Psychological Needs as Predictors of Human Values in High School Students

Sahin Kesici

Faculty of Education, Necmettin Erbakan University, 42090 Konya, Turkey
E-mail: sahinkesici@konya.edu.tr

ABSTRACT The purpose of the present study is to determine whether psychological needs are significant predictors of high school students' human values. The study group comprised 552 high school students. It was determined that high school students' belonging, fun, freedom and power needs are significant predictors of high school students' human value. According to the findings of the study, power and belonging needs were significant predictors of high school students' responsibility value. Belonging, fun and power needs were found to be significant predictors of high school students' respect value. Power and freedom needs were found to be significant predictors of high school students' honesty value. Belonging need was found to be a significant predictor of high school students' peaceful value. Fun need was found to be a significant predictor of high school students' friendship value. Freedom need was found to be a significant predictor of high school students' tolerance value.

1. INTRODUCTION

People have endless and limitless needs. They have new desires and demands based on their endless and limitless needs. Meeting the needs of people requires continuity and graduality. Individuals always take action to achieve their desires. One of the driving factors is definitely individuals' needs. The need is a cyclical process and it causes the feeling of inadequacy in organism, and individual feels that this inadequacy stems from a need that he/she cannot meet (Kesici et al. 2003; Kesici 2008a; Sunbul et al. 2003; Tekin et al. 2012). The feeling of need usually begins as a physical need and continues as psychological needs. That's why, individuals take action with the feeling of need and they ease. To ease entirely, individuals need to meet their physical needs beforehand and then, their psychological needs. Further, because of this, it is beneficial to summarize the arguments of doctrinaires and researchers about classification and the types of psychological needs.

Psychological needs are the term that have been a subject for different researches: harmony level and perceived level, values and needs (Erdogdu 2013), relations between the students' needs that do team and individual sports (Tekin et al. 2012), examination of subjective well-being and psychological needs (Gundogdu and Yavuzer 2012), aggression levels of high school students with different physiological needs (Sahin and Owen 2009), the relation between basic psychological needs and health (Uzman 2014), basic psychological needs and subjective well-beings of high school students and boarding regional secondary school students (Nigar 2014), the analysis of primary school teachers' motivation level of their students and their basic psychological needs (Bozgeyikli et al. 2003), guidance and counseling needs of 6th, 7th, and 8th grade students according to their teachers opinions (Kesici 2007a), Middle school students' guidance and counseling needs (Kesici 2007b), sixth, seventh and eighth grade students' guidance and counseling needs according to parents' opinions (Kesici 2008d), prediction of high school students' career decision making difficulties by their parental attitudes and guidance need (Kesici 2007c), The prediction of elementary school student's career decision making difficulties by their parental attitudes and guidance needs (Kesici et al. 2008) and their perfectionism and anger traits (Girgin-Buyukbayraktar and Ure 2014). Indeed, basic human needs are the requirements for people to live. This requirement stems from the fact that these needs have a cyclical order. That is, need is felt first, then the individual takes action and he/she eases at the last level.

The psychological needs that are categorized differently by different researchers are classified as autonomy, dominance, understanding feelings, conformity, achievement, self-recrimination, constancy, attract attention, intimacy by Heckert et al. (2000) Maslow (1954) stated that psy-

chological needs are hierarchical and some needs dominate from others. According to him these psychological needs are love and belonging, respect, physiologic, safety, self-actualization. In Self-determination Theory which is focused on the desire of meeting individuals' psychological needs (ability, relation, and autonomy), Deci and Ryan (1985) state that basic psychological needs are in the nature of individuals' lives. Self-determination Theory focuses on the innate needs such as autonomy, relation, and ability (Deci and Ryan 1985; Deci and Ryan 2000; Ryan 1995; Ryan and Deci 2000). Glasser (1965) states that all the people have the same physical and psychological needs. Although, the people have similar needs, there is no difference in the way they meet them. Genetically, behaviors are intended to meet the five basic needs of mankind. These needs are: belonging, power, freedom, fun, and survival. Heckert et al. (2000) state that autonomy; achievement, affiliation, and dominance are psychological needs.

Besides, according to both need notion and psychological needs notion, it is an important assumption that psychological needs is one of the basic processes that initiate human behavior and these needs show a hierarchical and cyclical structure (Deci and Ryan 1985; Glasser 1998; Maslow 1954), while another important assumption is that the value concept is one the most important concepts of perception to which need individuals give priority and what are the preconditions while meeting these needs (Davidov et al. 2008; Ferssizidis et al. 2010; Rokeach 1973). Thus, Bozgeyikli (2010), remarks that psychological needs are a precondition of initiating human behavior, whereas, values are acquired and cognitively elaborated structures. Depending on this fact, values are important for personal identity and they are related to cognitive process styles and individual differences (Claxton et al. 1997). Meanwhile, values may shape individuals' lives as structural guides or tendencies for experiences. Values offer directive life principles to individuals that effect their daily decisions and help them have a basis for meaningful aims (Ferssizidis et al. 2010). After giving a summary of the effects of values on human life, the relation between human values and needs is explained by human values theory, put forward by Schwartz (1992) and Schwartz and Sagiv (1995). According to this theory, basic human values are the cognitive representatives of biological needs, social interaction needs, and the group's welfare need. Schwartz and his colleagues found out 10 types of basic human values: power, success, gratification, urge, self-tendency, universalization, helpfulness, custom, convenience, and safety. It is extremely important to convey these values to individuals. Especially, in identity development; school, puberty, and youth periods, called as transition periods, are significantly important for conveying human values. Puberty, the period high school students are in, is the most significant transition period in terms of physical, social, and emotional development. Puberty in itself is a period in which externalization, internalization and addiction problems increase. Some studies focus on puberty as a developmental period rather than focusing on emotional and behavioral features specific to some age groups (Steinberg 2002). Spiritual changes in puberty make individuals understand social problems and participate in adult social relations. Cognitive development make teenagers analyze the social roles in family and large social groups and analyze the difference between so called justice and the justice in practice critically (Lerner and Shea 1982). Mostly, teenager groups develop their own values fairly different from their parents'. These values which may occur as a different subculture have two processes in social development: the first one, freedom, is teenagers' longing for freedom; the second one, adolescence, is mutual cooperation (Wolman 1998). In some cases school or peer groups has no effect on teenagers in determining their values. Most of the teenagers preferred affection of their own desires, personal pleasure, hope for good things will happen, search for adventure, and struggle for their fads and desires. Obviously, psychological needs of high school students who are in puberty such as wish of being a part of the society, communication with peers, having fun, self-realization, and being free may be the predictors of their human values.

1.1 Objectives of the Study

Which needs students will meet first is pivotal. Human values are another important concept that effect decision making process of which criteria are considered while meeting these needs. Hence, this study aimed to investigate whether the psychological needs are significant predictors of human value incurred by high school stu-

dents. In this respect, the following question is answered in this study:

Are psychological needs (belonging, fun, freedom, and power) significant predictors of high school students' human value?

2. METHODOLOGY

2.1 Research Method

In this study, a quantitative method was used. The quantitative data helped determine whether significant associations exist between independent variables and dependent variables. The psychological needs were independent variables for the study, while human value was the dependent variable. In this study, to what extent the psychological needs served as predictors of human value was analyzed.

2.2 Participants

The research was conducted in 2013-2014 educational period. The participants of the study are high students in Konya City, Turkey. The study group consists a total of 552 students-219 boys (39.7%) and 333 girls (60.3%).

2.3 Research Instruments

Basic Needs Scale (BNS): Validity and reliability study of the scale, developed for high school students by Ikinci (2003), was conducted on 299 participants. The scale consists of 26 items for teenagers. This scale was developed to measure to what extend the basic needs of high school students' are met in accordance with Choice Theory. 4 factors were determined based on the result of factor analyses. These factors are: loving, being loved, power, freedom, and having fun. The altitude of the scores obtained from the scale, indicated that to what extend the needs are met. Four-factored structure of the scale explains 45 % of total variance. The reliability coefficients specified for general scale and subscales are between 83 and 64.

Human Values Scale (HVS): To specify students' human values, "Human Values Scale (HVS)" developed by Dilmac (2007) for high school students was administered. The scale consists of 42 items in six subscales which are Responsibility, Friendship, Peace, Respect, Tolerance and Honesty. It is a five-point Likert scale and could be administered individually or in groups. Higher/lower scores indicated that individuals had higher/lower human values. The internal consistency for each subscale calculated were found to be; for responsibility .73, for friendship .69, for tolerance .70, for honesty .69, for respect .67, and for peace.65. The internal consistency coefficient for the entire scale was found as .92 (Dilmac 2007).

2.4 Data Analysis

In the present study, multiple linear regression analysis was used. In multiple linear regression analysis, the relationship between the predictor variables, students' psychological needs (belonging, fun, freedom, and power), and the dependent variable, human value (Responsibility, Friendship, Peace, Respect, Tolerance, and Honesty) were tested. Data were analyzed using SPSS 16.0 (Statistical Package for Social Sciences) software.

3. FINDINGS

A stepwise regression analysis method was used to determine whether psychological needs are predictors of high students' human value. The findings from stepwise regression analysis are summarized in Table 1. According to the findings of the study, power need and belonging need are significant predictors of high school students' responsibility value (p<.01). About 13

Table 1: Model summary for stepwise regression analysis of responsibility value

Model [a]	R	R square	Adj. R square	Std. Err.	R square change	F change	df_1	df_2	Sig. F change
1	.357 [b]	.127	.126	3.85	.127	77.30	1	529	.000
2	.377 [c]	.142	.139	3.82	.014	8.87	1	528	.003

[a]Dependent variable: Responsibility value.
[b]Predictors: (Constant), Power need.
[c]Predictors: (Constant), Power need and belonging need.

% (12.6%) of the variance in responsibility value was explained by power need, while about 14 % (13.9%) of its variance was explained by power need and belonging.

The stepwise regression analysis method was used to determine whether psychological needs are predictors of high school students' respect value. The findings from stepwise regression analysis are summarized in Table 2. According to these results, belonging need, fun need and power need were found to be significant predictors of high school students' respect value (p<.05). About 7% (6.3%) of the variance in respect value was explained by belonging need, while about 9% (8.6%) of its variance was explained by belonging need and fun need. About 10% (9.5%) of the variance in respect value was explained by belonging need, while about 9% (8.6%) of its variance was explained by belonging need, fun need and power need.

The stepwise regression analysis method was used to determine whether psychological needs are predictors of high school students'

honesty value. Findings from stepwise regression analysis are summarized in Table 3. According to these results, power and freedom need were found to be significant predictors of high school students' honesty value (p<.05). About 7% (6.8%) of the variance in honesty value was explained by power need, while about 8% (7.5%) of its variance was explained by power need and freedom need.

The stepwise regression analysis method was used to determine whether psychological needs are predictors of high school students' peace value. The findings from stepwise regression analysis are summarized in Table 4. According to these results, belonging need is found to be significant predictors of high school students' peaceful value (p<.001). 7% of the variance in peaceful value was explained by belonging need.

The stepwise regression analysis method was used to determine whether psychological needs are predictors of high school students' friendship value. Findings from stepwise regres-

Table 2; Model summary for stepwise regression analysis of respect value

Model [a]	R	R square	Adj. R square	Std. Err.	R square change	F change	df_1	df_2	Sig. F change
1	.254 [b]	.064	.063	5.04	.064	36.35	1	529	.000
2	.299 [c]	.089	.086	4.97	.025	14.52	1	528	.000
3	.316 [d]	.100	.095	4.95	.011	6.32	1	527	.012

[a]Dependent variable: Rerespect value.
[b]Predictors: (Constant), Beloging need.
[c]Predictors: (Constant), Belonging need and fun need.
[d]Predictors: (Constant), Belonging need, fun need and power need.

Table 3: Model summary for stepwise regression analysis of honesty value

Model [a]	R	R square	Adj. R square	Std. Err.	R square change	F change	df_1	df_2	Sig. F change
1	.264 [b]	.070	.068	3.36	.070	39.37	1	527	.000
2	.280 [c]	.078	.075	3.34	.009	5.08	1	526	.025

[a]Dependent variable: Honesty Value.
[b]Predictors: (Constant), Power need.
[c]Predictors: (Constant), Power need and freedom need.

Table 4: Model summary for stepwise regression analysis of peace value

Model [a]	R	R square	Adj. R square	Std. Err.	R square change	F change	df_1	df_2	Sig. F change
1	.267 [b]	.071	.070	4.73	.071	40.63	1	529	.000

[a]Dependent variable: Peace Value.
[b]Predictors: (Constant), Belonging need.

sion analysis are summarized in Table 5. According to these results, fun need was found to be significant predictors of high school students' friendship value (p<.001). About 10% (9.3%) of the variance in friendship value was explained by fun need.

The stepwise regression analysis method was used to determine whether psychological needs are predictors of high school students' tolerance value. The findings from stepwise regression analysis are summarized in Table 6. According to these results, freedom need was found to be significant predictors of high school students' tolerance value (p<.001). About 5% (4.3%) of the variance in tolerance value was explained by freedom need.

4. DISCUSSION

Based on the findings of this study, the psychological needs are one of the most significant predictors for human values. There are also many studies dealing with the relationship between psychological needs and human values both theoretical and what should be done in class and school environments. Investigation of the relations among harmony level and perceived identity, value and needs (Erdogdu 2013), Human Values as Predictors of Motivational Beliefs in High School Students (Kesici 2014), the predictive relations of Elementary School Counselors' Self-Efficacy Beliefs by Social Comparison and Self-Consciousness (Ozteke et al. 2015), teacher attitudes' impact on student behaviors (Buyukkaragoz and Kesici 1988), teachers' believed about justice, equality and freedom depending

on gender and control focuses (Kesici 2008b), the required democratic and human values for students to create a democratic classroom environment (Kesici 2008c), and the relations between teachers' democratic attitudes and tolerance value are among these studies.

Similar to the results of this research, Bozgeyikli (2010) concluded in his research with adolescents that the psychological needs have a significant impact on human values. Bozgeyikli (2010) found out a positive correlation between human values (responsibility, friendship, peace, respect, tolerance and honesty) and psychological needs (relatedness, competence and autonomy). In the same study, it is found out that psychological needs are significant predictors of human values.

According to the findings of the study, power need and belonging need are significant predictors of high school students' responsibility value. Glasser (1985) defined power need as achieving control on life and he puts forward that it is a necessity for individuals in order to feel themselves precious. Thus, the individuals need to have responsibility value to be self-sufficient and successful. And also, the individual should be loved, respected and appreciated by his/her society in order to feel himself/herself precious. To be loved, respected, and appreciated, the individual should carry out his/her responsibilities (Glasser 1985; Peterson 2000). Schwartz (1992) states that social interaction need and wellness of the society need are related to the fundamental human values.

According to other results of the study, belonging need, fun need, and power need were

Table 5: Model summary for stepwise regression analysis of friendship value

Model [a]	R	R square	Adj. R square	Std. Err.	R square change	F change	df_1	df_2	Sig. F change
1	.308 [b]	.095	.093	4.24	.095	55.58	1	529	.000

[a]Dependent variable: Friendship Value.
[b]Predictors: (Constant), Fun need.

Table 6 Model summary for stepwise regression analysis of freedom value

Model [a]	R	R square	Adj. R square	Std. Err.	R square change	F change	df_1	df_2	Sig. F change
1	.212 [b]	.045	.043	4.22	.045	24.77	1	528	.000

[a]Dependent variable: Tolerance Value.
[b]Predictors: (Constant), Freedom need.

found to be significant predictors of high school students' respect value. The dignifying human just because of being human and accepting both his/her positive and negative personality traits in this process is an expression of respect. Thus, we respect people and accept them as they are. In fact, we have some complex feelings towards them and we need to reflect these feeling to them. This is related to respect. Herein, the students may need to feel themselves as a part of their family, friendship environment and society in order to respect other individuals (Schwartz 1992; Schwartz and Sagiv 1995). Meanwhile, he/she can have a funny and enjoyable communication with his/her close environment and he/she can consider himself/herself valuable and powerful (Glasser 1985; Maslow 1954).

According to other results of the study, power and freedom need were found to be significant predictors of high school students' honesty value. The individuals need to do self-evaluation to be strictly honest. The individual who can do self-evaluation is a powerful one, and if he/she knows both his/her weaknesses and strengths so he/she can behave honestly to the others (Deci and Ryan 1985; Glasser 1985; Maslow 1954). Individual who is aware of his/her potentials, knows his/her needs, and make his/her own decisions freely, and is honest since he/she expresses him/her freely, as a result may, attach importance to this value (Deci and Ryan 1985; Glasser 1985).

According to other results of the study, belonging need is found to be a significant predictor of high school students' peace value. In their theories of needs, Glasser (1985) and Maslow (1954) stated that belonging need may be met in family and friendship environment by loving and being loved, sharing common values and joys, and supporting each other. Thus, individual needs a peaceful and loving environment for the occurrence of this process. If individuals attach importance to the value of peace, they feel themselves belonging to their society, family, and peer environment and they may be the pioneer of peace value for the permanence of this process.

According to other results of the study, fun need was found to be a significant predictor of high school students' friendship value. Frey and Wilhite (2005) stated that fun is enjoying any activity. Thus, people enjoy the activities they do and share with their friends. Spending time with friends is enjoyable and having relationship with friends is an important need. Teenagers can meet their fun need by making jokes with their friends, behaving freely to each other, doing sport together, and spending their spare time together. The teenagers need a friendly environment and most importantly, their friendship relations should be based on fellowship for these activities.

According to the other results of the study, freedom need was found to be a significant predictor of high school students' tolerance value. To be tolerant and internalize tolerance as a human value, an individual should observe others in their behaviors and opinions, listen to opponent ideas patiently and objectively, and should avoid them (Kesici, 2008b,c). The individual who shows these features and attitude in his or her behavior should feel himself/herself free and be relax in his/her human relations (Deci and Ryan 1985; Glasser 1985).

As a result, psychological needs are important predictors of human value in high school students. Future research can examine different variables affecting students' human values and with different sample groups. In the activities, especially at schools, the values such as responsibility, friendship, peace, respect, tolerance, and honesty can be included (Erwin 2003; Glasser 1996; Grandmont 2003; Hardin 2004). Thus, this may be a way for students to embrace these values and practice them in their lives.

5. CONCLUSION

Conclusion indicated that psychological needs are significant predictor of human values. According to the Conclusions of the study, power and belonging needs were significant predictors of high school students' responsibility value. Belonging, fun and power needs were found to be significant predictors of high school students' respect value. Power and freedom needs were found to be significant predictors of high school students' honesty value. Belonging need was found to be a significant predictor of high school students' peace value. Fun need was found to be a significant predictor of high school students' friendship value. Freedom need was found to be a significant predictor of high school students' tolerance value. These results indicated the fact that psychological needs predict human values to a great extend and it can be con-

cluded that human values is one of the significant criteria in meeting students' needs.

6. RECOMMENDATIONS

High school students' psyhological needs and in which environments they feel these needs should be determined. The families, teachers, and consultants should guide high school students to meet their needs effectively since especially high school students' development period is at the same time as their puberty. Both the families and the teachers should create a democratic, peaceful and tolerant environment for the teenagers to help them decide on which one of these needs is prior. Especially, the consultants should determine the prior needs and values of students and help them professionally. Environment and school shareholders should encourage the students to express themselves and keep their values alive. The results of this study is limited with just Needs Theory of Glasser and human values. Various sample studies may be carried out using other need and value theories.

REFERENCES

Bozgeyikli H 2010. The relationship between high school students' psychological needs and human value perceptions. *Procedia Social and Behavioral Sciences,* 9: 1798-1804.

Bozgeyikli H, Sunbul AM, Kesici S, Ure O 2003. Ilkogretim ogretmenlerinin, ogrencileri motive etme duzeyleri ile temel psikolojik ihtiyaclarinin iliskisel analizi. *VII. Ulusal PDR Kongresi Bildiri Ozetleri Kitabi,* Malatya.

Buyukkaragoz SS, Kesici S 1988. Egitimde ogretmenin rolu ve ogretmen tutumlarinin ogrenci davranislari uzerindeki etkisi. *Millî Egitim*, 137: 11.

Claxton RP, McIntyre RP, Clow KE, Zemanek JE Jr 1997. Cognitive style as a potential antecedent to value. *Journal of Social Behavior and Personality*, 11(2): 355-73.

Davidov E, Schmidt P, Schwartz SH 2008. Bringing values back in: The adequacy of the European social survey to measure values in 20 Countries. *Public Opinion Quarterly*, 72 (3): 420-445.

Deci EL, Ryan RM 1985. *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum.

Deci EL, Ryan RM 2000. The 'what' and 'why' of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry,* 1: 227-268.

Dilmac B 2007. *Bir grup Fen Lisesi ogrencisine verilen insani degerler egitiminin insani deðerler ölçegi ile sinanmasi*. Doctoral Thesis. Unpublished. Selcuk University, Turkey.

Erdogdu MY 2013. Investigating the prospective teachers' level of adjustment in terms of perceived iden-

tity, values, and needs. *Online Submission*, 3(5): 283-295.

Erwin JC 2003. *Giving students what they need. Educational Leadership,* 61(1): 19-23.

Ferssizidis P, Adams LM, Kashdan TB, Plummer C, Mishra A, Ciarrochi J 2010. Motivation for and commitment to social values: The roles of age and gender. *Motiv Emot,* 34: 354–362.

Frey LM, Wilhite K 2005. Our five basic needs: Application for understanding the function of behavior. *Intervention in School and Clinic,* 40 (3): 156-160.

Girgin-Buyukbayraktar C, Ure O 2014. The relationship between perfectionism and anger. *Anthropologist*, 18(3): 835-846.

Glasser W 1965. *Reality Therapy: A New Approach to Psychiatry*. New York: Harper and Row.

Glasser W 1985. *Control Theory: A New Explanation of How We Control Our Lives.* New York: Harper and Row Publishers.

Glasser W 1996. The theory of choice. *Learning*, 25: 20-22.

Glasser W 1998. *Choice Theory: A New Psychology of Personal Freedom*. New York: Harper Collins.

Grandmont RP 2003. Judicious discipline: A constitutional approach for public high schools. *American Secondary Education,* 31(3): 97-117.

Gundogdu R, Yavuzer Y 2012. Ogretmen Adaylarinin Oznel Iyi Olus ve Psikolojik Ihtiyaclarinin Demografik Degiskenlere Gore Incelenmesi. *Mehmet Akif Ersoy Universitesi Egitim Fakultesi Dergisi*, 1(23): 115-131.

Hardin CJ 2004. *Effective Classroom Management Models and Strategies for Today's Classroom*. New Jersey: Upper Daddle River.

Heckert TM, Cuneio G, Hannah AP, Adams PJ, Droste HE, Mueller MA ve digerleri 2000. Creation of a new needs assessment questionnaire. *Journal of Social Behavior & Personality,* 15(1): 121-136.

Ikinci M 2003. *Ergenlerde temel ihtiyaclarin karsilanma duzeyi ile basa cikma davranislari arasindaki iliski*. Yayinlanmamis Yuksek Lisans Tezi. Karadeniz Teknik Universitesi Sosyal Bilimler Enstitusu, Trabzon.

Kesici S, Ure O, Bozgeyikli H, Sunbul AM 2003**.** Temel psikolojik ihtiyaclar olceginin gecerlik ve guvenirligi. *VII. Ulusal PDR Kongresi Bildiri Ozetleri Kitabi,* Malatya.

Kesici S 2007a. Sube rehber ogretmenlerinin goruslerine gore 6. 7. ve 8. sinif ogrencilerinin rehberlik ve danýsma ihtiyaclari. *Selcuk Universitesi Sosyal Bilimler Enstitusu Dergisi,* 17: 365-383.

Kesici S 2007b. Middle school students' guidance and counseling needs. *Educational Sciences: Theory & Practice,* 7(3): 1301-1349.

Kesici S 2007c. Ortaogretim Ogrencilerinin Anne Baba Tutumlarinin ve Rehberlik Ihtiyaclarinin Mesleki Karar Verme Zorluklarini Iordamasi. *Selcuk Universitesi Enstitüsü Dergisi*, 18: 329-339.

Kesici S 2008a. Yeni psikolojik ihtiyac degerlendirme olceginin Turkce formunun gecerlik ve guvenirlik calismasi: Dogrulayici faktor analizi sonuclari. *Selcuk Universitesi Sosyal Bilimler Enstitusu Dergisi,* 20: 493-500.

Kesici S 2008b. Democratic teacher beliefs according to the teacher's gender and locus of control. *Journal of Instructional Psychology*, 35(1): 62.

Kesici S 2008c. Teachers' opinions about building a dem-ocratic classroom. *Journal of Instructional Psychol-ogy*, 35(2): 192.

Kesici S 2008d. Sixth, seventh and eight grade students' guidance and counseling needs according to parents' views. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, 32: 101-116.

Kesici S 2014. Human values as predictors of motiva-tional beliefs in high school students. *Anthropolo-gist*, 18(3): 869-875.

Kesici S, Hamarta E, Arslan C 2008. Prediction of ele-mentary school student's career decision making dif-ficulties by their parental attitudes and guidance needs. *Elementary Education Online*, 7(2): 361-367.

Lerner RM, Shea JA 1982. Social Behavior in Adoles-cence. In: BB Wolman (Ed.): *Handbook of Devel-opmental Psychology.* Englewood Cliffs, NJ: Pren-tice-Hall.

Maslow AH 1954. *Motivation and Personality.* New York: Harper.

Nigar F 2014. Ortaokul ogrencileri ile yatili bolge or-taokul ogrencilerinin oznel iyi olus ve temel psikolojik ihtiyaclari düzeyinin karþýlaþtirmasi. Yayinlanmamis Yuksek Lisans Tezi. Gaziosmanpasa Universitesi Egitim Bilimleri Enstitusu, Tokat.

Ozteke HI, Ure O, Kesici S 2015. The prediction of elementary school counselors' self-efficacy beliefs by social comparison and self-consciousness. *The Online Journal of Counseling and Education*, 4(1): 34-45.

Peterson AV 2000. Choice theory and reality therapy. *TCA Journal*, 28(1): 41-50.

Rokeach M 1973. *The Nature of Human Values*. Free Press, New York, NY.

Ryan RM 1995. Psychological needs and the facilita-tion of integrative process. *Journal of Personality,* 63(3): 397–427.

Ryan RM, Deci EL 2000. Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psycholo-gist,* 55(1): 68-78.

Sahin ES, Owen FK 2009. Psikolojik Ihtiyaclari Farkli Lise Ogrencilerinin Saldirganlik Duzeyleri. *Turk Psikolojik Danisma ve Rehberlik Dergisi*, 4(32): 64-74.

Schwartz SH 1992. Universals in the content and struc-ture of values: Theoretical advances and empirical tests in 20 countries. In: M Zanna (Ed.): *Advances in Experimental Social Psychology*, Volume 25. Orlando, FL: Academic Press, pp.1-65.

Schwartz SH, Sagiv L 1995. Identifying culture-specif-ics in the content and structure of values. *Journal of Cross-Cultural Psychology*, 26: 92-116.

Steinberg L 2002. Clinical adolescent psychology: What it is, and what it needs to be. *Journal of Consulting and Clinical Psychology,* 70: 124-128.

Sunbul AM, Kesici S, Bozgeyikli H 2003. *Ogretmen-lerin psikolojik ihtiyaclari, ogrencileri motive ve kontrol etme düzeyleri*. Konya: Selcuk Universitesi Arastirma Projesi.

Tekin M, Yildiz M, Sahan H, Devecioglu S, Gullu M, Ulucan B 2012. Surveying the relationships between the goal orientations of the students sporting as team sport and individualistically and the level of their basic psychologic needs at the school of physical education and sports. *Procedia-Social and Behav-ioral Sciences*, 46: 267-272.

Uzman E 2014. Basic psychological needs and psycho-logical health in teacher candidates. *Procedia-So-cial and Behavioral Sciences*, 116: 3629-3635.

Wolman BB 1998. *Adolescence Biological and Psy-chosocial Perspectives*. London: Greenwood Press.