

The Basic Psychological Need Satisfaction and Frustration Scale (BPNSFS)

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Content table

1.	Description	5
1.1	Theoretical background	5
1.2	Historical overview	5
2.	Use.....	14
2.1.	Order	14
2.2.	Scoring procedures.....	14
2.3.	Adaptations and contact persons	14
2.4.	Terms of use	16
3.	Questionnaires	18
3.1.	BPNSFS - general	18
3.1.1.	Dutch version	18
3.1.1.1.	Adults	18
3.1.1.2.	Adults with intellectual disability	21
3.1.1.3.	Children	23
3.1.2.	English version.....	25
3.1.2.1.	Adults	25
3.1.2.2.	Children	27
3.1.3.	Chinese version	29
3.1.4.	Spanish version	31
3.1.4.1.	Adults	31
3.1.4.2.	Children	33
3.1.5.	Portuguese version	35
3.1.6.	Japanese version	37
3.1.7.	German version	40
3.1.7.1.	Adults	40
3.1.7.2.	Children	42
3.1.8.	Italian version	44
3.1.9.	Turkish version	46
3.1.10.	Hebrew version	48
3.1.11.	French version	50
3.1.12.	Serbian version	52
3.1.13.	Polish version	54

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

3.1.14.	Arabic version	56
3.1.15.	Norwegian version	58
3.2.	BPNSFS-Domain-specific measures.....	60
3.2.1.	English version.....	60
3.2.1.1.	Training.....	60
3.2.1.2.	Astronauts	62
3.2.1.3.	Work	64
3.2.1.4.	Work	66
3.2.2.	Dutch version	68
3.2.2.1.	Physical education.....	68
3.2.2.2.	Training.....	70
3.2.2.3.	Vignette/Situation	72
3.2.2.4.	Romantic relationships.....	74
3.2.2.5.	School (students).....	76
3.2.2.6.	School (teachers).....	78
3.2.2.7.	Sport	80
3.2.2.8.	Sportcoach.....	82
3.2.2.9.	Work	84
3.2.2.10.	Retrospective	86
3.2.2.11.	Sibling relationship	88
3.2.3.	German version	90
3.2.3.1.	Physical exercise and Education	90
3.2.3.1.1.	Adults	90
3.2.3.1.2.	Children	92
3.2.4.	Estonian version	94
3.2.4.1.	Physical education.....	94
3.2.4.2.	Leisure time	96
3.2.5.	Portuguese version	98
3.2.5.1.	Physical exercise.....	98
3.2.5.2.	Exercise instructors	100
3.2.6.	Persian version	102
3.2.6.1.	Physical education.....	102
3.2.7.	Hebrew version	104
3.2.7.1.	Motherhood	104
3.2.8.	French version	106

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

3.2.8.1.	Vignette/situation	106
3.2.9.	Spanish version	108
3.2.9.1.	Elementary school students.....	108
3.2.10.	Norwegian version	109
3.2.10.1.	Work	109
3.3.	BPNSFS - Diary measures	111
3.3.1.	English version.....	111
3.3.1.1.	Adults	111
3.3.1.2.	Romantic partners.....	113
3.3.1.3.	Children	114
3.3.2.	Dutch version	116
3.3.2.1.	Adults	116
3.3.2.2.	Romantic partners.....	118
3.3.2.3.	Children	119
3.3.2.4.	Mother and child interaction	120
4.	References.....	122
5.	Appendix	124

1. Description

1.1 Theoretical background

Within *Basic Psychological Need Theory*, the satisfaction of the psychological needs for autonomy, competence and relatedness are said to represent essential nutrients of growth (Deci & Ryan, 2000; Ryan & Deci, 2017). To the extent experience a sense of volition and psychological freedom (i.e., autonomy), a sense of effectiveness and mastery (i.e., competence) and a sense of intimacy and connection with important others (i.e., relatedness), their psychological well-being and health should be enhanced. Over the past few years, it has become increasingly clear that the absence of psychological need satisfaction does not by definition imply its frustration (Bartholomew, Ntoumanis, Ryan, Thøgersen-Ntoumani, 2011; Ryan & Deci, 2017; Vansteenkiste & Ryan, 2013). Psychological need frustration involves more than the mere deprivation of one's needs. For instance, although an employee may not feel a strong bond with his coworkers on a particular day, this does not necessarily imply he feels isolated and excluded, being indicative of relatedness frustration. Similarly, although a child may at school not feel particularly interested and volitionally engaged in a learning task, it does not imply the child is acting against its own will, with the latter being indicative of autonomy need frustration. Finally, an athlete may struggle with effectively carrying out a new technique and experience little competence, but that does not mean the athlete would by definition feel like a failure. Note though that the presence of need frustration does imply low need satisfaction (Vansteenkiste & Ryan, 2013). That is, when individuals feel isolated, pressured and conflict and as a failure, their psychological needs will not be satisfied. Given this asymmetrical relation between need satisfaction and need frustration (Vansteenkiste & Ryan, 2013), a moderate negative relationship between both can be theoretically expected.

To capture both the satisfaction and the frustration component, a new scale, that is, the Basic Psychological Need Satisfaction and Frustration Scale (BPNSFS; Chen, Vansteenkiste, et al., 2015), was developed, which includes a balanced combination of satisfaction and frustration items. Various studies (see below) have provided evidence for the distinction between need satisfaction and need frustration. Further, congruent with theorizing, psychological need satisfaction was found to play a critical role in individuals' growth and well-being, whereas need frustration was especially predictive of individuals' problem behavior and psychopathology (Ryan & Deci, 2000; Vansteenkiste & Ryan, 2013).

1.2 Historical overview

The BPNSFS has been successfully used in a number of publications among (a) both Western and non-Western populations, (b) both elementary school children and adults, (c) making use of correlational (either cross-sectional or diary) and experimental designs and (d) studying need dynamics at both the general, domain-specific (e.g., physical education, relationships, training) and situational level (Vallerand, 1997).

In what follows, a historical overview is provided of previous studies that made use of the BPNSFS. The overview is selective because the number of studies making use of the BPNSFS is rapidly growing. A schematic overview of this body of work can be found in Table 1.

- (1) The original scale was formally validated in four culturally diverse samples located across the world, that is, Peru, China, Belgium, and the US (Chen, Vansteenkiste, et al., 2015; Study 2). During item development, we made sure that the items conveyed the same meaning across four languages. Through a series of exploratory and confirmatory factor analyses a broader set of items (i.e., 42 items; see Appendix) was reduced to 24, with each need being assessed via eight items, four of which tapping into need satisfaction and four of which tapping into need frustration. Chen, Vansteenkiste et al. (2015) formally tested whether the items carried a similar meaning via a multi-group CFA, thereby providing evidence for the measurement equivalence of the retained set. Further, while need satisfaction was found to relate primarily to life satisfaction and vitality, need frustration yielded a positive relation with depressive symptoms. These associations appeared robust across the different included nations and were not moderated by individuals' desire to get these needs met neither by the valuation of these needs. Thus, even those who explicitly report not to desire getting their psychological needs met or devalued them all together benefitted from its satisfaction. While the scale was originally developed in four different languages (i.e., Spanish, Chinese, Dutch, and English), the scale has been successfully translated into a variety of other languages (e.g., German, Georgian, Italian, Lithuanian), with several of these translated scales being successfully validated (e.g., Portuguese, Cordeiro et al., 2016; Japanese, Nishimura & Suzuki, 2016).
- (2) Given that other needs have also been proposed in the literature that may impact on individuals' well-being, Chen, Van Assche, Vansteenkiste, Soenens and Beyers (2015) examined the unique contribution of the three SDT-based needs in the prediction of well-being after taking into account individuals' level of experienced physical safety. That is, in a sample of poor Chinese migrant workers suffering from financial insecurity and in a sample of South-African students suffering from environmental insecurity, they found the satisfaction of the psychological needs for autonomy, competence, and relatedness to be uniquely associated with individuals' well-being above and beyond the contribution of security/safety. Moreover, the effects of psychological need satisfaction were not moderated by individuals' experienced security, suggesting that even those who feel physically unsafe benefit from psychological need satisfaction.
- (3) Moving beyond well-being as an outcome, Campbell, Vansteenkiste et al. (2015) demonstrated in a Dutch- convenience sample of adults that need satisfaction contributed positively to better day time functioning and better sleep quality over the past month. Need satisfaction could also account for the salutary effect of mindfulness on sleep quality and the detrimental effect of financial worries on sleep quality.
- (4) Haerens, Aelterman, Vansteenkiste, Soenens, and Van Petegem (2015) validated the first domain-specific measure of the scale in the context of physical education (PE) in a sample of Dutch speaking adolescents. They found that whereas perceived autonomy-supportive teaching was conducive to autonomous motivation for PE through experiences of need satisfaction, perceived controlling teaching related to controlled motivation and amotivation for PE through experiences of need frustration. Thus, much like Campbell et al. (2015), they provided evidence for the explanatory (i.e., mediating) role of need satisfaction and need frustration, this time between the perceived social environment and motivational outcomes.
- (5) Because the BPNSFS was originally used among university students and adults, Van der Kaap-Deeder, Vansteenkiste, Soenens, Loeys, Mabbe, and Gargurevich (2015) developed a more simplified version of the scale and provided evidence for the validity of the scale in a much younger sample. Specifically, in a sample elementary school-age children, they found that the mother-child similarity in experienced need satisfaction could be explained by the extent to which children perceived their mothers to be autonomy-supportive (although this was only the case for the

younger siblings). To the extent that children themselves experienced greater need satisfaction, they were more likely to adopt an autonomy-supportive approach towards their siblings, suggesting that dynamics of need satisfaction may promote adaptive interactions among family members. In the context of this study, a more simplified version of the BPNFS was used such that children could also fill out the measure. The reliability of a composite score of need satisfaction appears to be satisfying.

- (6) Using an experimental design, Van Petegem, Soenens, Vansteenkiste, and Beyers (2015; Study 4) showed that adolescents who read a hypothetical vignette, in which the parents formulated a specific request in a controlling, neutral, or autonomy-supportive way, experienced more autonomy need frustration, which, in turn, elicited more state reactance. Van Petegem, Zimmer-Gembeck et al. (2017) built on this work by making use of a state measure that tapped into the satisfaction versus frustration of all three psychological needs. These studies thus provided evidence for the assessment of need satisfaction and frustration at the situational (instead of the domain or general) level.
- (7) Further, collecting data in a sample of pregnant women, Brenning, Soenens, and Vansteenkiste (2015) reported that need satisfaction versus frustration related to better relational satisfaction and vitality as well as less depressive symptoms.
- (8) Next, Aelterman, Vansteenkiste, Van Keer, and Haerens (2016) showed that need satisfaction plays an energizing role in promoting teachers' shift in physical education teacher beliefs during a training. That is, to the extent teacher felt their psychological needs got satisfied during the teacher training, they became increasingly convinced that the offered autonomy-supportive and structuring strategies were feasible and effective, two beliefs which predicted their intentions to apply the offered strategies. Need satisfaction also yielded a direct positive contribution to the intention to teach in a more autonomy-supportive and structuring way above and beyond the change in held beliefs. This study provided evidence for the validity of need satisfaction at the situational level, as the items assessed PE tapped into experiences of need satisfaction and need frustration .
- (9) Vanhee, Lemmens and Verhofstadt (2016) adapted the BPNSFS to yet another context, that is, romantic realtions. They showed that both need satisfaction and frustration contributed to relationship satisfaction in individuals who were involved in a committed heterosexual relationship. Need satisfaction appeared to be the strongest predictor for relationship satisfaction for both men and women.
- (10) In a subsequent series of studies, the BPNSFS was adapted to a diary format. Specifically, in two series of diary studies, the day-to-day variation in need satisfaction and associated parenting practices were examined, both in a sample of parents (Mabbe, Soenens, Vansteenkiste, Van der Kaap-Deeder, & Mouratidis, 2018) as well as elementary school children (Van der Kaap-Deeder, Vansteenkiste, Soenens, & Mabbe, 2017). Specifically, Mabbe et al. (2018) reported that daily variation in parents' experienced need satisfaction and need frustration related to changes in daily variation in, respectively, autonomy-supportive and psychologically controlling parenting. Van der Kaap-Deeder, Vansteenkiste, Soenens, and Mabbe (2017) found that daily variation in experienced teacher, sibling, and parent autonomy support related primarily to daily variation in children's need satisfaction and well-being, while daily variation in experienced teacher, sibling, and parent psychological control related primarily to daily variation in children's need frustration and ill-being. In these studies, a shortened 12-item version of the BPNSFS was used.
- (11) Continuing the diary research program, Kindt, Vansteenkiste, Loeys, and Goubert (2016) examined the daily variation in relationship-based (instead of general) need satisfaction and

frustration in a sample of chronic pain couples. In this study, a shortened 6-item version of the BPNSFS was used and adapted for a relational context. They found that partners' autonomous motives for providing help related to improvements in partners and patients' affective, relational and help-specific functioning, which was accounted for by improvements in partners and patients' daily relationship-based need satisfaction.

- (12) Campbell, Vansteenkiste, Beyers and Soenens (2018) adopted for the first time a longitudinal design to study shifts in need satisfaction and need frustration as adolescents entered and moved out of a stressful period (i.e., exams). They found that need frustration peaked during exams, while need satisfaction was most elevated during the post-exam period. Moreover, changes in need satisfaction and need frustration across time related to changes in perceived stress, which, in turn, related to changes in sleep quantity, sleep quality and daytime dysfunctioning.
- (13) Interestingly, an adapted version of the BPNSFS was developed and tested in a group of adults with mild to borderline intellectual disability (MBID). Results indicated an adequate factorial structure of the BPNSFS-ID, comprising the satisfaction and frustration of each of the three needs (Frielink, Schuengel, & Embregts, 2019).
- (14) Finally, Campbell, Vansteenkiste et al. (2019) provided evidence for the critical role of need-based experiences among HIV-patients. Elevated need frustration was predictive of poorer sleep, which, in turn, could (partially) account for the salutary role of need satisfaction in the prediction of physical and mental well-being.

Table 1

Overview of the Number of Participants, Demographic Characteristics, Level, Language and Outcomes/Antecedents for each Study

Reference	N	Sample	Gender distribution (M= % male)	Age	Design	Level	Scoring procedure	Language	Outcomes Antecedents
(1) Chen, Vansteenkiste et al. (2015) - Study 1	683= (a) 324; (b) 359	(a) Chinese and (b) Belgian adolescents	(a) M= 49.1% (b) M= 13.3%	(a) M= 16.41; (b) M= 17.87	Cross-sectional	General	Need satisfaction Need frustration Separate needs	Dutch, Chinese	Life satisfaction, vitality, depressive symptoms
Chen, Vansteenkiste et al. (2015) - Study 2	1051= (a) 298; (b) 309; (c) 200; (d) 244	University students from (a) USA, (b) China, (c) Belgium, (d) Peru	(a) M= 35%; (b) M= 19%; (c) M= 41%; (d) M= 13%	(a) M= 19.41; (b) M= 19.79; (c) M= 20.15; (d) M= 20.87	Cross-sectional	General	Need satisfaction Need frustration Separate needs	Dutch, Chinese, Spanish, English	Life satisfaction, vitality, depressive symptoms
Cordeiro et al. (2016) - Study 1	417	Undergraduate students	M= 41%	M = 20.41	Cross-sectional	General	Need satisfaction Need frustration Separate needs	Portuguese	/
Cordeiro et al., (2016) – Study 2	T1 = 755; T2 = 462	12 th grade students	(T1) M=39.7%; (T2) M=39.8%	(T1) M=17.36; (T2) M = 17.12	Longitudinal	General	Need satisfaction Need frustration Separate needs	Portuguese	Well-being; Ill-being
Nishimura & Suzuki (2016)	564	Undergraduate students	M= 63.12%	M= 18.61	Cross-Sectional	General	Need satisfaction Need	Japanese	Life satisfaction, vitality, depression, personality traits

Reference	N	Sample	Gender distribution (M= % male)	Age	Design	Level	Scoring procedure	Language	Outcomes Antecedents
							frustration Separate Needs		
(2) Chen, Van Assche et al. (2015) – Study 1	224	South African young adults	M = 54%	M = 24.13	Cross-sectional	General	Need satisfaction Separate needs	English	Life satisfaction, vitality, self-acceptance, depressive symptoms
Chen, Van Assche et al. (2015) – Study 2	357	Migrant workers	M = 48%	M = 40.08	Cross-sectional	General	Need satisfaction Separate needs	Chinese	Life satisfaction, vitality, self-acceptance, depressive symptoms
(3) Campbell, Vansteenkiste ..., and Vogelaers (2015)	215	Healthy individuals	M = 39%	M = 31	Cross-sectional	General	Need satisfaction Need frustration	Dutch	Sleep quantity and quality, daytime dysfunction
(4) Haerens, Aelterman, Vansteenkiste, Soenens, & Van Petegem (2015)	499	Secondary school students	M = 44%	M = 15.77	Cross-sectional	Domain-specific	Need satisfaction Need frustration	Dutch	PE motivation; oppositional defiance
(5) Van der Kaap-Deeder, Vansteenkiste, Soenens et al. (2015)	154	M = 8.54 and 10.38)	M = 45%	Mothers and 2 children	Cross-sectional	General	Need satisfaction Need frustration	Dutch	Autonomy-supportive parenting

	Reference	N	Sample	Gender distribution (M= % male)	Age	Design	Level	Scoring procedure	Language	Outcomes Antecedents
(6)	Van Petegem, Soenens, Vansteenkiste, & Beyers (2015, Study 4)	289	Adolescents	M = 49%	M =	Experimental	Situation-specific	Need Frustration	Dutch	Reactance Proneness; Study behavior
	Van Petegem, Zimmer-Gembeck et al. (2017, Study 1)	176	Healthy adolescents	M = 45%	M = 15.7	Cross-sectional	Situation-specific	Need satisfaction Need frustration	Dutch	Coping
	Van Petegem, Zimmer-Gembeck et al. (2017, Study 2)	127	Healthy adolescents	M = 40.2%	M = 12 y at time 1	Longitudinal	Situation-specific	Need satisfaction Need frustration	Dutch	Coping
(7)	Brenning, Soenens, & Vansteenkiste (2015)	208	Pregnant women	M = 0%	M = 28.32	Cross-sectional	General	Need satisfaction Need frustration	Dutch	Relationship satisfaction, vitality, depressive symptoms
(8)	Aelterman, Vansteenkiste, Van Keer, & Haerens (2016)	80	PE teachers	M = 57.5%	M = 42.70	Prospective design	Domain-specific	Need satisfaction	Dutch	Autonomy support and structure (beliefs, intentions, self-reported application)
(9)	Vanhee, Lemmens and Verhofstadt (2016)	372	Healthy individuals	M = 37.9%	M = 38.70 and 31.16	Cross-sectional	Domain-specific	Need satisfaction Need frustration	Dutch	Relationship satisfaction

Reference	N	Sample	Gender distribution (M= % male)	Age	Design	Level	Scoring procedure	Language	Outcomes Antecedents
Separate needs									
(10) Mabbe, Soenens, Vansteenkiste, Van der Kaap-Deeder, & Mouratidis (2018)	195	Parents	M = 50%	M = 45 and 47	Diary study	Diary	Need satisfaction Need frustration	Dutch	Daily autonomy-support and psychologically controlling parenting
Van der Kaap-Deeder et al. (2017)	154 families; 308 children	Siblings	M = 45%	M = 8.54 and 10.38	Diary study	Diary	Need satisfaction Need frustration	Dutch	Daily positive and negative affect
(11) Kindt, Vansteenkiste, Loeys, & Goubert (2016)	70 couples	Chronic pain patients and partners	M = 24.5 % (patients)	M = 54.71 and 55.14	Diary study	Diary	Need satisfaction Need frustration	Dutch	Daily affective (e.g., positive affect), relational (e.g., conflict) and help-specific (e.g., exhaustion) functioning
(12) Campbell, Vansteenkiste, Beyers, & Soenens (2018)	121	Healthy adolescents	M = 22%	M = 21.69	Longitudinal	General	Need satisfaction Need frustration	Dutch	Stress, fatigue, sleep quality and quantity
(13) Frielink, Schuengel, & Embregts (2019)	186	Individuals with intellectual disability	M = 59.14%	M = 40.3	Cross-sectional	General	Need satisfaction Need frustration Separate needs	Dutch	Self-determination, loneliness, general self-efficacy

	Reference	N	Sample	Gender distribution (M= % male)	Age	Design	Level	Scoring procedure	Language	Outcomes Antecedents
(14)	Campbell, Vansteenkiste, & Mariman (2019)	101	People living with HIV	M = 84%	M = 45.48	Cross- sectional	General	Need satisfaction versus frustration	Dutch	Sleep quality, sleep quantity, mental and physical well- being, mindfulness

2. Use

2.1. Order

The items tapping into the six facets of need satisfaction and frustration can best be mixed. Some of versions in this document already present the items in a mixed order, but when this is not the case, it is recommended to mix the items.

2.2. Scoring procedures

The different subscales of the BPNSFS can be used in different ways. Both empirical and theoretical arguments can be considered to decide upon which scales to use. First, some scholars have limited themselves to using a composite score contrasting need satisfaction and need frustration in a single index (e.g., Brenning et al., 2015; Campbell et al., 2015; Van der Kaap-Deeder et al., 2015). Second, to shed light on the unique contribution of need satisfaction and need frustration, composite scores of both have been created and they have been inserted as unique predictors of individuals' motivational functioning and well-being (e.g., Haerens et al., 2015; Kindt et al., 2016). Third, on other occasions, scholars were interested in examining the unique contribution of all three needs and, as a result, they created composite scores for autonomy, competence, and relatedness, thereby combining the need satisfaction and reversed need frustration items of each separate need (e.g., Chen, Van Assche et al., 2015). Finally, some authors have combined two or more of these approaches, thereby proceeding in a stepwise fashion. For instance, after having demonstrated the critical role of overall need frustration and overall need satisfaction for, respectively, ill-being and well-being (cfr. Option 2), they proceeded by looking at the unique contribution of the separate need frustrations in the prediction of ill-being and of the separate need satisfactions in the prediction of well-being (Chen, Vansteenkiste et al., 2015). Overall, we suggest that a combination of theoretical and empirical arguments may lead one to choose the one method above the other.

2.3. Adaptations and contact persons

Several adaptations are available and these adaptations have in most cases been subjected to rigorous validity and reliability testing. Specifically, the following adaptations are now available of the original scale, as published in Chen, Vansteenkiste et al. (2015):

- (a) Language: the general scale is available in Dutch, English, Chinese, Spanish, Portuguese, Japanese, French, Italian, Polish, Portuguese, Serbian, Turkish, Hebrew, German, and Arabic.
- (b) Age: both a child and an adolescent/adult version is available
- (c) Domain: the scale has been adapted to the domains of physical education, romantic relationships, training, astronauts, work, vignette/situation, school (students and teachers), sport, sportcoach, physical exercise, exercise instructors, motherhood, mother and child interaction, leisure time, and retrospection. Additionally, several diary versions are available.
- (d) Clinical status: the scale has been used among adults with intellectual disabilities, chronic pain patients, and individuals diagnosed with HIV.

To streamline the referencing to these various adaptations, the abbreviation 'BPNSFS' can be followed by a specification of the adaptations, such as 'BPNSFS-general', 'BPNSFS-physical education' and 'BPNSFS-diary'.

With regard to the different translations of the general scale, we encourage scholars to first contact the contact person of this translated version before employing the scale. Information concerning the contact person for each translation can be found in the table below.

Table 2

Overview of the Contact Persons and their Contact Information with respect to the Translations of the General Scale

Version	Name of contact person	Email address of contact person
BPNSNFS - general		
Dutch version		
<i>Adults</i>	Maarten Vansteenkiste	Maarten.Vansteenkiste@UGent.be
<i>Adults with intellectual disability</i>	Noud Frielink	N.Frielink@tilburguniversity.edu
<i>Children</i>	Jolene van der Kaap-Deeder	Jolene.van.der.Kaap-Deeder@ntnu.no
English version		
<i>Adults</i>	Maarten Vansteenkiste	Maarten.Vansteenkiste@UGent.be
<i>Children</i>	Jolene van der Kaap-Deeder	Jolene.van.der.Kaap-Deeder@ntnu.no
Chinese version		
	Maarten Vansteenkiste	Maarten.Vansteenkiste@UGent.be
Spanish version		
<i>Adults</i>	Lennia Matos	Lenniamatos@gmail.com
<i>Children</i>	Ana Rodríguez-Meirinhos	Anameirinhos@us.es
Portuguese version		
	Pedro Cordeiro	Pedrcordeiro@gmail.com
Japanese version		
	Takuma Nishimura	nishimu@p.u-tokyo.ac.jp
German version		
<i>Adults</i>	Andreas Heissel	Andreas.Heissel@uni-potsdam.de
<i>Children</i>	Andreas Heissel	Andreas.Heissel@uni-potsdam.de
Italian version		
	Francesca Liga	Ligaf@unime.it
Turkish version		
	Thanasis Mouratidis	Thanasis.Mouratidis@gmail.com
Hebrew version		
	Moti Benita	Benitamoti@edu.haifa.ac.il
French version		
	Basilie Chevrier	basilie.chevrier@univ-amu.fr
Serbian version		
	Dušana Šakan	dusanasarcevic@gmail.com
Polish version		
	Michał Szulawski	mszulawski@aps.edu.pl
	Beata Kuźma	bkuzma1@swps.edu.pl
	Katarzyna Cantarero	kcantarero@swps.edu.pl
Arabic version		
	Kashef Zayed	kashefz@squ.edu.om
BPNSNFS – domain-specific measures		
English version		
<i>Training</i>	Nathalie Aelterman	Nathalie.Aelterman@UGent.be
<i>Astronauts</i>	Sophie Goemaere	Sophie.Goemaere@UGent.be
<i>Work</i>	Patricia Schultz	Patricia.Schultz@rochester.edu
<i>Work</i>	Anja Olafsen	anja.olafsen@usn.no
Dutch version		
<i>Physical education</i>	Leen Haerens	Leen.Haerens@UGent.be
<i>Training</i>	Nathalie Aelterman	Nathalie.Aelterman@UGent.be
<i>Vignette/Situation</i>	Stijn Van Petegem	Stijn.VanPetegem@unil.ch
<i>Romantic relationships</i>	Gaëlle Vanhee	Gaëlle.Vanhee@UGent.be
<i>School (students)</i>	Beatrijs Vandenkerckhove	Beatrijs.Vandenkerckhove@UGent.be
<i>School (teachers)</i>	Nathalie Aelterman	Nathalie.Aelterman@UGent.be
<i>Sport</i>	Jochen Delrue	delruejochen@gmail.com
<i>Sportcoach</i>	Jochen Delrue	delruejochen@gmail.com

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

<i>Work</i>	Nathalie Aelterman	Nathalie.Aelterman@UGent.be
<i>Retrospective</i>	Jolene van der Kaap-Deeder	Jolene.van.der.Kaap-Deeder@ntnu.no
German version		
<i>Physical exercise and education</i>		
<i>Adults</i>	Andreas Heissel	Andreas.Heissel@uni-potsdam.de
<i>Children</i>	Andreas Heissel	Andreas.Heissel@uni-potsdam.de
Estonian version		
<i>Physical education</i>	Henri Tilga	Henri.Tilga@ut.ee
<i>Leisure time</i>	Henri Tilga	Henri.Tilga@ut.ee
Portuguese version		
<i>Physical exercise</i>	Filipe Rodrigues	ptfiliperodrigues@gmail.com
<i>Exercise instructors</i>	Filipe Rodrigues	ptfiliperodrigues@gmail.com
Persian version		
<i>Physical education</i>	Behzad Behzadnia	behzadniaa@gmail.com
Hebrew version		
<i>Motherhood</i>	Idit Katz	katzid@bgu.ac.il
French version		
<i>Vignette/Situation</i>	Stijn Van Petegem Grégoire Zimmermann	Stijn.VanPetegem@unil.ch Grégoire.Zimmermann@unil.ch
Spanish version		
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Norwegian version		
<i>Work</i>	Anja Olafsen	anja.olafsen@usn.no
BPNSNFS - diary measures		
English version		
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<i>Children</i>	Jolene van der Kaap-Deeder	Jolene.van.der.Kaap-Deeder@ntnu.no
Dutch version		
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2.4. Terms of use

Academic use. Scholars are free to use the scales that are presented in this document. If you wish to adapt the scale to a specific situation or translate the scale in your own language, we would like to be informed on this (please e-mail Jolene.van.der.Kaap-Deeder@ntnu.no and Maarten.Vansteenkiste@ugent.be) such that we can possibly help out and further update this document as new versions get developed and tested. We only plan to add new adaptations of the scale to this document on a moment a formal document (i.e., a manuscript) is written up. Yet, it may well be the case that we have already a particular language version or adaptation available that you may be looking for. Additionally, if you have further questions about a specific version of the scale, you can

contact the contact person of that version (see Table 2). If you are unable to reach this contact person, you can send an e-mail to Maarten.Vansteenkiste@ugent.be.

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3. Questionnaires

3.1. BPNSFS - general

3.1.1. Dutch version

3.1.1.1. Adults

Hieronder willen we meten welke specifieke gevoelens je momenteel ervaart. Je kan een score toekennen van 1 ('helemaal niet akkoord') tot 5 ('helemaal akkoord') om aan te geven in welke mate een bepaald gevoel op dit moment van je leven van toepassing is.

	1	2	3	4	5
	Helemaal niet waar				Helemaal waar
1. Ik heb een gevoel van keuze en vrijheid in de dingen die ik onderneem.	1	2	3	4	5
2. De meeste dingen die ik doe voelen aan alsof 'het moet'.	1	2	3	4	5
3. Ik voel dat de mensen waar ik om geef, ook geven om mij.	1	2	3	4	5
4. Ik voel me uitgesloten uit de groep waar ik bij wil horen.	1	2	3	4	5
5. Ik heb er vertrouwen in dat ik dingen goed kan doen.	1	2	3	4	5
6. Ik heb ernstige twijfels over de vraag of ik de dingen wel goed kan doen.	1	2	3	4	5
7. Ik voel dat mijn beslissingen weerspiegelen wat ik echt wil.	1	2	3	4	5
8. Ik voel me gedwongen om veel dingen te doen waar ik zelf niet voor zou kiezen.	1	2	3	4	5
9. Ik voel me verbonden met mensen die om mij geven en waar ik ook om geef.	1	2	3	4	5
10. Ik voel dat mensen die belangrijk voor me zijn koud en afstandelijk zijn tegen mij.	1	2	3	4	5
11. Ik voel me bekwaam in wat ik doe.	1	2	3	4	5
12. Ik voel me teleurgesteld in veel van mijn prestaties.	1	2	3	4	5
13. Ik voel dat mijn keuzes weergeven wie ik werkelijk ben.	1	2	3	4	5
14. Ik voel me verplicht om te veel dingen te doen.	1	2	3	4	5

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

15.	Ik voel me nauw verbonden met andere mensen die belangrijk voor me zijn.	1	2	3	4	5
16.	Ik heb de indruk dat mensen waarmee ik tijd doorbreng een hekel aan me hebben.	1	2	3	4	5
17.	Ik voel me in staat om mijn doelen te bereiken.	1	2	3	4	5
18.	Ik voel me onzeker over mijn vaardigheden.	1	2	3	4	5
19.	Ik voel dat wat ik tot nu toe gedaan heb me oprecht interesseert.	1	2	3	4	5
20.	Mijn dagelijkse activiteiten voelen als een aaneenschakeling van verplichtingen.	1	2	3	4	5
21.	Ik heb een warm gevoel bij mensen waarmee ik tijd doorbreng.	1	2	3	4	5
22.	Ik voel dat de relaties die ik heb slechts oppervlakkig zijn.	1	2	3	4	5
23.	Ik voel dat ik moeilijke taken met succes kan voltooien.	1	2	3	4	5
24.	Ik voel me als een mislukking omwille van de fouten die ik maak.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19

Autonomy frustration: items 2, 8, 14, 20

Relatedness satisfaction: items 3, 9, 15, 21

Relatedness frustration: items 4, 10, 16, 22

Competence satisfaction: items 5, 11, 17, 23

Competence frustration: items 6, 12, 18, 24

Supportive references:

Chen, B., Vansteenkiste, M., Beyers, W., Boone, L., Deci, E. L., Van der Kaap-Deeder, J., Duriez, B. Lens, W., Matos, L., Mouratidis, A., Ryan, R. M., Sheldon, K. M., Soenens, B., Van Petegem, S., & Verstuyf, J. (2015). Basic psychological need satisfaction, need frustration, and need strength across four cultures. *Motivation and Emotion*, 39, 216-236.

Campbell, R., Vansteenkiste, M., Delesie, L. M., Mariman, A. N., Soenens, B., Tobbach, E., Van der Kaap-Deeder, J., & Vogelaers, D. (2015). Examining the role of psychological need satisfaction in sleep: A Self-Determination Theory perspective. *Personality and Individual Differences*, 77, 199-204.

Van der Kaap-Deeder, J., Vansteenkiste, M., Soenens, S., Loeys, T., Mabbe, E., & Gargurevich, R. (2015). Autonomy-supportive parenting and autonomy-supportive sibling interactions: The role of

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

mothers' and siblings' psychological need satisfaction. *Personality and Social Psychology Bulletin*, 41, 1590-1604.

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3.1.1.2. Adults with intellectual disability

Deze vragen gaan over uw leven. Geef aan of u het eens bent of niet met de onderstaande stellingen. U hebt de volgende antwoordmogelijkheden:

1	2	3	4	5
Helemaal niet	Niet	Neutraal	wel	Helemaal waar

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1. | In mijn leven kan ik doen en laten wat ik wil. | 1 | 2 | 3 | 4 | 5 |
| 2. | In mijn level voel ik me buitengesloten door de mensen waar ik bij wil horen. | 1 | 2 | 3 | 4 | 5 |
| 3. | In mijn level vind ik dat ik dingen goed kan doen. | 1 | 2 | 3 | 4 | 5 |
| 4. | In mijn leven vind ik dat ik vooral dingen doe omdat het 'moet'. | 1 | 2 | 3 | 4 | 5 |
| 5. | In mijn leven geven de mensen om wie ik geef ook om mij. | 1 | 2 | 3 | 4 | 5 |
| 6. | In mijn leven twijfel ik of ik de dingen wel goed doe. | 1 | 2 | 3 | 4 | 5 |
| 7. | In mijn leven vind ik dat ik kan kiezen wat ik zelf echt wil. | 1 | 2 | 3 | 4 | 5 |
| 8. | Belangrijke mensen in mijn leven houden mij op een afstand. | 1 | 2 | 3 | 4 | 5 |
| 9. | In mijn leven vind ik dat ik goed ben in wat ik doe. | 1 | 2 | 3 | 4 | 5 |
| 10. | In mijn leven moet ik dingen doen die ik eigenlijk niet wil. | 1 | 2 | 3 | 4 | 5 |
| 11. | In mijn leven voel ik een band met de mensen die om mij geven. | 1 | 2 | 3 | 4 | 5 |
| 12. | In mijn leven ben ik teleurgesteld in de resultaten van wat ik doe. | 1 | 2 | 3 | 4 | 5 |
| 13. | In mijn leven voel ik dat de keuzes die ik maak echt bij mij passen. | 1 | 2 | 3 | 4 | 5 |
| 14. | In mijn leven heb ik het idee dat mensen waarmee ik tijd doorbreng een hekel aan me hebben. | 1 | 2 | 3 | 4 | 5 |
| 15. | In mijn leven heb ik het gevoel dat ik mijn doelen kan bereiken. | 1 | 2 | 3 | 4 | 5 |
| 16. | In mijn leven vind ik dat ik teveel dingen moet doen. | 1 | 2 | 3 | 4 | 5 |

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

17.	In mijn leven ervaar ik een goede band met mensen die belangrijk voor me zijn.	1	2	3	4	5
18.	In mijn leven voel ik me onzeker over de dingen die ik doe.	1	2	3	4	5
19.	In mijn leven vind ik de dingen die ik doe altijd boeiend.	1	2	3	4	5
20.	De relaties in mijn leven gaan nooit diep.	1	2	3	4	5
21.	Moeilijke taken in mijn leven kan ik goed voltooien.	1	2	3	4	5
22.	Mijn dagelijks leven bestaat alleen maar uit verplichte activiteiten.	1	2	3	4	5
23.	In mijn leven heb ik een warm gevoel bij mensen die belangrijk voor me zijn.	1	2	3	4	5
24.	In mijn leven voel ik me als een mislukkeling door de fouten die ik maak	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19
Autonomy frustration = items 4, 10, 16, 22
Relatedness satisfaction = items 5, 11, 17, 23
Relatedness frustration = items 2, 8, 14, 20
Competence satisfaction = items 3, 9, 15, 21
Competence frustration = items 6, 12, 18, 24

Supportive references:

Deze vragenlijst werd gebruikt door Frielink, Schuengel en Embregts (2019). In de studie werd evidentie gevonden voor de validiteit en betrouwbaarheid van deze vragenlijst bij mensen met een lichte verstandelijke beperking.

Frielink, N., Schuengel, C., & Embregts, P. J. C. M. (2019). Psychometric properties of the Basic Psychological Need Satisfaction and Frustration Scale – Intellectual Disability (BPNSFS-ID). *European Journal of Psychological Assessment*, 35, 37-45.

Contact person:

Noud Frielink; N.Frielink@tilburguniversity.edu.

3.1.1.3. Children

De volgende vragen gaan over hoe je je in het algemeen voelt. Omcirkel één vakje, namelijk dat vakje dat het best past bij wat jij over het algemeen denkt of voelt. Er zijn steeds 5 mogelijke antwoorden.

1	2	3	4	5
Helemaal niet waar				Helemaal waar
1. Ik voel me vrij in de dingen die ik doe.				
2. De meeste dingen die ik doe, voelen aan alsof 'het moet'.				
3. De mensen die ik leuk vind, vinden mij ook leuk.				
4. Ik voel me uitgesloten uit de groep waar ik bij wil horen.				
5. Ik kan dingen goed doen.				
6. Ik twijfel vaak of ik goed ben in dingen.				
7. Wat ik doe, is echt wat ik wil doen.				
8. Ik voel me gedwongen om veel dingen te doen die ik eigenlijk niet wil doen.				
9. Ik voel me dicht bij mensen waar ik om geef.				
10. Ik voel dat mensen die belangrijk voor me zijn onvriendelijk zijn tegen mij.				
11. Ik ben goed in wat ik doe.				
12. Ik voel me teleurgesteld in veel dingen die ik doe.				
13. Wat ik kies om te doen, past bij wat ik zelf wil.				
14. Ik voel me verplicht om te veel dingen te doen.				
15. Ik heb een warme band met mensen die belangrijk voor me zijn.				
16. De mensen waarmee ik omga hebben een hekel aan me.				
17. Ik kan mijn doelen bereiken.				
18. Ik voel me onzeker over wat ik kan.				
19. Wat ik doe, vind ik echt interessant.				
20. Wat ik elke dag doe, doe ik omdat het moet.				
21. Ik heb een warm gevoel bij mensen waarmee ik omga.				

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

22. Ik voel dat de banden die ik heb met mensen snel verloren zullen gaan.	1	2	3	4	5
23. Ik ben goed in moeilijkere taken.	1	2	3	4	5
24. Ik voel me soms een mislukking door de fouten die ik maak.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19

Autonomy frustration: items 2, 8, 14, 20

Relatedness satisfaction: items 3, 9, 15, 21

Relatedness frustration: items 4, 10, 16, 22

Competence satisfaction: items 5, 11, 17, 23

Competence frustration: items 6, 12, 18, 24

Supportive reference:

Van der Kaap-Deeder, J., Vansteenkiste, M., Soenens, S., Loeys, T., Mabbe, E., & Gargurevich, R. (2015). Autonomy-supportive parenting and autonomy-supportive sibling interactions: The role of mothers' and siblings' psychological need satisfaction. *Personality and Social Psychology Bulletin*, 41, 1590-1604.

Contact person:

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3.1.2. English version**3.1.2.1. Adults**

Below, we ask you about the kind of experiences you actually have in your life. Please read each of the following items carefully. You can choose from 1 to 5 to indicate the degree to which the statement is true for you at this point in your life.

	1	2	3	4	5
	Not true at all				Completely true
1. I feel a sense of choice and freedom in the things I undertake.	1	2	3	4	5
2. Most of the things I do feel like "I have to".	1	2	3	4	5
3. I feel that the people I care about also care about me.	1	2	3	4	5
4. I feel excluded from the group I want to belong to.	1	2	3	4	5
5. I feel confident that I can do things well.	1	2	3	4	5
6. I have serious doubts about whether I can do things well.	1	2	3	4	5
7. I feel that my decisions reflect what I really want.	1	2	3	4	5
8. I feel forced to do many things I wouldn't choose to do.	1	2	3	4	5
9. I feel connected with people who care for me, and for whom I care.	1	2	3	4	5
10. I feel that people who are important to me are cold and distant towards me.	1	2	3	4	5
11. I feel capable at what I do.	1	2	3	4	5
12. I feel disappointed with many of my performances.	1	2	3	4	5
13. I feel my choices express who I really am.	1	2	3	4	5
14. I feel pressured to do too many things.	1	2	3	4	5
15. I feel close and connected with other people who are important to me.	1	2	3	4	5
16. I have the impression that people I spend time with dislike me.	1	2	3	4	5

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

17.	I feel competent to achieve my goals.	1	2	3	4	5
18.	I feel insecure about my abilities.	1	2	3	4	5
19.	I feel I have been doing what really interests me.	1	2	3	4	5
20.	My daily activities feel like a chain of obligations.	1	2	3	4	5
21.	I experience a warm feeling with the people I spend time with.	1	2	3	4	5
22.	I feel the relationships I have are just superficial.	1	2	3	4	5
23.	I feel I can successfully complete difficult tasks.	1	2	3	4	5
24.	I feel like a failure because of the mistakes I make.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19

Autonomy frustration: items 2, 8, 14, 20

Relatedness satisfaction: items 3, 9, 15, 21

Relatedness frustration: items 4, 10, 16, 22

Competence satisfaction: items 5, 11, 17, 23

Competence frustration: items 6, 12, 18, 24

Supportive references:

Chen, B., Van Assche, J., Vansteenkiste, M., Soenens, B. & Beyers, W. (2015). Does psychological need satisfaction matter when environmental or financial safety are at risk? *Journal of Happiness Studies*, 16, 745-766.

Chen, B., Vansteenkiste, M., Beyers, W., Boone, L., Deci, E. L., Van der Kaap-Deeder, J., Duriez, B. Lens, W., Matos, L., Mouratidis, A., Ryan, R. M., Sheldon, K. M., Soenens, B., Van Petegem, S., & Verstuyf, J. (2015). Basic psychological need satisfaction, need frustration, and need strength across four cultures. *Motivation and Emotion*, 39, 216-236.

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3.1.2.2. Children

The following questions deal with how you feel *in general*. Please circle one number, namely that number that fits best with what you think or feel in general. For each question there are five possible answers.

1	2	3	4	5
Completely not true				Completely true
1. I feel free to choose which activities I do.				
2. Most of the things I do, I do because I have to.				
3. The people that I like, also like me.				
4. I feel excluded from the group I want to be a part of.				
5. I can do things well.				
6. I often have doubts about whether I'm good at things.				
7. I do the things I do because I really want to do them.				
8. I feel forced to do many things that I actually do not want to do.				
9. I feel close to the people I care about.				
10. I feel that the people who are important to me are unkind to me.				
11. I am good at what I do.				
12. I feel disappointed in a lot of things I do.				
13. I choose to do the things I do because I want to do them.				
14. I feel pressured to do too many things.				
15. I feel close to and connected with the people who are important to me.				
16. The people I spend time with don't like me.				
17. I can achieve my goals.				
18. I feel insecure about what I am able to do.				
19. I find the things I do really interesting.				
20. I do the things I do every day because I have to, not because I want to.				
21. I have warm feelings towards the people I spend time with.				

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

22. I feel that the relationships I have with other people are easily broken.	1	2	3	4	5
23. I am good at difficult tasks.	1	2	3	4	5
24. I sometimes feel like a failure when I make mistakes.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19

Autonomy frustration: items 2, 8, 14, 20

Relatedness satisfaction: items 3, 9, 15, 21

Relatedness frustration: items 4, 10, 16, 22

Competence satisfaction: items 5, 11, 17, 23

Competence frustration: items 6, 12, 18, 24

Note: The English version of this scale has not been formally validated yet. The Dutch version has been used in Van der Kaap-Deeder et al. (2015).

Supportive reference:

Van der Kaap-Deeder, J., Vansteenkiste, M., Soenens, S., Loeys, T., Mabbe, E., & Gargurevich, R. (2015). Autonomy-supportive parenting and autonomy-supportive sibling interactions: The role of mothers' and siblings' psychological need satisfaction. *Personality and Social Psychology Bulletin*, 41, 1590-1604.

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3.1.3. Chinese version

下面我们想请你回顾一下当前生活中你的一些确切感受。请仔细阅读每句话，从 1 到 5 中选出你同意下列对你的描述是否属实的程度。

1	2	3	4	5
完全不符合				完全符合

- | | | | | | | |
|-----|----------------------------|---|---|---|---|---|
| 1. | 对于我所做的事情，我有可以自己自由选择的感觉 | 1 | 2 | 3 | 4 | 5 |
| 2. | 我觉得我所做的事情大多都是出于不得已才去做的 | 1 | 2 | 3 | 4 | 5 |
| 3. | 我觉得我在乎的人也在乎着我 | 1 | 2 | 3 | 4 | 5 |
| 4. | 我觉得被我想要融入的群体排挤 | 1 | 2 | 3 | 4 | 5 |
| 5. | 我有信心自己能把事情做好 | 1 | 2 | 3 | 4 | 5 |
| 6. | 我怀疑自己是否真的能把事情做好 | 1 | 2 | 3 | 4 | 5 |
| 7. | 我感觉我的决定反映了我真正想要的 | 1 | 2 | 3 | 4 | 5 |
| 8. | 我觉得我要被迫做很多我自己不会选择去做的事情 | 1 | 2 | 3 | 4 | 5 |
| 9. | 对在乎我和我在乎的人，我觉得我和他们的心是连着的 | 1 | 2 | 3 | 4 | 5 |
| 10. | 对我来说重要的人，我却感到他们对我冷漠，让我有距离感 | 1 | 2 | 3 | 4 | 5 |
| 11. | 我觉得自己做事能力挺强的 | 1 | 2 | 3 | 4 | 5 |
| 12. | 我对自己的许多表现感到失望 | 1 | 2 | 3 | 4 | 5 |
| 13. | 我感觉我所做的选择表达了我真实的自己 | 1 | 2 | 3 | 4 | 5 |
| 14. | 我做了太多感觉有压力才去做的事 | 1 | 2 | 3 | 4 | 5 |
| 15. | 那些对我来说重要的人，我觉得和他们有一种亲近感 | 1 | 2 | 3 | 4 | 5 |
| 16. | 我感觉和我经常相处在一起的人讨厌我 | 1 | 2 | 3 | 4 | 5 |
| 17. | 我觉得我有能力去达成自己的目标 | 1 | 2 | 3 | 4 | 5 |

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

18. 我对自己的能力缺乏信心没有安全感	1	2	3	4	5
19. 我感觉我一直在做自己真正感兴趣的事情	1	2	3	4	5
20. 我觉得我的日常活动像一串我不得不去完成任务	1	2	3	4	5
21. 我和经常相处的人在一起时，能感受到温暖的感觉	1	2	3	4	5
22. 我感觉自己和别人的交往都只是很表面的	1	2	3	4	5
23. 我感到我能成功完成有难度的任务	1	2	3	4	5
24. 我犯下的一些错误让我觉得自己挺失败的	1	2	3	4	5

Scoring information:

自主需求满足: 1, 2(-), 7, 8(-), 13, 14(-), 19, 20(-).

联结需求满足: 3, 4(-), 9, 10(-), 15, 16(-), 21, 22(-).

能力需求满足: 5, 6(-), 11, 12(-), 17, 18(-), 23, 24(-).

Supportive references:

Chen, B., Van Assche, J., Vansteenkiste, M., Soenens, B. & Beyers, W. (2015). Does psychological need satisfaction matter when environmental or financial safety are at risk? *Journal of Happiness Studies*, 16, 745-766.

Chen, B., Vansteenkiste, M., Beyers, W., Boone, L., Deci, E. L., Van der Kaap-Deeder, J., Duriez, B., Lens, W., Matos, L., Mouratidis, A., Ryan, R. M., Sheldon, K. M., Soenens, B., Van Petegem, S., & Verstuyf, J. (2015). Basic psychological need satisfaction, need frustration, and need strength across four cultures. *Motivation and Emotion*, 39, 216-236.

Contact person:

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3.1.4. Spanish version

3.1.4.1. Adults

A continuación, le preguntamos acerca de las experiencias que tiene en su vida. Por favor, lea cada uno de los siguientes enunciados cuidadosamente. Puede elegir una respuesta entre el 1 (totalmente falso) y el 5 (totalmente verdadero) para señalar el grado en que cada enunciado es verdadero para usted en este momento de su vida.

	1	2	3	4	5
	Totalmente falso				Totalmente verdadero
1. Siento que tengo la libertad y la posibilidad de elegir las cosas que asumo.	1	2	3	4	5
2. Siento que la mayoría de las cosas que hago, las hago porque “tengo que hacerlas”.	1	2	3	4	5
3. Siento que le importo a las personas que me importan.	1	2	3	4	5
4. Me siento excluido del grupo al que quiero pertenecer.	1	2	3	4	5
5. Siento que puedo hacer las cosas bien.	1	2	3	4	5
6. Tengo serias dudas acerca de si puedo hacer las cosas bien.	1	2	3	4	5
7. Siento que mis decisiones reflejan lo que realmente quiero.	1	2	3	4	5
8. Me siento forzado(a) a hacer muchas cosas que yo no elegiría hacer.	1	2	3	4	5
9. Me siento conectado con las personas que se preocupan por mí y por las cuales yo me preocupo.	1	2	3	4	5
10. Siento que las personas que son importantes para mí, son frías y distantes conmigo.	1	2	3	4	5
11. Me siento capaz en lo que hago.	1	2	3	4	5
12. Me siento decepcionado(a) con muchas de mis actuaciones.	1	2	3	4	5
13. Siento que mis elecciones expresan realmente quién soy.	1	2	3	4	5
14. Me siento presionado(a) a hacer muchas cosas.	1	2	3	4	5

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

15.	Me siento cerca y conectado(a) con otras personas que son importantes para mí.	1	2	3	4	5
16.	Tengo la impresión de que le disgusto a la gente con la que paso tiempo.	1	2	3	4	5
17.	Siento que soy capaz de alcanzar mis metas.	1	2	3	4	5
18.	Me siento inseguro(a) de mis habilidades.	1	2	3	4	5
19.	Siento que he estado haciendo lo que realmente me interesa.	1	2	3	4	5
20.	Mis actividades diarias se sienten como una cadena de obligaciones.	1	2	3	4	5
21.	Experimento una sensación de calidez cuando estoy con las personas con las que paso tiempo.	1	2	3	4	5
22.	Siento que las relaciones interpersonales que tengo son superficiales.	1	2	3	4	5
23.	Siento que puedo cumplir con éxito tareas difíciles.	1	2	3	4	5
24.	Me siento como un(a) fracasado(a) por los errores que cometo.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19

Autonomy frustration: items 2, 8, 14, 20

Relatedness satisfaction: items 3, 9, 15, 21

Relatedness frustration: items 4, 10, 16, 22

Competence satisfaction: items 5, 11, 17, 23

Competence frustration: items 6, 12, 18, 24

Supportive reference:

Chen, B., Vansteenkiste, M., Beyers, W., Boone, L., Deci, E. L., Van der Kaap-Deeder, J., Duriez, B. Lens, W., Matos, L., Mouratidis, A., Ryan, R. M., Sheldon, K. M., Soenens, B., Van Petegem, S., & Verstuyf, J. (2015). Basic psychological need satisfaction, need frustration, and need strength across four cultures. *Motivation and Emotion*, 39, 216-236.

Contact person:

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3.1.4.2. Children

A continuación, queremos preguntarte cómo te sientes actualmente. Por favor, lee cada una de las siguientes afirmaciones y señala el grado en que cada afirmación es verdadera para ti en este momento de tu vida.

1	2	3	4	5		
Totalmente falso				Totalmente verdadero		
1.	Me siento libre de elegir qué actividades hago.	1	2	3	4	5
2.	La mayoría de las cosas que hago, las hago porque “tengo que hacerlas”.	1	2	3	4	5
3.	Las personas a las que yo importo, también me importan.	1	2	3	4	5
4.	Me siento excluido(a) del grupo al que quiero pertenecer.	1	2	3	4	5
5.	Puedo hacer las cosas bien.	1	2	3	4	5
6.	A veces tengo dudas sobre si puedo hacer las cosas bien.	1	2	3	4	5
7.	Hago las cosas que hago porque realmente quiero hacerlas.	1	2	3	4	5
8.	Me siento forzado(a) a hacer muchas cosas que en realidad no quiero hacer.	1	2	3	4	5
9.	Me siento unido(a) a las personas que me importan.	1	2	3	4	5
10.	Siento que las personas que son importantes para mí, son desagradables conmigo.	1	2	3	4	5
11.	Soy bueno en lo que hago.	1	2	3	4	5
12.	Me siento decepcionado(a) con muchas cosas que hago.	1	2	3	4	5
13.	Elijo hacer las cosas que hago porque quiero hacerlas.	1	2	3	4	5
14.	Me siento presionado(a) a hacer muchas cosas.	1	2	3	4	5
15.	Me siento unido y conectado(a) con las personas que son importantes para mí.	1	2	3	4	5
16.	No me gustan las personas con las que paso tiempo.	1	2	3	4	5
17.	Soy capaz de alcanzar mis metas.	1	2	3	4	5
18.	Me siento inseguro(a) acerca de lo que soy capaz de hacer.	1	2	3	4	5
19.	Encuentro las cosas que hago realmente interesantes.	1	2	3	4	5

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

20. Hago las cosas que hago a diario porque “tengo que hacerlas”, no porque quiera.	1	2	3	4	5
21. Experimento sentimientos de calidez hacia las personas con las que paso tiempo.	1	2	3	4	5
22. Siento que las relaciones que tengo con otras personas se pueden romper fácilmente.	1	2	3	4	5
23. Soy bueno en las tareas difíciles.	1	2	3	4	5
24. A menudo siento que soy un(a) fracasado(a) cuando cometo errores.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19

Autonomy frustration: items 2, 8, 14, 20

Relatedness satisfaction: items 3, 9, 15, 21

Relatedness frustration: items 4, 10, 16, 22

Competence satisfaction: items 5, 11, 17, 23

Competence frustration: items 6, 12, 18, 24

Note: This version is based on the Spanish adult version and the English child version.

Supportive reference:

Rodríguez-Meirinhos, A., Antolín-Suárez, L., Brenning, K., Vansteenkiste, M. & Oliva, A. (in press). A bright and a dark path to adolescents' functioning: The role of need satisfaction and need frustration across gender, age, and socioeconomic status. *Journal of Happiness Studies*.

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3.1.5. Portuguese version

Indica em que medida concordas com cada afirmação referente a experiências que podem ou não ocorrer na tua vida em geral.

	1	2	3	4	5
1. Tenho a possibilidade de escolher e a liberdade para fazer as coisas que faço.	1	2	3	4	5
2. Faço a maior parte das coisas porque têm de ser feitas.	1	2	3	4	5
3. Sinto que as pessoas de quem gosto também gostam de mim.	1	2	3	4	5
4. Sinto-me excluído(a) do grupo a que gostava de pertencer.	1	2	3	4	5
5. Confio na minha capacidade para fazer as coisas bem-feitas.	1	2	3	4	5
6. Duvido seriamente que consiga fazer alguma coisa bem.	1	2	3	4	5
7. Sinto que minhas decisões refletem o que realmente quero.	1	2	3	4	5
8. Sinto-me obrigado(a) a fazer muitas coisas que não quero.	1	2	3	4	5
9. Sinto-me ligado(a) a pessoas que se preocupam comigo e com quem eu me preocupo.	1	2	3	4	5
10. Sinto que as pessoas que considero importantes se mostram frias e distantes comigo.	1	2	3	4	5
11. Sinto que tenho capacidade para fazer bem as coisas que faço.	1	2	3	4	5
12. Sinto-me desiludido(a) com muitos dos meus desempenhos.	1	2	3	4	5
13. As escolhas que faço revelam a pessoa que eu sou.	1	2	3	4	5
14. Faço a maior parte das coisas porque sou pressionado/a pelas outras pessoas.	1	2	3	4	5
15. Sinto-me próximo(a) e ligado(a) a pessoas que considero importantes para mim.	1	2	3	4	5

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

16.	Tenho a impressão que a(s) pessoa(s) com quem eu passo o tempo não gostam de mim.	1	2	3	4	5
17.	Sinto que sou capaz de alcançar os meus objetivos.	1	2	3	4	5
18.	Sinto-me inseguro(a) em relação às minhas capacidades.	1	2	3	4	5
19.	Sinto que tenho vindo a fazer as coisas que realmente me interessam.	1	2	3	4	5
20.	As minhas atividades diárias são feitas por obrigação.	1	2	3	4	5
21.	Sinto-me bem junto das pessoas com quem passo a maior parte do tempo.	1	2	3	4	5
22.	Sinto que as relações que tenho são apenas superficiais.	1	2	3	4	5
23.	Consigo ser bem-sucedido(a) em tarefas difíceis.	1	2	3	4	5
24.	Sinto que sou um fracasso por causa de todos os erros que tenho cometido .	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19

Autonomy frustration: items 2, 8, 14, 20

Relatedness satisfaction: items 3, 9, 15, 21

Relatedness frustration: items 4, 10, 16, 22

Competence satisfaction: items 5, 11, 17, 23

Competence frustration: items 6, 12, 18, 24

Supportive reference:

Cordeiro, P., Paixão, P., Lens, W., Lacante, M., & Luyckx, K. (2016). The Portuguese validation of the Basic Psychological Need Satisfaction and Frustration Scale: Concurrent and longitudinal relations to well-being and ill-being. *Psychologica Belgica*, 56, 193-209.

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3.1.6. Japanese version

ここでは、あなたが生活の中で感じていることについてお尋ねします。それぞれの項目を注意深く読んでください。各項目に対して、1から5の中で、あなたに最もあてはまる数字を一つ選び、それに○をつけてください。

1	2	3	4	5
まったくそうではない				まったくその通りだ

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1. | 私は、やりたいことを自由に選んでいると感じている。 | 1 | 2 | 3 | 4 | 5 |
| 2. | 私がしているほとんどのことは、やらされているものだと感じている。 | 1 | 2 | 3 | 4 | 5 |
| 3. | 私が気に掛けている人は、私のことも気に掛けてくれていると感じている。 | 1 | 2 | 3 | 4 | 5 |
| 4. | 私は、自分が受け入れてほしいと思っているグループから、拒否されていると感じている。 | 1 | 2 | 3 | 4 | 5 |
| 5. | 私は、たいいていのことを、うまく行う自信があると感じている。 | 1 | 2 | 3 | 4 | 5 |
| 6. | 私は、物事をうまく成し遂げられるか自分の能力を疑っている。 | 1 | 2 | 3 | 4 | 5 |
| 7. | 私の決定は、自分が本当にしたいことと一致している。 | 1 | 2 | 3 | 4 | 5 |
| 8. | 私は、自分が選んでもいないことを、多くさせられていると感じている。 | 1 | 2 | 3 | 4 | 5 |
| 9. | 私は、互いに気に掛けている人と、きずなを感じている。 | 1 | 2 | 3 | 4 | 5 |
| 10. | 私は、大切な人から、冷たくされ、距離を置かれていると感じている。 | 1 | 2 | 3 | 4 | 5 |
| 11. | 私は、自分がしていることに対して、有能さを感じている。 | 1 | 2 | 3 | 4 | 5 |
| 12. | 私は、自分が、これまで、やってきた成果について失望している。 | 1 | 2 | 3 | 4 | 5 |

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 13. | 私の選択は、本来の自分らしさを良く表していると感じている。 | 1 | 2 | 3 | 4 | 5 |
| 14. | 私は、あまりに多くのことをしなければならないと、プレッシャーをかけられていると感じている。 | 1 | 2 | 3 | 4 | 5 |
| 15. | 私は、自分にとって大切な人と、親密な関係を築いていると感じている。 | 1 | 2 | 3 | 4 | 5 |
| 16. | 私は、自分とよく一緒にいる人が、自分のことを嫌っていると感じている。 | 1 | 2 | 3 | 4 | 5 |
| 17. | 私は、自分の目標を達成することができると確信している。 | 1 | 2 | 3 | 4 | 5 |
| 18. | 私は、自分の能力に対して自信がない。 | 1 | 2 | 3 | 4 | 5 |
| 19. | 私は、自分が本当に興味のあることを行っていると感じている。 | 1 | 2 | 3 | 4 | 5 |
| 20. | 私は、日々、義務的な活動に追われ続けていると感じている。 | 1 | 2 | 3 | 4 | 5 |
| 21. | 私は、いつも一緒にいる人が自分のそばにいと、暖かい気持ちになる。 | 1 | 2 | 3 | 4 | 5 |
| 22. | 私は、深い人間関係を築こうとするが、表面的な関係にしかない。 | 1 | 2 | 3 | 4 | 5 |
| 23. | 私は、たいていは難しい課題でも、成し遂げることができると思っている。 | 1 | 2 | 3 | 4 | 5 |
| 24. | 私は、これまで重ねてきた失敗のせいで、今やっていることでも、うまくいかないように感じる。 | 1 | 2 | 3 | 4 | 5 |

Scoring information:

- 自律性への欲求充足： 1, 7, 13, 19
- 自律性への欲求不満： 2, 8, 14, 20
- 関係性への欲求充足： 3, 9, 15, 21
- 関係性への欲求不満： 4, 10, 16, 22
- 有能さへの欲求充足： 5, 11, 17, 23
- 有能さへの欲求不満： 6, 12, 18, 24

Supportive reference:

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

Nishimura, T., & Suzuki, T. (2016). Basic psychological need satisfaction and frustration in Japan: Controlling for the big five personality traits. *Japanese Psychological Research*, 58, 320-331.

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3.1.7. German version**3.1.7.1. Adults**

Im Folgenden befragen wir Sie zu Ihren aktuellen Erfahrungen im Leben. Bitte lesen Sie jede der folgenden Aussagen genau durch. Auf einer Skala von 1 bis 5 können Sie den Grad der Zustimmung für die jeweilige Aussage wählen.

1	2	3	4	5
Trifft überhaupt nicht zu				Trifft voll und ganz zu
1. Ich habe die Wahl und fühle mich frei in dem was ich tue.				
2. Die meisten Dinge die ich tue, fühlen sich an als ob ich diese tun muss.				
3. Ich spüre, dass ich den Menschen, die mir etwas bedeuten, auch wichtig bin.				
4. Ich fühle mich ausgeschlossen aus der Gruppe, zu der ich gehören möchte.				
5. Ich bin davon überzeugt, dass ich Dinge gut kann.				
6. Ich habe ernsthafte Zweifel daran, dass ich Dinge gut kann.				
7. Ich habe das Gefühl, dass meine Entscheidungen widerspiegeln, was ich wirklich will.				
8. Ich fühle mich gezwungen viele Dinge zu tun, die ich mir selbst nicht aussuchen würde.				
9. Ich fühle mich mit Menschen verbunden, die sich um mich kümmern und um die ich mich kümmere.				
10. Ich spüre, dass Personen, die mir wichtig sind, sich mir gegenüber kalt und distanziert verhalten.				
11. Ich fühle mich kompetent in dem was ich tue.				
12. Ich bin von vielen meiner Leistungen enttäuscht.				
13. Ich habe das Gefühl, dass meine Entscheidungen ausdrücken, wer ich wirklich bin.				
14. Bei zu vielen Dingen fühle ich mich unter Druck gesetzt, diese tun zu müssen.				
15. Mit Personen, die mir wichtig sind, fühle ich mich nah und verbunden.				

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

16. Ich habe den Eindruck, dass Menschen mit denen ich meine Zeit verbringe mich nicht leiden können.	1	2	3	4	5
17. Ich fühle mich kompetent meine Ziele erreichen zu können.	1	2	3	4	5
18. Ich bin mir meiner Fähigkeiten nicht sicher.	1	2	3	4	5
19. Mein Gefühl sagt mir, dass ich immer tat was mich wirklich interessiert.	1	2	3	4	5
20. Meine täglichen Aktivitäten fühlen sich wie eine Reihe von Verpflichtungen an.	1	2	3	4	5
21. Ich empfinde ein warmes Gefühl für die Menschen, mit denen ich Zeit verbringe.	1	2	3	4	5
22. Mein Gefühl sagt mir, dass die Beziehungen, die ich habe, nur oberflächlich sind.	1	2	3	4	5
23. Ich habe das Gefühl schwierige Aufgaben erfolgreich meistern zu können.	1	2	3	4	5
24. Ich fühle mich wie ein Versager aufgrund der Fehler, die ich mache.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19

Autonomy frustration: items 2, 8, 14, 20

Relatedness satisfaction: items 3, 9, 15, 21

Relatedness frustration: items 4, 10, 16, 22

Competence satisfaction: items 5, 11, 17, 23

Competence frustration: items 6, 12, 18, 24

Note: Items 2, 3, 4, 7, 8, 10, 11, 12, 17, 19, 21, and 24 can be used as a shortened 12-item version of this scale. These items have been shown to have the best fit in a German validation study (Heissel et al., 2018) and are also most in line with the English and Dutch 12-item version and have the best understanding/ easy wording in the meaning of the addressed basic need.

Supportive reference:

Heissel, A., Pietrek, A., Flunger, B., Fydrich, T., Rapp, MA., Heinzel, S., Vansteenkiste, M. (2019). The validation of the German Basic Psychological Need Satisfaction and Frustration Scale in the context of mental health. *European Journal of Health Psychology*, 25, 119-132.

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3.1.7.2. Children

Die folgenden Fragen beziehen sich darauf wie du dich im Allgemeinen fühlst. Kreise die Zahl ein, die am Besten zu dem passt was du im Allgemeinen denkst oder fühlst. Zu jeder Frage gibt es fünf Antwortmöglichkeiten.

1	2	3	4	5
Trifft überhaupt nicht zu				Trifft voll und ganz zu
1. Ich fühle mich frei in dem, was ich tue.			1 2 3 4 5	
2. Die meisten Sachen, mache ich weil ich sie machen muss.			1 2 3 4 5	
3. Die Menschen die ich mag, mögen mich auch.			1 2 3 4 5	
4. Ich fühle mich aus der Gruppe ausgeschlossen, zu der ich gehören möchte.			1 2 3 4 5	
5. Ich kann Dinge gut machen.			1 2 3 4 5	
6. Ich zweifele oft, ob ich etwas gut kann.			1 2 3 4 5	
7. Ich mache die Dinge, die ich tue, weil ich sie wirklich gerne machen will.			1 2 3 4 5	
8. Ich fühle mich zu vielen Dingen gezwungen, die ich eigentlich nicht machen möchte.			1 2 3 4 5	
9. Ich fühle mich den Personen nah, die mir wichtig sind.			1 2 3 4 5	
10. Ich habe den Eindruck, dass Menschen, die mir wichtig sind, unfreundlich zu mir sind.			1 2 3 4 5	
11. Ich bin gut in dem, was ich tue.			1 2 3 4 5	
12. Ich bin von vielen meiner Leistungen enttäuscht.			1 2 3 4 5	
13. Ich entscheide mich dafür Dinge zu tun, weil ich sie tun möchte.			1 2 3 4 5	
14. Bei zu vielen Dingen fühle ich mich unter Druck gesetzt, diese tun zu müssen.			1 2 3 4 5	
15. Ich fühle mich mit Personen, die mir wichtig sind, nah und verbunden.			1 2 3 4 5	
16. Menschen, mit denen ich meine Zeit verbringe, können mich nicht leiden.			1 2 3 4 5	
17. Ich kann meine Ziele erreichen.			1 2 3 4 5	
18. Ich bin mir unsicher, was ich gut kann.			1 2 3 4 5	
19. Ich finde die Dinge, die ich tue, wirklich interessant.			1 2 3 4 5	

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

- | | | | | | |
|--|---|---|---|---|---|
| 20. Ich mache die Dinge, die ich täglich mache, weil ich sie machen muss und nicht weil ich sie machen möchte. | 1 | 2 | 3 | 4 | 5 |
| 21. Ich empfinde ein herzliches Gefühl gegenüber den Menschen, mit denen ich Zeit verbringe. | 1 | 2 | 3 | 4 | 5 |
| 22. Mein Gefühl sagt mir, dass die Beziehungen, die ich habe, leicht zerbrechlich sind. | 1 | 2 | 3 | 4 | 5 |
| 23. Ich kann schwierige Aufgaben gut lösen. | 1 | 2 | 3 | 4 | 5 |
| 24. Ich fühle mich manchmal wie ein Versager, wenn ich Fehler mache. | 1 | 2 | 3 | 4 | 5 |

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19

Autonomy frustration: items 2, 8, 14, 20

Relatedness satisfaction: items 3, 9, 15, 21

Relatedness frustration: items 4, 10, 16, 22

Competence satisfaction: items 5, 11, 17, 23

Competence frustration: items 6, 12, 18, 24

Note: There is currently no study available on the psychometric properties of this version. This version is based on the German translation:

Heissel, A., Vesterling, A., Flunger, B., Fydrich, T., Rapp, M. A., Heinzl, S., A., & Vansteenkiste, M. (in prep.). Needs-based experiences in the context of mental health: The German validation of the Basic Psychological Need Satisfaction and Frustration Scale.

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3.1.8. Italian version

1 Completamente in disaccordo		2	3	4	5 Completamente d'accordo	
1.	Sento un senso di possibilità di scelta e di libertà nelle cose in cui mi impegno.	1	2	3	4	5
2.	Sento che le mie decisioni rispecchino quello che voglio veramente.	1	2	3	4	5
3.	Sento che le mie scelte esprimono chi sono veramente.	1	2	3	4	5
4.	Sento che sto facendo quello che veramente mi interessa.	1	2	3	4	5
5.	La maggior parte delle cose che faccio, le faccio perchè "le devo fare".	1	2	3	4	5
6.	Mi sento costretto a fare molte cose che io non avrei scelto di fare.	1	2	3	4	5
7.	Mi sento costretto a fare troppe cose.	1	2	3	4	5
8.	Le mie attività quotidiane mi sembrano come una catena di obblighi.	1	2	3	4	5
9.	Sento che le persone a cui tengo, tengono a me.	1	2	3	4	5
10.	Mi sento legato/a alle persone che si prendono cura di me e alle quali tengo.	1	2	3	4	5
11.	Mi sento vicino e in relazione con gli altri che sono importanti per me.	1	2	3	4	5
12.	Provo un sentimento di calore con le persone con cui passo il mio tempo.	1	2	3	4	5
13.	Mi sento escluso dal gruppo a cui voglio appartenere.	1	2	3	4	5
14.	Sento che le persone che sono importanti per me sono fredde e distanti nei miei confronti.	1	2	3	4	5
15.	Ho l'impressione che alle persone con cui passo il mio tempo, io non piaccia.	1	2	3	4	5
16.	Sento i miei rapporti interpersonali come superficiali.	1	2	3	4	5
17.	Mi sento fiducioso di poter fare le cose bene.	1	2	3	4	5

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

18.	Mi sento capace in quello che faccio.	1	2	3	4	5
19.	Mi sento competente per raggiungere i miei obiettivi.	1	2	3	4	5
20.	Mi sento di poter completare con successo compiti difficili.	1	2	3	4	5
21.	Ho seri dubbi sul fatto che possa fare le cose bene.	1	2	3	4	5
22.	Mi sento deluso da molte delle mie prestazioni.	1	2	3	4	5
23.	Mi sento insicuro delle mie capacità.	1	2	3	4	5
24.	Mi sento un fallimento a causa degli errori che faccio.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 2, 3, 4

Autonomy frustration: items 5, 6, 7, 8

Relatedness satisfaction: items 9, 10, 11, 12

Relatedness frustration: items 13, 14, 15, 16

Competence satisfaction: items 17, 18, 19, 20

Competence frustration: items 21, 22, 23, 24

Supportive reference:

Costa, S., Ingoglia, S., Inguglia, C., Liga, F., Lo Coco, A., & Larcán, R. (2018). Psychometric evaluation of the Basic Psychological Need Satisfaction and Frustration Scale (BPNSFS) in Italy. *Measurement and Evaluation in Counseling and Development*, 51, 193-206.

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3.1.9. Turkish version

1	2	3	4	5		
Kesinlikle katılmıyorum				Tamamen katılıyorum		
1.	Üstlendiğim şeyleri özgürce seçebildiğimi hissedirim.	1	2	3	4	5
2.	Kararlarımın gerçekten ne istediğimi yansıttığını hissedirim.	1	2	3	4	5
3.	Tercih ettiğim şeyler gerçekten kim olduğumu gösterir.	1	2	3	4	5
4.	Gerçekten ilgimi çeken şeyleri yaptığımı hissedirim.	1	2	3	4	5
5.	Yaptığım şeylerin cogunu "yapmak zorundaymısım" gibi hissedirim.	1	2	3	4	5
6.	Yapmak istemeyeceğim pek çok seyi yapmak zorundaymısım gibi hissedirim.	1	2	3	4	5
7.	Çok fazla şey yapma konusunda baskı hissedirim.	1	2	3	4	5
8.	Gündelik işlerim art arda gelen zorunluluklarmış gibi hissettiriyor.	1	2	3	4	5
9.	Önemsediğim insanların da beni önemsediğini hissedirim.	1	2	3	4	5
10.	Önemsediğim ve beni önemseyen insanlara bağlı olduğumu hissedirim.	1	2	3	4	5
11.	Benim için önemli olan diğer insanlara yakın ve bağlı hissedirim.	1	2	3	4	5
12.	Birlikte zaman gecirdiğim insanlarla samimi duygular icindeyim.	1	2	3	4	5
13.	İçinde olmak istedigim gruptan dislandığımı hissedirim.	1	2	3	4	5
14.	Benim için önemli olan insanların bana karşı soğuk ve mesafeli olduğunu hissedirim.	1	2	3	4	5
15.	Zaman geçirdiğim insanların beni sevmedikleri izlenimine sahibim.	1	2	3	4	5
16.	Kurduğum ilişkilerin yüzeysel olduğunu hissedirim.	1	2	3	4	5
17.	Bir şeyleri iyi yapabileceğim konusunda kendime güvenirim.	1	2	3	4	5
18.	Yaptığım şeylerde kendimi yeterli hissedirim.	1	2	3	4	5

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

19.	Hedeflerime ulaşmak için yeterli olduğumu hissederim.	1	2	3	4	5
20.	Zor görevleri başarıyla tamamlayabileceğimi hissederim.	1	2	3	4	5
21.	Bir şeyleri iyi yapıp yapamayacağım konusunda ciddi kuşkularım var.	1	2	3	4	5
22.	Yaptığım şeylerin çoğunda hayal kırıklığına uğradığımı hissederim.	1	2	3	4	5
23.	Yeteneklerim konusunda güvensizlik hissederim.	1	2	3	4	5
24.	Yaptığım hatalar yüzünden kendimi başarısız biri gibi hissedirim	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 2, 3, 4

Autonomy frustration: items 5, 6, 7, 8

Relatedness satisfaction: items 9, 10, 11, 12

Relatedness frustration: items 13, 14, 15, 16

Competence satisfaction: items 17, 18, 19, 20

Competence frustration: items 21, 22, 23, 24

Supportive reference (no published paper yet):

Mouratidis, A., Michou, A., Sayil, M., Alp, A., Kocak, A., Cuvas, B., & Selcuk, S. (April, 2018). *In search of parsimony: Needs frustration as the flip side of needs satisfaction*. Poster presented in American Educational Research Association, New York.

Contact person:

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3.1.10. Hebrew version

לא נכון בכלל					
נכון לחלוטין					
5	4	3	2	1	1. אני מרגיש תחושת בחירה וחופש בדברים שאני לוקח על עצמי
5	4	3	2	1	2. ברוב הדברים, אני מרגיש ש"אני חייב" לעשות אותם.
5	4	3	2	1	3. אני מרגיש שהאנשים שאכפת לי מהם, אכפת להם גם ממני
5	4	3	2	1	4. אני מרגיש שאני לא נכלל בקבוצה שהייתי רוצה להשתייך אליה
5	4	3	2	1	5. אני מרגיש בטחון שאני יכול לעשות את הדברים בצורה טובה
5	4	3	2	1	6. יש לי ספקות רציניים לגבי היכולת שלי לעשות דברים בצורה טובה
5	4	3	2	1	7. אני מרגיש שההחלטות שלי משקפות את מה שאני באמת רוצה
5	4	3	2	1	8. אני מרגיש שאני נכפה לעשות הרבה דברים שלא הייתי בוחר לעשות
5	4	3	2	1	9. אני מרגיש קשור לאנשים שאכפת להם ממני, ושלי אכפת מהם.
5	4	3	2	1	10. אני מרגיש שהאנשים שחשובים לי קרים ורחוקים ממני
5	4	3	2	1	11. אני מרגיש בעל יכולת במה שאני עושה
5	4	3	2	1	12. אני מרגיש מאוכזב מרבים מהביצועים שלי
5	4	3	2	1	13. אני מרגיש שהבחירות שלי משקפות את מי שאני באמת
5	4	3	2	1	14. אני מרגיש לחוץ לעשות הרבה דברים
5	4	3	2	1	15. אני מרגיש קרוב ומחובר לאנשים שחשובים לי
5	4	3	2	1	16. יש לי את הרושם שאנשים שאני מבלה איתם לא מחבבים אותי
5	4	3	2	1	17. אני מרגיש בעל יכולת להשיג את המטרות שלי

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

5	4	3	2	1	18. אני מרגיש חוסר בטחון לגבי היכולות שלי
5	4	3	2	1	19. אני מרגיש שאני עושה את מה שבאמת מעניין אותי
5	4	3	2	1	20. הפעילויות היומיומיות שלי מרגישות כמו שרשרת של מחויבויות
5	4	3	2	1	21. אני חווה רגשות חמים עם האנשים שאני מבלה איתם
5	4	3	2	1	22. אני מרגיש שמערכות היחסים שלי שטחיות
5	4	3	2	1	23. אני מרגיש שאני יכול לסיים בהצלחה משימות קשות
5	4	3	2	1	24. אני מרגיש כמו כישלון בגלל הטעויות שאני מבצע

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19

Autonomy frustration: items 2, 8, 14, 20

Relatedness satisfaction: items 3, 9, 15, 21

Relatedness frustration: items 4, 10, 16, 22

Competence satisfaction: items 5, 11, 17, 23

Competence frustration: items 6, 12, 18, 24

Supportive reference:

Benita, M., Benish-Weisman, M., Matos, L., & Torres, C. (in press). Integrative and suppressive emotion regulation differentially predict well-being through basic need satisfaction and frustration: A test of three countries. *Motivation and Emotion*.

Contact person:

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3.1.11. French version

1	2	3	4	5
Complètement faux				Complètement vrai
1. J'ai le sentiment d'avoir le choix et d'être libre dans ce que j'entreprends.	1	2	3	4 5
2. J'ai le sentiment que mes décisions reflètent ce que je veux vraiment.	1	2	3	4 5
3. J'ai le sentiment que mes choix expriment qui je suis vraiment.	1	2	3	4 5
4. J'ai le sentiment de faire et d'avoir toujours fait ce qui m'intéresse vraiment.	1	2	3	4 5
5. Pour la plupart des choses que je fais, j'ai l'impression que « je dois le faire ».	1	2	3	4 5
6. Je me sens forcé(e) de faire beaucoup de choses que je ne choiserais pas de faire.	1	2	3	4 5
7. Je me sens contraint(e) de faire beaucoup trop de choses.	1	2	3	4 5
8. Mes activités journalières me donnent le sentiment d'un enchaînement d'obligations.	1	2	3	4 5
9. J'ai le sentiment que les personnes dont je me soucie se soucient aussi de moi.	1	2	3	4 5
10. Je me sens lié(e) à des personnes sur qui je peux compter et qui peuvent compter sur moi.	1	2	3	4 5
11. Je me sens proche et lié(e) à des personnes qui sont importantes pour moi.	1	2	3	4 5
12. J'éprouve de l'affection pour les personnes avec lesquelles je passe du temps.	1	2	3	4 5
13. Je me sens exclu(e) du groupe auquel je veux appartenir.	1	2	3	4 5
14. J'ai le sentiment que les personnes qui sont importantes pour moi sont froides et distantes à mon égard.	1	2	3	4 5
15. J'ai l'impression que les personnes avec qui je passe du temps ne m'apprécient pas.	1	2	3	4 5
16. J'ai le sentiment que les relations que j'ai sont seulement superficielles.	1	2	3	4 5
17. Je me sens confiant(e) dans le fait que je peux bien faire les choses.	1	2	3	4 5
18. Je me sens capable dans ce que je fais.	1	2	3	4 5
19. Je me sens en capacité d'atteindre mes buts.	1	2	3	4 5

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

20. J'ai le sentiment de pouvoir réaliser des tâches difficiles avec succès.	1	2	3	4	5
21. J'ai de sérieux doutes sur ma capacité à bien faire les choses.	1	2	3	4	5
22. Je suis déçu(e) par beaucoup de mes performances.	1	2	3	4	5
23. Je ne suis pas certain(e) de mes capacités.	1	2	3	4	5
24. J'ai le sentiment d'être un(e) « raté(e) » à cause des erreurs que je commets.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 2, 3, 4

Autonomy frustration: items 5, 6, 7, 8

Relatedness satisfaction: items 9, 10, 11, 12

Relatedness frustration: items 13, 14, 15, 16

Competence satisfaction: items 17, 18, 19, 20

Competence frustration: items 21, 22, 23, 24

Chevrier, B. & Lannegrand, L. (2021). Basic Psychological Need Satisfaction and Frustration Scale (BPNSFS): Validation de l'adaptation française auprès d'étudiants de première année. *Psychologie Française*, 66(3), 289-301. <https://doi.org/10.1016/j.psfr.2020.09.005>

Contact person:

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3.1.12. Serbian version

U ovom upitniku navedene su tvrdnje koje opisuju razna mišljenja, osećanja i ponašanja u školi, učenju i ispunjavanju obaveza. Ne postoje tačne i netačne tvrdnje. Molimo Vas da na tvrdnje odgovorite iskreno i bez mnogo razmišljanja, zaokruživanjem jednog od ponuđenih odgovora:

1	2	3	4	5				
Uopšte se ne slažem			Potpuno se slažem					
1.	Smatram da imam slobodu i izbor u onome što radim.			1	2	3	4	5
2.	Gotovo uvek radim ono što me zaista interesuje.			1	2	3	4	5
3.	Osećam da sam pod pritiskom da radim mnoge stvari.			1	2	3	4	5
4.	Veoma sam blizak/a sa ljudima do kojih mi je stalo.			1	2	3	4	5
5.	Često se osećam isključenim/om iz grupe kojoj želim da pripadam.			1	2	3	4	5
6.	Moji odnosi sa ljudima su površni.			1	2	3	4	5
7.	Sposoban/a sam da dostignem većinu svojih ciljeva.			1	2	3	4	5
8.	Često sam razočaran/a sa onim što uradim.			1	2	3	4	5
9.	Mislim da moje odluke odražavaju ono što zaista želim.			1	2	3	4	5
10.	Većinu stvari radim jer osećam da moram da ih odradim.			1	2	3	4	5
11.	Svakodnevne aktivnosti su za mene samo niz neizbežnih obaveza.			1	2	3	4	5
12.	Imam bliske odnose sa ljudima koji mi puno znače.			1	2	3	4	5
13.	Ljudi do kojih mi je stalo su hladni prema meni.			1	2	3	4	5
14.	Siguran/a sam da mogu da uradim stvari kako treba.			1	2	3	4	5
15.	Uspešno obavljam i veoma zahtevne zadatke.			1	2	3	4	5
16.	Nisam siguran/a u sopstvene sposobnosti.			1	2	3	4	5
17.	Moji izbori predstavljaju ono što ja zaista jesam.			1	2	3	4	5
18.	Često osećam da sam prinuđen/a da radim mnoge stvari.			1	2	3	4	5
19.	Mislim da ljudi do kojih mi je stalo takođe brinu i o meni.			1	2	3	4	5
20.	Osećam se prijatno u društvu ljudi sa kojima provodim vreme.			1	2	3	4	5
21.	Imam utisak da mi ljudi sa kojima sam često nisu naklonjeni.			1	2	3	4	5

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

22. Znam da sam dobar/a u onome što radim.	1	2	3	4	5
23. Zaista sumnjam da li sam sposoban/a za bilo šta.	1	2	3	4	5
24. Zbog svojih grešaka često se osećam kao promašaj.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 2, 9, 17

Autonomy frustration: items 3, 10, 11, 18

Relatedness satisfaction: items 4, 12, 19, 20

Relatedness frustration: items 5, 6, 13, 21

Competence satisfaction: items 7, 14, 15, 22

Competence frustration: items 8, 16, 23, 24

Šakan, D. (2020). Validation of the Basic Psychological Need Satisfaction and Frustration Scale (BPNSFS) on adolescents in Serbia. *Current Psychology*.

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3.1.13. Polish version

Poniżej znajdują się stwierdzenia dotyczące twoich doświadczeń życiowych. Przeczytaj uważnie każde stwierdzenie. Zaznacz na skali od 1 do 5 na ile dane stwierdzenie trafnie opisuje twoje doświadczenia lub odczucia w tym momencie Twojego życia.

1	2	3	4	5
Zdecydowanie nie				Zdecydowanie tak
1. Mam poczucie wolności i swobody wyboru w tym, co robię.	1	2	3	4 5
2. Większości rzeczy, które robię towarzyszy uczucie "Ja muszę".	1	2	3	4 5
3. Mam poczucie, że ludzie, o których się troszczę, troszczą się również o mnie.	1	2	3	4 5
4. Czuję się wykluczona/y z grupy, do której chcę należeć.	1	2	3	4 5
5. Uważam, że potrafię dobrze wykonywać swoje zadania.	1	2	3	4 5
6. Mam poważne wątpliwości czy potrafię robić dobrze to, co robię.	1	2	3	4 5
7. Mam poczucie, że moje decyzje odzwierciedlają to, czego faktycznie chcę w życiu.	1	2	3	4 5
8. Czuję się przymuszona/y do robienia rzeczy, których nie chcę robić.	1	2	3	4 5
9. Czuję się związana/y z ludźmi, którzy dbają o mnie i o których ja dbam.	1	2	3	4 5
10. Czuję, że ludzie, na których mi zależy, odnoszą się do mnie chłodno i z dystansem.	1	2	3	4 5
11. Czuję się kompetentna/y w tym co robię.	1	2	3	4 5
12. Czuję się rozczarowana/y wieloma swoimi działaniami.	1	2	3	4 5
13. Mam poczucie, że moje wybory wyrażają to kim naprawdę jestem.	1	2	3	4 5
14. Czuję presję do robienia zbyt wielu rzeczy.	1	2	3	4 5
15. Czuję się blisko związana/y z ludźmi, którzy są dla mnie ważni.	1	2	3	4 5
16. Mam wrażenie, że ludzie, z którymi spędzam czas nie lubią mnie.	1	2	3	4 5
17. Czuję się kompetentna/y aby osiągać postawione sobie cele.	1	2	3	4 5
18. Czuję się niepewna/y swoich umiejętności.	1	2	3	4 5
19. Mam poczucie, że robię rzeczy, które naprawdę mnie interesują.	1	2	3	4 5
20. Czuję, że moje codzienne czynności są pasmem obowiązków.	1	2	3	4 5
21. Doświadczam ciepłych uczuć od ludzi, z którymi spędzam czas.	1	2	3	4 5
22. Czuję, że moje relacje z innymi są powierzchowne.	1	2	3	4 5
23. Czuję, że mogę z sukcesem zrealizować trudne zadania.	1	2	3	4 5
24. Czuję się jak nieudacznik, przez błędy, które popełniam.	1	2	3	4 5

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19

Autonomy frustration: items 2, 8, 14, 20

Relatedness satisfaction: items 3, 9, 15, 21

Relatedness frustration: items 4, 10, 16, 22

Competence satisfaction: items 5, 11, 17, 23

Competence frustration: items 6, 12, 18, 24

Supportive reference:

Not yet available.

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3.1.14. Arabic version

النسخة العربية من مقياس الرضا – الإحباط عن تحقيق الحاجات النفسية الأساسية

فيما يلي مجموعة من العبارات التي تتعلق بحياتك. الرجاء التكرم بقراءة كل عبارة منها بعناية ثم اختيار مدى انطباقها عليك في هذه المرحلة من حياتك وذلك وفق التدرج من 1 – 5:

5	4	3	2	1	
تنطبق عليّ تماماً					لا تنطبق عليّ مطلقاً
5	4	3	2	1	1 لدي الحرية في اختيار ما أريد في حياتي
5	4	3	2	1	2 معظم الأفعال التي أقوم بها مفروضة عليّ
5	4	3	2	1	3 الناس الذين اهتم بهم وأحبهم يهتمون بي ويحبونني أيضاً
5	4	3	2	1	4 أنا شخص غير مرغوب من الجماعة التي أحب أن أنتمي إليها
5	4	3	2	1	5 لدي القدرة على مواجهة متطلبات الحياة بكفاءة
5	4	3	2	1	6 لدي شك في قدراتي على إنجاز الأعمال بكفاءة
5	4	3	2	1	7 قراراتي تنبع من إرادتي أنا وليست مما يريده مني الآخرون
5	4	3	2	1	8 أشعر بأنني مجبر على القيام بأعمال لا أربح القيام بها
5	4	3	2	1	9 علاقتي طيبة بالناس الذين أحبهم والناس الذين يحبونني
5	4	3	2	1	10 الناس المهمين بالنسبة لي لا يعيرونني اهتمام ويبتعدون عني
5	4	3	2	1	11 أنا متمكن وكفؤ في ما أقوم به من أعمال
5	4	3	2	1	12 أنا غير راض عن مستوى كفاءتي وقدراتي
5	4	3	2	1	13 الخيارات التي أتخذها في حياتي تعبر عني وعن شخصيتي
5	4	3	2	1	14 أنا مجبر على القيام بأمور كثيرة في حياتي رغماً عني
5	4	3	2	1	15 علاقتي قوية وطيبة بالناس المهمين بالنسبة لي
5	4	3	2	1	16 أعتقد بأن الناس الذين أقضي الوقت معهم لا يحبونني
5	4	3	2	1	17 لدي القدرة والكفاءة على تحقيق أهدافي في الحياة
5	4	3	2	1	18 قدراتي في العمل أو الدراسة محدودة وليس لدي ثقة بها
5	4	3	2	1	19 أحب ما أقوم به في حياتي اليومية من عمل أو دراسة واعتبره مهماً
5	4	3	2	1	20 ما أقوم به في حياتي اليومية عبارة عن سلسلة من الأمور المفروضة عليّ
5	4	3	2	1	21 أحب أصدقائي وزملائي الذين أقضي أوقاتاً طويلة معهم
5	4	3	2	1	22 علاقتي بالناس سطحية وليست عميقة
5	4	3	2	1	23 لدي الكفاءة والمقدرة على إنجاز المهام والأعمال الصعبة
5	4	3	2	1	24 يراودني الشعور بأنني فاشل بسبب كثرة الأخطاء التي أرتكبها

Scoring Information:

1, 7, 13, 19

2, 8, 14, 20

3, 9, 15, 21

4, 10, 16, 22

5, 11, 17, 23

6, 12, 18, 24

الرضا عن الحرية والاستقلالية (Autonomy Satisfaction)

عدم الرضا عن الحرية والاستقلالية (Autonomy Frustration)

الرضا عن العلاقات الاجتماعية (Relatedness Satisfaction)

عدم الرضا عن العلاقات الاجتماعية (Relatedness Frustration)

الرضا عن الكفاءة والقدرات (Competence Satisfaction)

عدم الرضا عن الكفاءة والقدرات (Competence Frustration)

Supportive reference:

Zayed, K. N., Omara, E. N., Al-Rawahi, N. Y., Al-Shamli, A. K., Al-Attiyah, A. K., Al-Haramleh, A. A., ... & Hassan, M. A. (2021). Psychometric properties of the Arabic version of the Basic Psychological Needs Satisfaction-Frustration Scale (BPNSFS). *BMC psychology*, 9(1), 1-11.

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3.1.15. Norwegian version

Nedenfor spør vi deg om opplevelser du har i livet ditt. Vennligst les alle utsagnene nøye. Du kan velge mellom alternativene 1 ("stemmer ikke i det hele tatt") til 5 ("stemmer helt") for å indikere i hvilken grad påstanden stemmer for deg generelt.

1	2	3	4	5
Stemmer ikke i det hele tatt				Stemmer helt
1. Jeg opplever valgfrihet i de tingene jeg gjør.	1	2	3	4 5
2. Mesteparten av det jeg gjør oppleves som noe jeg "må" gjøre.	1	2	3	4 5
3. Jeg opplever at de menneskene jeg bryr meg om, også bryr seg om meg.	1	2	3	4 5
4. Jeg føler meg utestengt fra den gruppa jeg ønsker å høre til.	1	2	3	4 5
5. Jeg har tillit til at jeg kan utføre ting på en bra måte.	1	2	3	4 5
6. Jeg er i sterk tvil om jeg kan gjøre ting på en bra måte.	1	2	3	4 5
7. Jeg føler at mine beslutninger reflekterer hva jeg virkelig ønsker.	1	2	3	4 5
8. Jeg føler meg tvunget til å gjøre mange ting jeg ikke ville valgt å gjøre.	1	2	3	4 5
9. Jeg føler meg knyttet til folk som bryr seg om meg, og som jeg bryr meg om.	1	2	3	4 5
10. Jeg føler at folk som er viktige for meg er kalde og fjerne overfor meg.	1	2	3	4 5
11. Jeg føler meg kompetent i det jeg gjør.	1	2	3	4 5
12. Jeg føler meg skuffet over mange av mine prestasjoner.	1	2	3	4 5
13. Jeg opplever at mine valg uttrykker hvem jeg virkelig er.	1	2	3	4 5
14. Jeg føler meg presset til å gjøre for mange ting.	1	2	3	4 5
15. Jeg føler meg nær og tilknyttet mennesker som er viktige for meg.	1	2	3	4 5
16. Jeg har inntrykk av at folk som jeg tilbringer tid med misliker meg.	1	2	3	4 5
17. Jeg føler meg kompetent til å oppnå mine mål.	1	2	3	4 5
18. Jeg føler meg usikker på mine evner.	1	2	3	4 5
19. Jeg føler at jeg har gjort det som virkelig interesserer meg.	1	2	3	4 5
20. Mine daglige aktiviteter føles som en rekke av forpliktelser.	1	2	3	4 5
21. Jeg opplever en varm følelse sammen med de menneskene jeg tilbringer tid med.	1	2	3	4 5
22. Jeg føler at de sosiale relasjonene jeg har bare er overfladiske.	1	2	3	4 5
23. Jeg opplever at jeg kan fullføre vanskelige oppgaver på en god måte.	1	2	3	4 5
24. Jeg føler meg mislykket på grunn av de feilene jeg gjør.	1	2	3	4 5

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19

Autonomy frustration: items 2, 8, 14, 20

Relatedness satisfaction: items 3, 9, 15, 21

Relatedness frustration: items 4, 10, 16, 22

Competence satisfaction: items 5, 11, 17, 23

Competence frustration: items 6, 12, 18, 24

Supportive reference:

Van der Kaap-Deeder, J., Sanchez, A., Johannessen, M., Stenseng, F., Saksvik-Lehouillier, I., & Heissel, A. (2022). The validation of the Norwegian Basic Psychological Need Satisfaction and Frustration Scale: A stratified sampling procedure. *Manuscript under review*.

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3.2. BPNSFS-Domain-specific measures

3.2.1. English version

3.2.1.1. Training

The next statements tap into your experiences during the past training. Please indicate for each of the statements to what extent they are true for you.

1	2	3	4	5
Not at all true	Rather not true	Sometimes true/ Sometimes not true	Rather true	Totally true

During the past training...

- | | | | | | |
|--|---|---|---|---|---|
| 1. I felt a sense of choice and freedom in the things I thought and did. | 1 | 2 | 3 | 4 | 5 |
| 2. I felt excluded from the group of participants. | 1 | 2 | 3 | 4 | 5 |
| 3. I felt forced to do things I would not choose to do. | 1 | 2 | 3 | 4 | 5 |
| 4. I had doubts about whether I could apply the proposed strategies. | 1 | 2 | 3 | 4 | 5 |
| 5. I felt close and connected to the other participants. | 1 | 2 | 3 | 4 | 5 |
| 6. I felt like the suggestions given reflected what I want myself. | 1 | 2 | 3 | 4 | 5 |
| 7. I felt insecure about my abilities to put the proposed strategies into practice. | 1 | 2 | 3 | 4 | 5 |
| 8. I had the impression that the other participants had less respect for my opinion. | 1 | 2 | 3 | 4 | 5 |
| 9. I felt confident that I could apply the proposed strategies well. | 1 | 2 | 3 | 4 | 5 |
| 10. I felt obligated to think and act in a certain way. | 1 | 2 | 3 | 4 | 5 |
| 11. I felt connected with the other participants. | 1 | 2 | 3 | 4 | 5 |
| 12. I felt competent to achieve the proposed goals. | 1 | 2 | 3 | 4 | 5 |
| 13. I felt like the way the training was delivered reflected how I wanted it myself. | 1 | 2 | 3 | 4 | 5 |
| 14. I felt that the relationships with the other participants were just superficial. | 1 | 2 | 3 | 4 | 5 |
| 15. I felt capable at applying the proposed strategies into practice. | 1 | 2 | 3 | 4 | 5 |

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

16. I felt pressured to think and act in a certain way.	1	2	3	4	5
17. I felt dissatisfied with how I handled the exercises and tasks.	1	2	3	4	5
18. I experienced a good bond with the other participants.	1	2	3	4	5
19. Most exercises and tasks I did felt like 'I had to'.	1	2	3	4	5
20. I felt I could successfully complete the exercises and tasks.	1	2	3	4	5
21. I felt that the other participants were rather cold and distant towards me.	1	2	3	4	5
22. I felt like what was told really interested me.	1	2	3	4	5
23. I felt like a failure because of the opinion I had of the mistakes I made.	1	2	3	4	5
24. I felt that I belonged to the group of participants.	1	2	3	4	5

Attention:

The items 6, 13, en 16 are taken from the 'Psychological Need Satisfaction in Exercise Scale' (PNSE) van Wilson, Rogers, Rodgers, & Wild (2006).

Wilson, P. M., Rogers, W. T., Rodgers, W. M., & Wild, T. C. (2006). The psychological need satisfaction in exercise scale. *Journal of Sport and Exercise Psychology*, 28, 231-251.

Scoring information:

Autonomy satisfaction: items 1, 6, 13, 22
Autonomy frustration: items 3, 10, 16, 19
Relatedness satisfaction: items 5, 11, 18, 24
Relatedness frustration: items 2, 8, 14, 21
Competence satisfaction: items 9, 12, 15, 20
Competence frustration: items 4, 7, 17, 23

Note: The English version of this scale has not been formally validated yet. The Dutch version has been used in Aelterman et al. (2016).

Supportive reference:

Aelterman, N., Vansteenkiste, M., Van Keer, H., & Haerens, L. (2016). Changing teachers' beliefs regarding autonomy support and structure: The role of experienced psychological need satisfaction in teacher training. *Psychology of Sport and Exercise*, 23, 64-72.

Contact person:

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3.2.1.2. Astronauts

The following items concern experiences you may have had in the past week. Please evaluate these statements using the following scale.

1	2	3	4	5
Totally disagree	Rather disagree	Undecided	Rather agree	Totally agree

During this past week...

- | | | | | | |
|---|---|---|---|---|---|
| 1. I had a feeling of choice and freedom in the things I did. | 1 | 2 | 3 | 4 | 5 |
| 2. I felt excluded from my fellow crew members. | 1 | 2 | 3 | 4 | 5 |
| 3. I had faith in the fact that I did things right. | 1 | 2 | 3 | 4 | 5 |
| 4. Most things I did felt obligatory. | 1 | 2 | 3 | 4 | 5 |
| 5. I felt connected to my fellow crew members, who likewise cared about me. | 1 | 2 | 3 | 4 | 5 |
| 6. I had serious doubts whether I did things right or not. | 1 | 2 | 3 | 4 | 5 |
| 7. I felt my decisions reflected what I truly wanted. | 1 | 2 | 3 | 4 | 5 |
| 8. I felt my fellow crew members acting distant towards me. | 1 | 2 | 3 | 4 | 5 |
| 9. I felt adequate in what I did. | 1 | 2 | 3 | 4 | 5 |
| 10. I felt forced to do things I would myself not have chosen to do. | 1 | 2 | 3 | 4 | 5 |
| 11. I had a warm feeling about my fellow crew members. | 1 | 2 | 3 | 4 | 5 |
| 12. I felt disappointed in a lot of my accomplishments. | 1 | 2 | 3 | 4 | 5 |
| 13. I felt my choices reflected who I truly am. | 1 | 2 | 3 | 4 | 5 |
| 14. I felt excluded from my friends and family at home. | 1 | 2 | 3 | 4 | 5 |
| 15. I felt capable to achieve my goals. | 1 | 2 | 3 | 4 | 5 |
| 16. I felt obliged to do too much. | 1 | 2 | 3 | 4 | 5 |

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

17. I felt connected to my friends and family at home, who likewise cared about me.	1	2	3	4	5
18. I felt insecure about my capabilities.	1	2	3	4	5
19. I felt that what I had done so far is truly interesting to me.	1	2	3	4	5
20. I felt my friends and family at home acting distant towards me.	1	2	3	4	5
21. I felt I could successfully accomplish difficult tasks.	1	2	3	4	5
22. I experienced my daily activities as a series of obligations.	1	2	3	4	5
23. I had a warm feeling about my friends and family at home.	1	2	3	4	5
24. I felt like a failure because of the mistakes I made.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19
Autonomy frustration: items 4, 10, 16, 22
Relatedness satisfaction, home: items 17, 23
Relatedness satisfaction, crew: items 5, 11
Relatedness frustration, home: items 14, 20
Relatedness frustration, crew: items 2, 8
Competence satisfaction: items 3, 9, 15, 21
Competence frustration: items 6, 12, 18, 24

Supportive reference:

Goemaere, S., Van Caelenberg, T., Beyers, W., Binsted, K., & Vansteenkiste, M. (2019). Life on Mars from a Self-Determination Theory perspective: How astronauts' needs for autonomy, competence and relatedness go hand in hand with crew health and mission success - Results from HI-SEAS IV. *Acta Astronautica*, 159, 273-285.

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3.2.1.3. Work

The following questions concern your feelings about your job during the PAST 4 WEEKS. Please indicate how much you agree with each of the following statements given your experiences on this job. Remember that your supervisor will never know how you responded to the questions. Please use the following scale in responding to the items.

1	2	3	4	5
Strongly disagree		Neutral		Strongly agree
1. At work, I feel a sense of choice and freedom in the things I undertake.	1	2	3	4 5
2. I feel excluded from the group I want to belong to at work.	1	2	3	4 5
3. I feel confident that I can do things well on my job.	1	2	3	4 5
4. I feel that the people I care at work about also care about me.	1	2	3	4 5
5. Most of the things I do on my job feel like "I have to".	1	2	3	4 5
6. When I am at work, I have serious doubts about whether I can do things well.	1	2	3	4 5
7. I feel that my decisions on my job reflect what I really want.	1	2	3	4 5
8. I feel that people who are important to me at work are cold and distant towards me.	1	2	3	4 5
9. At work, I feel capable at what I do.	1	2	3	4 5
10. I feel forced to do many things on my job I wouldn't choose to do.	1	2	3	4 5
11. I feel disappointed with my performance in my job.	1	2	3	4 5
12. I feel connected with people who care for me at work, and for whom I care at work.	1	2	3	4 5
13. I feel my choices on my job express who I really am.	1	2	3	4 5
14. When I am at work, I feel competent to achieve my goals.	1	2	3	4 5
15. I feel pressured to do too many things on my job.	1	2	3	4 5

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

16. At work, I feel close and connected with other people who are important to me.	1	2	3	4	5
17. I feel insecure about my abilities on my job.	1	2	3	4	5
18. My daily activities at work feel like a chain of obligations.	1	2	3	4	5
19. I feel I have been doing what really interests me in my job.	1	2	3	4	5
20. I have the impression that people I spend time with at work dislike me.	1	2	3	4	5
21. In my job, I feel I can successfully complete difficult tasks.	1	2	3	4	5
22. I feel the relationships I have at work are just superficial.	1	2	3	4	5
23. When I am working I feel like a failure because of the mistakes I make.	1	2	3	4	5
24. I experience a warm feeling with the people I spend time with at work.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19

Autonomy frustration: items 5, 10, 15, 18

Relatedness satisfaction: items 4, 12, 16, 24

Relatedness frustration: items 2, 8, 20, 22

Competence satisfaction: items 3, 9, 14, 21

Competence frustration: items 6, 11, 17, 23

Supportive reference:

Schultz, P. P., Ryan, R. M., Niemiec, C. P., Legate, N., & Williams, G. C. (2015). Mindfulness, work climate, and psychological need satisfaction in employee well-being. *Mindfulness*, 6, 971-985.

Contact person:

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3.2.1.4. Work

The following statements concern your personal experiences at work. Please indicate to what degree you agree with these statements by ticking off the one that suits you the best. Use the following scale:

1	2	3	4	5	6	7
Completely disagree	Disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Agree	Completely agree

1. I have a feeling of choice and freedom in what I do at work.	1	2	3	4	5	6	7
2. I feel that the decisions I make at work reflect what I really want.	1	2	3	4	5	6	7
3. At work I feel that the choices I make expresses who I really am.	1	2	3	4	5	6	7
4. At work I feel that I do what really interests me.	1	2	3	4	5	6	7
5. I feel confident that I can do things well at work.	1	2	3	4	5	6	7
6. I feel capable in doing what I do at work.	1	2	3	4	5	6	7
7. I feel competent to reaching my goals at work.	1	2	3	4	5	6	7
8. I feel that I can successfully complete difficult tasks at work.	1	2	3	4	5	6	7
9. I feel that the people I care about at work also care about me.	1	2	3	4	5	6	7
10. I feel connected to the people at work who care about me and whom I care about.	1	2	3	4	5	6	7
11. I feel closely connected to other people who are important to me at work.	1	2	3	4	5	6	7
12. I experience a warm and good feeling with the people I spend time with at work.	1	2	3	4	5	6	7
13. Most of the things I do at work, I do because I feel that I have to.	1	2	3	4	5	6	7
14. At work I feel forced to do many things that I would not have chosen to do.	1	2	3	4	5	6	7
15. I feel pressured to do many of the things I do at work.	1	2	3	4	5	6	7
16. My daily activities at work feel like a continuous line of duties.	1	2	3	4	5	6	7
17. I seriously doubt whether I can do things well at work.	1	2	3	4	5	6	7
18. I feel disappointment by many of my achievements at work.	1	2	3	4	5	6	7
19. I feel insecure about my abilities at work.	1	2	3	4	5	6	7
20. At work I feel like a failure because of the mistakes I make.	1	2	3	4	5	6	7
21. At work I feel excluded from the group that I want to be a part of.	1	2	3	4	5	6	7
22. At work I feel that the people that are important to me are cold and distant towards me.	1	2	3	4	5	6	7
23. I have the impression that people that I spend time with at work dislike me	1	2	3	4	5	6	7

24. I feel that the relations I have at work are only superficial.

1 2 3 4 5 6 7

Scoring information:

Autonomy satisfaction: items 1, 2, 3, 4

Autonomy frustration: items 13, 14, 15, 16

Relatedness satisfaction: items 5, 6, 7, 8

Relatedness frustration: items 21, 22, 23, 24

Competence satisfaction: items 9, 10, 11, 12

Competence frustration: items 17, 18, 19, 20

Supportive reference:

Olafsen, A. H., Halvari, H., & Frølund, C. W. (2021). The Basic Psychological Need Satisfaction and Need Frustration at Work Scale: A validation study. *Frontiers in Psychology, 12*.

Contact person:

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3.2.2. Dutch version**3.2.2.1. Physical education**

De volgende uitspraken gaan over je gevoelens tijdens de afgelopen LO-les. Geef voor elke uitspraak aan in welke mate de uitspraak waar is voor jou.

1	2	3	4	5
Helemaal niet waar	Eerder niet waar	Soms waar/ Soms niet waar	Eerder waar	Helemaal waar

Tijdens de afgelopen les L.O....

1.	Had ik een gevoel van keuze en vrijheid in de dingen die ik deed.	1	2	3	4	5
2.	Voelde ik me uitgesloten uit de groep waar ik bij wilde horen.	1	2	3	4	5
3.	Voelde ik me gedwongen om veel oefeningen te doen waar ik zelf niet voor zou kiezen.	1	2	3	4	5
4.	Had ik ernstige twijfels of ik oefeningen wel goed kon doen.	1	2	3	4	5
5.	Voelde ik me nauw verbonden met klasgenoten die belangrijk voor me zijn.	1	2	3	4	5
6.	Had ik het gevoel dat de oefeningen aansloten bij wat ik zelf zou willen.	1	2	3	4	5
7.	Voelde ik me onzeker over mijn vaardigheden.	1	2	3	4	5
8.	Had ik de indruk dat de klasgenoten waarmee ik tijd doorbracht een hekel aan me hadden.	1	2	3	4	5
9.	Had ik er vertrouwen in dat ik de oefeningen goed kon doen.	1	2	3	4	5
10.	Voelde ik me verplicht om te veel oefeningen te doen.	1	2	3	4	5
11.	Voelde ik dat de klasgenoten waar ik om geef, ook geven om mij.	1	2	3	4	5
12.	Voelde ik me in staat om mijn doelen te bereiken.	1	2	3	4	5
13.	Had ik het gevoel dat de manier waarop ik les kreeg, was zoals ik zelf ook wil.	1	2	3	4	5
14.	Voelde ik dat de relaties die ik met klasgenoten had slechts oppervlakkig waren.	1	2	3	4	5

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

15. Voelde ik me bekwaam in wat ik deed.	1	2	3	4	5
16. Voelde ik me onder druk gezet om bepaalde dingen te doen.	1	2	3	4	5
17. Voelde ik me teleurgesteld in veel van mijn prestaties.	1	2	3	4	5
18. Voelde ik me verbonden met de klasgenoten die om mij geven en waar ik ook om geef.	1	2	3	4	5
19. Voelden de meeste oefeningen en opdrachten die ik deed aan alsof 'ze moesten'.	1	2	3	4	5
20. Voelde ik dat ik moeilijke taken met succes kon voltooien.	1	2	3	4	5
21. Had ik het gevoel dat klasgenoten die belangrijk voor zijn koud en afstandelijk waren tegen mij.	1	2	3	4	5
22. Voelde ik dat wat we deden in de les me oprecht interesseerde.	1	2	3	4	5
23. Voelde ik me als een mislukkeling omwille van de fouten die ik maakte.	1	2	3	4	5
24. Had ik een warm gevoel bij klasgenoten waarmee ik tijd doorbracht.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 6, 13, 22

Autonomy frustration: items 3, 10, 16, 19

Relatedness satisfaction: items 5, 11, 18, 24

Relatedness frustration: items 2, 8, 14, 21

Competence satisfaction: items 9, 12, 15, 20

Competence frustration: items 4, 7, 17, 23

Supportive reference:

Haerens, L., Aelterman, N., Vansteenkiste, M., Soenens, B., & Van Petegem, S. (2015). Do perceived autonomy-supportive and controlling teaching relate to physical education students' motivational experiences through unique pathways? Distinguishing between the bright and dark side of motivation. *Psychology of Sport and Exercise*, 16, 26-36.

Contact person:

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3.2.2.2. Training

De volgende uitspraken peilen naar hoe u zich voelde tijdens de afgelopen workshop. Gelieve voor elke uitspraak aan te geven in welke mate deze al dan niet waar is voor u.

1	2	3	4	5
Helemaal niet waar	Eerder niet waar	Soms waar/ Soms niet waar	Eerder waar	Helemaal waar

Tijdens de afgelopen workshop...

- | | | | | | |
|---|---|---|---|---|---|
| 1. ... had ik een gevoel van keuze en vrijheid in de dingen die ik dacht of deed. | 1 | 2 | 3 | 4 | 5 |
| 2. ... voelde ik me wat uitgesloten uit de groep deelnemers. | 1 | 2 | 3 | 4 | 5 |
| 3. ... voelde ik me gedwongen om dingen te doen waar ik zelf niet voor zou kiezen. | 1 | 2 | 3 | 4 | 5 |
| 4. ... had ik twijfels over de vraag of ik de voorgestelde strategieën wel zou kunnen toepassen. | 1 | 2 | 3 | 4 | 5 |
| 5. ... voelde ik me nauw verbonden met de andere deelnemers. | 1 | 2 | 3 | 4 | 5 |
| 6. ... had ik het gevoel dat de suggesties aansloten bij wat ik zelf zou doen. | 1 | 2 | 3 | 4 | 5 |
| 7. ... voelde ik me onzeker over mijn vaardigheden om de suggesties om te zetten in de praktijk. | 1 | 2 | 3 | 4 | 5 |
| 8. ... had ik de indruk dat de andere deelnemers minder respect hadden voor mijn mening. | 1 | 2 | 3 | 4 | 5 |
| 9. ... had ik er vertrouwen in dat ik de voorgestelde strategieën goed kon toepassen. | 1 | 2 | 3 | 4 | 5 |
| 10. ... voelde ik me verplicht om op een bepaalde manier te denken en handelen. | 1 | 2 | 3 | 4 | 5 |
| 11. ... voelde ik me verbonden met de andere deelnemers. | 1 | 2 | 3 | 4 | 5 |
| 12. ... voelde ik me in staat om de vooropgestelde doelen te bereiken. | 1 | 2 | 3 | 4 | 5 |
| 13. ... had ik het gevoel dat de manier waarop de workshop gebracht werd, was zoals ik zelf ook wil. | 1 | 2 | 3 | 4 | 5 |
| 14. ... voelde ik dat de tijdens de workshop opgebouwde band met de andere deelnemers slechts oppervlakkig was. | 1 | 2 | 3 | 4 | 5 |
| 15. ... voelde ik me bekwaam om de voorgestelde strategieën om te zetten in de praktijk. | 1 | 2 | 3 | 4 | 5 |
| 16. ... voelde ik me onder druk gezet om op een bepaalde manier te denken en handelen. | 1 | 2 | 3 | 4 | 5 |

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

17. ... voelde ik me wat teleurgesteld in hoe ik de oefeningen en opdrachten aanpakte.	1	2	3	4	5
18. ... ervoer ik een goede band met de andere deelnemers.	1	2	3	4	5
19. ... voelden de meeste opdrachten aan alsof het van 'moeten' was.	1	2	3	4	5
20. ... voelde ik dat ik de opdrachten met succes kon voltooien.	1	2	3	4	5
21. ... had ik het gevoel dat de andere deelnemers eerder afstandelijk waren tegenover mii.	1	2	3	4	5
22. ... voelde ik dat wat er verteld werd me oprecht interesseerde.	1	2	3	4	5
23. ... voelde ik me als een mislukkeling omwille van de mening die ik had of de fouten die ik maakte.	1	2	3	4	5
24. ... had ik het gevoel dat ik er bij hoorde.	1	2	3	4	5

Note:

De items 6, 13, en 16 zijn overgenomen geworden van de 'Psychological Need Satisfaction in Exercise Scale' (PNSE) van Wilson, Rogers, Rodgers, & Wild (2006).

Wilson, P. M., Rogers, W. T., Rodgers, W. M., & Wild, T. C. (2006). The psychological need satisfaction in exercise scale. *Journal of Sport and Exercise Psychology*, 28, 231-251.

Scoring information:

Autonomy satisfaction: items 1, 6, 13, 22

Autonomy frustration: items 3, 10, 16, 19

Relatedness satisfaction: items 5, 11, 18, 24

Relatedness frustration: items 2, 8, 14, 21

Competence satisfaction: items 9, 12, 15, 20

Competence frustration: items 4, 7, 17, 23

Supportive reference:

Aelterman, N., Vansteenkiste, M., Van Keer, H., & Haerens, L. (2016). Changing teachers' beliefs regarding autonomy support and structure: The role of experienced psychological need satisfaction in teacher training. *Psychology of Sport and Exercise*, 23, 64-72.

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3.2.2.3. Vignette/Situation*Need satisfaction and frustration experienced in response to a specific situation/vignette*

1	2	3	4	5
Helemaal niet waar	Eerder niet waar	Soms waar/ Soms niet waar	Eerder waar	Helemaal waar

Als mijn moeder zo zou reageren, zou ik...

1. ... een gevoel van keuze en vrijheid hebben.	1	2	3	4	5
2. ... het gevoel hebben te kunnen doen wat ik echt wil.	1	2	3	4	5
3. ... me verplicht voelen om bepaalde dingen te doen.	1	2	3	4	5
4. ... me gedwongen voelen om dingen te doen waar ik zelf niet voor zou kiezen.	1	2	3	4	5
5. ... het gevoel hebben dat mijn moeder om mij geeft.	1	2	3	4	5
6. ... me verbonden voelen met mijn moeder.	1	2	3	4	5
7. ... me uitgesloten voelen.	1	2	3	4	5
8. ... de indruk hebben dat mijn moeder een hekel aan me heeft.	1	2	3	4	5
9. ... me bekwaam voelen in wat ik doe.	1	2	3	4	5
10. ... het gevoel hebben dat ik moeilijke taken met succes kan voltooien.	1	2	3	4	5
11. ... me onzeker voelen over mijn vaardigheden.	1	2	3	4	5
12. ... me teleurgesteld voelen over mijn prestaties.	1	2	3	4	5
13. ... het gevoel hebben dat ik kan zijn wie ik echt ben.	1	2	3	4	5
14. ... het gevoel hebben dat ik kan doen wat me oprecht interesseert.	1	2	3	4	5
15. ... me verplicht voelen om veel dingen te doen.	1	2	3	4	5
16. ... dit ervaren als een zoveelste verplichting.	1	2	3	4	5
17. ... vertrouwen voelen.	1	2	3	4	5
18. ... een warm gevoel voelen.	1	2	3	4	5

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

19. ... het gevoel hebben dat de relatie slechts oppervlakkig is.	1	2	3	4	5
20. ... me afgewezen voelen door mijn moeder.	1	2	3	4	5
21. ... me in staat voelen om mijn doelen te bereiken.	1	2	3	4	5
22. ... het gevoel hebben dat ik het goed doe, zelfs bij lastige taken.	1	2	3	4	5
23. ... me een mislukking voelen omwille van de fouten die ik maak.	1	2	3	4	5
24. ... me overstelpt voelen met dingen waarvoor ik me niet in staat voel.	1	2	3	4	5

Scoring information: Long version (Van Petegem et al., 2015)

Autonomy satisfaction: items 1, 2, 13, 14

Autonomy frustration: items 3, 4, 15, 16

Scoring information: Short version (Van Petegem et al., 2017, Study 2)

Autonomy satisfaction: items 1, 2

Autonomy frustration: items 3, 4

Relatedness satisfaction: items 5, 17

Relatedness frustration: items 8, 19

Competence satisfaction: items 10, 22

Competence frustration: items 11, 24

Supportive references:

Van Petegem, S., Soenens, B., Vansteenkiste, M. & Beyers, W. (2015). Rebels with a cause? Adolescent defiance from the perspective of Reactance Theory and Self-Determination Theory. *Child Development, 86*, 903-918.

Van Petegem, S., Zimmer-Gembeck, M. J., Soenens, B., Vansteenkiste, M., Brenning, K., Mabbe, E., Vanhalst, J., & Zimmerman, G. (2017). Does general parenting context modify adolescents' appraisals and coping with a situation of parental regulation? The case of autonomy-supportive parenting. *Journal of Child and Family Studies, 26*, 2623-2639.

Contact person:

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This vignette questionnaire (a shortened version) has also been used in the context of sport by Jochen Delrue and colleagues and was for that purpose slightly adapted (referring to the coach instead of the mother).

See also: Delrue, J., Soenens, B., Morbée, S., Vansteenkiste, M., & Haerens, L. (2019). Do athletes' responses to coach autonomy support and control depend on the situation and athletes' personal motivation? *Psychology of Sport and Exercise, 43*, 321-332.

3.2.2.4. Romantic relationships

Need satisfaction and frustration experienced within the relationship with your partner

De volgende vragen gaan over ervaringen die je kan hebben in je relatie met je partner. Gelieve de stellingen te beoordelen aan de hand van de volgende schaal:

1	2	3	4	5
Helemaal niet				Helemaal wel

In de relatie met mijn partner...

- | | | | | | |
|---|---|---|---|---|---|
| 1. heb ik een gevoel van keuze en vrijheid in de dingen die ik onderneem. | 1 | 2 | 3 | 4 | 5 |
| 2. voel ik me buitengesloten door mijn partner. | 1 | 2 | 3 | 4 | 5 |
| 3. heb ik er vertrouwen in dat ik dingen goed kan doen. | 1 | 2 | 3 | 4 | 5 |
| 4. voelen de meeste dingen die ik doe aan alsof 'het moet'. | 1 | 2 | 3 | 4 | 5 |
| 5. voel ik dat hij/zij om mij geeft. | 1 | 2 | 3 | 4 | 5 |
| 6. heb ik ernstige twijfels over de vraag of ik de dingen wel goed kan doen. | 1 | 2 | 3 | 4 | 5 |
| 7. voel ik dat mijn beslissingen weerspiegelen wat ik echt wil | 1 | 2 | 3 | 4 | 5 |
| 8. voel ik dat hij/zij afstandelijk is tegen mij. | 1 | 2 | 3 | 4 | 5 |
| 9. me bekwaam voelen in wat ik doe. | 1 | 2 | 3 | 4 | 5 |
| 10. voel ik me gedwongen om dingen te doen waar ik zelf niet voor zou kiezen. | 1 | 2 | 3 | 4 | 5 |
| 11. voel ik me nauw verbonden met hem/haar. | 1 | 2 | 3 | 4 | 5 |
| 12. voel ik me teleurgesteld in veel van mijn prestaties. | 1 | 2 | 3 | 4 | 5 |
| 13. voel ik dat mijn keuzes weergeven wie ik werkelijk ben. | 1 | 2 | 3 | 4 | 5 |
| 14. heb ik soms de indruk dat hij/zij een hekel aan me heeft. | 1 | 2 | 3 | 4 | 5 |
| 15. voel ik me in staat om mijn doelen te bereiken. | 1 | 2 | 3 | 4 | 5 |
| 16. voel ik me verplicht om te veel dingen te doen. | 1 | 2 | 3 | 4 | 5 |
| 17. ervaar ik een hechte band. | 1 | 2 | 3 | 4 | 5 |
| 18. voel ik me onzeker over mijn vaardigheden. | 1 | 2 | 3 | 4 | 5 |

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

19. voel ik dat wat ik (kan) doe(n) me oprecht interesseert.	1	2	3	4	5
20. voel ik dat onze relatie slechts oppervlakkig is.	1	2	3	4	5
21. voel ik dat ik moeilijke taken met succes kan voltooien.	1	2	3	4	5
22. voelen mijn dagelijkse activiteiten aan als een aaneenschakeling van verplichtingen.	1	2	3	4	5
23. heb ik een warm gevoel bij hem/haar.	1	2	3	4	5
24. voel ik me als een mislukking omwille van de fouten die ik maak.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19

Autonomy frustration: items 4, 10, 16, 22

Relatedness satisfaction: items 5, 11, 17, 23

Relatedness frustration: items 2, 8, 14, 20

Competence satisfaction: items 3, 9, 15, 21

Competence frustration: items 6, 12, 18, 24

Supportive reference:

Vanhee, G., Lemmens, G. M. D., & Verhofstadt, L. L. (2016). Relationship satisfaction: High need satisfaction or low need frustration? *Social Behavior and Personality*, 44, 923-930.

Contact person:

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3.2.2.5. School (students)

Need satisfaction and frustration experienced at school on a weekly basis

Hieronder willen we meten welke specifieke gevoelens je **DEZE WEEK OP SCHOOL** hebt ervaren. Je kan een score toekennen van 1 ('helemaal niet akkoord') tot 5 ('helemaal akkoord') om aan te geven in welke mate een bepaald gevoel op dit moment van je leven van toepassing is.

Gelieve de stellingen te beoordelen aan de hand van de volgende schaal:

1	2	3	4	5
Helemaal niet akkoord				Helemaal akkoord

De voorbije week...

- | | | | | | |
|--|---|---|---|---|---|
| 1. ... had ik in de klas een gevoel van keuze en vrijheid in de dingen die ik ondernam. | 1 | 2 | 3 | 4 | 5 |
| 2. ... voelden de meeste dingen die ik deed op school aan alsof 'het moest'. | 1 | 2 | 3 | 4 | 5 |
| 3. ... voelde ik me uitgesloten uit de groep medeleerlingen waar ik bij wil horen. | 1 | 2 | 3 | 4 | 5 |
| 4. ... had ik er vertrouwen in dat ik dingen op school goed kan doen. | 1 | 2 | 3 | 4 | 5 |
| 5. ... voelde ik dat mijn beslissingen weerspiegelen wat ik echt wil. | 1 | 2 | 3 | 4 | 5 |
| 6. ... voelde ik me in de klas gedwongen om dingen te doen waar ik zelf niet voor zou kiezen. | 1 | 2 | 3 | 4 | 5 |
| 7. ... voelde ik me verbonden met mijn vrienden op school. | 1 | 2 | 3 | 4 | 5 |
| 8. ... voelde ik dat mijn leerkrachten en medeleerlingen koud en afstandelijk waren tegen mij. | 1 | 2 | 3 | 4 | 5 |
| 9. ... voelde ik me teleurgesteld in mijn schoolse prestaties. | 1 | 2 | 3 | 4 | 5 |
| 10. ... had ik een warm gevoel bij de leerlingen en leerkrachten waarmee ik tijd doorbracht. | 1 | 2 | 3 | 4 | 5 |
| 11. ... voelde ik me onzeker over mijn vaardigheden. | 1 | 2 | 3 | 4 | 5 |
| 12. ... voelde ik me bekwaam in wat ik deed op school. | 1 | 2 | 3 | 4 | 5 |

Scoring information:

Autonomy satisfaction: items 1, 5

Autonomy frustration: items 2, 6

Relatedness satisfaction: items 7, 10

Relatedness frustration: items 3, 8

Competence satisfaction: items 4, 12

Competence frustration: items 9, 11

Supportive reference:

Vandenkerckhove, B., Soenens, B., Van der Kaap-Deeder, J., Brenning, K., Luyten, P., & Vansteenkiste, M. (2019). The role of weekly need-based experiences and self-criticism in predicting weekly academic (mal)adjustment. *Learning and Individual Differences, 69*, 69-83.

Contact person:

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3.2.2.6. School (teachers)

Hieronder peilen we naar je ervaringen op school tijdens de afgelopen 3 maanden. Gelieve elk van de stellingen hieronder goed te lezen en aan te geven of deze waar zijn voor jou door een getal tussen 1 (helemaal niet waar) en 5 (helemaal waar) aan te duiden.

1	2	3	4	5
Helemaal niet waar				Helemaal waar

Op school...

- | | | | | | |
|---|---|---|---|---|---|
| 1. ... ervaar ik een gevoel van keuze en vrijheid in de dingen die ik onderneem. | 1 | 2 | 3 | 4 | 5 |
| 2. ... voelen de meeste dingen die ik doe aan alsof het moet. | 1 | 2 | 3 | 4 | 5 |
| 3. ... voel ik dat de mensen waar ik om geef, ook geven om mij. | 1 | 2 | 3 | 4 | 5 |
| 4. ... voel ik me uitgesloten uit de groep waar ik bij wil horen. | 1 | 2 | 3 | 4 | 5 |
| 5. ... heb ik er vertrouwen in dat ik dingen goed kan doen. | 1 | 2 | 3 | 4 | 5 |
| 6. ... heb ik ernstige twijfels over de vraag of ik de dingen wel goed kan doen. | 1 | 2 | 3 | 4 | 5 |
| 7. ... voel ik dat mijn beslissingen weerspiegelen wat ik echt wil. | 1 | 2 | 3 | 4 | 5 |
| 8. ... voel ik me gedwongen om veel dingen te doen waar ik zelf niet voor zou kiezen. | 1 | 2 | 3 | 4 | 5 |
| 9. ... voel ik me verbonden met mensen die om mij geven en waar ik ook om geef. | 1 | 2 | 3 | 4 | 5 |
| 10. ... voel ik dat mensen die belangrijk voor me zijn koud en afstandelijk zijn tegen mij. | 1 | 2 | 3 | 4 | 5 |
| 11. ... voel ik me bekwaam in wat ik doe. | 1 | 2 | 3 | 4 | 5 |
| 12. ... voel ik me teleurgesteld in veel van mijn prestaties. | 1 | 2 | 3 | 4 | 5 |
| 13. ... voel ik dat mijn keuzes weergeven wie ik werkelijk ben. | 1 | 2 | 3 | 4 | 5 |
| 14. ... voel ik me verplicht om te veel dingen te doen. | 1 | 2 | 3 | 4 | 5 |
| 15. ... voel ik me nauw verbonden met andere mensen die belangrijk voor me zijn. | 1 | 2 | 3 | 4 | 5 |
| 16. ... heb ik de indruk dat mensen waarmee ik tijd doorbreng een hekel aan me hebben. | 1 | 2 | 3 | 4 | 5 |

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

17. ... voel ik me in staat om mijn doelen te bereiken.	1	2	3	4	5
18. ... voel ik me onzeker over mijn vaardigheden.	1	2	3	4	5
19. ... voel ik dat wat ik tot nu toe gedaan heb me oprecht interesseert.	1	2	3	4	5
20. ... voelen mijn dagelijkse activiteiten aan als een aaneenschakeling van verplichtingen.	1	2	3	4	5
21. ... heb ik een warm gevoel bij mensen waarmee ik tijd doorbreng.	1	2	3	4	5
22. ... voel ik dat de relaties die ik heb slechts oppervlakkig zijn.	1	2	3	4	5
23. ... voel ik dat ik moeilijke taken met succes kan voltooien.	1	2	3	4	5
24. ... voel ik me als een mislukking omwille van de fouten die ik maak.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19

Autonomy frustration: items 2, 8, 14, 20

Relatedness satisfaction: items 3, 9, 15, 21

Relatedness frustration: items 4, 10, 16, 22

Competence satisfaction: items 5, 11, 17, 23

Competence frustration: items 6, 12, 18, 24

Supportive reference:

Aelterman, N., Vansteenkiste, M., Haerens, L., Soenens, B., Fontaine, J. R. J., & Reeve, J. (2019). Toward an integrative and fine-grained insight in motivating and demotivating teaching styles: The merits of a circumplex approach. *Journal of Educational Psychology*, 111, 497-521.

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3.2.2.7. Sport

Gelieve de stellingen te beoordelen aan de hand van de volgende schaal:

1	2	3	4	5	6	7
Helemaal niet akkoord						Helemaal akkoord

Tijdens trainingen en wedstrijden...

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. ... had ik een gevoel van keuze en vrijheid in de dingen die ik deed. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. ... voelde ik me buitengesloten uit mijn team/door mijn coach. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. ... voelde ik me gedwongen om een oefening te doen waar ik zelf niet voor zou kiezen. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. ... voelde ik me onzeker over mijn vaardigheden. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. ... had ik er vertrouwen in dat ik de oefening/wedstrijd tot een goed einde kon brengen. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. ... had ik het gevoel dat de manier waarop ik gecoached werd door mijn coach en/of teamgenoten, was zoals ik dat zelf ook wil. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. ... voelde ik me vaardig in wat ik deed. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. ... voelde ik me teleurgesteld in mijn prestatie. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. ... voelde ik me verbonden met mijn teamgenoten en/of coach. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. ... voelde de oefening/training/wedstrijd die ik deed aan alsof 'het moest'. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. ... had ik het gevoel dat mijn teamgenoten en/of coach koud en afstandelijk waren tegen mij. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. ... had ik een warm gevoel bij mijn teamgenoten en/of coach. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Scoring information:

Autonomy satisfaction: items 1, 6,
Autonomy frustration: items 3, 10
Relatedness satisfaction: items 9, 12
Relatedness frustration: items 2, 11
Competence satisfaction: items 5, 7
Competence frustration: items 4, 8

Supportive reference:

Delrue, J., Reynders, B., Vande Broek, G., Aelterman, A., De Backer, M., Decroos, S., De Muynck, G.-J., Fontaine, J., Fransen, K., van Puyenbroeck, S., Haerens, L., & Vansteenkiste, M. (2019). Adopting a helicopter-perspective towards motivating and demotivating coaching: A circumplex approach. *Psychology of Sport and Exercise*, 40, 110-126.

Contact person:

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3.2.2.8. Sportcoach

Gelieve de stellingen te beoordelen aan de hand van de volgende schaal:

1	2	3	4	5
Helemaal niet waar				Helemaal waar

- | | | | | | |
|---|---|---|---|---|---|
| 1. Ik heb het gevoel dat ik succesvol ben in het coachen van sporters. | 1 | 2 | 3 | 4 | 5 |
| 2. Het feit dat ik niet kan kiezen op welke manier ik sporters coach, frustreert mij. | 1 | 2 | 3 | 4 | 5 |
| 3. Soms heb ik het gevoel dat het me nooit zal lukken om goed te coachen. | 1 | 2 | 3 | 4 | 5 |
| 4. De manier waarop ik sporters coach, is voor mij een vrije keuze. | 1 | 2 | 3 | 4 | 5 |
| 5. Bij het coachen van sporters voel ik me sterk verbonden met andere mensen. | 1 | 2 | 3 | 4 | 5 |
| 6. Ik voel me heel bekwaam bij het coachen van sporters. | 1 | 2 | 3 | 4 | 5 |
| 7. Het coachen van sporters zorgt voor spanningen met mensen die belangrijk voor mij zijn. | 1 | 2 | 3 | 4 | 5 |
| 8. Ik heb het gevoel dat ik geen andere keuze heb of onder druk sta om sporters te coachen. | 1 | 2 | 3 | 4 | 5 |
| 9. Het coachen van sporters vervreemdt me soms van anderen. | 1 | 2 | 3 | 4 | 5 |
| 10. Ik voel me vrij om sporters te coachen zoals ik het wil. | 1 | 2 | 3 | 4 | 5 |
| 11. Het coachen van sporters lijkt me soms een onmogelijke opgave. | 1 | 2 | 3 | 4 | 5 |
| 12. Door het coachen van sporters voel ik een sterke band met mensen die belangrijk voor me zijn. | 1 | 2 | 3 | 4 | 5 |

Scoring information:

Autonomy satisfaction: items 4, 10
Autonomy frustration: items 2, 8
Relatedness satisfaction: items 5, 12
Relatedness frustration: items 7, 9
Competence satisfaction: items 1, 6
Competence frustration: items 3, 11

Supportive reference:

Delrue, J., Soenens, B., Morbée, S., Vansteenkiste, M., & Haerens, L. (2019). Do athletes' responses to coach autonomy support and control depend on the situation and athletes' personal motivation? *Psychology of Sport and Exercise*, 43, 321-332.

Contact person:

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3.2.2.9. Work

Hieronder peilen we naar je ervaringen op het werk gedurende de laatste 4 weken. Gelieve elk van de stellingen hieronder goed te lezen en aan te geven of deze waar zijn voor jou door een getal tussen 1 (helemaal niet waar) en 5 (helemaal waar) aan te duiden.

1	2	3	4	5
Helemaal niet waar				Helemaal waar

Op het werk....

- | | | | | | |
|--|---|---|---|---|---|
| 1. ...ervaar ik een gevoel van keuze en vrijheid in de dingen die ik onderneem. | 1 | 2 | 3 | 4 | 5 |
| 2. ...voelen de meeste dingen die ik doe aan alsof het moet. | 1 | 2 | 3 | 4 | 5 |
| 3. ...voel ik dat de mensen waar ik om geef, ook geven om mij. | 1 | 2 | 3 | 4 | 5 |
| 4. ...voel ik me uitgesloten uit de groep waar ik bij wil horen. | 1 | 2 | 3 | 4 | 5 |
| 5. ...heb ik er vertrouwen in dat ik dingen goed kan doen in mijn job. | 1 | 2 | 3 | 4 | 5 |
| 6. ...heb ik ernstige twijfels over de vraag of ik de dingen wel goed kan doen. | 1 | 2 | 3 | 4 | 5 |
| 7. ...voel ik dat mijn beslissingen in mijn job weerspiegelen wat ik echt wil. | 1 | 2 | 3 | 4 | 5 |
| 8. ...voel ik me gedwongen om veel dingen te doen in mijn job waar ik zelf niet voor zou kiezen. | 1 | 2 | 3 | 4 | 5 |
| 9. ...voel ik me verbonden met mensen die om mij geven en waar ik ook om geef. | 1 | 2 | 3 | 4 | 5 |
| 10. ...voel ik dat mensen die belangrijk voor me zijn koud en afstandelijk zijn tegen mij. | 1 | 2 | 3 | 4 | 5 |
| 11. ...voel ik me bekwaam in wat ik doe. | 1 | 2 | 3 | 4 | 5 |
| 12. ...voel ik me teleurgesteld in veel van mijn prestaties in mijn job. | 1 | 2 | 3 | 4 | 5 |
| 13. ...voel ik dat mijn keuzes in mijn job weergeven wie ik werkelijk ben. | 1 | 2 | 3 | 4 | 5 |
| 14. ...voel ik me verplicht om te veel dingen te doen in mijn job. | 1 | 2 | 3 | 4 | 5 |
| 15. ...voel ik me nauw verbonden met andere mensen die belangrijk voor me zijn. | 1 | 2 | 3 | 4 | 5 |
| 16. ...heb ik de indruk dat mensen waarmee ik tijd doorbreng een hekel aan me hebben. | 1 | 2 | 3 | 4 | 5 |

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

17. ...voel ik me in staat om mijn doelen te bereiken.	1	2	3	4	5
18. ...voel ik me onzeker over mijn vaardigheden in mijn job.	1	2	3	4	5
19. ...voel ik dat wat ik tot nu toe gedaan heb me oprecht interesseert.	1	2	3	4	5
20. ...voelen mijn dagelijkse activiteiten aan als een aaneenschakeling van verplichtingen.	1	2	3	4	5
21. ...heb ik een warm gevoel bij mensen waarmee ik tijd doorbreng.	1	2	3	4	5
22. ...voel ik dat de relaties die ik heb slechts oppervlakkig zijn.	1	2	3	4	5
23. ...voel ik dat ik moeilijke taken in mijn job met succes kan voltooien.	1	2	3	4	5
24. ...voel ik me als een mislukking omwille van de fouten die ik maak.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19

Autonomy frustration: items 2, 8, 14, 20

Relatedness satisfaction: items 3, 9, 15, 21

Relatedness frustration: items 4, 10, 16, 22

Competence satisfaction: items 5, 11, 17, 23

Competence frustration: items 6, 12, 18, 24

Items 1, 2, 4, 5, 7, 8, 9, 10, 11, 12, 18, and 21 were used in a shortened version of this questionnaire.

Supportive reference:

Not yet available.

Contact person:

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3.2.2.10. Retrospective

Hieronder volgen een aantal uitspraken die betrekkingen hebben over hoe je terugkijkt op je leven en hoe je de dingen hebt ervaren gedurende je totale leven. Gelieve deze te beoordelen door een getal tussen 1 en 5 te omcirkelen.

1	2	3	4	5
Helemaal niet waar				Helemaal waar

- | | | | | | |
|--|---|---|---|---|---|
| 1. De keuzes die ik globaal genomen in mijn leven heb gemaakt, waren gebaseerd op mijn echte interesses en waarden. | 1 | 2 | 3 | 4 | 5 |
| 2. Ik heb het gevoel dat ik in mijn leven moeilijke opdrachten tot een goed einde heb kunnen brengen. | 1 | 2 | 3 | 4 | 5 |
| 3. Ik voelde me soms eenzaam in mijn leven. | 1 | 2 | 3 | 4 | 5 |
| 4. Ik heb het gevoel dat ik in mijn leven contact heb gehad met vrienden en familie die echt om mij gaven en waar ik ook om gaf. | 1 | 2 | 3 | 4 | 5 |
| 5. Ik ervaaarde in mijn leven gevoelens van falen, alsof ik niet in staat was om iets tot een goed einde te brengen. | 1 | 2 | 3 | 4 | 5 |
| 6. Ik heb in mijn leven heel wat druk ervaren die ik liever niet zou ervaren hebben. | 1 | 2 | 3 | 4 | 5 |
| 7. Ik moest in mijn leven heel wat dingen doen die ik eigenlijk niet wilde doen. | 1 | 2 | 3 | 4 | 5 |
| 8. Ik voelde me tijdens mijn leven vrij om de meeste dingen op mijn eigen manier te doen. | 1 | 2 | 3 | 4 | 5 |
| 9. Ik deed in mijn leven soms domme dingen, waardoor ik mij onbekwaam voelde. | 1 | 2 | 3 | 4 | 5 |
| 10. Ik heb het gevoel dat ik in mijn leven moeilijke uitdagingen ben aangegaan en dat ik deze ook aankon. | 1 | 2 | 3 | 4 | 5 |
| 11. Ik voelde me in mijn leven ongeliefd door één of meerdere mensen die belangrijk voor mij waren. | 1 | 2 | 3 | 4 | 5 |
| 12. Ik heb in mijn leven een dichte en hechte band gehad met vrienden en familie die belangrijk voor mij waren. | 1 | 2 | 3 | 4 | 5 |
| 13. Ik heb het gevoel dat mijn keuzes in mijn leven weergaven wie ik echt ben. | 1 | 2 | 3 | 4 | 5 |

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

14. Er waren in mijn leven mensen die me dwongen om bepaalde dingen te doen.	1	2	3	4	5
15. Ik had in mijn leven soms moeite met dingen waar ik eigenlijk goed in zou moeten geweest zijn.	1	2	3	4	5
16. Ik voelde me in mijn leven zeer bekwaam in wat ik ondernam.	1	2	3	4	5
17. Ik heb in mijn leven regelmatig discussies of ruzies gehad met mensen die mij nauw aan het hart lagen.	1	2	3	4	5
18. Ik voelde in mijn leven een sterke verbondenheid met familie en vrienden waarmee ik veel tijd doorbracht.	1	2	3	4	5
19. De meeste dingen die ik deed in mijn leven voelden aan als een verplichting.	1	2	3	4	5
20. Ik heb het gevoel dat ik in mijn leven heb kunnen doen wat ik echt wilde doen.	1	2	3	4	5
21. Ik had in mijn leven het gevoel dat mensen koud en afstandelijk waren tegenover mij.	1	2	3	4	5
22. Ik heb het gevoel dat ik mijn leven een aantal van mijn vaardigheden goed heb ontwikkeld.	1	2	3	4	5
23. Ik voel me ontgoocheld over wat ik gepresteerd heb in mijn leven.	1	2	3	4	5
24. Ik heb in mijn leven met een aantal mensen een warme en intieme band opgebouwd.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 8, 13, 20

Autonomy frustration: items 6, 7, 14, 19

Relatedness satisfaction: items 4, 12, 18, 24

Relatedness frustration: items 3, 11, 17, 21

Competence satisfaction: items 2, 10, 16, 22

Competence frustration: items 5, 9, 15, 23

Supportive reference:

Van der Kaap-Deeder, J., Soenens, B., Van Petegem, S., Neyrinck, B., De Pauw, S., Raemdonck, E., Vansteenkiste, M. (2020). Live well and die with inner peace: The importance of retrospective need-based experiences, ego integrity and despair for late adults' death attitudes. *Archives of Gerontology and Geriatrics*.

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3.2.2.11. Sibling relationship

De volgende vragen gaan over hoe je je voelt wanneer je omgaat met je **BROER OF ZUS**. Het gaat hier om de broer of zus die ook meedoet aan het onderzoek. Omcirkel één vakje, namelijk dat vakje dat het best past bij wat jij over het algemeen denkt of voelt. Er zijn steeds 5 mogelijke antwoorden.

1	2	3	4	5
Helemaal niet waar				Helemaal waar

Als ik bij mijn broer of zus ben,...

- | | | | | | |
|---|---|---|---|---|---|
| 1. ... voel ik me vrij om te zijn wie ik ben. | 1 | 2 | 3 | 4 | 5 |
| 2. ... voel ik controle en druk om me op een bepaalde manier te gedragen. | 1 | 2 | 3 | 4 | 5 |
| 3. ... voel ik me geliefd. | 1 | 2 | 3 | 4 | 5 |
| 4. ... voel ik me vaak afgewezen. | 1 | 2 | 3 | 4 | 5 |
| 5. ... heb ik het gevoel dat ik goed ben in veel dingen. | 1 | 2 | 3 | 4 | 5 |
| 6. ... twijfel ik vaak of ik goed ben in dingen. | 1 | 2 | 3 | 4 | 5 |
| 7. ... heb ik vaak het gevoel dat hij of zij een hekel aan me heeft. | 1 | 2 | 3 | 4 | 5 |
| 8. ... voel ik me vaak gedwongen om dingen te doen die ik niet zelf zou kiezen. | 1 | 2 | 3 | 4 | 5 |
| 9. ... kan ik de dingen doen die ik echt wil doen. | 1 | 2 | 3 | 4 | 5 |
| 10. ... voel ik een sterke verbondenheid. | 1 | 2 | 3 | 4 | 5 |
| 11. ... heb ik het gevoel dat ik met succes moeilijke taken kan doen. | 1 | 2 | 3 | 4 | 5 |
| 12. ... voel ik me soms een mislukking door de fouten die ik maak. | 1 | 2 | 3 | 4 | 5 |

Scoring information:

Autonomy satisfaction: items 1, 9

Autonomy frustration: items 2, 8

Relatedness satisfaction: items 3, 10

Relatedness frustration: items 4, 7

Competence satisfaction: items 5, 11

Competence frustration: items 6, 12

Supportive reference:

Van der Kaap-Deeder J. (2021). The role of parents' autonomy support and psychological control in sibling relationship functioning through children's need-based experiences. *The British Journal of Developmental Psychology*, 39(4), 653–668. <https://doi.org/10.1111/bjdp.12392>

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3.2.3. German version**3.2.3.1. Physical exercise and Education****3.2.3.1.1. Adults**

Im Folgenden befragen wir Sie zu Ihren aktuellen Erfahrungen im Leben. Bitte lesen Sie jede der folgenden Aussagen genau durch. Auf einer Skala von 1 bis 5 können Sie den Grad der Zustimmung für die jeweilige Aussage wählen.

1	2	3	4	5
Trifft überhaupt nicht zu				Trifft voll und ganz zu

Beim Sporttreiben und Bewegen....

- | | | | | | |
|--|---|---|---|---|---|
| 1. ... habe ich die Wahl und fühle mich frei in dem, was ich tue. | 1 | 2 | 3 | 4 | 5 |
| 2. ... fühlen sich die meisten Dinge an, als ob ich diese tun muss. | 1 | 2 | 3 | 4 | 5 |
| 3. ... spüre ich, dass ich den Menschen, die mir etwas bedeuten, auch wichtig bin. | 1 | 2 | 3 | 4 | 5 |
| 4. ... fühle ich mich ausgeschlossen aus der Gruppe, zu der ich gehören möchte. | 1 | 2 | 3 | 4 | 5 |
| 5. ... bin ich davon überzeugt in Übungen gut zu sein. | 1 | 2 | 3 | 4 | 5 |
| 6. ... habe ich ernsthafte Zweifel daran, dass ich Übungen gut kann. | 1 | 2 | 3 | 4 | 5 |
| 7. ... habe ich das Gefühl, dass meine Entscheidungen widerspiegeln, was ich wirklich will. | 1 | 2 | 3 | 4 | 5 |
| 8. ... fühle ich mich zu vielen Übungen gezwungen, die ich mir selber nicht aussuchen würde. | 1 | 2 | 3 | 4 | 5 |
| 9. ... fühle ich mich mit Menschen verbunden, die mir etwas bedeuten und denen ich etwas bedeute. | 1 | 2 | 3 | 4 | 5 |
| 10. ... spüre ich, dass Personen, die mir wichtig sind, sich mir gegenüber kalt und distanziert verhalten. | 1 | 2 | 3 | 4 | 5 |
| 11. ... fühle ich mich kompetent in dem was ich tue. | 1 | 2 | 3 | 4 | 5 |
| 12. ... bin ich von vielen meiner Leistungen enttäuscht. | 1 | 2 | 3 | 4 | 5 |
| 13. ... habe ich das Gefühl, dass meine Entscheidungen ausdrücken, wer ich wirklich bin. | 1 | 2 | 3 | 4 | 5 |

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

14. ... fühle ich mich bei zu vielen Aufgaben unter Druck gesetzt, diese tun zu müssen.	1	2	3	4	5
15. ... fühle ich mich mit Personen, die mir wichtig, sind nah und verbunden.	1	2	3	4	5
16. ... habe ich den Eindruck, dass mich die Menschen nicht leiden können.	1	2	3	4	5
17. ... fühle ich mich kompetent meine Ziele erreichen zu können.	1	2	3	4	5
18. ... bin ich mir meiner Fähigkeiten nicht sicher.	1	2	3	4	5
19. ... tue ich immer das, was mich wirklich interessiert.	1	2	3	4	5
20. ... fühlen sich die Übungen wie eine Reihe von Verpflichtungen an.	1	2	3	4	5
21. ... empfinde ich ein warmes Gefühl für die Menschen um mich.	1	2	3	4	5
22. ... habe ich das Gefühl nur oberflächliche Beziehungen zu haben.	1	2	3	4	5
23. ... habe ich das Gefühl schwierige Aufgaben erfolgreich meistern zu können.	1	2	3	4	5
24. ... fühle ich mich wie ein Versager aufgrund der Fehler, die ich mache.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19

Autonomy frustration: items 2, 8, 14, 20

Relatedness satisfaction: items 3, 9, 15, 21

Relatedness frustration: items 4, 10, 16, 22

Competence satisfaction: items 5, 11, 17, 23

Competence frustration: items 6, 12, 18, 24

Note: There is currently no study available on the psychometric properties of this version. This version is based on the German translation:

Heissel, A., Vesterling, A., Flunger, B., Fydrich, T., Rapp, M. A., Heinzl, S., A., & Vansteenkiste, M. (in prep.). Needs-based experiences in the context of mental health: The German validation of the Basic Psychological Need Satisfaction and Frustration Scale.

Contact person:

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3.2.3.1.2. Children

Die folgenden Fragen beziehen sich auf deine Erfahrungen im Unterricht/ Sporttraining. Kreise die Zahl ein, die am Besten zu dem passt was du im Matheunterricht/ beim Sporttreiben denkst oder fühlst. Zu jeder Frage gibt es fünf Antwortmöglichkeiten.

1	2	3	4	5
Trifft überhaupt nicht zu				Trifft voll und ganz zu

Im (Mathe-) Unterricht.../ Beim Sporttreiben und Bewegen....

- | | | | | | |
|--|---|---|---|---|---|
| 1. ... fühle ich mich frei in dem, was ich tue. | 1 | 2 | 3 | 4 | 5 |
| 2. ... mache ich die meisten Sachen, weil ich sie machen muss. | 1 | 2 | 3 | 4 | 5 |
| 3. ... mag ich die Menschen, die mich auch mögen. | 1 | 2 | 3 | 4 | 5 |
| 4. ... fühle ich mich aus der Gruppe ausgeschlossen, zu der ich gehören möchte. | 1 | 2 | 3 | 4 | 5 |
| 5. ... kann ich die Aufgaben/ Übungen gut. | 1 | 2 | 3 | 4 | 5 |
| 6. ... zweifle ich oft, ob ich die Aufgaben/ Übungen gut kann. | 1 | 2 | 3 | 4 | 5 |
| 7. ... mache ich die Aufgaben/ Übungen, weil ich sie wirklich gerne machen will. | 1 | 2 | 3 | 4 | 5 |
| 8. ... fühle ich mich zu vielen Aufgaben/ Übungen gezwungen, die ich eigentlich nicht machen möchte. | 1 | 2 | 3 | 4 | 5 |
| 9. ... fühle ich mich den Personen nah, die mir wichtig sind. | 1 | 2 | 3 | 4 | 5 |
| 10. ... habe ich den Eindruck, dass Menschen, die mir wichtig sind, unfreundlich zu mir sind. | 1 | 2 | 3 | 4 | 5 |
| 11. ... bin ich gut in den Aufgaben/ Übungen, die ich mache. | 1 | 2 | 3 | 4 | 5 |
| 12. ... bin ich von vielen meiner Leistungen enttäuscht. | 1 | 2 | 3 | 4 | 5 |
| 13. ... entscheide ich mich dafür Aufgaben/ Übungen zu tun, weil ich sie tun möchte. | 1 | 2 | 3 | 4 | 5 |
| 14. ... fühle ich mich bei zu vielen Aufgaben/ Übungen unter Druck gesetzt, diese tun zu müssen. | 1 | 2 | 3 | 4 | 5 |
| 15. ... fühle ich mich mit Personen, die mir wichtig, sind nah und verbunden. | 1 | 2 | 3 | 4 | 5 |
| 16. ... können mich Menschen, mit denen ich meine Zeit verbringe, nicht leiden. | 1 | 2 | 3 | 4 | 5 |
| 17. ... kann ich meine Ziele erreichen. | 1 | 2 | 3 | 4 | 5 |

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

18. ... bin ich mir unsicher, was ich gut kann.	1	2	3	4	5
19. ... finde ich die Aufgaben/ Übungen, die ich tue, wirklich interessant.	1	2	3	4	5
20. ... mache ich die Aufgaben/ Übungen, weil ich sie machen muss und nicht weil ich sie machen möchte.	1	2	3	4	5
21. ... empfinde ich ein herzliches Gefühl gegenüber den Menschen um mich.	1	2	3	4	5
22. ... sind die Beziehungen, die ich habe, leicht zerbrechlich.	1	2	3	4	5
23. ... kann ich schwierige Aufgaben/ Übungen gut lösen.	1	2	3	4	5
24. ... fühle ich mich manchmal wie ein Versager, wenn ich Fehler mache.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19

Autonomy frustration: items 2, 8, 14, 20

Relatedness satisfaction: items 3, 9, 15, 21

Relatedness frustration: items 4, 10, 16, 22

Competence satisfaction: items 5, 11, 17, 23

Competence frustration: items 6, 12, 18, 24

Note: There is currently no study available on the psychometric properties of this version. This version is based on the German translation:

Heissel, A., Pietrek, A., Flunger, B., Fydrich, T., Rapp, M. A., Heinzl, S., & Vansteenkiste, M. (2018). The validation of the German Basic Psychological Need Satisfaction and Frustration Scale in the context of mental health. *European Journal of Health Psychology*, 25, 119-132.

Contact person:

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3.2.4. Estonian version**3.2.4.1. Physical education**

1 Ei ole üldse nõus	7 Olen täiesti nõus
Kehalises kasvatuses...	
1. ... ma tundsin valikuvabadust oma tegevustes.	1 2 3 4 5 6 7
2. ... ma tundsin, et tegin harjutusi, mida tõesti tahtsin teha.	1 2 3 4 5 6 7
3. ... ma tundsin, et see kuidas tunnis õpetati oli kooskõlas minu soovidega.	1 2 3 4 5 6 7
4. ... ma tundsin, et tunnis läbiviidud tegevused pakkusid mulle tõesti huvi.	1 2 3 4 5 6 7
5. ... ma tundsin end kindlana, et suudan harjutusi hästi sooritada.	1 2 3 4 5 6 7
6. ... ma tundsin end tundides võimekana.	1 2 3 4 5 6 7
7. ... ma tundsin, et suudan oma eesmärgi saavutada.	1 2 3 4 5 6 7
8. ... ma tundsin, et suudan sooritada keerulisi harjutusi.	1 2 3 4 5 6 7
9. ... ma tundsin, et klassikaaslased, kellest ma hoolin, hoolivad ka minust.	1 2 3 4 5 6 7
10. ... ma tundsin ühtekuuluvust klassikaaslastega, kes minust hoolivad ja kellest ma hoolin.	1 2 3 4 5 6 7
11. ... ma tundsin ühtekuuluvust klassikaaslastega, kes on minule olulised.	1 2 3 4 5 6 7
12. ... ma kogesin häid emotsioone klassikaaslastega, kellega ma koos harjutasin.	1 2 3 4 5 6 7
13. ... ma tundsin enamus harjutuste ja ülesannete puhul, et lihtsalt pean neid tegema.	1 2 3 4 5 6 7
14. ... ma tundsin, et olen sunnitud tegema palju selliseid harjutusi mida ise ei oleks valinud teha.	1 2 3 4 5 6 7

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

15. ... ma tundsin survet teha liiga palju harjutusi.	1	2	3	4	5	6	7
16. ... ma tundsin kohustust teha teatud kindlaid harjutusi.	1	2	3	4	5	6	7
17. ... mul olid tõsised kahtlused kas ma suudan harjutusi hästi sooritada.	1	2	3	4	5	6	7
18. ... ma tundsin pettumust enda paljude soorituste suhtes.	1	2	3	4	5	6	7
19. ... ma tundsin ebakindlust oma võimetes.	1	2	3	4	5	6	7
20. ... ma tundsin end tehtud vigade tõttu saamatuna.	1	2	3	4	5	6	7
21. ... ma tundsin end tõrjutuna grupi poolt, kuhu ma tahan kuuluda.	1	2	3	4	5	6	7
22. ... ma tundsin, et mulle olulised klassikaaslased olid minu suhtes ükskõiksed ja hoidsid minust eemale.	1	2	3	4	5	6	7
23. ... mulle jäi mulje, et ma ei meeldinud klassikaaslastele, kellega ma koos harjutasin.	1	2	3	4	5	6	7
24. ... ma tundsin, et mu läbisaamine klassikaaslastega oli pealiskaudne.	1	2	3	4	5	6	7

Scoring information:

Autonomy satisfaction: items 1, 2, 3, 4

Autonomy frustration: items 13, 14, 15, 16

Relatedness satisfaction: items 9, 10, 11, 12

Relatedness frustration: items 21, 22, 23, 24

Competence satisfaction: items 5, 6, 7, 8

Competence frustration: items 17, 18, 19, 20

Supportive reference:

Tilga, H., Hein, V., Koka, A. & Hagger, M. S. (2020). How Physical Education Teachers' Interpersonal Behaviour is Related to Students' Health-Related Quality of Life. *Scandinavian Journal of Educational Research*, 64, 661-676,

Contact person:

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3.2.4.2. Leisure time

1 Ei ole üldse nõus	7 Olen täiesti nõus
Oma vabal ajal...	
1. ... ma tundsin valikuvabadust oma tegevustes.	1 2 3 4 5 6 7
2. ... ma tundsin, et tegin harjutusi, mida tõesti tahtsin teha.	1 2 3 4 5 6 7
3. ... ma tundsin, et see kuidas tunnis õpetati oli kooskõlas minu soovidega.	1 2 3 4 5 6 7
4. ... ma tundsin, et tunnis läbiviidud tegevused pakkusid mulle tõesti huvi.	1 2 3 4 5 6 7
5. ... ma tundsin end kindlana, et suudan harjutusi hästi sooritada.	1 2 3 4 5 6 7
6. ... ma tundsin end tundides võimekana.	1 2 3 4 5 6 7
7. ... ma tundsin, et suudan oma eesmärgi saavutada.	1 2 3 4 5 6 7
8. ... ma tundsin, et suudan sooritada keerulisi harjutusi.	1 2 3 4 5 6 7
9. ... ma tundsin, et klassikaaslased, kellest ma hoolin, hoolivad ka minust.	1 2 3 4 5 6 7
10. ... ma tundsin ühtekuuluvust klassikaaslastega, kes minust hoolivad ja kellest ma hoolin.	1 2 3 4 5 6 7
11. ... ma tundsin ühtekuuluvust klassikaaslastega, kes on minule olulised.	1 2 3 4 5 6 7
12. ... ma kogesin häid emotsioone klassikaaslastega, kellega ma koos harjutasin.	1 2 3 4 5 6 7
13. ... ma tundsin enamus harjutuste ja ülesannete puhul, et lihtsalt pean neid tegema.	1 2 3 4 5 6 7
14. ... ma tundsin, et olen sunnitud tegema palju selliseid harjutusi mida ise ei oleks valinud teha.	1 2 3 4 5 6 7
15. ... ma tundsin survet teha liiga palju harjutusi.	1 2 3 4 5 6 7

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

16. ... ma tundsin kohustust teha teatud kindlaid harjutusi.	1	2	3	4	5	6	7
17. ... mul olid tõsised kahtlused kas ma suudan harjutusi hästi sooritada.	1	2	3	4	5	6	7
18. ... ma tundsin pettumust enda paljude soorituste suhtes.	1	2	3	4	5	6	7
19. ... ma tundsin ebakindlust oma võimetes.	1	2	3	4	5	6	7
20. ... ma tundsin end tehtud vigade tõttu saamatuna.	1	2	3	4	5	6	7
21. ... ma tundsin end tõrjutuna grupi poolt, kuhu ma tahan kuuluda.	1	2	3	4	5	6	7
22. ... ma tundsin, et mulle olulised klassikaaslased olid minu suhtes ükskõiksed ja hoidsid minust eemale.	1	2	3	4	5	6	7
23. ... mulle jäi mulje, et ma ei meeldinud klassikaaslastele, kellega ma koos harjutasin.	1	2	3	4	5	6	7
24. ... ma tundsin, et mu läbisaamine klassikaaslastega oli pealiskaudne.	1	2	3	4	5	6	7

Scoring information:

Autonomy satisfaction: items 1, 2, 3, 4

Autonomy frustration: items 13, 14, 15, 16

Relatedness satisfaction: items 9, 10, 11, 12

Relatedness frustration: items 21, 22, 23, 24

Competence satisfaction: items 5, 6, 7, 8

Competence frustration: items 17, 18, 19, 20

Supportive reference:

Tilga, H., Kalajas-Tilga, H., Hein, V., Raudsepp, L., & Koka, A. (2018). The effect of peer's autonomy-supportive behaviour on adolescents' psychological need satisfaction, intrinsic motivation and objectively measured physical activity. *Acta Kinesiologiae Universitatis Tartuensis*, 24, 27-41.

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3.2.5. Portuguese version

3.2.5.1. Physical exercise

Em baixo iremos questionar-te sobre as tuas experiências atuais de certos sentimentos em relação às tuas atividades no ginásio/academia. Por favor lê com atenção cada item em baixo. Podes escolher entre 1 a 7 para indicar o grau em que cada declaração é verdadeira neste momento da tua vida.

EU QUANDO PRATICO EXERCÍCIO FÍSICO PORQUE...

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. ... tenho uma sensação de escolha e liberdade nas coisas que eu faço. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. ... sinto que a maioria das coisas faço por “obrigação”. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. ... sinto que as pessoas com quem eu me preocupo também se preocupam comigo. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. ... sinto-me excluído do grupo ao qual eu quero pertencer. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. ... sinto-me confiante que posso fazer as coisas bem. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. ... tenho muitas dúvidas se consigo fazer as coisas bem. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. ... sinto que as minhas decisões refletem o que eu realmente quero. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. ...sinto-me forçado a fazer muitas coisas que eu não escolheria fazer. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. ... sinto-me ligado às pessoas que se preocupam comigo e pelas quais me preocupo. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. ... sinto que as pessoas que são importantes para mim são frias e distantes comigo. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. ... sinto-me capaz naquilo que faço. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. ... na maioria das vezes, sinto-me desapontado com o meu desempenho. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. ... sinto que as atividades que realizo representam bem aquilo que eu quero fazer. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

14. ... sinto-me pressionado para fazer muitas coisas.	1	2	3	4	5	6	7
15. ... sinto-me próximo das pessoas que são importantes para mim.	1	2	3	4	5	6	7
16. ... tenho a impressão que as pessoas com quais me relaciono não gostam de mim.	1	2	3	4	5	6	7
17. ... sinto-me competente para alcançar os meus objetivos.	1	2	3	4	5	6	7
18. ... sinto-me inseguro acerca das minhas capacidades.	1	2	3	4	5	6	7
19. ... sinto que tenho feito o que realmente me interessa.	1	2	3	4	5	6	7
20. ... sinto que as atividades que eu faço parecem-me que são obrigações/um fardo.	1	2	3	4	5	6	7
21. ... experiencio um sentimento caloroso com as pessoas com as quais me relaciono.	1	2	3	4	5	6	7
22. ... sinto que os relacionamentos que eu tenho são apenas superficiais.	1	2	3	4	5	6	7
23. ... sinto que consigo realizar com sucesso tarefas difíceis.	1	2	3	4	5	6	7
24. ... sinto-me como um fracassado por causa dos erros que faço.	1	2	3	4	5	6	7

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19

Autonomy frustration: items 2, 8, 14, 20

Relatedness satisfaction: items 5, 11, 17, 23

Relatedness frustration: items 6, 12, 18, 24

Competence satisfaction: items 3, 9, 15, 21

Competence frustration: items 4, 10, 16, 22

Supportive reference:

Rodrigues, F., Hair, J., Neiva, H.P., Teixeira, D. S., Cid, L., & Monteiro, D. (2019). The Basic Psychological Need Satisfaction and Frustration Scale in Exercise (BPNSFS-E): Validity, reliability, and gender invariance in Portuguese exercisers. *Perceptual and Motor Skills*, 126, 949-972.

Contact person:

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3.2.5.2. Exercise instructors

Em baixo iremos questionar-te sobre as tuas experiências atuais de certos sentimentos em relação à tua prescrição de exercício físico. Por favor lê com atenção cada item em baixo. Podes escolher entre 1 a 7 para indicar o grau em que cada declaração é verdadeira neste momento da tua vida.

EU QUANDO PRESCREVO EXERCÍCIO FÍSICO AOS MEUS CLIENTES...

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 1. ... tenho uma sensação de escolha e liberdade nas tarefas que eu faço. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. ... sinto que faço por “obrigação”. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. ... sinto que os clientes com quem eu me preocupo também se preocupam comigo. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. ... sinto-me excluído do grupo ao qual eu quero pertencer. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. ... sinto-me confiante que posso fazer as coisas bem. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. ... tenho muitas dúvidas se consigo fazer as coisas bem. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. ... sinto que as minhas decisões refletem o que eu realmente quero. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. ... sinto-me forçado a fazer muitas coisas que eu não quero fazer. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. ... sinto-me ligado aos clientes que se preocupam comigo e pelas quais me preocupo. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. ... sinto frieza e distância dos clientes que são importantes para mim. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. ... sinto-me capaz nas tarefas que executo. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. ... sinto-me desapontado com o meu desempenho. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. ... sinto que as atividades que realizo representam bem aquilo que eu quero fazer. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. ... sinto-me pressionado para fazer muitas coisas. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. ... sinto-me próximo dos clientes que são importantes para mim. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

16. ... tenho a impressão que os clientes com quais me relaciono não gostam de mim.	1	2	3	4	5	6	7
17. ... sinto-me competente para alcançar os meus objetivos.	1	2	3	4	5	6	7
18. ... sinto-me inseguro acerca das minhas capacidades.	1	2	3	4	5	6	7
19. ... sinto que tenho feito o que realmente me interessa.	1	2	3	4	5	6	7
20. ... sinto que as tarefas que eu faço parecem-me que são um fardo.	1	2	3	4	5	6	7
21. ... experiencio um sentimento caloroso com os clientes com as quais tenho contacto.	1	2	3	4	5	6	7
22. ... sinto que os relacionamentos que eu tenho são apenas superficiais.	1	2	3	4	5	6	7
23. ... sinto que consigo realizar com sucesso tarefas difíceis.	1	2	3	4	5	6	7
24. ... sinto-me como um fracassado por causa dos erros que cometo.	1	2	3	4	5	6	7

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19

Autonomy frustration: items 2, 8, 14, 20

Relatedness satisfaction: items 3, 9, 15, 21

Relatedness frustration: items 4, 10, 16, 22

Competence satisfaction: items 5, 11, 17, 23

Competence frustration: items 6, 12, 18, 24

Supportive reference:

Rodrigues, F., Neiva, H., Marinho, D., Mendes, P., Teixeira, D., Cid, L., & Monteiro, D. (2019).

Assessing need satisfaction and frustration in Portuguese exercise instructors: Scale validity, reliability, and invariance between gender. *Cuadernos de Psicología del Deporte*, 19, 233-240.

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3.2.6. Persian version

3.2.6.1. Physical education

سئوالات زیر درباره احساس شما در کلاس تربیت بدنی می باشد. لطفا هر سؤال را با دقت بخوانید، و از گزینه 7 تا 1 نشان دهید که کدام مورد بیشتر در مورد شما صحت دارد.									
ردیف			درستی				ردیف		
1	من در کارهایی که در کلاس بعهده میگیرم یک احساس آزادی و حق انتخاب دارم	7	6	5	4	3	2	1	
2	من احساس اعتماد به نفس دارم که می توانم تمرینات را به خوبی انجام دهم	7	6	5	4	3	2	1	
3	احساس نزدیکی و ارتباط با اعضای کلاسی که برای من مهم هستند دارم	7	6	5	4	3	2	1	
4	من مجبور هستم بیشتر تمرینات و تکالیف را انجام دهم	7	6	5	4	3	2	1	
5	احساس می کنم از گروهی که می خواستم به آن تعلق داشته باشم، حذف شده ام.	7	6	5	4	3	2	1	
6	من در بسیاری از عملکردهایم احساس ناامیدی (ناکامی) دارم	7	6	5	4	3	2	1	
7	احساس میکنم که تمرینات بازتاب آن چیزی است که من واقعا میخواهم	7	6	5	4	3	2	1	
8	به گمانم اعضای کلاسی که دوست دارم با آنها وقتم را بگذارم، دوستم ندارند.	7	6	5	4	3	2	1	
9	من در دستیابی به اهدافم احساس شایسته بودن می کنم	7	6	5	4	3	2	1	
10	من احساس فشار می کنم به جهت انجام تمرینات بیش از حد	7	6	5	4	3	2	1	
11	من احساس تزلزل و سستی درباره توانایی هایم دارم	7	6	5	4	3	2	1	
12	من احساس گرمی با اعضای کلاسم که با آنها وقتم را می گذرانم، تجربه کردم	7	6	5	4	3	2	1	

Scoring information:

Autonomy satisfaction: items 1, 7

Autonomy frustration: items 4, 10

Relatedness satisfaction: items 3, 12

Relatedness frustration: items 5, 8

Competence satisfaction: items 2, 9

Competence frustration: items 6, 11

Supportive reference:

Behzadnia, B., Adachi, P. J., Deci, E. L., & Mohammadzadeh, H. (2018). Associations between students' perceptions of physical education teachers' interpersonal styles and students' wellness, knowledge, performance, and intentions to persist at physical activity: A Self-Determination Theory approach. *Psychology of Sport and Exercise*, 39, 10-19.

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3.2.7. Hebrew version

3.2.7.1. Motherhood

לפניך היגדים המתארים רגשות שונים של אימהות. סמני באיזה מידה כל היגד נכון לגביך.

		לא נכון בכלל	לא כל כך נכון	נכון	נכון מאוד	נכון מאוד מאוד
1	אני מרגישה שיש לי בחירה וחופש בדברים שאני עושה כאמא.	1	2	3	4	5
2	את רוב הדברים שאני עושה במסגרת תפקידי כאמא אני מרגישה שאני "חייבת לעשות".	1	2	3	4	5
3	כאמא, אני מרגישה שלאנשים שאכפת לי מהם גם אכפת ממני.	1	2	3	4	5
4	כאמא, אני מרגישה לא שייכת לאנשים שאני רוצה להשתייך אליהם.	1	2	3	4	5
5	כאמא, אני מרגישה שאני יכולה להצליח לעשות דברים כמו שצריך.	1	2	3	4	5
6	כאמא, אני בכלל לא בטוחה שאני יכולה לעשות דברים כמו שצריך.	1	2	3	4	5
7	אני מרגישה שההחלטות שלי כאמא מבטאות מה שאני רוצה לעשות.	1	2	3	4	5
8	כאמא, אני מרגישה שמכריחים אותי לעשות הרבה דברים שאני לא רוצה לעשות.	1	2	3	4	5
9	כאמא, אני מרגישה קשורה לאנשים שאכפת להם ממני ולי אכפת מהם.	1	2	3	4	5
10	כאמא, אני מרגישה שאנשים שחשובים לי הם קרים ומרוחקים ממני.	1	2	3	4	5
11	אני מרגישה שאני טובה במה שאני עושה כאמא.	1	2	3	4	5
12	אני מרגישה מאוכזבת מההישגים שלי כאמא.	1	2	3	4	5
13	אני מרגישה שהבחירות שלי כאמא מבטאות את מי שאני באמת.	1	2	3	4	5
14	כאמא אני מרגישה שלוחצים עלי לעשות יותר מדי דברים.	1	2	3	4	5
15	כאמא, אני מרגישה קרובה ומחוברת לאנשים שחשובים לי.	1	2	3	4	5
16	יש לי הרגשה שהאנשים שאני נפגשת איתם באופן קבוע כאמא לא ממש מחבבים אותי.	1	2	3	4	5
17	אני מרגישה שאני מסוגלת להשיג את המטרות שלי כאמא.	1	2	3	4	5

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

5	4	3	2	1	אני לא בטוחה שיש לי את היכולות הנדרשות מאמא	18
5	4	3	2	1	כאמא, אני מרגישה שאני עושה מה שבאמת מעניין אותי.	19
5	4	3	2	1	כאמא, הפעילות שלי במהלך היום מרגישה כמו רצף של מחויבויות.	20
5	4	3	2	1	כאמא, אני מרגישה רגשות חמים כלפי האנשים שאני נמצאת איתם.	21
5	4	3	2	1	כאמא, אני מרגישה שהיחסים שיש לי עם אנשים הם שטחיים	22
5	4	3	2	1	כאמא, אני מרגישה שאני יכולה לעמוד בהצלחה במשימות קשות	23
5	4	3	2	1	אני מרגישה שאני כישלון - בגלל טעויות שאני עושה כאמא	24

Scoring information:

Autonomy satisfaction: items 1, 7, 13, 19
 Autonomy frustration: items 2, 8, 14, 20
 Relatedness satisfaction: items 3, 9, 15, 21
 Relatedness frustration: items 4, 10, 16, 22
 Competence satisfaction: items 5, 11, 17, 23
 Competence frustration: items 6, 12, 18, 24

Supportive reference:

Slobodin, O., Cohen, R., Arden, A., & Katz, I. (2020). Mothers' need frustration and controlling parenting: The moderating role of maternal guilt. *Journal of Child and Family Studies*.
<https://doi.org/10.1007/s10826-020-01720-6>

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3.2.8. French version**3.2.8.1. Vignette/situation***Need satisfaction and frustration experienced in response to a specific situation/vignette*

1	2	3	4	5
Complètement en désaccord				Complètement d'accord

Si ma mère réagissait comme ça, ...

- | | | | | | |
|---|---|---|---|---|---|
| 1. ... j'aurais l'impression d'avoir le choix et d'être libre. | 1 | 2 | 3 | 4 | 5 |
| 2. ... j'aurais le sentiment de pouvoir faire ce que je veux vraiment. | 1 | 2 | 3 | 4 | 5 |
| 3. ... je me sentirais obligé(e) de faire certaines choses. | 1 | 2 | 3 | 4 | 5 |
| 4. ... je me sentirais forcé(e) de faire des choses que je n'aurais pas choisi. | 1 | 2 | 3 | 4 | 5 |
| 5. ... j'aurais l'impression qu'elle se soucie de moi. | 1 | 2 | 3 | 4 | 5 |
| 6. ... j'aurais le sentiment d'être en lien avec elle. | 1 | 2 | 3 | 4 | 5 |
| 7. ... je me sentirais exclu(e) par elle. | 1 | 2 | 3 | 4 | 5 |
| 8. ... j'aurais l'impression qu'elle ne m'aime pas. | 1 | 2 | 3 | 4 | 5 |
| 9. ... j'aurais l'impression qu'à l'avenir je peux étudier ce cours avec succès. | 1 | 2 | 3 | 4 | 5 |
| 10. ... j'aurais de sérieux doutes quant à ma capacité à faire les choses de mon mieux. | 1 | 2 | 3 | 4 | 5 |
| 11. ... je me sentirais déçu(e) par ma performance. | 1 | 2 | 3 | 4 | 5 |
| 12. ... j'aurais le sentiment de pouvoir exprimer qui je suis vraiment. | 1 | 2 | 3 | 4 | 5 |
| 13. ... j'aurais l'impression de pouvoir faire ce qui m'intéresse vraiment. | 1 | 2 | 3 | 4 | 5 |
| 14. ... je me sentirais sous pression pour étudier ce cours. | 1 | 2 | 3 | 4 | 5 |
| 15. ... j'aurais l'impression qu'étudier pour ce cours est une obligation. | 1 | 2 | 3 | 4 | 5 |
| 16. ... j'aurais l'impression d'avoir confiance en elle. | 1 | 2 | 3 | 4 | 5 |
| 17. ... j'éprouverais des sentiments chaleureux envers elle. | 1 | 2 | 3 | 4 | 5 |
| 18. ... j'aurais l'impression que notre relation est superficielle. | 1 | 2 | 3 | 4 | 5 |
| 19. ... je me sentirais rejeté(e) par elle. | 1 | 2 | 3 | 4 | 5 |
| 20. ... je me sentirais capable d'étudier ce cours. | 1 | 2 | 3 | 4 | 5 |

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

21. ... j'aurais l'impression que je peux réussir à étudier ce cours.	1	2	3	4	5
22. ... j'aurais l'impression d'être un(e) raté(e).	1	2	3	4	5
23. ... je serais submergé(e) par les choses que je me sens incapable de faire.	1	2	3	4	5
24. ... je me sentirais confiant(e) dans ma capacité à bien étudier ce cours.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 2, 12, 13

Autonomy frustration: items 3, 4, 14, 15

Relatedness satisfaction: items 5, 6, 16, 17

Relatedness frustration: items 7, 8, 18, 19

Competence satisfaction: items 9, 20, 21, 24

Competence frustration: items 10, 11, 22, 23

Supportive reference:

Van Petegem, S., Zimmer-Gembeck, M. J., Baudat, S., Soenens, B., Vansteenkiste, M., & Zimmermann, G. (accepted). Adolescents' responses to parental regulation: The role of communication style and self-determination. *Journal of Applied Developmental Psychology*.

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Grégoire Zimmermann; Grégoire.Zimmermann@unil.ch.

3.2.9. Spanish version**3.2.9.1. Elementary school students***Need satisfaction experienced in the classroom*

1	2	3	4	5
Strongly disagree				Strongly agree
1. Las actividades que hago en clase se ajustan a mis intereses.			1 2 3 4 5	
2. Me siento capaz de alcanzar mis metas en clase.			1 2 3 4 5	
3. Me siento muy cómodo/a con mis profesores y compañeros/as.			1 2 3 4 5	
4. Las actividades que hago en clase coinciden perfectamente con la forma en que yo quiero hacerlas.			1 2 3 4 5	
5. Realizo las actividades de forma eficaz.			1 2 3 4 5	
6. Me llevo bien con mis profesores y compañeros de clase.			1 2 3 4 5	
7. La forma de realizar las actividades responde a mis deseos.			1 2 3 4 5	
8. En clase, siento que puedo realizar bien las actividades.			1 2 3 4 5	
9. Los profesores y compañeros de clase se preocupan por mí y yo me preocupo por ellos.			1 2 3 4 5	
10. Tengo la oportunidad de elegir cómo realizar las actividades.			1 2 3 4 5	
11. Pienso que puedo cumplir con las exigencias de clase.			1 2 3 4 5	
12. Me gustan mucho mis profesores y compañeros de clase.			1 2 3 4 5	

Scoring information:

Autonomy satisfaction: items 1, 4, 7, 10

Relatedness satisfaction: items 3, 6, 9, 12

Competence satisfaction: items 2, 5, 8, 11

Supportive reference:

Conesa, P. J., & Duñabeitia, J. A. (2021). The Basic Psychological Needs in the Classroom Scale (BPN-CS). *Behavioral Sciences*, 11(7), 96. MDPI AG. <http://dx.doi.org/10.3390/bs11070096>

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3.2.10. Norwegian version**3.2.10.1. Work**

Følgende påstander vedrører dine personlige erfaringer på jobben. Vær vennlig og indiker i hvilken grad du er enig i disse påstandene ved å krysse av for det som er mest passende for deg. Benytt følgende skala:

	1	2	3	4	5	6	7
	Helt uenig	Ganske uenig	Noe uenig	Nøytral	Noe enig	Ganske enig	Helt enig
1. Jeg har en følelse av valg og frihet i de tingene jeg foretar meg på jobb.	1	2	3	4	5	6	7
2. På jobb føler jeg at mine avgjørelser reflekterer hva jeg virkelig vil.	1	2	3	4	5	6	7
3. På jobb føler jeg at valgene mine uttrykker den jeg virkelig er.	1	2	3	4	5	6	7
4. På jobb føler jeg at jeg gjør det som virkelig interesserer meg.	1	2	3	4	5	6	7
5. Jeg føler meg sikker på at jeg kan gjøre ting bra på jobb.	1	2	3	4	5	6	7
6. Jeg føler meg i stand til å gjøre det jeg gjør på jobb.	1	2	3	4	5	6	7
7. Jeg føler meg kompetent til å nå mine mål på jobb.	1	2	3	4	5	6	7
8. Jeg føler at jeg med godt resultat kan fullføre vanskelige oppgaver på jobb.	1	2	3	4	5	6	7
9. Jeg føler at de menneskene jeg bryr meg om på jobben også bryr seg om meg.	1	2	3	4	5	6	7
10. Jeg føler meg knyttet til med de menneskene som bryr seg om meg og som jeg bryr meg om på jobben.	1	2	3	4	5	6	7
11. Jeg føler meg nært knyttet til andre personer som er viktige for meg på jobben.	1	2	3	4	5	6	7
12. Jeg opplever en varm og god følelse sammen med de menneskene jeg tilbringer tid med på jobb.	1	2	3	4	5	6	7
13. De fleste ting jeg gjør på jobb gjør jeg fordi jeg føler at jeg må.	1	2	3	4	5	6	7
14. På jobb føler jeg med tvunget til å gjøre mange ting jeg ikke selv ville valgt å gjøre.	1	2	3	4	5	6	7
15. Mange av de tingene jeg gjør på jobb føler jeg med presset til å gjøre.	1	2	3	4	5	6	7
16. Mine daglige aktiviteter på jobb føles som en sammenhengende rekke av plikter.	1	2	3	4	5	6	7
17. Jeg er i sterk tvil om hvorvidt jeg kan gjøre ting bra på jobb.	1	2	3	4	5	6	7
18. Jeg føler meg skuffet over mange av mine prestasjoner på jobben.	1	2	3	4	5	6	7
19. Jeg føler meg usikker på mine evner på jobben.	1	2	3	4	5	6	7
20. På jobb føler jeg meg mislykket på grunn av de feilene jeg gjør.	1	2	3	4	5	6	7
21. På jobb føler jeg meg ekskludert fra den gruppen jeg ønsker å være en del av.	1	2	3	4	5	6	7

Basic Psychological Need Satisfaction and Frustration Scale (BPNSNF)

22. På jobb føler jeg at folk som er viktige for meg er kalde og fjerne i forhold til meg.	1	2	3	4	5	6	7
23. Jeg har inntrykk av at folk jeg tilbringer tid med på jobb misliker meg.	1	2	3	4	5	6	7
24. Jeg føler de relasjonene jeg har på jobb kun er overfladiske.	1	2	3	4	5	6	7

Scoring information:

Autonomy satisfaction: items 1, 2, 3, 4

Relatedness satisfaction: items 5, 6, 7, 8

Competence satisfaction: items 9, 10, 11, 12

Autonomy frustration: items 13, 14, 15, 16

Relatedness frustration: items 17, 18, 19, 20

Competence frustration: items 21, 22, 23, 24

Supportive reference:

Olafsen, A. H., Halvari, H., & Frølund, C. W. (2021). The Basic Psychological Need Satisfaction and Need Frustration at Work Scale: A validation study. *Frontiers in Psychology*, 12.

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3.3. BPNSFS - Diary measures

3.3.1. English version

3.3.1.1. Adults

The next statements tap into your experiences today. Please indicate for each of the statements to what extent they are true for you.

1	2	3	4	5
Not at all true	Rather not true	Sometimes true/ Sometimes not true	Rather true	Totally true

Today

1. ... I felt a sense of choice and freedom in the things I did.	1	2	3	4	5
2. ... I felt disappointed with many of my performance.	1	2	3	4	5
3. ... I felt that people who are important to me were cold and distant towards me.	1	2	3	4	5
4. ... most of the things I did felt like 'I had to'.	1	2	3	4	5
5. ... I felt confident that I could do things well.	1	2	3	4	5
6. ... I felt that my decisions reflect what I really wanted.	1	2	3	4	5
7. ... I felt connected with people who care for me, and for whom I care.	1	2	3	4	5
8. ... I felt excluded from the group I want to belong to.	1	2	3	4	5
9. ... I felt forced to do many things I wouldn't choose to do.	1	2	3	4	5
10. ... I felt competent to achieve my goals.	1	2	3	4	5
11. ... I experienced a warm feeling with the people I spend time with.	1	2	3	4	5
12. ... I felt insecure about my abilities.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 6

Autonomy frustration: items 4, 9

Relatedness satisfaction: items 7, 11

Relatedness frustration: items 3, 8

Competence satisfaction: items 5, 10

Competence frustration: items 2, 12

Note: The English version of this scale has not been formally validated yet. The Dutch version has been used in Mabbe et al. (2018).

Supportive reference:

Mabbe, E. Soenens, B., Vansteenkiste, M., Van der Kaap-Deeder, J., & Mouratidis, A. (2018). Day-to-day variation in autonomy-supportive and psychologically controlling parenting: the role of parents' daily experiences of need satisfaction and need frustration. *Parenting: Science and Practice; 18*, 86-109.

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3.3.1.2. Romantic partners

0	1	2	3	4	5	6
Totally disagree						Totally agree

In the relationship with my partner today...

1. I was confident that I could do things right.	0	1	2	3	4	5	6
2. I felt that (s)he cared about me.	0	1	2	3	4	5	6
3. I could freely take decisions.	0	1	2	3	4	5	6
4. I felt my partner was detached.	0	1	2	3	4	5	6
5. I felt like a failure by the mistakes I made.	0	1	2	3	4	5	6
6. I felt pressured to do things that I wouldn't choose myself.	0	1	2	3	4	5	6

Scoring information:

Autonomy satisfaction: item 3
 Autonomy frustration: item 6
 Relatedness satisfaction: item 2
 Relatedness frustration: item 4
 Competence satisfaction: item 1
 Competence frustration: item 5

Note: The English version of this scale has not been formally validated yet. The Dutch version has been used in Kindt et al. (2016).

Supportive reference:

Kindt, S., Vansteenkiste, M., Loeys, T., & Goubert, L. (2016). Helping motivation and well-being of chronic pain couples: A daily diary study. *Pain*, 157, 1551-1562.

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3.3.1.3. Children

The following questions are about how you have felt today. Please circle one number, namely that number that fits best with what you have thought or felt today. For each question there are five possible answers.

1	2	3	4	5
Completely not true				Completely true

Today...

- | | | | | | |
|--|---|---|---|---|---|
| 1. ... I felt free to choose which activities I did. | 1 | 2 | 3 | 4 | 5 |
| 2. ... most of the things I did, I did because I had to. | 1 | 2 | 3 | 4 | 5 |
| 3. ... I felt like the people that I like, also like me. | 1 | 2 | 3 | 4 | 5 |
| 4. ... I felt excluded from the group I wanted to be a part of. | 1 | 2 | 3 | 4 | 5 |
| 5. ... I did well in the things I did. | 1 | 2 | 3 | 4 | 5 |
| 6. ... I often had doubts about whether I was good at things. | 1 | 2 | 3 | 4 | 5 |
| 7. ... I did things that I really found interesting. | 1 | 2 | 3 | 4 | 5 |
| 8. ... I felt forced to do too many things. | 1 | 2 | 3 | 4 | 5 |
| 9. ... I had warm feelings towards the people I spent time with. | 1 | 2 | 3 | 4 | 5 |
| 10. ... I felt that the people who are important to me, were unkind to me. | 1 | 2 | 3 | 4 | 5 |
| 11. ... I was good at certain tasks. | 1 | 2 | 3 | 4 | 5 |
| 12. ... I felt like a failure when I made mistakes. | 1 | 2 | 3 | 4 | 5 |

Scoring information:

- Autonomy satisfaction: items 1, 7
- Autonomy frustration: items 2, 8
- Relatedness satisfaction: items 3, 9
- Relatedness frustration: items 4, 10
- Competence satisfaction: items 5, 11
- Competence frustration: items 6, 12

Note: The English version of this scale has not been formally validated yet. The Dutch version has been used in Van der Kaap-Deeder et al. (2015).

Supportive reference:

Van der Kaap-Deeder, J., Vansteenkiste, M., Soenens, B., & Mabbe, E. (2017). Children's daily well-being: The role of mothers', teachers', and siblings' autonomy support and psychological control. *Developmental Psychology*, 53, 237-251.

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3.3.2. Dutch version**3.3.2.1. Adults**

Gelieve na te denken over uw ervaringen vandaag. Omcirkel een cijfer van 1 (helemaal niet waar) tot 5 (helemaal wel waar) achter elke stelling.

1	2	3	4	5
Helemaal niet waar	Eerder niet waar	Soms waar/ Soms niet waar	Eerder waar	Helemaal waar

1. Vandaag had ik een gevoel van keuze en vrijheid in de dingen die ik ondernam.	1	2	3	4	5
2. Vandaag voelde ik me teleurgesteld in veel van mijn prestaties.	1	2	3	4	5
3. Vandaag voelde ik dat mensen die belangrijk voor mij zijn koud en afstandelijk waren tegen mij.	1	2	3	4	5
4. Vandaag voelde het aan alsof ik de dingen deed omdat 'het moet'.	1	2	3	4	5
5. Vandaag had ik er vertrouwen in dat ik dingen goed kon doen.	1	2	3	4	5
6. Vandaag voelde ik dat mijn beslissingen weerspiegelen wat ik echt wil.	1	2	3	4	5
7. Vandaag voelde ik me verbonden met mensen die om mij geven en waar ik ook om geef.	1	2	3	4	5
8. Vandaag voelde ik me uitgesloten uit de groep waar ik bij wil horen.	1	2	3	4	5
9. Vandaag voelde ik me gedwongen om dingen te doen waar ik zelf niet voor zou kiezen.	1	2	3	4	5
10. Vandaag voelde ik me bekwaam in wat ik deed.	1	2	3	4	5
11. Vandaag had ik een warm gevoel bij de mensen waarmee ik tijd doorbracht.	1	2	3	4	5
12. Vandaag voelde ik me onzeker over mijn vaardigheden.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 6

Autonomy frustration: items 4, 9

Relatedness satisfaction: items 7, 11

Relatedness frustration: items 3, 8

Competence satisfaction: items 5, 10

Competence frustration: items 2, 12

Supportive reference:

Mabbe, E. Soenens, B., Vansteenkiste, M., Van der Kaap-Deeder, J., & Mouratidis, A. (2018). Day-to-day variation in autonomy-supportive and psychologically controlling parenting: The role of parents' daily experiences of need satisfaction and need frustration. *Parenting: Science and Practice, 18*, 86-109.

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3.3.2.2. Romantic partners*(Dutch version)*

0	1	2	3	4	5	6
Helemaal oneens						Helemaal eens

In de relatie met mijn partner vandaag...

1. had ik er vertrouwen in dat ik dingen goed kon doen.	0	1	2	3	4	5	6
2. ... voelde ik dat hij/zij om me gaf.	0	1	2	3	4	5	6
3. ... kon ik vrijwillige beslissingen nemen.	0	1	2	3	4	5	6
4. ... voelde ik dat hij/zij afstandelijk was tegen mij.	0	1	2	3	4	5	6
5. ... voelde ik me als een mislukking door de fouten die ik maakte.	0	1	2	3	4	5	6
6. ... voelde ik me gedwongen om dingen te doen waar ik zelf niet voor zou kiezen.	0	1	2	3	4	5	6

Scoring information:

Autonomy satisfaction: item 3

Autonomy frustration: item 6

Relatedness satisfaction: item 2

Relatedness frustration: item 4

Competence satisfaction: item 1

Competence frustration: item 5

Supportive reference:

Kindt, S., Vansteenkiste, M., Loeys, T., & Goubert, L. (2016). Helping motivation and well-being of chronic pain couples: A daily diary study. *Pain, 157*, 1551-1562.

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3.3.2.3. Children

De volgende vragen gaan over hoe je je vandaag voelde. Omcirkel één cijfer, namelijk dat cijfer dat het best past bij wat jij vandaag dacht of voelde. Er zijn steeds 5 mogelijke antwoorden.

1	2	3	4	5	
Helemaal niet waar				Helemaal waar	
1. Vandaag voelde ik me vrij in de dingen die ik deed.	1	2	3	4	5
2. Vandaag deed ik de meeste dingen omdat ‘het moest’.	1	2	3	4	5
3. Vandaag had ik het gevoel dat de mensen die ik leuk vind, mij ook leuk vinden.	1	2	3	4	5
4. Vandaag voelde ik me uitgesloten uit de groep waar ik bij wilde horen.	1	2	3	4	5
5. Vandaag was ik goed in wat ik deed.	1	2	3	4	5
6. Vandaag twijfelde ik vaak of ik goed was in dingen.	1	2	3	4	5
7. Vandaag deed ik dingen, die ik echt interessant vond.	1	2	3	4	5
8. Vandaag voelde ik me verplicht om te veel dingen te doen.	1	2	3	4	5
9. Vandaag had ik een warm gevoel bij mensen waarmee ik omging.	1	2	3	4	5
10. Vandaag voelde ik dat mensen die belangrijk voor me zijn onvriendelijk waren tegen mij.	1	2	3	4	5
11. Vandaag kon ik taken goed doen.	1	2	3	4	5
12. Vandaag voelde ik me als een mislukking door de fouten die ik maakte.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 1, 7

Autonomy frustration: items 2, 8

Relatedness satisfaction: items 3, 9

Relatedness frustration: items 4, 10

Competence satisfaction: items 5, 11

Competence frustration: items 6, 12

Supportive reference:

Van der Kaap-Deeder, J., Vansteenkiste, M., Soenens, B., & Mabbe, E. (2017). Children's daily well-being: The role of mothers', teachers', and siblings' autonomy support and psychological control. *Developmental Psychology*, 53, 237-251.

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3.3.2.4. Mother and child interaction

De volgende vragen gaan over de tijd die u vandaag doorbracht met uw kindje, terwijl u het verzorgde of ermee speelde. In de omgang met uw kindje kan u diverse ervaringen hebben, sommige eerder positief, andere minder. We vragen u om van elk van de hieronder staande ervaringen te beoordelen of ze op u van toepassing waren vandaag.

1	2	3	4	5	
Helemaal niet akkoord				Helemaal akkoord	
1. Ik voelde me vandaag verbonden met mijn kindje.	1	2	3	4	5
2. Ik kon vandaag de dingen doen met mijn kindje die ik echt wou.	1	2	3	4	5
3. Ik voelde me vandaag bekwaam in wat ik deed voor mijn kindje.	1	2	3	4	5
4. Ik voelde vandaag warmte voor mijn kindje.	1	2	3	4	5
5. De meeste dingen die ik vandaag voor mijn kindje deed voelden aan alsof ‘het moest’.	1	2	3	4	5
6. Ik voelde me vandaag onzeker over mijn vaardigheden met mijn kindje.	1	2	3	4	5
7. Ik had vandaag het gevoel dat de omgang tussen mezelf en mijn kindje koud was.	1	2	3	4	5
8. Ik had vandaag een gevoel van keuze en vrijheid in de dingen die ik met mijn kindje deed.	1	2	3	4	5
9. Ik voelde me vandaag tekort schieten in veel van de dingen die ik voor mijn kindje deed.	1	2	3	4	5
10. Ik ervaarde vandaag een gevoel van afstand tussen mezelf en mijn kindje.	1	2	3	4	5
11. Ik voelde me vandaag gedwongen om dingen te doen voor mijn kindje waar ik zelf niet voor koos.	1	2	3	4	5
12. Ik had er vandaag vertrouwen in dat ik dingen (zoals verzorgen, eten geven, spelen) goed kon.	1	2	3	4	5

Scoring information:

Autonomy satisfaction: items 2, 8

Autonomy frustration: items 5, 11

Relatedness satisfaction: items 1, 4

Relatedness frustration: items 7, 10

Competence satisfaction: items 3, 12

Competence frustration: items 6, 9

Supportive reference:

Brenning, K., Soenens, B., Mabbe, E., & Vansteenkiste, M. (2019). Ups and downs in the joy of motherhood: Maternal well-being as a function of psychological needs, personality, and infant temperament. *Journal of Happiness Studies*, 20, 229-250.

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5. Appendix

Original 42 item-pool as stated in Chen et al. (2015).

Autonomy satisfaction

I feel I can be myself in the things I do
I feel a sense of choice and freedom in the things I undertake
I feel that my decision reflect what I really want
I feel like I have a real say in the things I do
I feel free to express my true feelings and thoughts
I feel free to do things in my own way
I feel my choice express who I really am
I feel I have been doing what really interests me

Autonomy frustration

Most of the things I do feel like an obligation
I feel forced to do many things I wouldn't choose to do
I feel pressured to do too many things
I feel I have to pretend to be someone I'm not
I feel like I have to rush from one duty to another
My daily activity feel like a chain of obligation
I feel a lot of pressures I can do without
There are people who telling me what I have to do

Relatedness satisfaction

I feel people who are important to me understand and accept me as I am
I feel that the people I care about, also care about me
I feel a sense of contact with people who care for me, and whom I care for
I feel close and connected with other people who are important to me
I experience a warm feeling with the people I spend time with

Relatedness frustration

I feel excluded from the group I want to belong to
I feel that people who are important to me are cold and distant toward me
I feel insecure in relationships with some people who are important to me
I have the impression that people I spend time with dislike me
I feel the relationships I have are just superficial
I feel lonely
I have disagreements or conflicts with people I usually get along with

Competence satisfaction

I feel confident that I can do things well
I feel capable at what I do
I feel competent to achieve my goals

I feel I can overcome difficulties
I feel I can successfully complete difficult tasks
I feel I can take on and master hard challenges
I feel I can do well even at the hard things

Competence frustration

I have serious doubts about whether I can do things well
I feel disappointed with many of my performances
I feel insecure about my abilities
I feel like a failure because of the mistakes I make
I am overwhelmed with things I feel unable to do
I do something stupid, that makes me feel incompetent
I struggle doing something I should be good at