LEVEL OF STUDENTS' SATISFACTION OF NEEDS IN RELATION TO THEIR ACADEMIC PERFORMANCE

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Abstract

Multiple researches have attempted to determine whether there is any relationship between students' academic performance and their self-esteem. The study was anchored on the theory of Abraham Maslow's Hierarchy of Needs and aimed to analyze whether or not the student's satisfaction of needs had any effect on their academic achievement. A hypothesis was formulated that students with higher satisfaction of needs will have higher academic performance. A total of 201 participants were selected randomly from four colleges at the Central Philippine State University-Hinigaran campus. Out of the 201 participants, 89 were second year, 68 were third year, and 44 were fourth year level, having enrolled in the semester. In identifying the sample size, the researcher made use of Slovin's formula. Chi-Square was used in determining the significant relationship between a respondent's academic performance and the level of satisfaction with their needs. The self-made questionnaire was validated with 4.06 results. Results showed that there was in fact a significant relationship between a respondent's academic performance and the level of satisfaction with their needs. It was concluded from the results that students with higher satisfaction of needs had higher academic performance.

Keywords: Satisfaction of Needs; Academic Performance; and GWA.

Introduction

Several studies have been conducted to determine whether there is a link between students' academic performance and their need for satisfaction. Academic outcome is determined by a variety of factors, each of which necessitates a substantial amount of research. Personal elements may include: goals, specific motivations, a variety of methodologies, intelligence quotients or IQs, physical characteristics, behavioral characteristics, and mental or emotional conditions. All of these characteristics or qualities play a significant role in academic success, achievement, or failure. Feroz, 2018). Self-esteem is one of the most important factors influencing academic performance (Feroz, 2018). [1]). According to Pourshafeyi H's 1991 [2] research, there is a positive and significant relationship between self-esteem and academic standing. The findings of Banafshe and colleagues' research also revealed a positive significant correlation and a strong relationship between participants' self-esteem and academic standing in their respective studies [3]. Maslow (1943) stated that individuals must first satisfy lower level deficit needs before moving on to higher level growth needs. However, he later clarified that satisfying a need is not an "all-or-nothing" phenomenon, admitting that his earlier statements may have given "the false impression that a need must be satisfied 100 percent before the next need emerges" (1987, p. 69). When a deficit need is more or less satisfied, it fades away, and our activities become habitually directed toward meeting the next set of needs that we have yet to meet. These then become our most pressing requirements. Growth needs, on the other hand, continue to be felt and may even become stronger once they have been addressed. [4]

Review of Related Literature

A large number of additional researches have likewise found a beneficial association between self-esteem and academic performance. Lane looked at the relationship between self-efficacy, self-esteem, past performance levels, other accomplishments, and, most importantly, academic outcomes in a group of 205 postgraduate students. At the start of the study, which would last 15 weeks, subjects were given scales evaluating past successes, self-esteem, and self-efficacy. To assure their success, each student's average grade or score from the modules studied was taken into account. A positive association between self-esteem and academic performance was found in multiple regression results [5]. A study was done with the goal of analyzing self-esteem and its possible relationship to university students' academic achievement. According to the findings of a study involving 370 pupils, students of both genders have a high level of self-esteem. Male students, on the

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other hand, scored higher on the self-esteem scale than female students (t = -2/12, p 0.05) [6]. In high school pupils, Mohammad emphasizes the link between self-esteem and academic success. A total of 100 students from Qaemshahr schools were given the scales. There was a substantial (p 0.01) positive link between self-worth and academic success, according to the findings. The findings suggest that self-esteem is a strong predictor of academic success, with students with high self-esteem performing better than students with low self-esteem [7]. Another study looked at the relationship between students' motivation for achievement, self-worth, locus of control, and academic achievement at a Nigerian institution. The purpose was to see how these numerous and different variables influenced university students' academic performance. The study included 1355 men and women from the university's student body. Self-esteem is favorably connected with academic success, according to the results of multiple regression analysis. According to the collected mental and sociological data, a lack of motivation for achievement and low self-esteem lead to a lack of interest in better academic performance and make one unable to positively and effectively contribute to global and even national development and advancement [8,9]. A study comparing adolescent students in England and the United States was conducted to see if there was a link between self-esteem and academic ability. A total of 86 North American teenage males and females, as well as 86 British adolescent males and females, provided statistical and qualitative data. The results demonstrated that a decline in self-worth was linked to multiple indicators of academic achievement in later years in both samples [9]. Zimmerman discovers and investigates essential pathways by which pupils can self-regulate their academic learning to some extent in a research study he did. The goal of this study was to see if there was a link between academic achievement and self-worth, anxiety, pessimism, and optimism. A total of 400 students from Kuwait's Basic Education College, both male and female, were included in the sample. Academic achievement had a positive and substantial relationship with both self-esteem and optimism, while academic achievement had negative relationships with both pessimism and anxiety [10].

The following hypothesis was constructed based on past research in the domain: higher needs satisfaction will be associated with higher and more positive academic performance.

Materials and Method
A stratified random sample of 404 students from various colleges on the Central Philippines State University-Hinigaran campus was chosen. Using Slovin's Formula, a total sample of 201 participants from 2nd to 4th year students was chosen as the population size of the study. These students volunteered for the study and claimed to be truthful in their responses. The samples were chosen from the Colleges of Teacher Education, Computer Studies, Hotel and Management, and Criminal Justice Education.

The procedures enumerated below were used to carry out this study. The researchers wrote a letter to the Campus Administrator of Central Philippine State University Hinigaran Campus for approval. Respondents were asked to provide their GWA, which would be used as the sampling frame. The questionnaire was divided into three parts: part I is the respondents' year level profile, part II is their level of satisfaction with their needs, and part III is their grades in the second semester of the school year 2018-2019. The researchers personally explained how to complete the instrument and personally administered it to the respondents to ensure 100% retrieval of the instrument. Data were collected, tabulated, and analyzed in order to respond to a specific statement of the problem.

In identifying the sample size, the researchers made use of Slovin' Formula:

Year Level	Population (N)	Percentage (%)	Sample Size (n)
Second Year	180	44%	89
Third Year	136	34%	68
Fourth Year	88	22%	44
Sub-Total	404	100%	201

A stratified random sampling was used to identify the sample per strata as basis for administering the test.

Validity and Reliability of the Instrument
For the quantitative probe in this study, a self-created questionnaire was used to describe the variables' characteristics. The self-created questionnaire was validated by jurors; the result of the validation was 4.06, implying that the questionnaires were valid. Furthermore, the rating scale to be used for the instrument's validity was based on Carter V. Good and Douglas F. Scates' criteria. The questionnaire was given to 30 first-year students at Central Philippine State University-Hinigaran Campus for the reliability test. The reliability test scores were 0.631224, 0.743718, 0.671058, and 0.816091, in that order.

Results of The Study

Table 1: Profile The Respondents

PROFILE	FREQUENCY	PERCENT
Year Level		
2nd Year	89	44.3
3rd Year	68	33.8
4th Year	44	21.9
TOTAL	**201**	**100.0**

Table 1 illustrates the respondent profile when grouped by year level. The majority of respondents (44.3 percent of the total population) were in their second year.

Table 2: Level of Satisfaction of Needs

Satisfaction of needs	Mean	Std. Deviation	Interpretation
Physiological Needs	3.6493	.67090	High Level
Safety and Security Needs	4.0846	.65407	High Level
Love and Belonging Needs	4.3433	.64154	Very High Level
Esteem Needs	4.2376	.66877	Very High Level

Scale:
4.21-5.00 (Very High Level)
3.41-4.20 (High Level)
2.61-3.40 (Moderate Level)
1.81-2.60 (Low Level)
1.00-1.80 (Very Low Level)

Table 2 illustrates that Physiological Needs had a mean of 3.6493 with a standard deviation of .67090, Safety and Security Needs had a mean of 4.084 with a standard deviation of .65407, Love and Belonging Needs had a mean of 4.3433 with a standard deviation of .64154, and Esteem Needs had a mean of 4.2376 with a standard deviation of .66877, all of which were regarded as Very High Level.

Table 3: Significant Difference on The Level of Student's Satisfaction of Needs According to Their Year Level

Year and Satisfaction of Needs	Mean	F-Test	Significant	Interpretation	Decision
Physiological Needs					
2nd Year	3.6573	.032	.968	Not Significant	Failed to
3rd Year	3.6324				Reject Ho
4th Year	3.6591				
Safety and Security Needs					
2nd Year	4.0337	.656	.520	Not Significant	Failed to
3rd Year	4.0956				Reject Ho
4th Year	4.1705				
Love and Belonging Needs					
2nd Year	4.2697	3.239	.041	Significant	Reject Ho
3rd Year	4.3015				
4th Year	4.5568				
Esteem Needs					
2nd Year	4.1404	5.325	.006	Significant	Reject Ho
3rd Year	4.2794				
4th Year	4.5341				

Table 3 illustrates that student satisfaction varies significantly depending on their year level. Physiological needs with an F-test computed value of.032 and a significance value of.968 were interpreted as not significant, safety and security needs with a.656 f-test computed value and a.520 significance value were interpreted as not significant, love and belonging needs with a.041 significance value were interpreted as significant, and self-esteem needs were interpreted as significant.

Table 4: Significant Relationship Between Respondent's The Level of Needs Satisfaction and Academic Performance

	Chi-Square Computed	p-value	Interpretation	Decision
Physiological Needs and Academic Performance (Person Chi-Square)	6.709	.568	Not Significant	Failed to Reject Ho
Safety and Security Needs and Academic Performance (Person Chi-Square)	15.257	.054	Significant	Reject Ho
Love and Belonging Needs and Academic Performance (Person Chi-Square)	4.537	.806	Not Significant	Failed to Reject Ho
Self-Esteem Needs and Academic Performance (Person Chi-Square)	4.025	.855	Not Significant	Failed to Reject Ho

Table 4 reveals that the physiological needs, love and belonging needs, self-esteem needs, and academic achievement of the students had no significant association. In physiological needs and academic performance, the Chi-Square computed value is 6.709 with a p-value of.568, in love and belonging needs and academic performance it is 4.537 with a p-value of.806, and in self-esteem needs and academic performance it is 4.025 with a p-value of.855, all of which are not significant. On the other hand, there was a correlation between students' safety and security requirements and their academic performance. The Chi-Square calculated value for safety and security demands and academic performance is 15.257, with a significant p-value of.054.

Discussion

The current study was conducted to investigate if there is any relationship between students' satisfaction of needs and their academic performance. Based on a literature review, the following hypothesis was constructed: higher satisfaction of needs will be associated with positive academic performance. The study's findings revealed a positive and significant association between academic achievement and safety and security needs, although there were negative correlations between academic achievement and both physiological, love and belonging, and self-esteem needs. Likewise, student satisfaction varies significantly depending on their year level. It implies that that self-esteem is a strong predictor of academic success, with students with high self-esteem performing better than students with low self-esteem. Lack of motivation for achievement and low self-esteem lead to a lack of interest in better academic performance and make one unable to positively and effectively contribute to global and even national development and advancement.

Conclusion

After a review of relevant literature, it was hypothesized that higher levels of need satisfaction were correlated with positive academic performance. In light of the foregoing, a total of 201 respondents from four colleges at Central Philippines State University-Hinigaran campus were surveyed. Significant numbers of respondents with higher levels of need satisfaction also had higher academic achievement scores, according to statistical data. Students who reported higher levels of satisfaction with their needs were more likely to demonstrate higher academic achievement or performance in other universities and colleges in the region, which inspired the current study. Finally, the test results supported up the hypothesis that better needs satisfaction was associated with excellent academic performance.

Recommendations

The following recommendations were made based on the findings and conclusion of this study. To improve academic performance, school administrators and teachers may strengthen the discussion about the value of student satisfaction and its relation to one's academic life. Guidance and counseling is important specifically on career preparation of college students as they move to next academic year. Students must learn to manage their emotions and be aware of and restrict their behavior in relation to their learning outcome at all times. It is significant to reaffirm the findings to determine if they held true for Central Philippines State University students as well as other

universities across the country. The researcher recommends conducting the same study but should be assessed by the teachers teaching performance as factor of students' needs satisfaction. Other researchers may do a similar study to learn more about which specific areas the hierarchy of needs has a significant impact on mental health or in psycho-emotional of college students

Conflicts of Interest

The authors declares there are no significant competing financial, professional, or personal interests that might have influenced the performance or presentation of the work described in this manuscript. The study involves only human participants who volunteered for this study and informed consent was obtained from them.

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