

A NEED-BASED APPROACH TO WELL-AND ILL-BEING AMONG COLLEGE STUDENTS ¹

ÜNİVERSİTE ÖĞRENCİLERİNDE İYİ VEYA HASTA OLUŞA İHTİYAÇ TEMELLİ BİR YAKLAŞIM

Turgut TÜRKDOĞAN ² Erdinç DURU ³

Başvuru Tarihi: 07.11.2019 Yayına Kabul Tarihi: 22.04.2020 DOI: 10.21764/maeuefd.644062
(Araştırma Makalesi)

Abstract: This study aimed to examine the varying functions of basic needs satisfaction in predicting well-and ill-being among college students using a choice theory based perspective. A sample of 1150 college students completed self-report measures of Satisfaction with Life Scale, Positive and Negative Affect Schedule, Beck Depression Inventory, and University Students' Basic Needs Scale. Path analysis model was performed to analyze the predictive relationships between research variables. Findings provided supportive evidence for the major hypothesis of choice theory that as the basic needs satisfaction increases, the well-being increases, and the ill-being decreases as well. However, functions of the basic needs varied in predicting well-and ill-being. Actually, basic needs satisfaction was more effective in predicting subjective well-being in comparison to depressive symptoms. The need for freedom emerged as the foremost variable in predicting subjective well-being, and in predicting depression. Additionally, although the need for fun had a unique contribution to subjective well-being in the path analysis model, its moderate contribution decreasingly disappeared in predicting depression with the combined effect of partial correlations specifically including the needs for freedom and belonging.

Keywords: *Choice theory, basic needs, well-being, ill-being, depression, subjective well-being.*

Özet: Bu çalışmanın amacı, üniversite öğrencilerinde iyi oluşun ve hasta oluşun yordanmasında temel ihtiyaçlar doyumunun farklılaşan işlevlerini seçim kuramına dayalı bir yaklaşımla incelemektir. Araştırma örneklemini oluşturulan 1150 öğrenci Yaşam Doyumu Ölçeği, Pozitif ve Negatif Duygu Ölçeği, Beck Depresyon Envanteri ve Üniversite Öğrencileri Temel İhtiyaçlar Ölçeği'nden oluşan öz-bildirim ölçeklerini tamamlamıştır. Araştırma değişkenleri arasındaki yordayıcı ilişkileri analiz etmek için yol analizi yürütülmüştür. Bulgular seçim kuramının ana hipotezini desteklemiştir. Buna göre; üniversite öğrencilerinde temel ihtiyaçlar doyumu arttıkça öznel iyi oluş artmış ve depresif belirtiler azalmıştır. Bununla birlikte, temel ihtiyaçların iyi oluşu ve hasta oluşu yordamadaki işlevleri farklılaşmıştır. Esasen, temel ihtiyaçlar doyumu, depresif belirtilere kıyasla, öznel iyi oluşun yordanmasında daha etkili bulunmuştur. Özgürlük ihtiyacı, hem öznel iyi oluşun hem de depresyonun yordanmasında en güçlü değişken olmuştur. Ek olarak, eğlence ihtiyacı öznel iyi oluşun yordanmasına özgün bir katkı sunmuş olsa da, özellikle özgürlük ve sevgi-ait olma ihtiyaçları ile gösterdiği kısmi korelasyonların birleşik etkisiyle, eğlence ihtiyacının depresyonu yordamadaki ılımlı katkısı ortadan kalkmıştır.

Anahtar kelimeler: *Seçim kuramı, temel ihtiyaçlar, iyi oluş, hasta oluş, depresyon, öznel iyi oluş.*

¹ The preliminary findings of the study were orally presented with the title of "Revision of university students basic needs scale: A need-based approach to positive and negative aspects of well-being" at IVth International Eurasian Educational Research Congress, 11-14 May 2017, Denizli-TURKEY.

² Department of Psychological Counseling and Guidance, Pamukkale University, 20070 Denizli / TURKEY, tturkdogan20@gmail.com, <https://orcid.org/0000-0001-5440-341X>

³ Department of Psychological Counseling and Guidance, Pamukkale University, 20070 Denizli / TURKEY, eduru@pau.edu.tr, <https://orcid.org/0000-0001-7027-4937>

Introduction

Well-being studies indicate that happiness is deemed as a central life value worldwide (Diener et al., 2017; Diener, Sapyta, & Suh, 1998; King & Napa, 1998), and cross-national studies clearly specify that college students regard happiness as a crucial value in their lives (Diener, Diener, Diener, 1995). On the other hand, poor mental health indicators, including depression or anxiety, reveal a globally disquieting process among college students (Ibrahim, Kelly, Adams, & Glazebrook, 2013; January et al., 2018). Most studies have reported the prevalence rates of depression or anxiety above 30% for college students (Brenneisen-Mayer, 2016; Ibrahim et al., 2013; Oppong-Asante & Andoh-Arthur, 2015), and a systematic review concluded that college students experience higher degrees of depressive symptoms compared to the general population (Ibrahim et al., 2013).

Depression is regarded as one of the most prominent indicators of psychological ill-being (Myers & Diener, 1996), and it is defined as persistent feelings of sadness, weakness, worthlessness and hopelessness, also poor concentration and thoughts of self-harm or suicide (Beck, Ward, Mendelson, Mock, & Erbaugh, 1961; Marcus, Yasamy, van Ommeren, Chisholm, & Saxena, 2012). Although depression is predominantly considered as a clinical case, depressive symptoms include a wide range of negative behaviors that can be commonly observed in normative samples, and assessment of depression actually aims to define the degree of depressive symptoms among individuals, instead of a diagnostic procedure (Beck et al. 1961). On the other hand, the field of positive psychology regarded happiness as one of the most prominent indicators of human well-being (Diener, 1984; Ryan & Deci, 2001), and happiness is scientifically defined as the term of *subjective well-being* including (a) *positive effect*, (b) *negative effect*, and (c) *life satisfaction* (Diener & Fujita, 1995; Diener, 1984). A high level of subjective well-being refers to feeling positive emotions and avoiding negative effects in daily life, and having positive cognitive perceptions about personal life (Diener, 2000). Consequently, the ill-being area that focuses on reducing the psychological symptoms and the well-being area that focuses on enhancing psychological functionality can be regarded as the negative and positive aspects of mental health research, and it would be a holistic approach to juxtapose these complementary areas for attaining a complete understanding on mental health process among normative samples.

Recognizing the predictors of well-and ill-being refer to an early understanding called *need theories* or *satisfaction of goals theories*, and the earliest argument based upon the need theories is that human beings are living creatures that avoid pain and misery, and they also approach pleasure and satisfaction by satisfying their needs, desires, and goals (Diener, 1984; Diener, Oishi, & Tay, 2018; Ryan & Deci, 2001; Wilson, 1967). Furthermore, this argument claims that satisfaction of needs

leads to happiness, while dissatisfaction of needs leads to unhappiness (Diener, Oishi, & Tay, 2018; Wilson, 1967). Therefore, the conceptualization of human needs that lead to high levels of well-being and low levels of ill-being has emerged as an interesting area for many researchers (Costanza et al., 2007; Deci & Ryan, 2008; Max-Neef, 1992; Nussbaum & Glover, 1995; Ryff, 1995; Tay & Diener, 2011). At this juncture, *the choice theory* has emerged as one of the most proper theoretical frameworks aiming to conceptualize basic human needs for attaining happiness within the scope of a major psychotherapy approach, namely *reality therapy* (Turkdogan & Duru, 2012b; Turkdogan, 2017).

Choice theory essentially aims to help clients recognize their basic needs, and invites clients to make realistic and reasonable choices for satisfying their basic needs properly (Glasser, 1975, 1984, 2000, 2010). Basic needs are theoretically conceptualized under five headings, namely *survival, love and belonging, power, freedom, and fun* within the scope of choice theory (Glasser, 2000, 2010). The need for survival is defined as physiological needs such as having secure sheltering conditions and living in a healthy environment protected from diseases (Frey & Wilhite, 2005; Glasser, 2010; Litwack, 2007; Turkdogan, 2017). The need for love and belonging is defined as the innate orientation of having emotional bonds with others and seeking sense of intimacy and affiliation, especially with close people such as family members, friends, or an emotional partner (Glasser, 1975, 2010; Peterson, 2008). The need for power refers to desire for enhancing personal capabilities and resources for feeling esteemed, worthy and competent, and for attaining success identity in life (Glasser, 1975; 2010). The need for freedom is related to desire for maintaining life away from all manners of pressure and restrictions, and making personal preferences with free will (Frey & Wilhite, 2005; Glasser, 2010). The need for fun is defined as desire for pleasant experiences in life such as playing games, following humor, having enjoyable hobbies, or taking a rest for quite a while (Frey & Wilhite, 2005; Peterson, 2008; Turkdogan, 2017), and laughing can be accepted as the best descriptor of the need for fun in daily life (Glasser, 2010). The major hypothesis proposed by choice theory claims that quality of mental health primarily depends on sufficient satisfaction of basic needs, and a person who is unhappy or who exhibits psychological symptoms has not been able to satisfy at least one of these five basic needs (Glasser, 2000; 2010). In other words, regardless of the type of psychological symptoms displayed by the clients, the case theoretically refers to failure in satisfying at least one of these basic needs (Glasser, 1975; 1984; 2000; 2010).

Although there are many different research findings supporting need-based approach related to well-and ill-being in cross-cultural samples (Chen et al., 2015; Church et al., 2012; Diener & Diener,

1995; Diener, Seligman, Choi, & Oishi, 2018; Ng & Diener, 2014; Ryan & Deci, 2001), there are almost no empirical studies investigating the need-based approach with a choice theory perspective in the literature. Only in one study (Turkdogan & Duru, 2012b), which can be accepted as the first research to examine the validity of major hypothesis of choice theory, the findings strongly supported the need-based approach related to subjective well-being. Accordingly, the students who have the ability to express themselves freely, attempted to participate in fun activities, felt themselves esteemed and successful, had safe sheltering conditions, and had a sense of belonging with their peers were closer to happiness compared to others, as emphasized in choice theory (Turkdogan & Duru, 2012b). However, no other empirical research has been encountered in the literature that directly investigates the major hypothesis of the Glasser's conceptual framework related to well-and ill being.

The lack of empirical research about the major theoretical hypothesis of such a well-known psychotherapy approach, which has been widely applied to a large variety of populations including schools, reformatories, marriages, and industry (Corey, 2005; Glasser & Glasser, 2000; Glasser, 1998; 2000; 2003; 2010; Wubbolding, 2007), is remarkably referring to a significant gap in the literature. Thus, the single supportive empirical finding supporting the role of basic needs in predicting happiness (Turkdogan & Duru, 2012b) may be need to be retested with new studies. Moreover, investigation of the protective role of five basic needs in predicting depression can be considered as the first research using choice theory perspective in terms of need-based approaches. Examination of this well-known but rarely tested hypothesis may provide a significant understanding for the cause of poor mental health indicators of college students. Thereby, the aim of the current study was to retest this single empirical finding emphasizing the basic needs satisfaction in predicting happiness among college students. Moreover, the aim of the current study was to achieve the first investigation of the basic needs satisfaction in predicting depression within the scope of choice theory. Consequently, the aim of the current study was to examine the major hypothesis of choice theory emphasizing the role of basic needs satisfaction in predicting subjective well-being and depression, and also to investigate the varying functions of basic needs satisfaction in predicting well-and ill-being in a nonclinical sample of college students.

Method

The Research Sample

The research population consisted of approximately 55 thousand college students who were studying at different faculties of a Free State University in Turkey. According to the result of *a priori power analysis*, the required minimum sample size was estimated as 1112 in order to detect the smallest effect size at 0.05 significance level and .95 power level for a multi-linear regression model containing five predictive variables. The data were collected from 1150 (66.1% female, 33.9% male) participants with a mean age of 20.13 ($SD = 2.24$) chosen by cluster random sampling method among the students who were studying at the Faculty of Economics and Administrative Sciences, Faculty of Education, Faculty of Engineering, Faculty of Health Sciences, and Faculty of Science and Letters (Fraenkel, & Wallen, 2006). The margin of error was 3%, and the confidence level was 95% for the research population (Krejcie & Morgan, 1970). Therefore, the current sample size of the study was deemed satisfactory for the research analyses, and descriptive statistics about the research sample are presented in Table 1.

Table 1.

Descriptive Statistics about the Research Sample (N = 1150)

| | Female | Male | Total | Valid Percent |
|--------------------------------|-------------|-------------|-------------|---------------|
| Faculty of Engineering | 18 | 46 | 64 | 5.6% |
| Faculty of Economics | 96 | 82 | 178 | 15.5% |
| Faculty of Science and Letters | 143 | 60 | 203 | 17.6% |
| Faculty of Health Sciences | 189 | 70 | 259 | 22.5% |
| Faculty of Education | 314 | 132 | 446 | 38.8% |
| Total | 760 (66.1%) | 390 (33.9%) | 1150 (100%) | |

Instruments

Subjective well-being scales. The three-factor model of subjective well-being was conducted in regard to the following formulation using the standardized z scores (Diener, 1984; Diener & Fujita, 1995): *Subjective Well-Being = Life Satisfaction + Positive Affect – Negative Affect*. Positive and Negative Affect Schedule (PANAS) includes positive effect (*feeling excited, strong, proud, etc.*) and negative effect (*feeling distressed, guilty, hostile, etc.*) dimensions. As a 5-point Likert type scale, each of the dimensions consists of 10 items (Watson, Clark, & Tellegen, 1998). The Turkish adaptation of the scale was carried out by Gencoz (2000). Cronbach-alpha coefficients were .82 for the positive affect dimension and .81 for the negative effect dimension in the current

study. Additionally, Satisfaction with Life Scale (SWLS) measures the general cognitive perception about the quality of circumstances in the life (“*In most ways my life is close to my ideal, item1*”) and the scale includes five items that are evaluated using a 7-point Likert scale (Diener, Emmons, Larsen, & Griffin, 1985). The Turkish adaptation of the scale was carried out by Koker (1991). Cronbach-alpha coefficients were .84 for the scale in the current study. The construct validity of the subjective well-being scales was examined using confirmatory factor analysis, and three-factor model of subjective well-being was successfully confirmed within the current study [$\chi^2 (N = 1150) = 1264.03, p < .0001; \chi^2/df = 4.77; GFI = .91; AGFI = .89; CFI = .90; RMSEA = .057; SRMR = .065$].

Beck depression inventory (BDI). BDI aims to quantify the degree of depressive symptoms among individuals (Beck et al., 1961). The scale includes 21 items that are evaluated with a 4-point Likert scale. Two-factor model of depression in Turkish culture (Uslu, Kapci, Oncu, Ugurlu, & Turkcapar, 2008) that includes the somatic/affective symptoms (“*I am so sad and unhappy that I can't stand it, item1*”) and the cognitive symptoms (“*I feel I am being punished , item 6*”) was examined using confirmatory factor analysis, and the construct validity was successfully confirmed within the current study [$\chi^2 (N = 1150) = 819.06, p < .0001; \chi^2/df = 4.45; GFI = .93; AGFI = .91; CFI = .91; RMSEA = .055; SRMR = .044$]. The Cronbach-alpha coefficient was .83 for the somatic/affective symptoms and .78 for the cognitive symptoms in the current study.

Revised form of university students' basic needs scale (R-USBNS). The original form of USBNS includes 33 items with a 7-point Likert scale (1 = strongly disagree; 7 = strongly agree) that aims to assess the satisfaction level of five basic needs of choice theory in college life context (Turkdogan & Duru, 2012a). As reaching a shorter and confirmed form with sufficient psychometric properties, a revised and shorter form of the scale that includes 19 items was used within the scope of the current study in accordance with the preliminary analyses obtained from the original study. Within the revision process, exploratory factor analysis showed that R-USBNS has achieved a five-factor structure with 67.40% explained variance, and the eigenvalues ranged from 1.31 to 5.47. Cronbach-alpha coefficient was .81 for survival (“*The nutrition conditions in the environment that I live are clean and healthy, item4*”), .90 for love and belonging (“*I have real friends in my life whom I can share my feelings and opinions sincerely, item13*”), .81 for power (“*I am known as a skilled and successful person in the educational field that I study, item8*”), .83 for freedom (“*I live my life according to my own preferences and freely as I like, item16*”), and .80 for fun (“*I have amusing hobbies that help me to linger over when I need, item11*”) in the current study. Confirmatory analysis showed that R-USBNS has good fit indices without any modification

procedures [$\chi^2 (N = 1150) = 476.49, p < .0001; \chi^2/df = 3.36; GFI = .96; AGFI = .94; CFI = .96; RMSEA = .045; SRMR = .034$].

Procedure

Ethical permission was provided, and data was gathered in the fall term of the 2016-2017 education season from volunteering students by means of a paper survey. Data collection process was conducted within a 15-minute timeframe at the beginning of the lessons, and in company with the lecturers of the lessons.

Data Analyses

Statistical Package for the Social Sciences (SPSS 22.0) was used to report descriptive statistics, *G*Power 3.1* statistical program was used to perform *a priori power analysis*, and *Analysis of Moment Structures* (AMOS 22.0) statistical program was used to perform confirmatory factor analyses. Finally, *path analysis model* was performed to analyze the predictive relationships between research variables (Jöreskog & Sörbom, 1993), and confirmed total scores were used to define the observed variables in the model (Hair et al., 2014). The estimation method was *maximum likelihood* for the analyses (Hair et al., 2014; Jöreskog & Sörbom, 1993).

Findings

The aim of the current study was to examine the role of basic needs satisfaction in predicting subjective well-being and depression in a nonclinical sample of college students. Preliminary assumptions (sample size, linearity, normality, multicollinearity, homoscedasticity, independence of error terms, and normality of error distribution) were checked and met before performing the path analysis model (Hair et al., 2014). Normal distribution assumption was controlled through skewness and kurtosis coefficients that ranged between -1 and +1, and the descriptive statistics presented in Table 2 showed that normal distribution assumption was not met for love and belonging score and for depression score. Therefore, squared transformation was employed for the negatively skewed distribution of love and belonging score, and logarithmic transformation was employed for the positively skewed distribution of depression score (Hair et al., 2014). Consequently, the normal distribution assumption was met after the data transformation procedure, and the transformed scores

are also presented in Table 2. Additionally, the Pearson correlations between the research variables are presented in Table 3.

Table 2.

Descriptive Statistics about the Research Variables (N = 1150)

| | Min. | Max. | M | SD | Skewness | Kurtosis |
|------------------------------|-------|-------|-------|-------|----------|----------|
| Survival | 1.00 | 7.00 | 4.92 | 1.23 | -.618 | .07 |
| Love and belonging | 1.00 | 7.00 | 5.94 | 1.27 | -1.61 | 2.59 |
| Power | 1.00 | 7.00 | 5.19 | 1.00 | -.80 | .88 |
| Freedom | 1.00 | 7.00 | 5.27 | 1.17 | -.86 | .98 |
| Fun | 1.00 | 7.00 | 5.34 | 1.16 | -.81 | .52 |
| Positive affect | 11.00 | 50.00 | 32.96 | 6.97 | -.25 | -.15 |
| Negative affect | 10.00 | 50.00 | 21.83 | 6.92 | .70 | .37 |
| Life satisfaction | 5.00 | 35.00 | 22.09 | 6.08 | -.46 | -.09 |
| Subjective well-being (z) | -9.03 | 6.28 | .00 | 2.21 | -.44 | .30 |
| Depression | 21.00 | 79.00 | 33.40 | 8.08 | 1.17 | 2.16 |
| Love and belonging (Squared) | 1.00 | 49.00 | 36.86 | 12.68 | -.96 | .07 |
| Depression (Logarithmic) | 1.32 | 1.90 | 1.51 | .10 | .45 | .03 |

Path analysis model was performed to examine the predictive role of the basic needs satisfaction in predicting subjective well-being, and depression. The results indicated that basic needs satisfaction significantly predicted subjective well-being with a large effect, and standardized coefficients emerged with significant values for each of the five basic needs ($p < .001$). The results also indicated that basic needs satisfaction significantly predicted depression with a medium effect, but the standardized coefficient for the need for fun was not significant ($\beta = -.05$; $p > .05$). After the insignificant path was excluded from the model, the modified analysis produced good fit indices [χ^2 ($N = 1150$) = 2.202, $p < .0001$; $\chi^2/df = 2.20$; $GFI = .99$; $AGFI = .98$; $CFI = .99$; $RMSEA = .032$; $SRMR = .007$], and the results of the path analysis model are presented in Figure 1.

Table 3.

Pearson Correlations between the Research Variables (N = 1150)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|----|
| 1. Survival | - | | | | | | | | | |
| 2. Love and belonging | .15** | - | | | | | | | | |
| 3. Power | .16** | .21** | - | | | | | | | |
| 4. Freedom | .21** | .32** | .35** | - | | | | | | |
| 5. Fun | .19** | .37** | .30** | .49** | - | | | | | |
| 6. Positive affect | .10** | .23** | .41** | .36** | .34** | - | | | | |
| 7. Negative affect | -.23** | -.20** | -.19** | -.30** | -.20** | -.24** | - | | | |
| 8. Life satisfaction | .33** | .32** | .36** | .46** | .35** | .37** | -.34** | - | | |
| 9. Subjective well-being | .30** | .34** | .43** | .50** | .40** | .73** | .71** | .77** | - | |
| 10. Depression | -.22** | -.28** | -.30** | -.38** | -.29** | -.37** | .58** | -.49** | -.65** | - |

**p < .01

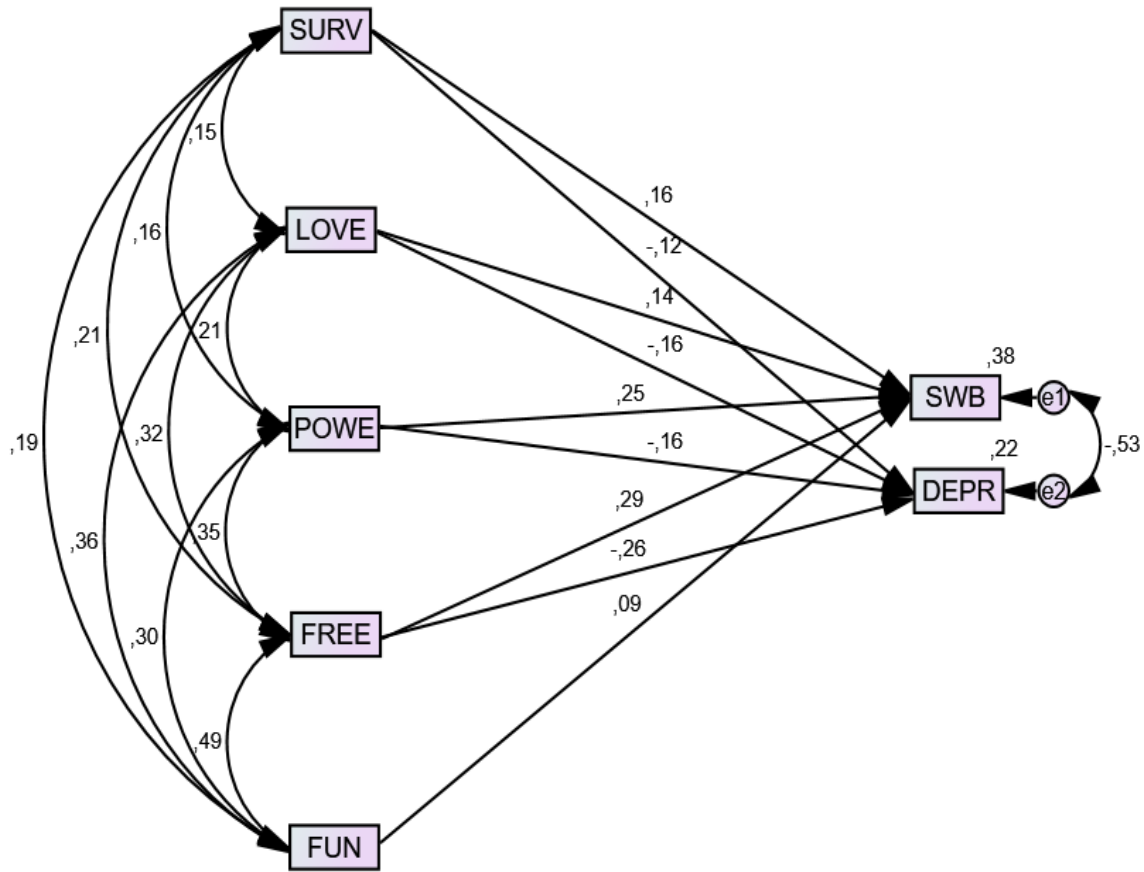


Figure 1. Results of path analysis model

Note. SURV: Survival; LOVE: Love and belonging; POWE: Power; FREE: Freedom; FUN: Fun; SWB: Subjective well-being; DEPR: Depression. $\chi^2 (N = 1150) = 2.202, p < .0001; \chi^2/df = 2.20; GFI = .99; AGFI = .98; CFI = .99; RMSEA = .032; SRMR = .007.$

Accordingly, 38% of the variance in subjective well-being was explained by the five basic needs model, and satisfaction of the needs for freedom ($\beta = .29; p < .01$), power ($\beta = .25; p < .01$), survival ($\beta = .16; p < .01$), love and belonging ($\beta = .29; p < .01$), and fun ($\beta = .09; p < .01$) significantly contributed to subjective well-being score, respectively. Similarly, 22% of the variance in depression was explained by the basic needs except for fun, and satisfaction of the needs freedom ($\beta = -.26; p < .01$), love and belonging ($\beta = -.16; p < .01$), power ($\beta = -.16; p < .01$), and survival ($\beta = -.12; p < .01$) significantly contributed to the depression score, respectively. Although the need for fun showed a significant negative relationship with depression independently ($r = -.29; \beta = -.08; p < .01$), the significant contribution of fun in

predicting depression decreasingly disappeared within the combined effect of the other basic needs in the path analysis model.

Discussion

Cross-national studies indicate that college students regard happiness as a significant value in their lives (Diener, Diener, Diener, 1995). However, poor mental health indicators refer a globally worrying process among college students (Ibrahim, Kelly, Adams, & Glazebrook, 2013; January et al., 2018), and college students experience higher degrees of depressive symptoms compared to the general population (Ibrahim et al., 2013). In this context, basic needs satisfaction can be regarded as the key component of mental health indicators for enhancing well-being and reducing ill-being according to choice theory approach (Frey & Wilhite, 2005; Glasser, 2000, 2010; Litwack, 2007; Peterson, 2008).

Although basic needs satisfaction is accepted as a central theoretical concept in choice theory, there is almost no empirical evidence about the validity of this major hypothesis. The single study in the literature strongly supported the validity of this hypothesis among college students, and the results showed that basic needs satisfaction significantly predicted the happiness with a large effect (Turkdogan & Duru, 2012b). Thereby, the current study aimed to retest this single empirical finding in predicting happiness among college students. Moreover, the current study aimed to achieve the first investigation of the protective role of five basic needs satisfaction in predicting depression within the scope of choice theory. Consequently, the current study aimed to explore the varying functions of basic needs satisfaction in predicting well-and ill-being among college students using a choice theory based perspective.

Three-factor model of subjective well-being, the two-factor model of depression, and the five-factor model of basic needs satisfaction were confirmed with good psychometric properties. Preliminary assumptions were checked and successfully met before the analyses. According to the results, the previous finding (Turkdogan & Duru, 2012b) that emphasized the significant role of basic needs satisfaction in predicting subjective well-being was consistently repeated in the current study. Furthermore, the large effect size in the model appeared at similar values in both studies after seven years. In addition, the results supported the protective role of basic needs satisfaction in predicting depression with a moderate effect size, except the insignificant role of the need for fun in the path analysis model.

Even though the need for survival is established on physiological needs such as healthy nutrition and secure sheltering conditions, measurement of the survival essentially depends on individual perceptions, instead of objective criteria, and satisfaction of the need for survival essentially refers to feel safe psychologically (Litwack, 2007). Thus, Glasser (2010) conceptualized the physiological and psychological needs as basic needs and theoretically attributes an equal importance to five basic needs (Turkdogan, 2017). As a matter of fact, survival emerged as an important basic need as much as the other psychological needs in predicting well-and ill-being among college youth. Similarly, Diener et al. (2018) emphasized the satisfaction of the basic physiological needs as a significant variable in relation to subjective well-being in their worldwide study. On the other hand, having enough resources for satisfying the need for survival is considerably associated with level of income (Turkdogan, 2017). Research findings in the literature show that low levels of income have a significant association with low levels of well-being and sufficient levels of income have a buffering effect for avoiding ill-being (Butterworth, Rodgers, & Windsor, 2009; Diener & Diener, 1995; Diener, et al., 2018; Diener, Suh, Lucas, & Smith, 1999; Ng & Diener, 2014).

The need for love and belonging emerged as a significant basic need in predicting subjective well-being, and depression among college students. It is certainly possible to come across a comprehensive body of research in the literature that indicate the robust role of relatedness or social connectedness in predicting well-being (Delhey & Dragolov, 2016; Diener & Diener, 1995; Diener, et al., 2018; Gallagher & Vella-Brodrick, 2008; Sheldon & Bettencourt, 2002; Sheldon & Niemiec, 2006; Yoon, Lee, & Goh, 2008), and also in predicting ill-being (Britton, Van-Orden, Hirsch, & Williams, 2014; Costa et al., 2016; Ibarra-Rovillard & Kuiper, 2011; Nishimura & Suzuki, 2016; Smojver-Azic, Dorcic, Zivcic-Becirevic, 2015; Tucker & Wingate, 2014; Wei et al, 2005). The resource of love and belonging is conceptualized upon peer relations in college life context within the scope of the current study. Having good emotional bonds and feeling a sense of belonging with friends significantly predicted well-and ill-being among college youth.

The need for power emerged as another significant variable in predicting subjective well-being, and depression among college students. Moreover, there are many research findings supporting

the robust role of feeling esteemed in predicting well-being (Chen et al., 2015; Church et al., 2012; Lucas, Diener, & Suh, 1996; Myers & Diener, 1995; Nishimura & Suzuki, 2016; Sheldon & Niemiec, 2006; Tay & Diener, 2011; Waterman, 2008), and also in predicting ill-being (Britton et al., 2014; Costa et al., 2016; Ng et al., 2012; Tucker & Wingate, 2014; Wei et al., 2005). Enhancing personal capabilities for achieving personal goals in educational settings, maintaining career development, and also achieving success identity emerged as other important needs in predicting well-and ill-being among college youth.

The need for freedom appeared as the foremost variable in predicting subjective well-being, and depression among college students. The unique role of freedom in predicting well-being is almost a universal finding in the literature. Especially, the individualist characteristics of the cultures that encouraging the personal autonomy can be accepted as an important predictor of well-being almost all over the world (Basabe et al., 2002; Cummins, 1998; Diener & Diener, 1995; Diener et al., 1995). Numerous research findings indicate the significant role of the need for autonomy in predicting well-being (Chen et al., 2015; Church et al., 2012; Milyavskaya & Koestner, 2011; Ng & Diener, 2014; Philippe, Koestner, Beaulieu-Pelletier, & Lecours, 2011; Sheldon & Niemiec, 2006; Tay & Diener, 2011; Waterman, 2008), and also in predicting ill-being (Britton et al., 2014; Costa, Cuzzocrea, Gugliandolo, & Larcan, 2016; Ng, et al., 2012; Nishimura & Suzuki, 2016; Smojver-Azic, Dorcic, Zivcic-Becirevic, 2015; Tucker & Wingate, 2014; Wei, Shaffer, Young, & Zakalik, 2005). Furthermore, acting freely and making personal preferences in life may be considered as an irreplaceable need among college students who are actually at the age of emerging adulthood.

Lastly, the need for fun emerged as another significant basic need in predicting well-being among college students, but it was not a significant predictor of ill-being within the path analysis model. It is crucial to state that although some of the need theories describe the needs for *play* or *leisure* as a psychological need in their conceptual framework (Costanza et al., 2007; Max-Neef, 1992), the need for fun has never been conceptualized as a specific psychological need for human beings in any need theories (Turkdogan & Duru, 2012b; Turkdogan, 2017). Nevertheless, having enjoyable hobbies, following literature, art, sport, and entertainments, and feeling pleasant experiences in daily life significantly predicted well-being in the current study. Recognizing fun as a prominent basic need should be considered as a correct hypothesis of the choice theory for attaining happiness (Turkdogan & Duru, 2012b; Turkdogan, 2017). There are numerous research

findings supporting the significant role of the need for leisure in predicting well-being (Hills & Argle, 1998; Kuykendall, Tay, & Ng, 2015; Liu, 2014; Lucas, Diener, & Suh 1996). Furthermore, there are many research findings supporting the significant role of *boredom* in predicting ill-being (Ahmed, 1990; Rupp & Vodanovich, 1997; Sommers & Vodanovich, 2000; Watt & Davis, 1991; Watt & Vodanovich, 1999). Although the need for fun showed a significant negative relationship with depression independently, the significant contribution of fun in predicting depression decreasingly disappeared especially within the combined effect of the needs for freedom and love and belonging in path analysis model. In spite of its modest correlations especially with the needs for freedom and love and belonging, fun continued to provide a unique contribution to subjective well-being in path analysis model. This suggests that the protective role of fun in relation to depression is actually possible through satisfying the needs for freedom and also love and belonging. Research findings in the literature indicate that feeling a sense of relatedness and social connectedness significantly contribute to enhancing pleasant leisure activities (Altintas, Benedetto, & Gallouj, 2017; Iso-Ahola & Park, 1996; Leversen, Danielsen, Wold, & Samdal, 2012). In this sense, it can be concluded that what is beyond freedom: we may need fun to be happy, but we probably need relations to avoid misery.

Conclusion & Recommendations

This study aimed to examine the varying functions of basic needs satisfaction in predicting well- and ill-being among college students using a choice theory based perspective. The results of the path analysis model supported the major hypothesis of choice theory that as basic needs satisfaction increases, subjective well-being increases, and depressive symptoms decrease as well. The students who are able to move freely and to make personal preferences in life, attempted to enhance their personal capacities for achieving their career development, had healthy sheltering conditions and a sense of safety in their living environment, had a sense of intimacy and belonging with their peers, and had an attempt to follow enjoyable hobbies and pleasant experiences in daily life are closer to happiness compared to others, and they are relatively far away from misery.

On the other hand, the current study should be considered with a major limitation that refers to conceptual distinction between need satisfaction and *experience of need frustration* in predicting

well-and ill-being (Vansteenkiste & Ryan, 2013). Essentially, basic needs satisfaction was relatively more effective in predicting happiness in comparison to depressive symptoms, and this result addresses a current discussion about conceptual distinction between need satisfaction and experience of need frustration. This discussion claims that need satisfaction is more vital for enhancing well-being instead of decreasing ill-being, also need frustration is more vital for decreasing ill-being instead of enhancing well-being (Bartholomew, Ntoumanis, Ryan, Bosch, & Thogersen-Ntoumani, 2011; Cordeiro, Paixao, Lens, Lacante, Sheldon, 2016; Ryan & Deci, 2001; Sheldon & Bettencourt, 2002; Vansteenkiste & Ryan, 2013). Although the current results provided supportive findings to this argument, a separate approach of conceptualizing basic needs frustration within the scope of choice theory may offer precious contributions to need theory approach for enhancing happiness and reducing depression in future research.

Additionally, instead of experimental investigations, the interpretation of the relationship between basic needs satisfaction and well-and ill-being through a correlation analysis can be regarded as another limitation of the current study. In line with this limitation, current findings of the study can be regarded as supportive theoretical background for future experimental studies that directly investigate the effects of basic needs satisfaction to enhance happiness and reduce depression among college students. In other words, the experimental studies aimed to enhance the happiness or the preventive interventions aimed to reduce the depressive symptoms in nonclinical samples may be structured in line with the current findings of the study. Accordingly, intervention studies may aim to provide students with social and emotional skills to establish satisfactory interpersonal relationships with social resources. Intervention studies may aim to provide students with self-regulation skills to make autonomous preferences in personal life. Intervention studies may aim to provide students with self-efficacy and career planning skills to achieve their self-improvement in accordance with their capacities and personal orientation. Finally, intervention studies may aim to encourage the students for developing new hobbies or leisure activities to follow pleasant experiences in daily life.

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Genişletilmiş Özet

Giriş

İyi oluşa ilişkin yürütülen kültürler arası çalışmalar, mutluluğun tüm dünyada önemli bir yaşam değeri olarak kabul edildiğini, özellikle üniversite öğrencilerinin mutluluğu yaşamlarındaki başlıca değerler arasında gördüğünü ortaya koymaktadır. Öte yandan, depresyon ya da anksiyete gibi olumsuz ruh sağlığı göstergelerinin üniversite öğrencileri arasındaki yaygınlığı tüm dünyada endişe verici bir sürece işaret etmektedir. Araştırmaların çoğu üniversite öğrencileri arasında gözlenen depresyon ve anksiyete oranlarının yüksek düzeylerde olduğunu ve üniversite öğrencilerinin genel popülasyona kıyasla anlamlı olarak daha fazla depresif belirti sergilediğini rapor etmektedir. Seçim kuramı perspektifine göre ise bireylerin ruh sağlığının en önemli yordayıcısı, bireylerin temel ihtiyaçlarının sorunsuzca doyurulmasıdır. İyi oluş ve hasta oluşa ilişkin çalışmaların, temel psikolojik ihtiyaçların karşılanması temelinde yürütülmesini destekleyen ve kültürler arası örneklerde yürütülen pek çok araştırma bulgusu olsa da, alan yazınında doğrudan seçim kuramı yaklaşımına dayalı olarak yapılandırılmış, ihtiyaç temelli bir yaklaşımı konu edinen araştırma sayısı yok denecek kadar azdır. Sonuç olarak bu çalışmanın amacı, üniversite öğrencilerinde iyi oluşun ve hasta oluşun yordanmasında temel ihtiyaçlar doyumunun farklılaşan işlevlerini seçim kuramına dayalı bir yaklaşımla incelemektir.

Yöntem

Araştırma örneklemini Türkiye'deki bir devlet üniversitesinin farklı fakültelerinde öğrenim gören 1150 (66.1% kadın, 33.9% erkek) öğrenciden oluşmaktadır. Örneklem için yaş ortalaması 20.13 (SS = 2.24) olarak hesaplanmıştır. Araştırma örneklemini oluşturan öğrenciler Yaşam Doyumu Ölçeği, Pozitif ve Negatif Duygu Ölçeği, Beck Depresyon Envanteri ve Üniversite Öğrencileri Temel İhtiyaçlar Ölçeği'nden oluşan öz-bildirim ölçeklerini tamamlamıştır. Öznel iyi oluş düzeyi için yaşam doyumunu, pozitif duygu ve negatif duygu boyutlarından oluşan üç faktörlü yapı doğrulayıcı faktör analiziyle desteklenmiş, mevcut çalışma kapsamında Cronbach-alpha katsayısı yaşam doyumunu için .84, pozitif duygular için .82 ve negatif duygular için .81 olarak bulunmuştur. Depresyon belirtilerinin ölçümü için kullanılan somatik/duygusal belirtiler ve bilişsel belirtiler boyutlarından oluşan iki faktörlü yapı doğrulayıcı faktör analiziyle desteklenmiş, mevcut çalışma kapsamında Cronbach-alpha katsayısı somatik/duygusal belirtiler için .83, bilişsel belirtiler

için .78 olarak bulunmuştur. Temel ihtiyaçlar doyumu için mevcut çalışma kapsamında revize edilmiş kısa forma ait beş faktörlü yapı doğrulayıcı faktör analiziyle desteklenmiş, Cronbach-alpha katsayısı hayatta kalma ihtiyacı için .81, sevgi ve ait olma ihtiyacı için .90, güç ihtiyacı için .81, özgürlük ihtiyacı için .83 ve eğlence ihtiyacı için .80 olarak bulunmuştur.

Bulgular

Araştırma değişkenleri arasındaki yordayıcı ilişkileri analiz etmek için yol analizi yürütülmüştür. Sonuçlar, beş temel ihtiyacın öznel iyi oluşu pozitif yönde ve geniş bir etki büyüklüğüyle yordadığını ve yol katsayılarının tüm boyutlar için anlamlı olduğunu göstermiştir. Sonuçlar, beş temel ihtiyacın depresif belirtileri negatif yönde ve orta bir etki büyüklüğüyle yordadığını, ancak eğlence ihtiyacına ait yol katsayısının anlamlı olmadığını göstermiştir. Söz konusu anlamsız yolun modelden çıkarılmasıyla birlikte, temel ihtiyaçlar doyumunun öznel iyi oluş ve depresif belirtileri yordamadaki rolünü gösteren yol analizi modeli oldukça iyi uyum göstergelerine ulaşmıştır [$\chi^2 (N = 1150) = 2.202, p < .0001; \chi^2/df = 2.20; GFI = .99; AGFI = .98; CFI = .99; RMSEA = .032; SRMR = .007$]. Buna göre, öznel iyi oluşa ait varyansın %38'i beş temel ihtiyaç tarafından yordanmış, özgürlük ihtiyacı ($\beta = .29; p < .01$), güç ihtiyacı ($\beta = .25; p < .01$), hayatta kalma ihtiyacı ($\beta = .16; p < .01$), sevgi ve ait olma ihtiyacı ($\beta = .29; p < .01$) ve eğlence ihtiyacı ($\beta = .09; p < .01$) modele sırasıyla anlamlı katkılar sunmuştur. Benzer şekilde, depresif belirtilere ait varyansın %22'si, temel ihtiyaçlar tarafından yordanmış, özgürlük ihtiyacı ($\beta = -.26; p < .01$), sevgi ve ait olma ihtiyacı ($\beta = -.16; p < .01$), güç ihtiyacı ($\beta = -.16; p < .01$) ve hayatta kalma ihtiyacı ($\beta = -.12; p < .01$) modele sırasıyla anlamlı katkılar sunmuştur. Eğlence ihtiyacı tek başına ele alındığında depresif belirtiler ile negatif yönde anlamlı bir ilişki gösterse de ($r = -.29; \beta = -.08; p < .01$), özellikle özgürlük ve sevgi-ait olma ihtiyaçları ile gösterdiği kısmi korelasyonların birleşik etkisiyle, eğlence ihtiyacının depresyonu yordamadaki ılımlı katkısı ortadan kalkmıştır ($\beta = -.05; p > .05$).

Sonuç ve Öneriler

Araştırma kapsamında ulaşılan bulgular seçim kuramının ana hipotezini desteklemiştir. Buna göre; üniversite öğrencilerinde temel ihtiyaçlar doyumu arttıkça öznel iyi oluş artmış ve depresif belirtiler azalmıştır. Bununla birlikte, temel ihtiyaçların iyi oluşu ve hasta oluşu yordamadaki

işlevleri farklılaşmıştır. Esasen, temel ihtiyaçlar doyumu, depresif belirtilere kıyasla, öznel iyi oluşun yordanmasında daha etkili bulunmuştur. Özgürlük ihtiyacı, hem öznel iyi oluşun hem de depresyonun yordanmasında en güçlü değişken olmuştur. Araştırma kapsamında ulaşılan genel sonuç; yaşamlarında özgürce hareket edebilen ve kişisel tercihlerde bulunabilen, kariyer gelişimlerini başarabilmek ve kişisel yeterliklerini artırmak amacıyla çabalayan, yaşam alanlarında kendilerini güvende hisseden ve sağlıklı barınma koşullarına sahip olan, akranlarıyla ilişkilerinde yakınlık ve ait olma duygusuna sahip olan ve günlük yaşamdaki eğlenceli hobileri ve mutluluk verici yaşantıları takip etme çabasında olan öğrencilerin mutluluğa daha yakın ve depresyona görece daha uzak olduklarını ortaya koymaktadır.

ETİK BEYAN: " A Need-Based Approach To Well-And Ill-Being Among College Students" başlıklı çalışmanın yazım sürecinde bilimsel, etik ve alıntı kurallarına uyulmuş; toplanan veriler üzerinde herhangi bir tahrifat yapılmamış, karşılaşılabilecek tüm etik ihlallerde "Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi Yayın Kurulunun" hiçbir sorumluluğunun olmadığı, tüm sorumluluğun Sorumlu Yazara ait olduğu ve bu çalışmanın herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiş olduğunu taahhüt ederim."