Portrait Value Questionnaire was used (2012) (PVQ-R2). The questionnaire included 57 items, each was rated from 1 to 6 points according to the degree of "similarity" with a person with a particular characteristic. The points of the questionnaire were distributed proportionally according to 19 scales-values, which were divided into 4 groups (self-overcoming, self-affirmation, preservation and openness to the world). To assess the degree of academic adaptation of students, the method of diagnosing academic adaptation was used (R.M. Shamionov, M.V. Grigorieva, E.S. Grinina, A.V. Sozonnik, 2022). The methodology included 44 items distributed on 7 scales: cognitive, emotional, motivational, psychophysiological, communicative and personal components and an integral scale of academic adaptation. The Cronbach's alpha for the integral scale is 0.81. A questionnaire was used to assess socio-demographic indicators.

Data processing methods. The primary data were processed using the IBM SPSS Statistics + PS IMAGO PRO statistical program, which included the IBM AMOS program for modeling, using structural equations. The study also used the method of

correlation analysis, the method of regression analysis (step method).

Results

Initially, we calculated descriptive statistics (Table 1). As can be seen from the results, the most pronounced indicators of values of loyalty to the group, self-affirmation in the group, as well as independence (freedom of expression and action). These values Sh. Schwartz [22] refers to two segments of the value circle (groups of values, orientations): openness to change and self-overcoming. The least

expressed values were the tradition and the power (an influence through the control of other people and material resources), as well as modesty as an insignificance of an individual.

The analysis of the contribution of specific values to variations in satisfaction of needs allowed us to see the differences in combinations of value determinants and quantitative indicators of the variance covered. It is necessary to take into account the joint determination of satisfaction of basic needs on the part of values located on opposite sides of the value circle, such as

Table 1
Descriptive statistics and correlation analysis of indicators (according to Pearson)

Parameters	M	SD	Autonomy	Competence	Connection
Independence, Thoughts	4,94	0,79	0,39**	0,29**	0,27**
Independence, Actions	4,99	0,81	0,42**	0,39**	0,30**
Stimulation	4,23	0,87	0,20**	0,24**	0,24**
Hedonism	4,65	0,89	0,19**	0,15**	0,33**
Achievement	4,53	0,85	0,28**	0,26**	0,26**
Power, Dominance	3,14	1,10	0,04	0,11*	0,03
Power, Resources	3,45	1,04	0,04	0,01	0,04
Reputation	4,53	0,95	0,15**	0,09	0,13*
Security Personal	4,60	0,83	0,19**	0,23**	0,25**
Security Social	4,80	0,99	0,29**	0,23**	0,26**
Tradition	3,55	1,24	0,20**	0,32**	0,24**
Conformity, Rules	4,08	1,02	0,17**	0,27**	0,16**
Conformity, Interpersonal	4,09	1,06	-0,03	0,012	0,14**
Modesty	3,82	0,89	-0,05	0,02	-0,01
Universalism, care for others	4,21	1,05	0,17**	0,22**	0,20**
Universalism, care for nature	4,74	1,02	0,09	0,11*	0,16**
Universalism, Tolerance	4,48	0,92	0,11*	0,13*	0,21**
Benevolence, Caring	5,13	0,83	0,27**	0,37**	0,38**
Benevolence, A sense of duty	5,03	0,83	0,31**	0,29**	0,35**
Autonomy needs	5,13	0,87	1	0,74**	0,61**
Competence needs	4,67	0,93	0,74**	1	0,60**
Connection needs	5,09	0,83	0,61**	0,60**	1
Academic adaptation	5,26	0,74	0,62**	0,67**	0,47**

independence and traditions while organizing students' social activity.

Table 2 shows that the main predictors of satisfaction of the need for autonomy are the values of preservation — support for traditions, public safety, interpersonal conformity (negative). Only one of the values, an independence in action, is its predictor.

Based on the beta coefficient (0.371) and R^2 (0.19), this value makes the greatest contribution to meeting the need for autonomy. These data indicated that in realizing the need for autonomy, the value of personal focus “outweighs” the values of social focus, which may indicate the individualistic mentality of students.

Satisfaction of the need for competence (Table. 3) it is explained by a set of values belonging to different sectors of the value circle: preservation (values of traditions, interpersonal conformity (negative)), self-affirmation (power over resources, success), self-overcoming (dedication to the

group (benevolence-care)) and openness to change (independence in actions).

Table 5 shows that satisfaction with the need for connection with others is conditioned by the values of loyalty to the group, hedonism, independence in actions, power over people (negatively) and modesty (negatively). It follows from these data that the desire to take care of others, moderate hedonism, independence and adherence to traditional values contribute to the realization of the need for relationships with others through activity in accordance with them, while the values of power over people and modesty, on the contrary, frustrate it.

As can be seen from Table 2—4, the value orientations (groups of values) “openness to change” (independence in actions) and “preservation” (tradition, conformity) are universal predictors for satisfaction of various psychological needs — in autonomy, competence and relatedness, despite the relatively small values of the coeffi-

Table 2

Predictors of satisfaction with the need for autonomy

Parameters	B	SD	β	t	p	ΔR^2
Constant	2,55	0,32		7,98	<0,001	
Self-direction Action	0,42	0,06	0,37	6,95	<0,001	0,19
Tradition	0,11	0,04	0,14	2,88	0,004	0,02
Conformity, Interpersonal	-0,12	0,04	-0,14	-2,77	0,006	0,01
Security Social	0,13	0,05	0,14	2,53	0,010	0,02
F=25,33; p<0,01; R ² =0,23						

Table 3

Predictors of satisfaction with the need for competence

Parameters	B	SD	β	t	p	ΔR^2
Constant	2,06	0,36		5,71	<0,001	
Benevolence —Care	0,27	0,07	0,23	4,02	<0,001	0,13
Tradition	0,20	0,04	0,25	4,94	<0,001	0,04
Self-direction Action	0,20	0,07	0,16	2,85	0,005	0,03
Conformity-Interpersonal	-0,18	0,05	-0,20	-3,87	<0,001	0,03
Power Resources	-0,16	0,05	-0,17	-3,07	0,002	0,01
Achievement	0,19	0,07	0,17	2,69	0,008	0,02
F=15,33 p<0,01; R ² =0,25						

Table 4

Predictors of satisfaction with the need for connectivity

Parameters	B	SD	β	t	p	ΔR^2
Constant	2,68	0,38		7,03	<0,001	
Benevolence, Care	0,18	0,06	0,17	2,89	0,004	0,13
Hedonism	0,22	0,06	0,22	3,88	<0,001	0,04
Tradition	0,14	0,04	0,20	3,73	<0,001	0,02
Independence, Action	0,14	0,06	0,13	2,31	0,022	0,01
Power Dominance	-0,10	0,04	-0,13	-2,45	0,015	0,01
Modesty	-0,10	0,05	-0,10	-2,05	0,041	0,01
F=15,33; p<0,01; R ² =0,21						

coefficients of determination (R^2) in regression equations (Tables 2—4).

Table 5 shows that the academic adaptation of students is associated with satisfaction of the need for autonomy and competence. At the same time, satisfaction of the need for competence makes a more significant contribution to the academic adaptation of students. The step-by-step model does not include satisfaction in connection with others due to the low indicator B and the high standard error index (respectively, the insignificant Student criterion).

To test the hypothesis about the direct and indirect effects (directions of connections and variables-moderators) of values on academic adaptation, we conducted structural equation modeling. The dimensions of the model show an acceptable result, all co-variances and variances of exogenous variables are statistically significant. The sample size in the analyzed case is sufficient (A.D. Nasledov, 2020). As can be seen from the figure, the most powerful

is the direct effect of satisfaction of needs for autonomy and competence on variations in academic adaptation. The contribution of values to adaptation is insignificant, but it is quite noticeable in terms of satisfaction of psychological needs. The cumulative contribution of values and satisfaction of basic needs in the variation of academic adaptation of students is 50%, which indicates a significant determination. The figure also shows that satisfaction of the need for connection with others does not have a direct effect on academic adaptation.

Discussion

The values of modern students do not only indicate their target orientation, but also work as a powerful regulator of students' behavior [9; 22], since the importance of values is associated with a lack of realization of certain needs [8, p. 148]. As a result of the study, it was found that young people have the most pronounced values of self-overcoming and openness to

Table 5

Satisfaction of basic needs as a predictor of students' academic adaptation

Parameters	B	SD	β	t	p
Constant	2,32	0,17		14,03	<0,001
Competence	0,37	0,04	0,46	8,55	<0,001
Autonomy	0,24	0,05	0,28	5,09	<0,001
F=180,232; p<0,01; R ² =0,48					

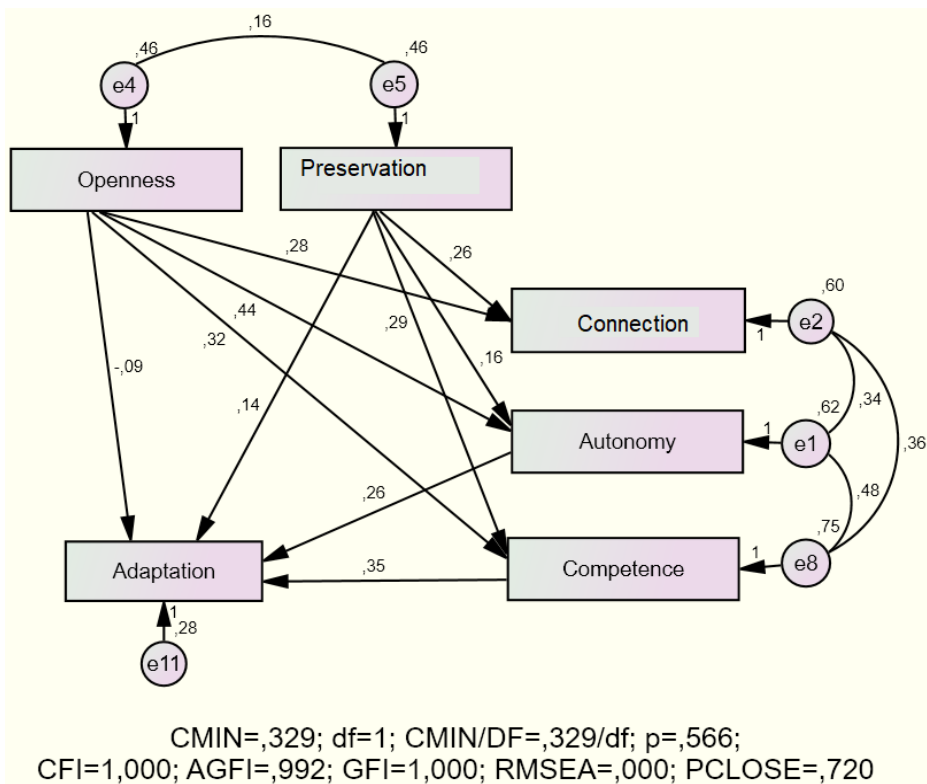


Fig. 1. The model of path analysis: Chi-squared (CMIN), degrees of freedom (df), comparative fit index (CFI), adjusted fit quality index (AGFI), fit quality index (GFI), standard error of approximation (RMSEA)

change, which correlates with the data obtained in the study by N.V. Murashenkova, V.V. Gritsenko and M.N. Efremenkova [15]. In addition, the values of safety and reputation demonstrate high importance. These data show in favor of the willingness of young people to change, but without risk, with a certain degree of security (both at the level of the individual and society as a whole), and at the same time, the values of overcoming one's own interests for the sake of others are of great importance. It would seem that the high importance of the group's interests corresponds to the peculiarities of the youth subculture, but the presence of a correlation with age ($r=0.173$; $p<0.01$) indicates a deeper inclu-

sion of this category of values in the lives of young people in future. Meanwhile, the least significant values of self-affirmation ($r=-0.118$; $p<0.05$) and preservation ($r=0.244$; $p<0.01$) also correlate with age. This suggests that self-affirmation values are significant for the younger part of the sample, and the importance of preservation values increases with age. Therefore, it is impossible to agree with the conclusion about the "liberalization" of students' values to the detriment of traditional values, made in the work of A.N. Kotlyarevich (2023) [10]. There is an obvious shift in the values of preservation and overcoming to later stages of socialization. At the same time, the trend towards the values of openness

to change is very pronounced in the youth sample in the province [20].

The importance of values representing an important (guiding) area of self-realization for young people is a factor of adaptation [5] and subjective well-being, including satisfaction of basic needs for autonomy, competence and connection with others [23]. However, different values have different effects on the satisfaction of basic needs and academic adaptation.

According to the theory of self-determination, the need for autonomy is characterized by the desire for independence, for actions in accordance with one's choices and one's personality as a whole. As a result of regression analysis, we have established a direct correlation between the value of independence in action (openness to change), which has the greatest power of determination, and support for traditions, public safety; as well as a reverse correlation between the value of interpersonal conformity and satisfaction of this need. In other words, the satisfaction of the need for students' autonomy is due to the importance of values that relate primarily to two opposite axes of the value circle (according to Sh. To Schwartz).

The regression analysis indicated the complexity of the value determination of satisfaction of the need for competence, since they cover values from very different areas: self-overcoming, preservation, and self-affirmation. Satisfaction of the need for effective solutions to the problems is associated with the value of dedication to the group, which, obviously, is perceived primarily as a support group. At the same time, the value of interpersonal conformity rather prevents this. In other words, only the importance of "one's own" group, but not in general humanity (avoiding harm to other people) is associated with satisfaction of this need. In addition, there is a connection between the value of traditions (positively) and power over resources (negatively),

which also relates to opposite poles (according to Schwartz). On the one hand, this indicates that the psychological well-being of young people is hindered by a focus on influence through control over resources, whether material or social, and is facilitated by adherence to traditional values. In the light of the research results of A.L. Temnitsky (2022) [19], according to which well-being is associated more with the activity side of self-affirmation, with work activity, and dedication, such a connection does not seem accidental: young people do not rely on control in solving their problems, but to a greater extent on the support of the group and following traditions. On the other hand, this need is related to loyalty to the group, but not conformity to the established rules in the group, which rather reflects the ambiguous cultural orientation towards individualism-collectivism in Russian society [29].

Finally, satisfaction of the need for connection with others is also associated with the value of loyalty to the group, independence in actions and the pursuit of pleasure. At the same time, the values of power over others and the recognition of the insignificance of an individual in life (modesty, which is obviously not welcome in group relationships) prevent the satisfaction of this need.

As can be seen from the presented results, in all three cases, the values of independence in actions and traditions are indispensable predictors of satisfaction of basic psychological needs. It would seem that being values of the opposite orientation, they would have to compete, but not in this case. Obviously, cultural, family and religious traditions remain important for satisfying the psychological needs of young people (in the pursuit of independence). Such a joint prediction of satisfaction of needs does not seem accidental to us, since freedom of action, being one of the most significant values, does not compete with the values of traditions, but is comple-

mented by them. The data obtained are partially consistent with the results of studies in which it was found that among modern students, the importance of values that ensure the stability of society, security, and the absence of chaos (traditional values) is associated with the importance of development, empowerment, self-realization, and transformation (values of openness) [2].

As a result of structural equation modeling, an empirically validated model was obtained. From this model it can be seen that the values of openness and preservation, belonging to the two opposite poles of the value circle, are crucial for the satisfaction of basic needs. This situation is not accidental at all, since the realization in life of aspirations for novelty, independence, changes, so pronounced in student youth [7], and traditional values — values of safety, adherence to norms and traditions — can create a significant area of psychological well-being of an individual. However, these values play a small but opposite role in shaping academic adaptation, which is obviously more sensitive to the values of preservation and following a certain pattern. These data are partially consistent with the results of research, which found that a high degree of adaptation is demonstrated, among other things, by students characterized by acceptance of norms, values, and requirements prevailing in the university and the study group [4].

The theoretical explanatory principle of these empirical results can be the principle of anisotropy [16] and the principle of diachrony [21], according to which the dynamic equilibrium in the personality system is ensured by the heterogeneity and diversity of changes occurring at different levels of its components.

Conclusion

Values are the regulators of human behavior. Their analysis is important from the point of view of determining the goals

through which one realizes himself in one direction or another. It follows from the results of the study that social activity, which is based on relevant values, contributes to achieving satisfaction of basic needs. On a psychological level, this means that striving for meaningful goals in students' daily lives is the basis of their satisfaction, on a socio-psychological level, that certain values turn out to be leading to the realization of activity outside the context of their expression. Obviously, it is precisely those values that we have established with the help of regression analysis that correspond to the norms and attitudes learned in the process of socialization of the individual, as ensuring a comfortable existence. Despite the declaration of the low importance of traditional values, they act as an immutable predictor of satisfaction of the basic needs of students, which indicates their real place in the regulation of social activity and behavior. In addition, this indicates the adequacy of behavior to the relevant norms learned in the process of socialization of the individual. Another conclusion is that the satisfaction of basic needs is associated with the heterogeneity of value determination. It is obvious that for each need there is its own set of different values, the changes of which, despite their involvement in some areas, provide activity, thanks to which one or another need is satisfied.

As a result of modeling by structural equations (the path model), the effects of satisfaction of psychological needs for competence and autonomy determining academic adaptation, directed links of values to academic adaptation (direct from the values of preservation and inverse from the values of openness) with insignificant effect and the moderating effect of satisfaction of the need for autonomy and competence of direct connection of values and academic adaptation are established. From the re-

sults obtained, it is impossible to talk about a direct causal correlation between values and academic adaptation. However, the role of certain values (openness and preservation) in variations of academic adaptation is more significant than others (self-overcoming and self-affirmation).

The practical conclusion from the results obtained is that the psychological well-being of students can be supported through inclusion in such forms of social activity that allow them to realize the values of openness to change and dedication to the group, but within the framework of traditional morality and following traditional attitudes. However, it should also be taken into account that social activity organized according to the principles of formal obligations and “following the course” is more likely to frustrate it.

Limitations. This study aims to establish

connections and their orientations and tests the supposed effects of values on satisfaction of basic needs and academic adaptation of students. Therefore, in subsequent studies, it is necessary to pay attention to the establishment not only of the characteristics of the value orientations of students with different levels of adaptation, but also to the degree of fulfillment of values in the learning process as the basis of psychological well-being and academic adaptation. In this study, it was found that satisfaction with the need for autonomy and competence is more significant than satisfaction with the need for connection with others, which also requires additional research on the socio-psychological determination of student adaptation. Finally, it is necessary to clarify whether satisfaction of psychological needs is a mediator between values and academic adaptation or not.

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