

An Investigation of Basic Psychological Needs Satisfaction and Its Basic Components: A Literature Review*

Temel Psikolojik İhtiyaçlar Doyumunun ve Temel Bileşenlerinin İncelenmesi: Alanyazın Taraması

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ABSTRACT

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Basic psychological needs satisfaction is closely related to self-determination theory, which is associated with desires that influence motivation and individuals' actions. According to self-determination theory, when individuals have both extrinsically motivated and intrinsically motivated motivation while pursuing a task, positive outcomes such as task continuation and subjective well-being occur. Within the framework of self-determination theory, individuals' motivating needs may be thought of as their psychological nourishment, and the perception of being able to do things and meet their needs in their personal space may be highlighted. Among the basic elements of basic psychological needs satisfaction, autonomy, competence, relatedness, and the potential for life satisfaction related to these three components may be counted. Competence is associated with individuals' effectiveness in interacting with the environment and their sense of control in being able to accomplish tasks (such as completing a project assignment). Autonomy, on the other hand, is related to the individuals' ability to regulate their actions voluntarily. Relatedness with others, which is another component of basic psychological needs satisfaction, may arise from individuals' desire to be in relationships characterized by mutual respect, trust, and emotional connections with others. When looking at the elements associated with basic psychological needs satisfaction in the literature, "Maslow's hierarchy of needs," "Psychological well-being," "Disasters," and "Various motivational sources" may be seen. Considering the elements associated with basic psychological needs satisfaction, it is suggested that activities may be organized on how to benefit from that. For example, an activity may be organized to develop awareness of the components of autonomy, competence, and interpersonal relationships involved in satisfying basic psychological needs.

Keywords: basic psychological needs satisfaction, autonomy, competence, relatedness, utilizing the basic components in psychological

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ÖZ

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Temel psikolojik ihtiyaçların doymu, bireylerin motivasyonunu ve davranışlarını etkileyen isteklerle ilişkili olan öz-belirleme kuramıyla yakından ilişkilidir. Öz-belirleme kuramına göre, bireyler bir görevi yerine getirirken hem dışsal hem de içsel olarak motive olduklarında, görevi sürdürme ve öznel iyi olma gibi olumlu sonuçlar meydana gelir. Öz-belirleme kuramı çerçevesinde, bireylerin motive edici ihtiyaçları, onların psikolojik beslenmeleri olarak düşünülebilir ve kişisel alanlarında bir şeyleri yapma ve kişisel alanlarındaki ihtiyaçlarını karşılama algıları vurgulanabilir. Temel psikolojik ihtiyaçların doyumundaki temel unsurlar arasında, özerklik, yetkinlik, ilişki kurma ve bu üç bileşene ilişkin yaşam doymu potansiyeli sayılabilir. Yetkinlik, bireylerin çevreleri ile etkileşimdeki etkinlikleri ve yaşamındaki gereklilikleri (örneğin bir proje görevini bitirebilme gibi) yapabilmeye kontrolüne sahip olma duygusuyla ilişkilidir. Özerklik ise bireylerin eylemlerini isteyerek düzenleyebilme yeteneğiyle ilgilidir. Temel psikolojik ihtiyaçların doymuyla ilgili başka bir unsur olan ilişki kurma, bireylerin karşılıklı saygı, güven ve duygusal bağlarla kişiler arası ilişkiler içinde olma isteğine işaret edebilir. Literatürde temel psikolojik ihtiyaçların doymuyla ilişkili unsurlara bakıldığında, "Maslow'un ihtiyaçlar hiyerarşisi", "Psikolojik iyi oluş", "Afetler" ve "Çeşitli motivasyon kaynakları" görülebilir. Temel psikolojik ihtiyaçların doymuyla ilişkili unsurları göz önünde bulundurarak, bu unsurlardan nasıl faydalanılacağı konusunda etkinlikler düzenlenebileceği önerilmektedir. Örneğin, psikolojik danışma oturumlarında temel psikolojik ihtiyaçları karşılayan özerklik, yetkinlik ve kişilerarası ilişkilerin bileşenlerinin farkındalığını geliştiren bir etkinlik düzenlenebilir.

Anahtar Kelimeler: temel psikolojik ihtiyaç doymu, özerklik, yetkinlik, ilişkisellik, temel bileşenlerin danışmada kullanılması

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INTRODUCTION

Similar to Maslow's hierarchy of needs, where basic life needs such as eating, drinking, and shelter are at the bottom, and as individuals move to higher levels, they seek personal development and self-actualization needs, the basic psychological needs satisfaction, such as autonomy, competence, and relatedness, also becomes crucial for maintaining interpersonal relationships (Desmet & Fokkinga, 2020; Lussier, 2019; Trivedi & Mehta, 2019) and achieving psychological well-being (Cantarero et al., 2021; Tang et al., 2020). Basic psychological needs satisfaction exhibits a prominent conceptual feature in various contexts such as a person's professional context (Rahmadani et al., 2019), educational context (Kusurkar et al., 2013; Wang, Tian, & Huebner, 2019), family context (Kluwer et al., 2020), and friendships (Desmet & Fokkinga, 2020).

For example, an individual going out to dinner with a friend might be related to her/his satisfaction with interpersonal relationships, making autonomous decisions to meet that friend, and feeling competent in her/his interpersonal interactions (Desmet & Fokkinga, 2020). From a family systems perspective, if an individual's need for autonomy and relatedness is met in their relationship with parents, she/he is likely to maintain healthy close relationships in her/his future experiences (Kluwer et al., 2020). Competence is related to the individual's ability to translate her/his skills into action within the context of her/his life roles. For example, a teacher's ability to demonstrate competence in her/his actions within the classroom related to her/his role as a teacher can highlight her/his competence (Çivitçi, 2012). When the literature is examined, it is seen that basic psychological needs satisfaction is closely related to some variables such as well-being (Ferrand, Martinent, & Durmaz, 2014; Kasser, 2009; Martela et al., 2023) and motivation sources (Kirkland et al., 2011; Olafsen, Deci, & Halvari, 2018). In this study, basic psychological needs satisfaction, along with its components of autonomy, relatedness, and competence, is intended to be comprehensively explored in the literature. Based on the existing literature, this research aims to examine these fundamental concepts in different contexts (e.g., friendships, family) and provide explanations on how to utilize these concepts in psychological counseling sessions, along with their associated factors.

This way, a clearer understanding of what the concept of basic psychological needs satisfaction entails and what it is associated with can be achieved, offering a different perspective to researchers, especially in the field of educational sciences, psychology counseling, and guidance, who intend to conduct research in this area. Additionally, by delving deep into the concepts and contexts related to basic psychological needs satisfaction and its components, the intention is to create exemplary techniques for how this phenomenon can be utilized in psychological counseling sessions. This approach is expected to foster an understanding of when

and in what contexts the satisfaction of basic psychological needs and its components can be employed within the realm of psychological counseling and guidance.

METHOD

In this study, a literature review, which is among qualitative research methods, is employed to comprehensively examine the concepts of “*basic psychological needs satisfaction*,” “*autonomy*,” “*competence*,” and “*relatedness*.” A literature review involves analyzing written sources that provide information and documents related to the examined concepts and relevant contexts. For the analysis of this study, existing written sources in the literature are explored, and the data obtained from these sources are analyzed (Yıldırım & Şimşek, 2013). In a document analysis, relevant documents and sources related to the concept and relevant contexts are systematically presented and analyzed. There is a series of steps in a systematic document analysis, and these steps are followed in this study. Firstly, the introduction section is included, where the concept under study is presented with motivating lines and supported by literature sources. In the next stage, a proper definition of the basic concepts related to the topic is provided during the systematic review process. Following that, the section presenting the synthesis of literature review findings (sections where the researcher contributes original and new insights) and their interpretation is addressed. This part can contribute to the development of a conceptual model, but it is not always necessary (Yıldız, 2022).

RESULTS

Concept of Basic Psychological Needs Satisfaction

The term “*need*” may be seen as a desire or inclination, for example, in marketing situations, companies try to convince individuals that they need their products. On the other hand, in different contexts, the term “*need*” may refer to things that are necessary for well-being and healthy functioning. For instance, a person needs proteins and vitamins to sustain their life, and children need the presence of caregivers providing sensitive care for their (early) development. When this second usage of the term is applied to a psychological context (such as the psychological dimension of a child's development involving love and warmth provided by the caregiver), it raises the question of whether the basic psychological needs in individuals' lives are as prominent as their physical needs. In this context, it can be assumed that individuals and cultures need psychological satisfactions for healthy human functioning (Chen et al., 2015a, p.216).

Basic psychological needs are a concept that is related to individual as well as societal and cultural sources of motivation. In other words, individuals internalize societal sources of motivation. The process of internalizing situations where individuals are motivated within the society (the socialization of an autonomously regulated identity and social self-efficacy) allows

individuals to experience desires and feelings of life satisfaction both individually and socially in conjunction with psychological needs (Molix & Nichols, 2013; Vandenaabeele, 2014). Basic psychological needs are closely related to the self-determination theory, which is associated with desires that are effective in motivation and individuals' actions. According to the self-determination theory, when individuals are motivated by either external or autonomously regulated intrinsic motivation while engaging in a task, it nurtures positive outcomes such as task persistence and subjective well-being (Costa et al., 2018; Ryan & Deci, 2004). Within the framework of the self-determination theory, one can think of individuals' intrinsically motivated acquisitions as their psychological nutrients, and it can be said that the perception of "*I can do things, and I can meet my needs in my special area*" is universally necessary for human development in terms of psychological satisfaction (Chen et al., 2015a, pp. 216, 218).

Within the framework of the self-determination theory, two approaches towards basic psychological needs have emerged. The first approach points to the psychological needs that are related to individuals' experiences, while the second approach refers to universal psychological needs. From the perspective of personality theory (the first approach), researchers explain that the meanings attributed by individuals to situations and experiences, such as dominance, achievement, or success, precede their basic psychological needs. These basic psychological needs may vary among individuals. The sources of strength that individuals learn in their development shape their behavior. The developmental sources of strength that individuals learn in relation to their psychological needs may be related to their desires to reach desired situations and their related experiences (Van den Broeck et al., 2016; Deci & Ryan, 2014). The power of psychological needs primarily reflects individuals' desires, for example, the outcomes of desired situations, such as achievement or fame. In this context, individuals become more motivated to achieve their desired desires and display behaviors aimed at achieving them. The power of individuals' basic psychological needs (such as desires or motivations) develops over the years through the developmental strengths they possess (for example, being supported by parents during childhood) (Deci & Ryan, 2014, p.14).

Basic psychological needs satisfaction may also be shaped by specific types of experiences, for example, experiences related to dominance over others or being connected/related to others; for instance, a mother's experience of caring for her child during infancy can lead to her subsequent experiences of being supportive to her parents (Bedford & Yeh, 2019; Deci & Ryan, 2014), or performance-oriented attitudes, such as thoughts and actions towards getting a promotion at work (Greguras & Diefendorff, 2009). The power of an individual's psychological needs, such as their desire and willingness in professional experiences related to the domain of achievement, may be shaped by their personality characteristics. For example, someone with an

achievement-oriented psychological need may experience various emotional/cognitive/behavioral oscillations between ambitious job pressures and self-realistic possibilities related to work actions based on their self-realistic self (Hernández-Sánchez, Cardella, & Sánchez-García, 2020). If an individual balances her/his internal and external motivations related to their experiences, she/he may focus on her/his desires/goals and evaluate realistic possibilities, thus fulfilling her/his basic psychological needs satisfaction.

The second approach to investigating psychological needs satisfaction focuses not on the strength of psychological needs but rather on the extent to which “*universal developmental needs*” are met (Deci & Ryan, 2014, pp.14-15). Within the framework of the “*self-determination theory*,” psychological needs are defined as universal psychological nutrients. Three fundamental universal psychological needs stand out for individuals to maintain their psychological well-being and derive satisfaction from life: “*competence*,” “*autonomy*,” and “*relatedness*” (Deci & Ryan, 2014, p.15; Shouket & Dildar, 2020, p.494). The need satisfaction for autonomy reflects individuals’ perception of the extent to which they perceive their behaviors and goals as personally chosen and endorsed. The need satisfaction for competence focuses on how effectively and efficiently individuals perceive themselves in managing activities and achieving goals. The need satisfaction for relatedness, on the other hand, pertains to how much individuals feel connected, appreciated, and understood by their close ones (Meng, 2022). Researchers suggest that self-efficacy and psychological needs often serve as personal sources of strength and are effective in coping with stress (Meng, 2022). Studies on components of basic psychological needs satisfaction (autonomy, competence and relatedness) have also found that these needs are positively related to intrinsic need satisfaction (Baard, Deci, & Ryan, 2004). The satisfaction of basic psychological needs can also be related to the state of security (the individual's ability to protect his/her own worth and rights in interpersonal relationships). In a study, it was found that the need for autonomy and the need for competence predicted the assertiveness level scores of teacher candidates at a statistically significant level (Zümbül & Soylu, 2021).

The Basic Components of Psychological Needs Satisfaction

Among the fundamental elements related to basic psychological needs satisfaction, autonomy, competence, interpersonal relatedness, and the potential for life satisfaction (the ability to experience positive affect) may be considered (Martela & Sheldon, 2019; Šakan, Žuljević, & Rokvić, 2020; Tang et al., 2020). Competence refers to an individual’s effectiveness in interacting with the environment (e.g., feelings of control over the environment) and the sense of control over being able to do things. Autonomy, on the other hand, is related to an individual’s capacity to regulate her/his own actions by her/his own volition (Antunes et al., 2020; Eşici, 2021; Ryan & Deci, 2000; Neufeld & Malin, 2019). According to researchers, interpersonal relatedness,

which is another component among the basic psychological needs satisfaction, is related to individuals being in relationships characterized by mutual respect, trust (Volodina et al., 2019), and a desire to be mutually connected with others on an emotional level (Neufeld & Malin, 2019).

The relevant contexts of contact with other individuals may include family, school, friends, and work settings (Volodina et al., 2019). Concerning basic psychological needs satisfaction, interpersonal relatedness is associated with individuals' pursuit of being in relationships with others and their ability to develop interpersonal relationships (Antunes et al., 2020; Ryan & Deci, 2000). When considering the fundamental components related to basic psychological needs satisfaction, it can be said that the individual plays an active role in meeting these needs rather than being a passive organism. Skills and actions, such as the ability to understand areas of contact and competence, the ability to do things, and the capacity to perceive regulatory capabilities, come to the forefront (Antunes et al., 2020; Ryan & Deci, 2000).

When examining the potential for life satisfaction concerning basic psychological needs satisfaction, individuals' ability to express their emotions and transform incongruent emotions into life satisfaction comes to the forefront. For example, a student who experiences anxiety about taking an exam may acknowledge that feeling anxious is not a problem and try to understand the source of her/his anxiety. By allowing her/his anxiety to come to the surface and becoming more curious about what it means, the student may become more aware of her/his emotions. In this situation, the student may have more volitional experiences related to the felt anxiety and authentically express herself/himself and her/his emotions as they are (related to the "autonomy" of basic psychological needs) and increase the likelihood of mastering anxiety management by working harder ("competence"). The student given as an example may feel open to expressing their concerns to her/his peers, seeking support and advice, thus maintaining long-term relationships ("relatedness") (Benita et al., 2020, p.70).

Another example may be a person who has intrinsic motivation related to her/his job and does not feel pressure from her/his boss at the workplace. Such an individual may participate in her/his profession with autonomous satisfaction (engaging in existing tasks with autonomous satisfaction), maintain interpersonal relationships and connections harmoniously, and experience a sense of competence in her/his work (Rasskazova et al., 2016). In conclusion, concerning basic psychological needs, the dimension of life satisfaction is related to individuals' ability to express their emotions associated with the three basic psychological needs of autonomy, competence, and relatedness in different life contexts (e.g., educational, work-related) and experience life satisfaction while having these emotions (Benita et al., 2020; Olčar et al., 2019; Unanue et al., 2017).

The basic components of basic psychological needs satisfaction and related self-regulation acquisitions may vary across different developmental stages and may also differ at individual, cultural, and societal levels. For example, during adolescence, opportunities can be provided for young people to develop their autonomy, competence, and relatedness domains through leisure activities and options for enjoyable experiences that are compatible with their cognitive, physical, and behavioral development. In a study (Leversen et al., 2012, p.1591), the relationship between the experience of psychological needs satisfaction in leisure activities and life satisfaction was examined among adolescents, and the following scale items were used to collect data related to these domains: *"I learn interesting new things in my leisure activities"* (competence), *"I see the people I spend time with during leisure activities as my friends"* (relatedness), and *"I feel free to express my thoughts and opinions in my leisure activities"* (autonomy). Researchers found that the psychological needs satisfaction experienced in the domain of leisure activities, especially the needs for competence and relatedness, were beneficial for adolescents' psychological well-being (Leversen et al., 2012).

Factors Related to Basic Psychological Needs Satisfaction

When looking at the elements associated with basic psychological needs satisfaction in the literature, *"Maslow's hierarchy of needs," "Psychological well-being," "Disasters,"* and *"Various motivational sources"* may be seen. Each of these related elements is described in detail below.

Relationship Between Basic Psychological Needs Satisfaction and Maslow's Hierarchy of Basic Needs. According to Maslow's hierarchy of basic needs, as individuals meet their basic life necessities, they can turn their attention towards higher-level needs, such as the need for self-esteem and self-actualization. *"Physiological needs"* encompass essentials like eating, drinking, oxygen, physical exercise, and being healthy. The *"safety-security need"* is related to an individual's sense of feeling safe and at peace. However, factors like war, wild animal attacks, illness, or chaos after a disaster may negatively impact this need. Examples of the *"belongingness need"* correspond to the fulfillment of the need for love, such as being part of a group, like family and friends, or having a sense of belonging in certain contexts, like enjoying one's profession. The *"esteem need"* is about an individual's positive self-evaluation and respect for her/his personality traits and values. Finally, the *"self-actualization need"* involves the feeling of self-fulfillment and reaching one's full potential in line with personal goals. These stages of Maslow's hierarchy of needs may be conceptualized in this way (Maslow, 1943, pp. 372-386; Taormina & Gao, 2013, pp. 156-159). Maslow's hierarchy of needs is shown in Figure 1 below.

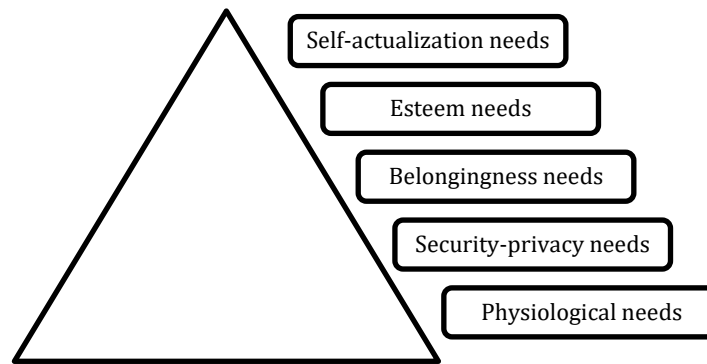


Figure 1. Maslow's hierarchy of needs

As we can see from Figure 1, as we move up from the basic physiological needs to the higher levels of the pyramid, the areas related to the individual's basic psychological needs satisfaction, such as autonomy, competence, and relatedness, come into play. For instance, in relation to the need for belongingness, when an individual maintains warm and supportive relationships with her/his family, she/he may experience a sense of belonging and fulfillment of this need satisfaction. This sense of belonging may then extend to other contextual domains, such as friendships and professional relationships, enabling the development of a harmonious sense of belonging and interpersonal connections (Hill, 2006; Maslow, 1943). A sense of belonging that evolves in all other contextual domains may enhance an individual's self-efficacy and her/his ability to organize activities and exert behavioral control within society. For example, an individual may plan a meaningful celebration for her/his family on important occasions, thereby expressing her/his sense of belonging and organizing a gathering. Respectful communication within the community, along with a sense of belonging, may contribute to the recognition and esteem needs in academic, family, or any contextual manner of Maslow's higher level (Afroz & Tiwari, 2021; Maslow, 1970; Rokach, 2020).

Maslow's highest level is the need for self-actualization, which involves the individual's desire to develop her/his potential and unique abilities to the highest possible level of growth and achievement (Harper, 2020; Maslow, 1970). The self-actualization stage also emphasizes the themes of relatedness, autonomy, and competence, just like the basic psychological needs. In this stage, the individual's engagement with her/his areas of interest, fostering feelings of competence, and making autonomous decisions to develop herself/himself in a field of interest, such as painting, may be significant. The individual can trigger the need for autonomy satisfaction by choosing and pursuing an area of interest and continue her/his efforts towards achieving her/his goals related to that area to nourish his/her sense of competence (Harper, 2020).

The Relationship Between Basic Psychological Needs Satisfaction and Well-Being.

Engaging in activities related to psychological well-being may be associated with the components of basic psychological needs satisfaction, such as autonomy, competence and relatedness. Doing things for well-being (motivated by life goals, values, and meaningful practices) and psychological needs satisfaction are linked to subjective well-being. The diagram below illustrates this relationship (Martela & Sheldon, 2019, p. 15).

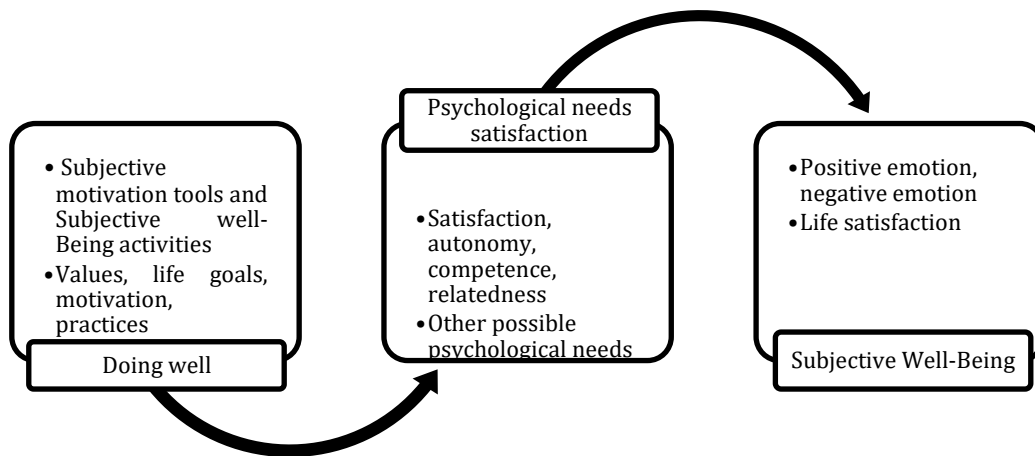


Figure 2. The relationship between psychological needs satisfaction and well-being (Martela & Sheldon, 2019, p. 15).

As seen in Figure 2, feeling good about autonomy, competence, and relatedness in basic psychological needs satisfaction highlights individuals’ effective engagement in actions and practices aligned with their values and goals. The literature on the relationship between basic psychological needs satisfaction and well-being includes relevant studies. Lataster et al. (2022) found that autonomy and interpersonal relatedness dimensions of basic psychological needs satisfaction were related to well-being across a broad sample group from adolescence to late adulthood. Studies also indicate that all components of basic psychological needs satisfaction (autonomy, competence, and interpersonal relatedness) are associated with psychological well-being (Martela et al., 2023). Other research highlights that basic psychological needs satisfaction, along with its sub-components, play a crucial role in optimal psychological well-being, both directly and indirectly (Cihangir-Çankaya, 2009; Neufeld & Malin, 2019; Šakan et al., 2020).

The Relationship Between Basic Psychological Needs Satisfaction and Disasters.

According to researchers (Godinic et al., 2020; Tavakkoli et al., 2014), self-concept consists of various self-identities that individuals attribute to their own existence (e.g., self-attributes like persistent or determined). For mental stability, psychological well-being, and a sense of continuous existence, these identities need to be affirmed by others in a social context (Godinic et al., 2020; Tavakkoli et al., 2014). When facing a crisis or trauma, maintaining a healthy self-

concept related to uncertainties, disruptions in educational, professional, and social contexts, and goals may require individuals to find balance in autonomy, competence, and relatedness. In such situations, for instance during the Covid-19 pandemic, individuals may experience cyclical processes related to depressive feelings, in which their awareness of basic psychological needs, consciously or unconsciously, may take a back seat, and their psychological and basic physical needs become intertwined (Godinic et al., 2020).

In their study, Philippe and Houle (2020) tested the positive impact of autonomy, competence, and relatedness dimensions of basic psychological needs satisfaction on individuals following a flood disaster. Participants were asked to create a clear memory related to the disaster, either positive or negative, and then generate three other memories associated with this initial memory. The researchers directed participants to indicate how they experienced autonomy, competence, and relatedness in each of the three additional memories. Over time, the researchers observed a significant positive change in psychological well-being and basic psychological needs satisfaction among the disaster survivors.

Considering that disasters may shake individuals' self-integrity and sense of safety (Gabrielli et al., 2014; Webb, 2004), interventions targeting experiences related to autonomy, competence, and relatedness might help individuals maintain a healthy self-concept in the aftermath of disasters. Disasters may lead to a lack of perceived spatial security, such as not feeling safe in the aftermath of an earthquake (Webb, 2004). Conversely, situations unaffected by disasters may represent secure environments. A study by Chen et al. (2015b) reported a positive relationship between spatial security satisfaction and basic psychological needs satisfaction in the dimensions of autonomy, competence, and relatedness. However, the researchers also found that individuals with high levels of spatial or financial security had lower desires for psychological needs satisfaction (Chen et al., 2015b). It can be inferred that individuals feeling secure may have adequate levels of autonomy, competence, and relatedness, but their motivation or willingness to pursue goals related to these dimensions might be lower.

The Relationship Between Basic Psychological Needs Satisfaction and Various Motivational Sources. When the literature is examined, motivational sources such as hope motivation, commitment motivation and achievement motivation may be related to basic psychological needs satisfaction. Each of these motivation sources is explained in detail below.

Hope Motivation. According to researchers, hope motivation is related to the interactions of individuals in close and reciprocal relationship contexts, which generate pleasant emotions like hope and sincerity in the individual's inner world, rather than any social contact (McAdams et al., 1984; Schöler et al., 2019). They suggest that hope and the associated interpersonal closeness phenomenon are linked to how much praise a mother uses when raising her child and that quality

interactions in interpersonal relationships may nurture hope (McClelland & Pilon, 1983; Schüler et al., 2019). Alongside hope motivation, individuals tend to direct themselves more towards basic psychological needs. The sense of control associated with autonomy and competence, which is related to hope motivation, is said to be associated with basic psychological needs satisfaction (Hamid, 2020). Within the framework of hope theory, individuals may create a domain of purpose in their lives (such as a vocational or interpersonal purpose) and direct themselves towards that goal, using self-regulation strategies, and ultimately moving towards basic psychological needs satisfaction along with hope motivation (Wehmeyer & Shogren, 2018).

Commitment Motivation. According to researchers, commitment motivation is initially associated with the evolutionary fear instinct, and individuals may have fears related to rejection, expulsion from the group, or being alone within their social groups (Bowlby, 1976). Over time, the desire to belong to a group (such as a family or a profession) and the prominence of commitment motivation are related to interpersonal contact in basic psychological needs satisfaction (Schüler et al., 2019). There is also a cultural aspect of commitment in interpersonal interactions, in which individuals seek social acceptance within the community (Shah et al., 2021).

On the other hand, commitment motivation can also nourish individuals' sense of autonomy in different social contexts (such as family or professional groups). In different social contexts, such as family or friends, individuals may find satisfaction in feelings of belonging and commitment while sometimes experiencing the desire for autonomy (being able to act alone at times) and competence in regulating their social relationships (McCarthy, 2012; Sedgwick & Yonge, 2008). This situation may nurture the individuals' commitment motivation and basic psychological needs satisfaction. As people, especially young adults or adolescents, develop peer relationships, their motivation for relatedness may develop and their sense of autonomy may be affected accordingly (Tasman & Eđer Aydođmuş, 2022).

Achievement Motivation. The desire for achievement is related to the basic psychological needs satisfaction of autonomy, competence, and interpersonal relatedness. When individuals set goals for success, they are driven by their intrinsic motivation for competence, feelings of autonomy, and interpersonal contact. For instance, individuals may strive to be successful in their professions or desire to autonomously accomplish things in their interpersonal relationships (Deci & Ryan, 1985; Schüler et al., 2010). Achievement motivation is associated with the power motivation, and individuals may engage in activities that make them feel more powerful due to their fear of being weak and increase their responsible behaviors. For example, they may take steps to improve their socio-economic status (Kuhl, 1994; Schüler et al., 2019). Individuals may possess achievement motivation through goal-oriented intrinsic motivation and information

processing, or through unconscious factors in motivation such as childhood experiences (Kuhl, 1994).

Considering the basic components of psychological needs satisfaction in the literature and the related elements, these concepts can be utilized in psychological counseling sessions when needed. Moreover, based on the existing studies, various applications can be shaped and integrated into counseling sessions. Utilizing these concepts and interventions may contribute to the enhancement of individuals' psychological well-being, particularly in terms of autonomy, competence, and interpersonal relatedness. Providing psychological support to individuals in balancing their relationships in a healthy and motivating manner may be meaningful (Teixeira et al., 2020).

Utilizing Psychological Needs Satisfaction in Psychological Counseling Sessions

Considering the resources related to psychological needs satisfaction in the literature, below are some sample activities that can be used in psychological counseling sessions.

Activity 1: Utilizing Components of Psychological Needs Satisfaction in Counseling via Circular Questioning. In psychological counseling sessions, the individual's "*special task-focused process*" (e.g., strategic planning), "*contextual processes*" (e.g., work environment), and "*global life processes*" (e.g., personality traits) related to autonomy, competence, and relatedness in basic psychological needs satisfaction can be predicted and conceptualized (Deci & Ryan, 2014, p.15). In this context, the components related to psychological needs satisfaction may be evaluated from different contexts in psychological counseling processes, and the researcher of this study has developed an activity for this purpose.

Utilizing components of psychological needs satisfaction from different contexts and experiences may be related to the circular questioning method used in systemic family therapy. "*Circular thinking*" involves thinking from different contexts and relationship networks related to a phenomenon, and many different perspectives on a case may come together. An effective factor related to a case may interact with other elements related to that case. For instance, the interaction between a mother and her child, the interaction between the father and the child, the interaction between the parents and the child, and the interaction between the parents themselves may all mutually influence each other in a circular manner. Questions about these different interaction networks provide a multidimensional perspective on parent-child interaction and may support harmonious changes in relationships, leading to psychological well-being and a person's adaptive psychological balance (Kerig, 2019, pp.3-4).

Let's say a client seeks psychological counseling support due to feelings of inadequacy, difficulty expressing herself/himself in interpersonal relationships, and lack of autonomy in

decision-making. During a counseling session focused on psychological needs satisfaction (after the narrative stage with the client, for example, during the fourth session), a circular thinking activity related to fundamental components as autonomy, competence, and relatedness can be conducted. Here is a guided activity developed by the researcher of this study:

Activity Name: Utilizing components of psychological needs satisfaction in counseling via circular questioning (created by the researcher of this study).

Activity Objective: To create awareness and promote circular thinking about the components of psychological needs satisfaction, including autonomy, competence, and relatedness, and their relationship with the areas of concern (inadequacy, interpersonal relations, and decision-making autonomy).

Instructions: The psychologist can provide the following instructions:

“Just like our basic needs for food, water, and oxygen, the satisfaction of our fundamental psychological needs such as ‘autonomy,’ ‘competence,’ and ‘relatedness’ also play a significant role in our psychological well-being. If it is suitable for you, we can now engage in an activity related to the satisfaction of these components. Let’s create circles for ‘autonomy,’ ‘competence,’ and ‘relatedness.’” The circles of fundamental psychological needs such as ‘autonomy,’ ‘competence,’ and ‘relatedness’ may be seen in Figure 3.

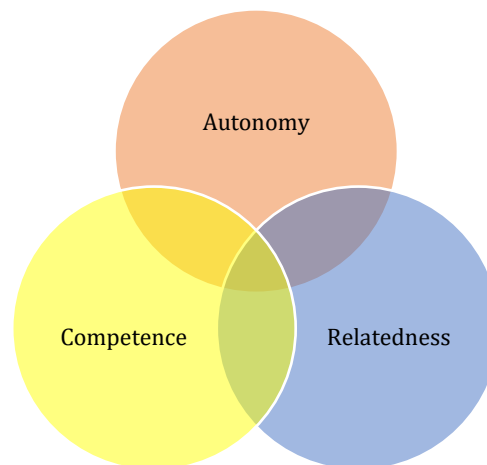


Figure 3. The circles of fundamental psychological needs such as ‘autonomy,’ ‘competence,’ and ‘relatedness’ (created by the researcher of this study).

After drawing the circles, here are some example circular questions the psychological counselor may ask:

“If you were to rate the ‘autonomy’ domain on a scale of 1 to 10, what score would you give, and what would that score mean to you?”

“If you were to rate the ‘competence’ domain on a scale of 1 to 10, what score would you give, and what would that score mean to you?”

“If the satisfaction of competence were to be compared to an object or a plant, what would it resemble?”

“If you were to write a memory that fits into each intersection of these circles, what would those memories be? If you were to draw symbols for these shared memories, what would those symbols look like?”

“If you were to rate the ‘interpersonal connections’ domain on a scale of 1 to 10, what score would you give, and what would that score mean to you?”

“What would you need to increase each score by one unit?”

“If there were individuals who support these components, which people in which contexts would they be? For example, family context, work context, etc.”

“If your score for autonomy had an impact on your score for interpersonal connections, what kind of impact would it be?”

“If you were drawing a picture of a moment when you felt autonomous, who would be the prominent person/people, situations, or resources?”

“In which places or contexts do you experience moments of competence more often? For example, in your work life, family life, etc.?”

“Have you ever experienced an event that involved all three dimensions of autonomy, interpersonal connections, and competence? If not, what would you be doing in an experience that includes all three? Who would be around you? What would be happening?”

“If I were to ask your closest friend, what do you think they would say about which of these three elements you experience the most and which one you experience the least?”

“If I were to ask your mother, what do you think she would say about which domain you use the most in which contexts?”

“Let’s say you have a dream related to achieving something regarding the domain you use the least. What would be the first step waiting for you to take towards that dream?”

“If these elements were to represent situations in your family, who in your family would they be similar to? Who would they be different from?”

“If you were to create a new question based on these questions, what would that question be?”

In a psychological counseling session, after asking the client questions similar to those in this table regarding the satisfaction of basic psychological needs, the counselor can give the client homework about what they want regarding these elements, where they can start if they want to take action, and what tasks might await them. Analyzing the tasks that await the client in different contexts (such as family, work/professional, hobby, friend contexts) related to the experiences they want to have about these elements. Later, the counselor and the client may explore how the processes the client has tried made them feel and examine the circular processes related to their actions. If the client does not desire any change, it can be respected just like any other situation, and evaluations can be made about how maintaining their current basic psychological needs satisfaction feels for them and what might happen if they continue their life in this way.

Activity-2 Working with Basic Psychological Needs Satisfaction in Disasters. In their study, Philippe and Houle (2020) provided an activity that aimed to link memories with basic psychological needs satisfaction in the context of a disaster, specifically a flood and their developed activities are presented below.

Activity Name: Linking memories with basic psychological needs satisfaction in disasters (e.g., floods) (Philippe & Houle, 2020, p.886).

Activity Objective: To enable the client to evaluate the experienced or indirectly affected disaster (e.g., a flood) in terms of basic psychological needs satisfaction.

Instructions: "Describe a personal memory (significant) related to the current disaster (e.g., a flood) in which you were directly or indirectly affected (even if you are not currently affected by this disaster, please describe a specific memory related to this disaster). It is important to describe a specific event that occurred at a certain time, not the general event of the flood. However, do not spend too much time trying to find the perfect memory. Choose the memory that comes to your mind most spontaneously. This memory can be positive, negative, or both. If multiple memories come to your mind, you can choose up to three memories."

After providing these instructions, the psychological counselor may ask the client to rate the sentences related to the domains of basic psychological needs satisfaction for autonomy: "I felt free to do things and think the way I wanted," for competence: "I felt competent or capable," and for relatedness: "I felt connected to one or more people," on a scale of 1 to 7. The counselor may then discuss the memories related to the client in the context of basic psychological needs satisfaction.

Activity-3 Working with Motivation Sources Related to Basic Psychological Needs Satisfaction. An activity can be organized to identify the motivation sources that stand out in relation to basic psychological needs satisfaction. For example, if a client is struggling to take action while organizing her/his life and forming life goals, and if she/he is indecisive about what

is a priority in her/his life, working with motivation sources related to basic psychological needs satisfaction may be beneficial. In fact, the motivation sources (e.g., intrinsic motivations) can be explained by the self-determination theory to be effective in individuals who are indecisive about forming career goals (Guay et al., 2003; Paixão & Gamboa, 2022; Tortia et al., 2022).

Motivation sources (e.g., intrinsic motivations) can guide individuals to feel more competent (What can I do?), autonomous (autonomy), and have better relationships with the people they interact with (relatedness) in certain contexts of their lives (such as family and work) (Klaeijssen et al., 2018; Vansteenkiste et al., 2020). The planned intrinsic motivation towards a specific goal or behavior brings a sense of satisfaction and contributes to feelings of competence (Autin et al., 2022). In this context, it can be said that motivation sources related to basic psychological needs can provide concrete resources for the individual's goals and actions regarding competence, autonomy, and relatedness situations.

This activity was developed by the researcher of this study, taking into consideration the motivation sources mentioned in the literature on basic psychological needs satisfaction and motivation sources (McClelland & Pilon, 1983; Schüler et al., 2019).

Activity Name: Working with motivation sources columns in basic psychological needs satisfaction (created by the researcher of this study).

Activity Objective: To enable the client to develop awareness of the motivation sources related to the components of basic psychological needs satisfaction, namely autonomy, competence, and relatedness dimensions, and to think about these areas from various perspectives.

A psychological counselor may provide the following instruction:

"Sit in a comfortable position, close your eyes. Remember that among the basic psychological needs, there are dimensions of autonomy satisfaction, competence satisfaction, and relatedness satisfaction. These areas of satisfaction can arise from intrinsic motivation or external sources of motivation. Now, let's think about them one by one. Our first motivation source is 'hope motivation.' In hope motivation, when we establish relationships with people related to our goals, feel competence in our actions, and experience autonomy in decision-making, a sense of hope for the future emerges within us. Can you recall a memory or image related to this hope motivation area (and each motivation source) that is associated with the dimensions of autonomy, competence, and relatedness? We will represent this hope motivation as a column (and each motivation source as columns) on a chart. On a scale of 1 to 10, how positively does the hope motivation column affect you? You can draw a metaphor or picture in connection with the image in your mind on this column.

Our second motivation column is ‘commitment motivation.’ In commitment motivation, feelings of belonging and attachment to others in different social contexts such as family and friends, and deriving satisfaction from the areas of competence we engage in can be emphasized. Can you recall a memory or image related to this commitment motivation area (and each motivation source) that is associated with the dimensions of autonomy, competence, and relatedness? We will represent this commitment motivation as a column (and each motivation source as columns) on a chart. On a scale of 1 to 10, how positively does the commitment motivation column affect you? You can draw a metaphor or picture in connection with the image in your mind on this column.

Our third motivation column is ‘achievement motivation.’ As individuals create goals to achieve success, they direct their intrinsic motivations toward areas of competence, autonomy, and relatedness. Can you recall a memory or image related to this achievement motivation area (and each motivation source) that is associated with the dimensions of autonomy, competence, and relatedness? We will represent this achievement motivation as a column (and each motivation source as columns) on a chart. On a scale of 1 to 10, how positively does the achievement motivation column affect you? You can draw a metaphor or picture in connection with the image in your mind on this column.

Now, I want you to look at these columns that you have drawn. You may have noticed that these three motivation columns interact with each other. Does a new, unfamiliar motivation column come to mind, representing the interaction of these three motivation areas? What name would you like to give to this new motivation column? Let’s also draw this motivation column with the new name you have assigned. On a scale of 1 to 10, how positively does this new motivation column affect you? Do you have any memories or images related to this column? How does it feel in your body? You can draw a metaphor or picture in connection with the image in your mind on this column.”

In a psychological counseling session, the chart of motivation sources related to basic psychological needs satisfaction that can be used for this activity is shown in Figure 4.

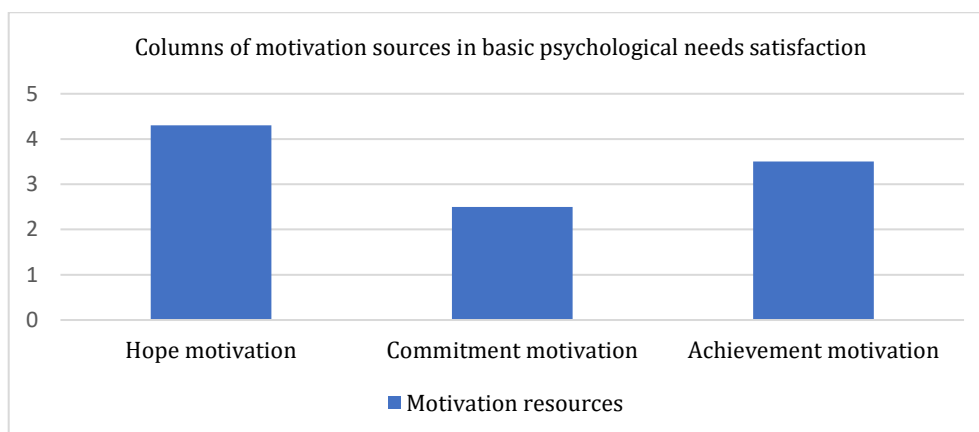


Figure 4. Columns of motivation sources that can be utilized in basic psychological needs satisfaction (created by the researcher of this study).

While working on motivation sources in basic psychological needs satisfaction, the relevant guidance provided above may be given, and the columns in Figure 4 may be utilized. The client may be asked to draw columns related to motivation sources based on these psychological needs and create a new column that she/he may name under these columns, as mentioned in the instructions.

Activity-4: Motivation and Behavior Change Activities. Teixeira et al. (2020) conducted studies on basic psychological needs satisfaction, focusing on its core components: autonomy satisfaction, relatedness satisfaction, and competence satisfaction, to increase motivation and promote behavioral changes in the way individuals express themselves better in interpersonal relationships and enhance their psychological well-being. Below are some of the example activities they implemented.

(a) Autonomy Satisfaction Support Sample Activity

Activity Name: Autonomy satisfaction support sample activity (Teixeira et al., 2020, pp. 452-455).

Activity Purpose: To support the individual in avoiding acting under internal pressure in interpersonal relationships and expressing herself/himself more comfortably and autonomously in external situations.

Instructions: "Informative exercises and practices of the daily language used by the client in family, friend, or any other context, may be conducted to encourage the client to make free choices. For example, the client may be shown how to use words like 'this could be,' 'it might happen this way' instead of using 'should' or 'must' when communicating with people (e.g., their mother). Daily note-taking and exercises may be encouraged to help the her/him develop nonjudgmental and uncertain sentences in her/his daily conversations. Discussions may be held about how she/he feels and what she/he thinks about these practices."

(b) Relatedness Satisfaction Support Sample Activity

Activity Name: Relatedness satisfaction support sample activity (Teixeira et al., 2020, p.452-455).

Activity Purpose: To help individuals recognize and establish effective contact situations with valuable people and situations in their lives and to encourage new engagements.

Instructions: Expressions of interest and curiosity may be provided on subjects such as the client's personal history, family context, social environment, significant life events, and personal

hobbies. For example, questions like “Who are the important people in your life?” or “Do you have any significant life events related to these important individuals?” may be asked.

(c) Competence Satisfaction Support Sample Activity

Activity Name: Competence satisfaction support sample activity (Teixeira et al., 2020, p.452-455).

Activity Purpose: To assist individuals in creating a suitable structure for their sense of competence and satisfaction and to reduce feelings of hopelessness about the future.

Instructions: Initially, discussions may be focused on the clients’ life experiences related to their goals. The experiences and outcomes during this process may be explored. In the following stage, emphasis may be placed on what the client has learned from these life goals. Potential behavior changes related to the clients’ life expectations may be discussed, and new clear life goals may be defined as well. These new clear life goals that can be achieved through behavior changes may need to be realistic, meaningful, challenging, and attainable for the client. Being realistic entails being related to the client’s potential and abilities; being meaningful means being connected to the client’s valued and desired orientations; being challenging indicates efforts the client needs to put into these goals, and being attainable involves the client’s belief that they may take actions and eventually achieve these goals. The specific behaviors and actions that await the client for a clear goal may be addressed step by step in counseling sessions.

DISCUSSION, RESULTS AND RECOMMANDATIONS

In conclusion, basic psychological needs satisfaction, as in Maslow’s hierarchy of needs pyramid, encompasses the aspects of autonomy, feeling valued, and self-realization, which are linked to contexts where individuals attribute meaning and experience a sense of belonging (e.g., family, career, life purpose). This satisfaction is related to the autonomy in decision-making, feeling competent, and experiencing meaningful connections in interpersonal relationships (Carducci, 2020; Vermote et al., 2022). Autonomy satisfaction is associated with the individual’s sense of fulfillment in making choices freely. Competence satisfaction, on the other hand, is related to the individual’s feeling of competence in her/his tasks and environment. Relatedness satisfaction involves the individual’s enjoyment in interpersonal relationships, feeling a sense of belonging with others, and experiencing fulfillment (Conesa et al., 2022; Rahmadani et al., 2019).

This study provides some practical and research-based recommendations. According to the literature, basic psychological needs satisfaction and its dimensions of autonomy, competence, and relatedness are related to Maslow’s hierarchy of needs, psychological well-being, disasters, and motivation sources. Considering the concepts associated with basic psychological needs satisfaction in the literature, it can be suggested that these concepts may be utilized in

psychological counseling sessions when needed. For instance, psychological counseling sessions may ensure use of basic psychological needs satisfaction to help clients set goals and increase motivation sources for behavior change (Teixeira et al., 2020). Examples of basic psychological needs satisfaction activities, both from the literature and synthesized by the researcher of this study, are provided. Overall, understanding and addressing the basic psychological needs satisfaction of individuals may contribute significantly to their well-being and motivation for positive change in various contexts of life.

The above-mentioned example activities, detailed in the previous sections, are recommended to be applied in psychological counseling sessions with clients when necessary. These activities include “*utilizing the components of basic psychological needs satisfaction via circular questioning*” “*working with basic psychological needs satisfaction in disasters,*” “*working with motivation sources,*” and “*motivation and behavior change activities.*” For instance, Philippe and Houle (2020) conducted research suggesting that autonomy, competence, and relatedness dimensions of basic psychological needs satisfaction have a positive impact on individuals. They designed an activity to encourage individuals to create clear positive or negative memories related to the disaster they experienced. When working with a client who has experienced a disaster and has been directly or indirectly affected, awareness may be developed regarding situations where the client feels competent and establishes interpersonal contacts, through autonomously chosen memories. Researchers working in the field are encouraged to use the example activities provided in this study and conduct their own studies and present their results in scientific research, considering the goals indicated in the implementation steps of each activity, using case studies or experimental research designs.

With this literature review, research suggestions are also provided. Researchers are encouraged to conduct scientific studies involving qualitative, quantitative, or mixed methods related to the factors (Maslow’s hierarchy of needs, disasters, psychological well-being, motivation sources) associated with basic psychological needs satisfaction. They should present the findings of these studies scientifically, whether they are related to the mentioned factors or other variables. In this study, sample situations related to the components of basic psychological needs satisfaction, such as autonomy, competence, and interpersonal contact, have been defined and exemplified based on the literature.

For example, a student experiencing exam anxiety can authentically express herself/himself and her/his feelings (related to the “*autonomy*” dimension of basic psychological needs) and can reduce her/his anxiety by studying more and become proficient in managing her/his anxiety (“*competence*” dimension). The student may also tend to maintain long-term relationships (“*relatedness*” dimension) by expressing her/his concerns to peers, seeking support

and counseling (Benita et al., 2020, p.70). In a future study aimed at understanding how the components of basic psychological needs satisfaction are perceived, hypothetical scenarios (e.g., possible exam anxiety or social anxiety) can be presented as text data to participants. Participants may then be asked to provide hypothetical responses related to autonomy, competence, and relatedness dimensions through qualitative or quantitative scientific research.

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GENİŞLETİLMİŞ ÖZET

Giriş

Tıpkı Maslow'un temel ihtiyaçlar hiyerarşisinde en alt basamağında bulunan yeme-içme-barınma temel yaşam ihtiyaçları ile üst basamaklara geçtikçe kişisel gelişim, kendini gerçekleştirme ihtiyaçlarında olduğu gibi bireyin özerklik, yetkinlik ve ilişkisellik doyumlarına yönelik temel psikolojik ihtiyaç doyumuna da bireyin kişiler arası ilişkilerini sürdürmesinde (Desmet ve Fokkinga, 2020; Lussier, 2019; Trivedi ve Mehta, 2019) ve psikolojik iyi oluşunda (Cantarero ve ark., 2021; Tang, Wang ve Guerrien, 2020) önem kazanmaktadır. Temel psikolojik ihtiyaç doyumuna, bireyin mesleki (Rahmadani ve ark., 2019), eğitim (Kusurkar ve ark., 2013; Wang, Tian ve Huebner, 2019), aile (Kluwer ve ark., 2020), arkadaşlık (Desmet ve Fokkinga, 2020) gibi farklı bağlamlarda özerk olma, ilişkisellik ve yetkinlik boyutlarıyla öne çıkan bir kavram özelliği taşımaktadır (Rahmadani ve ark., 2019). Örneğin bireyin arkadaşıyla yemeğe çıkması, onun ilişkisellik doyumunu, özerk karar alarak o arkadaşıyla görüşmesi ve kişiler arası ilişkilerde kendisini yetkin hissetmesi ile ilgili olabilir (Desmet ve Fokkinga, 2020). Aile sistemleri açısından bakıldığında ise aile bağlamında örneğin bireyin ebeveynleriyle ilişkisinde özerk olma doyumunu ve ilişkisellik doyumunu karşılandığında; o bireyin ileriki yaşantılarında yakın ilişkilerini sağlıklı sürdürmesi de muhtemeldir (Kluwer ve ark., 2020). Bu çalışmada temel psikolojik ihtiyaç doyumunu ile özerklik, ilişkisellik ve yetkinlik bileşenleri alanyazın açısından derinlemesine ele alınmak istenmektedir.

Alanyazındaki çalışmalar ışığında bu araştırmada bu temel kavramların ilgili olduğu farklı bağlamlar (arkadaş, aile gibi) açısından ele alınması ve ilişkili olduğu unsurlar ile birlikte, bu kavramlardan psikolojik danışma oturumlarında nasıl yararlanılabileceği yönünde açıklamalara yer verilmiştir. Bu sayede temel olan psikolojik ihtiyaç doyumunun nasıl bir kavram olduğu ve nelerle ilişkili olduğu daha net anlaşılabilir ve eğitim bilimleri alanında özellikle psikolojik danışma ve rehberlik alanında bu konuda araştırma yapmak isteyen araştırmacılara farklı bir bakış açısı sunabilir. Ayrıca temel psikolojik ihtiyaçlar doyumunu ile bileşenlerinin ilgili olduğu kavramlar ve bağlamlar derinlemesine incelenerek psikolojik danışma oturumlarında bu olgunun ilişkili olduğu kavramlarla birlikte uygulamalarda nasıl kullanılabileceği ile ilgili örnek teknikler oluşturulmak istenmektedir. Bu sayede psikolojik danışma ve rehberlik alanında temel olan psikolojik ihtiyaçlar doyumunu ile bileşenlerinin hangi durumlarda ve hangi kavramlarla ilişkili bağlamlarda kullanılabileceği ile ilgili bir bakış açısı oluşabileceği düşünülmektedir.

Yöntem

Bu çalışmada alan yazındaki "temel psikolojik ihtiyaç doyumunu" ile "özerklik", "yetkinlik" ve "ilişkisellik" biçimindeki "alt bileşenlere" ilişkin bilimsel kaynaklar taranarak bu kavramların

derinlemesine incelenmesi amaçlandığı için araştırmanın yöntemi, nitel araştırma yöntemleri arasında yer alan doküman incelemesidir. Doküman incelemesi, incelenen kavram ve ilgili bağlamlara dönük bilgi ve doküman içeren yazılı kaynakların analizinden meydana gelir (Yıldırım ve Şimşek, 2013). Doküman incelemesinde araştırılmak istenen kavram ve ilgili bağlamlarla ilişkili doküman ve kaynakların tutarlı ve sistematik biçimde sunulmasıyla analiz gerçekleşir. Sistematik doküman analizinin bir dizi sırası vardır. İlk olarak giriş kısmı yer alır. Giriş aşamasında çalışılan kavram motive edici hatlar ile sunulmalı ve alan yazı kaynaklarıyla desteklenmelidir. Bir sonraki aşamada, sistematik gözden geçirme sürecinde uygun biçimde konuyla ilgili temel kavramların tanımı yapılır. Bir sonraki aşamada, alan yazı taraması bulgularının sentezi (araştırmacının özgün kattığı yeni yarattığı makale kısımları) ve yorumlanmasıyla ilgili bilgilerin sunulduğu kısım söz konusu olmaktadır ve kavramsal bir modelin oluşturulmasına katkı sunabilmektedir, ancak her zaman bu duruma gerek olmamaktadır (Yıldız, 2022).

Bulgular

Temel Psikolojik ihtiyaçlara ilişkin temel unsurlar arasında özerklik, yetkinlik, ilişkisellik ve bu üç bileşenle ilgili yaşam doyumu potansiyeline sahip olma (olumlu duygulanıma anlık olarak girebilme) sayılabilir (Martela ve Sheldon, 2019; Šakan, Žuljević ve Rokvić, 2020; Tang, Wang ve Guerrien, 2020). Yetkinlik, kişinin çevre ile etkileşimdeki etkinliğine (örneğin kişinin çevresine hâkim olma duyguları gibi) ve bir şeyleri yapabilmeye dair kontrol duygularına işaret etmektedir. Özerlik ise bireyin kendi eylemlerini iradesiyle düzenleme durumu ile ilişkili olmaktadır (Antunes ve ark., 2020; Deci ve Ryan, 2000; Neufeld ve Malin, 2019). Araştırmacılara göre temel psikolojik ihtiyaçların temel bileşenleri arasında olan ilişkisellik, bireylerin karşılıklı saygıyla ilişki içinde olmalarına, birbirlerine güven duymayla ilişkili bağlamlara (Volodina ve ark., 2019) ve diğerlerine görünmez duygulu bağlarla karşılıklı olarak ilişkili olma isteğine (Neufeld ve Malin, 2019) işaret etmektedir. Alanyazın incelendiğinde temel psikolojik ihtiyaç doyumu ile alt bileşenlerindeki özerklik, yetkinlik ve ilişkisellik boyutlarının ilişkili olduğu unsurlar ve kavramlar arasında “Maslow’un genel ihtiyaçlar hiyerarşisi”, “psikolojik iyi oluş”, “afetler” ve “güdülenme kaynakları” bulunmaktadır. Temel psikolojik ihtiyaç doyumunun temel bileşenleri ile ilişkili olduğu unsurlar temel alındığında psikolojik danışmanların temel psikolojik ihtiyaçlar doyumu ile ilgili yararlanabilecekleri etkinlikler arasında “psikolojik danışma oturumunda temel psikolojik ihtiyaç doyumunun bileşenlerinden yararlanma, döngüsel sorgulama”, “afetlerde temel psikolojik ihtiyaç doyumu ile çalışma”, “güdülenme kaynaklarıyla çalışma”, “güdülenme ve davranış değiştirme etkinlikleri” öne çıkmaktadır. Bu etkinliklerin bir kısmı alanyazındaki konuyla ilgili araştırmalardan edinilmiştir. Bir kısmı ise temel psikolojik ihtiyaçlar doyumunun ilişkili olduğu unsurlar dikkate alınarak araştırmacı tarafından oluşturulmuştur.

Tartışma & Sonuç

Alanyazındaki kaynaklar taranarak arařtırmacıların örnek olarak sunduđu temel psikolojik ihtiyaç doyumunu etkinlikleri ile bu çalışmanın arařtırmacısının sentezlediđi örnek etkinliklere yer verilmiştir. Örneđin psikolojik danışma oturumlarında danışanların amaç oluřturmaları ve motivasyon kaynaklarını arttırma yönünde beceri kazanmaları için temel psikolojik ihtiyaç doyumundan yararlanılabilir ve buna yönelik örnek etkinlikler (Teixeira ve ark., 2020) metin içinde ayrıntılı olarak betimlenmiştir. Sahada uygulamalı çalışan arařtırmacıların bu arařtırmada sunulan örnek etkinlikleri, uygulama adımlarında belirtilen amaçlar bağlamında gerek vaka çalışması gerekse deneysel arařtırmalarla çalışmaları ve elde edecekleri sonuçları bilimsel arařtırmalarla ortaya koymaları önerilmektedir.

Bu alanyazın çalışmasıyla birlikte arařtırmaya dönük öneriler de verilmektedir. Arařtırmacıların, bu alan yazı çalışmasında sunulan temel psikolojik ihtiyaçlar doyumunu ile alt bileşenlerinin ilişkili olduđu unsurlarla (Maslow'un genel ihtiyaçlar hiyerarşisi, afetler, psikolojik iyi oluş, güdü kaynakları) ilgili nitel, nicel ya da karma yöntem içeren bilimsel arařtırmalar yapmaları ve ortaya çıkan bu unsurlarla ilişkili ya da farklı unsurları bilimsel olarak sunmaları önerilmektedir. Bu arařtırmada temel psikolojik ihtiyaç doyumunu bileşenleri ilgili örnek durumlar alanyazındaki çalışmalar ışığında tanımlanmış ve örneklendirilmiştir. Örneđin sınav kaygısı hisseden bir öğrenci, otantik biçimde kendisini ve duygularını olduđu gibi ortaya koyabilir (temel psikolojik ihtiyaçlara ilişkin "özerklik boyutu") ve daha fazla çalışarak kaygılarını azaltabileceğinden ve aynı zamanda kaygısını yönetme konusunda ustalaşabilir ("yetkinlik boyutu"). Örnek verilen öğrenci; endişelerini akranlarına ifade etmeye, destek ve danışma aramaya, böylece uzun vadeli ilişkilerini ("ilişkisellik boyutu") sürdürme eğiliminde olabilir (Benita ve ark., 2020, s.70). Temel psikolojik ihtiyaç doyumunu bileşenlerinin nasıl algılandığının amaçlandığı ileriki bir arařtırmada hipotetik senaryolarla (örneđin olası sınav kaygısı ya da sosyal kaygı gibi) katılımcılara metin verisi olarak sunulması ve katılımcıların hipotetik olarak özerklik, yetkinlik ile kişiler arası temas boyutu ile ilgili olası yanıtları, nitel ya da nicel bilimsel çalışmalarla ortaya koymaları söz konusu olabilir.