ISSN: 1309 – 6575
Eğitimde ve Psikolojide Ölçme ve Değerlendirme Dergisi
Journal of Measurement and Evaluation in Education and Psychology
2020; 11(4); 346-361

Examination of Meeting the Needs of University Students from Social Support Systems

Betül DÜŞÜNCELİ * T. Seda ÇOLAK ** Süleyman DEMİR *** Mustafa KOÇ ****

Abstract
In this study, it is aimed to determine which social support systems respectively preferred by students to meet their basic needs. The research was conducted with 347 university students from Sakarya University Faculty of Education, 243 of whom were female and 104 of whom were male. A ranking chart was used to determine the rank of fulfilment of the five basic needs of the students, as in the Maslow's hierarchy of needs, (physiological, safety, love and belonging, esteem, and self-actualization), by social support systems (family, relatives, friends, teacher-school, and society). The data was analyzed by rank order judgment scaling. As a result of the research, it was found that university students regard family as the primary social support system in meeting all their needs (physiological, safety, love and belonging, esteem, and self-actualization). The ranking does not change in meeting the needs of safety, love and belonging, and esteem; in meeting the physiological needs, it was observed that relatives are preferred more than friends. Another finding of the research is that in meeting the need for self-actualization, relatives are preferred the least.

Key Words: Maslow, hierarchy of needs, social support, rank order judgment scaling.

INTRODUCTION

Research into the underlying factors of human behavior has been the subject of psychology science for many years. Maslow's approach to psychological needs is one of the most popular theories in this field (Roediger, Capaldi, Paris, Polivy, & Herman, 1996). Maslow first introduced a hierarchical structure of needs in 1943 and introduced his theory of needs in his book "Motivation and Personality" in 1954 (Maslow, 1970). He argued that there are differences between human motives and animal motives and expressed human motives in the form of a pyramid. At the base of this pyramid are biological motives, and at the top are psychological motives (Cüceloğlu, 2003). It is possible to say that Maslow's theory is still valid today. The hierarchy of needs can be examined under five headings: physiological needs, need for safety, need for love and belonging, need for self-esteem and need for self-actualization (Plotnik, trans. 2009).

Physiological Needs

Maslow claims that human comes to earth from the lowest level (McConnell & Philipchalk, 1992). Needs such as food, water, sexuality, breathing, and sleeping are discussed in the category of physiological needs (Burger, 2006; Plotnik, trans. 2009; Roediger et al. 1996). One has to satisfy their physical needs before meeting psychological or social needs (McConnell & Philipchalk, 1992). Once this need is adequately met, it will be possible for the individual to be motivated to meet other needs.

* Assist. Prof. Dr., Sakarya University, Education Faculty, Sakarya-Turkey, bbayraktar@sakarya.edu.tr, ORCID ID: 0000-0002-6794-8811
** Assist. Prof. Dr., Düzce University, Education Faculty, Düzce-Turkey, tugbacolak@duzce.edu.tr , ORCID ID: 0000-0002-7219-1999
*** Assist. Prof. Dr., Sakarya University, Education Faculty, Sakarya-Turkey, suleymand@sakarya.edu.tr , ORCID ID: 0000-0003-3136-0423
**** Prof. Dr., Düzce University, Education Faculty, Düzce-Turkey, mustafa.koc@duzce.edu.tr, ORCID ID: 0000-0002-8644-4109

To cite this article:
Düşünceli, B., Çolak, T. S., Demir, S., & Koç, M. (2020). Examination of meeting the needs of university students from social support systems. *Journal of Measurement and Evaluation in Education and Psychology, 11*(4), 346-361. doi: 10.21031/epod.706475.

Received: 19.03.2020
Accepted: 26.10.2020

Need for Safety

Babies become ready to explore the physical environment once their basic needs are met. However, for that, they need to feel safe first (McConnell & Philipchalk, 1992). The need for safety can be met through protection from crime, fire, extreme heat or cold, wild animals, or dangers such as economic disaster (Plotnik, trans. 2009; Roediger et al. 1996). For example, a student who hears about negative things happen in a school on the news and social media may not feel safe with the possibility that these may also happen at his/her own school (Shaughnessy, Moffitt, & Cordova, 2018). This prevents the student from being driven to the upper categories in the hierarchy, for example, to be accepted by their peers and to be successful at school.

Need for Love and Belonging

The need for love and belonging can be met by connecting with others, by being accepted by others (Plotnik, trans. 2009), and by acquiring a place in a group (Roediger et al. 1996). According to Maslow, this need can only be met by other people (McConnell & Philipchalk, 1992). Once the needs at the lower level are satisfied, the human looks for a resource to connect with, so it is considered as the need that drives people to be social.

Need for Esteem

Success can be met by gaining competence, approval, and attestation (Plotnik, trans. 2009). One reason people connect with others is that they help themselves to set their life goals. Through feedback from people, individuals are able to gain insight into how far they have achieved their life goals (McConnell & Philipchalk, 1992). Having reached this level, individuals can move on to the final stage: self-actualization.

Need for Self-Actualization

It can be defined as experiencing one's own potential (Plotnik, trans. 2009). Maslow emphasized the potential of the individual by saying, "what a man is and what he could be" (p. 272) while explaining the need for self-actualization (Maslow, 1970). This can include being a parent, being an athlete, a musician, or whatever appropriate (Roediger et al. 1996). While in the way of performing themselves, individuals' characteristics to be creative, to love, and to be healthy and strong, in line with their goals, come to the fore (Gençtanırım, 2013). Maslow states that unless one is self-confident, they will not dare to express themselves in their own way, cannot contribute to society, and thus cannot unleash this innate potential (McConnell & Philipchalk, 1992).

Maslow assumes that all people go through these five levels in some way, and all people deal with problems with the lower level before moving to an upper level (McConnell & Philipchalk, 1992). The hierarchy of needs has been increased to seven levels by adding two more needs as "*need for knowing/understanding*" and "*need for being aesthetic*" (İnceoğlu, 2004). When lower-level motives reach satisfaction, the individual becomes ready for higher-level motives (Cüceloğlu, 2003; Maslow, 1970; Seker, 2014). If the basic needs are not met at a higher level, one can go backwards within the hierarchy (Plotnik, trans. 2009). Maslow defines physiological, safety, love-belonging, and esteem needs as the deficiency needs and states that it is compulsory that these needs are met. However, according to Maslow, once these needs are met, they will decrease. Needs such as knowing, understanding, and appreciating beauty, which he describes as growth needs, can never be fully met (Slavin, trans. 2013). In a sense, as the growth needs are satisfied, it can be said that there are dynamic structures that can replace them with new developmental needs.

When we look at the hierarchy of needs today, it can be said that people need others to meet their needs from the first step to the last step. Examples include that a baby needs its mother to feed it, a person feels more confident with his/her family, loved by her friends at school, valued by her boss at

work as an adult, or needs an environment where s/he can reveal his/her potential. Actually, that an individual needs the presence of others even when meeting a very basic need brings to mind the role of environmental factors in meeting these needs. At this point, the concept of social support comes into play. According to Yıldırım (1997), factors such as family, environment of family, friends, relations with the opposite sex, teachers, colleagues, neighbors, ideological, religious or ethnic groups, and the society in which the individual lives can be said to constitute the sources of social support for the individual. Social support allows the person to cope with the difficulties in life and acts as a protective buffer (Arslantaş & Ergin, 2011; Lin, Thompson & Kaslow, 2009; Terzi, 2008).

It is possible to come across many studies reporting that social support plays an important role in the school adaptation processes of university students (Mallinckrodt, 1988; Rahat & İlhan, 2016; Tinajero, Martínez-López, Rodríguez, Guisande, & Páramo, 2015). Changes in the individual's self or source of support can cause the individual's level of social support to change (Yıldırım, 1997), but it is a fact that social support systems such as family, friends, and teachers have an important place in the lives of individuals. Khallad and Jabr's (2016) study on the mental health of university students found that for Jordanian university students, social support of family is essential, and for Turkish university students, social support of friends is at an important point. Similarly, another study in Turkey shows that somatization, anger/aggression, depression, and anxiety symptoms decrease as family support increases in university students (Doğan, 2016). Haskan-Avcı and Yıldırım (2014) found that adolescents with a high propensity for violence have low levels of support from family, friends, and teachers. Indeed, the literature shows the importance of social support not only in the early years of life but also in the later years. Studies conducted with individuals over 60 years showed that individuals with higher levels of social support are less depressed (Aksüllü & Doğan, 2004; Bozo, Toksabay, & Kürüm, 2009).

The universities that include the sample group of this study have the duty to be one of the important institutions that enable students to step into adulthood and professional life. Especially in Turkey, universities have an important role in presenting the experiences that lead many students to start organizing their lives independently from their parents. Sarı, Yenigün, Altıncı, and Öztürk (2011) state that the basic psychological needs of university students must be satisfied in order to increase their self-sufficiency perceptions and decrease their trait anxiety. This study aims to emphasize the importance of social support systems that exist in the lives of university students in the process of meeting these needs. Identifying one's social support systems has an important place in preventive mental health services (Terzi, 2008). In this context, the aim of this study is to determine which social support systems (family, relatives, friends, teacher-school, and society) respectively preferred by students to meet their basic needs (physiological, safety, love and belonging, esteem, and self-actualization). It is thought that determining which social support systems are functional in meeting which needs to raise healthier individuals, and setting out what is needed for non-functional social support systems to become functional will contribute to raising individuals who are more mentally healthy. It is thought that this study will shed light on this issue.

METHOD

In this study, survey model was used to determine the level of meeting the needs of university students from social support systems by rank order judgment scaling. The purpose of survey model is to reveal the current situation. In order to achieve this, the attitudes, interests, and abilities of a group are measured by quantitative data collection methods (Creswell 2009; Karasar, 1998).

Participants

The research was conducted with 347 university students studying at Sakarya University, Faculty of Education. The gender of the participants is 70% female and 30% male. Considering that the university period is the transition period to adulthood when students are separated from their families and started to take responsibility for their own lives, data were collected from university students.

Data Collection Instruments

In order to obtain personal information about the participants, their gender was asked. Also, a ranking chart was prepared by the researchers to determine the rank of fulfilment of the five basic needs of the students, as in the Maslow's hierarchy of needs (physiological, safety, love and belonging, esteem, and self-actualization), by social support systems (family, relatives, friends, teacher-school, and society). Each participant was asked to rank separately for five needs and each need from 1 to 5 in the order of priority according to whichever social support system they met those needs with. During the ranking procedure, 1 was used for *the highest level of social support system meeting the need*, and 5 was used for *the lowest level of social support system*. For example; a participant who ranks as family (1), relatives (2), friends (3), teacher-school (4), and society (5) in meeting her/his physiological needs, s/he was able to make another ranking as family (1), friend (2), relatives (3), society (4), and teacher / school (5) in meeting their security needs. In order for participants' perceptions of the concepts in the study to be similar, the ranking chart provides information on the five basic needs in Maslow's hierarchy of needs and social support concepts.

Data Analysis

Data collection by sorting objects, individuals, situations or methods (stimulus) by scorers according to a specific rule is a method often used in the social sciences. However, in analyzing such data, generally the stimulus written mostly in the first rank is taken into account. In case of this study, rank order judgment method was used. The rank order judgment scaling is a method that can be used to analyze data by considering all the rankings made, not just the stimulus in the first place (Baykul & Turgut, 1992; Guilford 1954). The rank order judgment scaling begins with the creation of the Frequency Matrix of Rank Ordering regarding the order in which each stimulus is preferred. For each stimulus, the probability of being preferred in binary comparison with other stimuli is calculated using the $P_{j>k} = \sum_{i=1}^{n} \left[f_{ji} (f_{k<i} + f_{ki} / 2 \right]$ formula[1], and the Probability Matrix of Rank Ordering showing the probability of preference of the stimuli in binary comparisons is created. From this stage to the end, calculation stages are as follows:

1. For each unit in the probability matrix, the Z values for the corresponding unit normal distribution are calculated, and the Unit Normal Deviate Matrix is created.
2. Mean Z values are obtained by taking the average of each column.
3. The smallest mean Z value is shifted so that it equals to zero.
4. The obtained mean Z values constitute the scale values of each stimulus (Anıl & Güler, 2006; Baykul & Turgut, 1992; Guilford, 1954).

In this study, the rank order judgment scaling was used to analyze the data. The analysis of the data was made via Excel with the using formulas in the literature (Anıl & Güler, 2006; Anıl & İnal, 2019; Baykul & Turgut, 1992).

RESULTS

In the analysis of the data, the levels of meeting the needs of the students by their social support systems were calculated using the scaling method based on rank frequency tables and rank orderings. Calculation of scale values obtained by rank order judgment scaling, were reported only for

[1] j and k: stimulus; i: rank value

$P_{j>k}$: The probability that stimulus (j) is preferred over stimulus (k)

f_{ji} : Frequency of which the value (i) is given to stimulus (j)

f_{ki} : Frequency of which the value (i) is given to stimulus (k)

physiological needs, and graphs obtained according to scale values for all needs were provided. In Table 1, the frequency matrix meeting the physiological needs of university students from social support systems was given.

Table 1. The Frequency of Meeting the Physiological Needs of University Students from Social Support Systems

	Family	Relative	Friend	Teacher-School	Society
1st rank	325	2	6	2	12
2nd rank	10	150	163	12	11
3rd rank	1	116	135	55	41
4th rank	2	40	36	182	87
5th rank	9	39	7	96	196
Total	347	347	347	347	347

According to Table 1, it can be said that in meeting their physiological needs, university students prefer family mostly in the first rank among the social support systems, relative and friend in the second and third rank, teacher/school in the fourth rank, and society in the last rank.

In order to analyze data by rank order judgment scaling, a probability matrix of rank ordering has been created primarily using Table 1. The obtained probability matrix of rank ordering is given in Table 2.

Table 2. Probability Matrix of Rank Ordering in Meeting the Physiological Needs of University Students by Social Support Systems

	Family	Relative	Friend	Teacher-School	Society
Family		0.96	0.95	0.97	0.96
Relative	0.04		0.44	0.80	0.82
Friend	0.05	0.56		0.88	0.88
Teacher-School	0.03	0.20	0.12		0.62
Society	0.04	0.18	0.12	0.38	

The probability values in Table 2 represent the probability that the stimulus in the row is preferred instead of the stimulus in the column. For example, the probability of choosing the family instead of the relative from social support systems is 0.96, while the probability of choosing the relative instead of the family is 0.04. The Z values for the normal distribution were calculated using the probability values in Table 2, and the unit normal deviate matrix in Table 3 was formed.

Table 3. Unit Normal Deviate Matrix for Social Support Systems in Meeting the Physiological Needs of University Students

	Family	Relative	Friend	Teacher-School	Society
Family		1.75	1.66	1.90	1.77
Relative	-1.75		-0.14	0.84	0.92
Friend	-1.66	0.14		1.16	1.18
Teacher-School	-1.90	-0.84	-1.16		0.30
Society	-1.77	-0.92	-1.18	-0.30	
Mean Z	-1.42	0.03	-0.16	0.72	0.83
Scale Values	0.00	1.44	1.25	2.14	2.25

In Table 3, a row with the mean Z values is created by averaging the Z values in each row, and scale values are obtained by shifting the smallest mean Z value to zero. With these scale values, the graph in Figure 1 is obtained.

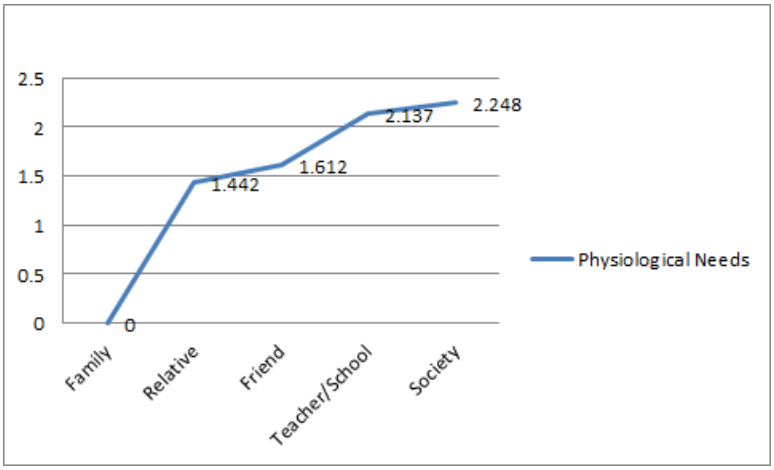

Figure 1. The Level of Meeting the Physiological Needs of University Students from Social Support Systems

It is seen in Figure 1 that university students prefer family first among the social support systems to meet their physiological needs and then relative, friend, teacher/school, and society. It can be said that the preference of friend and relative among the social support systems in meeting physiological needs is close to each other. Similarly, it can be said that the choices of teacher/school and society from social support systems in meeting physiological needs are close to each other.

Table 4. The Frequency of Meeting the Need for Safety of University Students from Social Support Systems

	Family	Relative	Friend	Teacher-School	Society
1st rank	297	5	18	4	24
2nd rank	28	137	123	30	28
3rd rank	8	97	136	75	32
4th rank	7	62	54	165	59
5th rank	7	46	16	73	204
Total	347	347	347	347	347

According to Table 4, it can be said that in meeting their need for safety, university students prefer family mostly in the first rank among the social support systems, relative and friend in the second and third rank, teacher/school in the fourth rank, and society in the last rank.

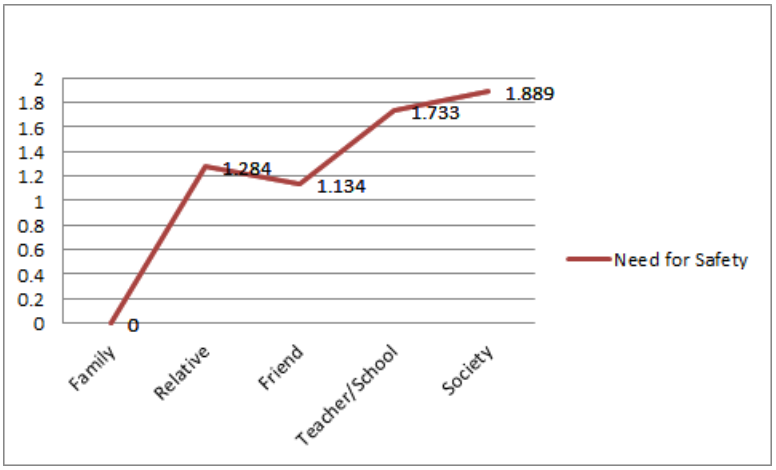

Figure 2. The Level of Meeting the Need for Safety of University Students from Social Support Systems

It is seen in Figure 2 that university students prefer family first among the social support systems to meet their need for safety, then prefer friend, relative, teacher/school, and society. It can be said that the preference of friend and relative among the social support systems in meeting safety needs is close to each other. Similarly, it can be said that the choices of teacher/school and society among the social support systems in meeting need for safety are close to each other.

Table 5. The Frequency of Meeting the Need for Love and Belonging of University Students' from Social Support Systems

	Family	Relative	Friend	Teacher-School	Society
1st rank	311	1	22	3	10
2nd rank	20	108	204	7	8
3rd rank	4	146	102	64	32
4th rank	3	50	15	207	71
5th rank	9	42	4	66	226
Total	347	347	347	347	347

According to Table 5, it can be said that in meeting their need for love and belonging, university students mostly prefer family in the first rank among the social support systems, friend in the second rank, relative in the third rank, teacher/school in the fourth rank, and society in the last rank.

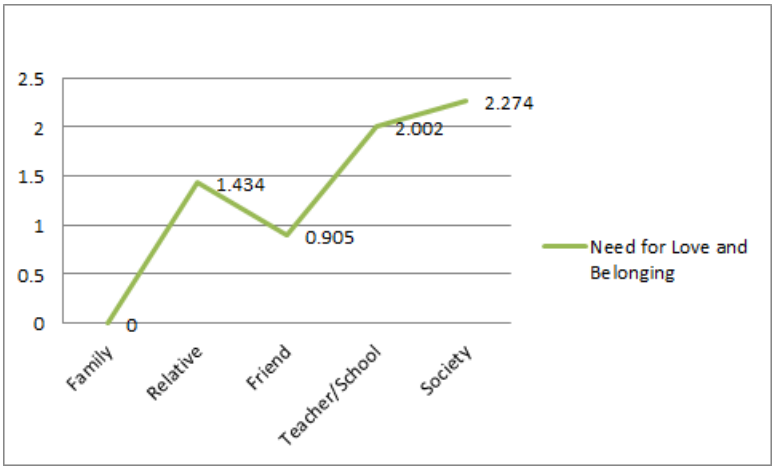

Figure 3. The Level of Meeting the Need for Love and Belonging of University Students from Social Support Systems

It is seen in Figure 3 that university students prefer family first among the social support systems to meet their need for love and belonging, then prefer friend, relative, teacher/school, and society. Similarly, it can be said that the choices of teacher/school and society among the social support systems in meeting their need for love and belonging are close to each other.

Table 6. The Frequency of Meeting the Need for Esteem of University Students from Social Support Systems

	Family	Relative	Friend	Teacher-School	Society
1st rank	229	5	52	17	43
2nd rank	60	96	122	47	21
3rd rank	27	90	115	77	38
4th rank	16	75	42	140	75
5th rank	15	81	16	66	170
Total	347	347	347	347	347

According to Table 6, it can be said that in meeting their need for esteem, university students prefer family mostly in the first rank among the social support systems, relative and friend in the second and third rank, teacher/school in the fourth rank, and society in the last rank.

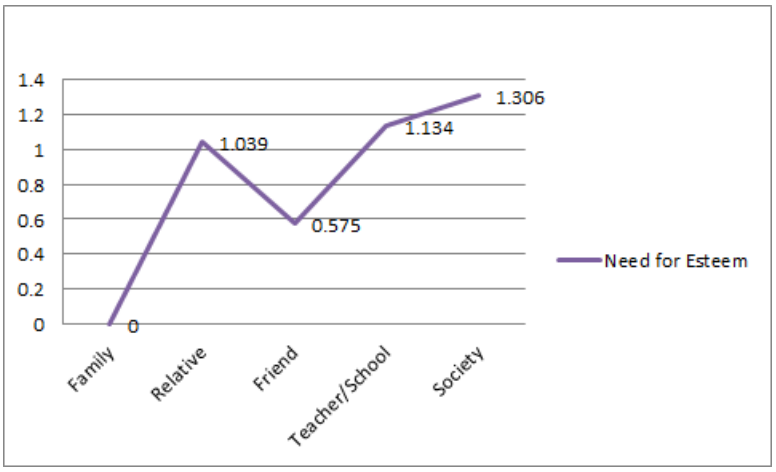

Figure 4. The Level of Meeting the Need for Esteem of University Students from Social Support Systems

It is seen in Figure 4 that university students prefer family first among social support systems to meet their need for esteem, then prefer friend, relative, teacher/school, and society. It can be said that the choices of relative, teacher/school, and society among the social support systems in meeting their need for esteem are close to one another.

Table 7. The Frequency of Meeting the Need for Self-Actualization of University Students from Social Support Systems

	Family	Relative	Friend	Teacher-School	Society
1st rank	197	5	53	49	45
2nd rank	70	54	134	56	32
3rd rank	40	78	100	93	35
4th rank	21	87	49	111	80
5th rank	19	123	11	38	155
Total	347	347	347	347	347

According to Table 7, it can be said that in meeting their need for self-actualization, university students prefer family mostly in the first rank among the social support systems, friend in the second rank, teacher/school in the third and fourth rank, and relative and society in the last rank.

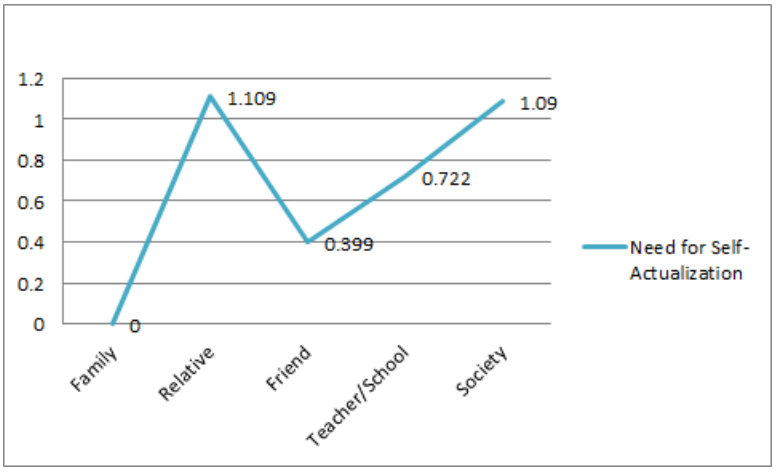

Figure 5. The Level of Meeting the Need for Self-actualization of University Students from Social Support Systems

It is seen in Figure 5 that university students prefer family first among the social support systems to meet their need for self-actualization, then prefer relative, friend, teacher/school, and society. In order to meet the need for respect, it can be said that the preferences of relative and society among the social support systems are close to each other.

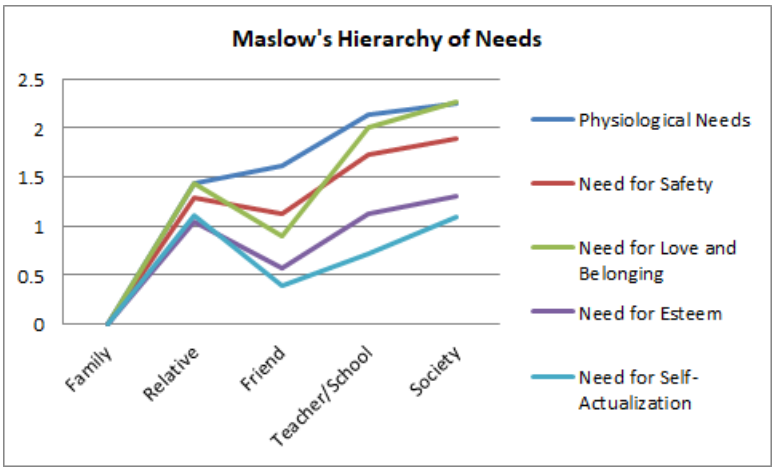

Figure 6. Level of Social Support Systems to Meet the Needs of University Students

As a result of the rank order judgment scaling analysis, the social support systems that the university students prefer to meet their needs are seen holistically in Figure 6. It can be said that university students regard family as the primary social support system in meeting all their needs (physiological, safety, social, esteem, and self-actualization). It is observed that the rank orders in meeting the needs of safety, love-belonging, and esteem are the same (first: family, second: friend, third: relative, fourth: teacher/school, fifth: society). In meeting physiological needs, it is seen that the relative is more preferred than the friend. In meeting the need for self-actualization, it is seen that the teacher and the society are preferred over the relative in the last rank.

DISCUSSION and CONCLUSION

As a result of research, it is found that in meeting their needs, all university students see family as the primary social support system; and the order of the ranking does not change in meeting the needs for

safety, love-belonging, and esteem [family (1), friend (2), relative (3), teacher/school (4), society (5)]; and in the fulfillment of physiological needs, relative is preferable than friend. Yılmaz, Yılmaz, and Karaca's (2008) study also reveals that university students see family as their social support rather than friends and people special for them. As for the importance of the family, Engin, Özen, and Bayoğlu, (2009) state that 91.3% of the basic needs required in education and training activities are always met by students' families. Dwyer and Cummings (2001), in their study with students at the University of Canada, also found that family and friends have an important place in providing social support. As Türkdoğan and Duru (2012) stated, the permanent presence of family and friends in lives of university students may also provide an explanatory perspective on why they rank family first among the social support systems in meeting needs in the present study. This finding may also be related to the fact that social support systems of family and friends have less changing and more stable characteristics in human life. In addition, the family's role as a support provider in the development of the individual from the moment s/he was born may have led the family to be the primary choice.

Actually, that a friend ranks before a relative in meeting needs for safety, love-belonging, and respect may be due to the fact that relatives in Turkish society play a controlling role in the lives of individuals (Aksoy, 2011). When the conditions of the study group are evaluated, the point that they have more contact with their friends than their relatives as a result of the university environment can be considered one of the factors of that finding. In addition, due to the age of university students, according to Erikson's psychosocial development theory, it can be said that they are in a period of being alone rather than gaining camaraderie. Young people who have difficulty associating with others are likely to fall into unhealthy psychological loneliness (Senemoğlu, 2013). That university students who have difficulty finding friends become more depressed (Özdel, Bostancı, Özdel, Oguzhanoğlu, 2002) shows that friendships have an important place in lives of university students. Friends can be said to contribute to meeting the need for intimacy of university students in a healthy way. As a matter of fact that teacher/school and society are at the bottom of the rankings in meeting the needs of safety, love-belonging, and esteem may be due to the fact that these social support systems are the ones in which the individual is more distant. However, it is an important finding of the research that the relative ranks before the teacher/school and society, especially when it comes to meeting the need for esteem. This can be interpreted as an indication of the importance attributed to relatives in Turkish culture. Actually, that relative ranks after a friend may be related to the fact that university students spend more time with their friends in accordance with the period of life they are in.

That the relative ranks after the family in meeting the physiological needs may be due to the fact that relatives may be seen by the students as an important mechanism that can provide financial support after the family. Because of the university students and their friends are agemates and they get financial support from their parents may be among the reasons why friends ranking in meeting physiological needs is low among university students.

Another finding of the research is that, in meeting the need for self-actualization, teacher and society are preferred over the relative in the last rank. The teacher is expected to see the student as a whole, not from a narrow perspective (Farmer, 1984). In this way, the teacher can take a supporting role in exposing the student's potential. According to Ercoşkun and Nalçacı (2005), teachers contribute to the student's self-actualization process by creating appropriate learning environments. Students who can communicate effectively with their teacher are expected to increase their positive behavior (Hoşgörür, 2006). In the research, that the teacher ranks higher than relatives in meeting the need for self-actualization when compared to other needs can be considered related to the importance attributed to the teacher within the education system (Sünbül, 1996). In addition, the fact that teachers are a source of identification for students suggests that the teacher is an important factor for the student. In fact, that relatives rank last in the process of self-actualization can be considered a factor that comes from living as a nuclear family. This result may be due to limited contact with relatives in the nuclear family, while contact with relatives was greater in living as a wider family.

One of the first concepts that come to mind when it comes to teachers and schools is academic achievement. As a matter of fact, Parickova (1982) considers the increase in academic achievement as

a factor that increases the level of self-actualization of the individual (as cited in Akbaş, 1989). Even a small success can be encouraging for the student who wants to continue learning (Crump, 1995). In their study, Yıldırım and Ergene (2003) suggest that family and teacher significantly predict academic success, and this supports that family and teachers have an important role in revealing the potential of the individual in the current study. Furthermore, the role of school in developing social relations becomes important when it is thought that developing social relations will help them use social support resources effectively (Terzi, 2008). Shaughnessy et al. (2018) have stated that family, teachers, and psychological counselors should be sensitive about the fulfilment of the basic needs of students; otherwise the situation may have negative repercussions on students' school life.

This study is limited to 347 university students studying at Sakarya University, Faculty of Education. Application to individuals with different demographic characteristics in future researches may change the results of the research. Especially, it may be suggested to carry out a comparative study on which social support systems meet the needs of the elderly and the young. In the survey, the needs of individuals are the five basic needs in Maslow's hierarchy of needs (physiological, safety, love-belonging, esteem, and self-actualization), and the social support systems are family, relative, friend, teacher/school, and society. The work can be expanded by incorporating knowing-understanding and aesthetic needs added to Maslow's hierarchy of needs later (İnceoğlu, 2004), or by using different social support classification systems. In addition, the factors that make the family the first to satisfy the needs can be determined by identifying the socio-economic conditions of the families in the following studies. It is thought that the correct determination of the current situation of individuals in the process of meeting their needs will contribute significantly to the elimination of deficiencies in meeting these needs.

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Üniversite Öğrencilerinin İhtiyaçlarının Sosyal Destek Sistemlerinden Karşılanmasının İncelenmesi

Giriş

İnsan davranışlarının altında yatan etmenleri araştırmak psikoloji biliminin uzun yıllardır konusu olmuştur. Maslow'un psikolojik ihtiyaçlara ilişkin yaklaşımı bu alanda en bilindik teorilerdendir (Roediger, Capaldi, Paris, Polivy & Herman, 1996). Maslow, ihtiyaçlara ilişkin hiyerarşik bir yapıyı ilk olarak 1943 yılında ortaya koymuş, 1954 yılında yayınladığı "Motivasyon ve Kişilik" kitabında ihtiyaçlara ilişkin teorisini tanıtmıştır (Maslow,1970). İnsan güdülerinin hayvan güdülerinden ayrılan noktalarının olduğunu savunmuş ve insan güdülerini bir piramit şeklinde ifade etmiştir. Bu piramidin temelinde biyolojik güdüler, en üstünde ise psikolojik güdüler yer almaktadır (Cüceloğlu, 2003). Maslow'un bu teorisinin günümüzde halen geçerliliğini koruduğunu söylemek mümkündür. İhtiyaçlar hiyerarşisi fizyolojik ihtiyaçlar, güvenlik ihtiyacı, sevgi ve ait olma ihtiyacı, saygı ihtiyacı ve kendini gerçekleştirme ihtiyacı olmak üzere beş başlık altında incelenmektedir (Plotnik, çev. 2009).

Günümüzde ihtiyaçlar hiyerarşisine bakıldığında ilk basamaktan son basamağa kadar ihtiyaçların karşılanmasında bir başkasına ihtiyaç duyulduğu söylenebilir. Bu noktada da sosyal destek kavramı işin içine girmektedir. Sosyal desteğin tanımına bakıldığında ise Yıldırım'a (1997) göre aile, aile çevresi, arkadaşlar, karşı cins ile ilişkiler, öğretmenler, iş arkadaşları, komşular, ideolojik, dinsel veya etnik gruplar ile bireyin içinde yaşadığı toplum gibi faktörlerin o bireyin sosyal destek kaynaklarını oluşturduğu söylenebilir. Sosyal destek kişinin yaşamda karşılaştığı güçlüklerle başa çıkabilmesine olanak sağlamakta, koruyucu bir tampon görevi görmektedir (Arslantaş & Ergin, 2011; Lin, Thompson, & Kaslow, 2009; Terzi, 2008).

Bu çalışmanın çalışma grubunu da içine alan üniversiteler, öğrencilerin yetişkinliğe ve meslek hayatına adım atmasını sağlayan önemli kurumlardan biri olma görevini üstlenmektedir. Özellikle Türkiye'de üniversiteler birçok öğrencinin ailesinden bağımsız olarak hayatlarındaki süreci kendilerinin organize etmeye başlamasına neden olan yaşantıları sunması gibi önemli bir role de sahiptir. Daha sağlıklı bireyler yetiştirmek için hangi sosyal destek sistemlerinin hangi ihtiyaçları karşılamada işlevsel olduğunu belirlemek, işlevsel olamayan sosyal destek sistemlerinin işlevsel hale gelmesi için gerekenleri ortaya koymanın ruh sağlığı daha yerinde bireyler yetiştirme konusuna fayda sağlayacağı düşünülmektedir. Bu bağlamda yapılan çalışmada üniversite öğrencilerinin ihtiyaçlarını sosyal destek sistemlerinden karşılama düzeylerinin sıralama yargılarına dayalı olarak ölçekleme yöntemi ile belirlenmesi amaçlanmıştır. Bu amaçla öğrencilerin beş temel ihtiyacını (fizyolojik, güvenlik, ait olma-sevme, saygı ve kendini gerçekleştirme), sosyal destek sistemleri (aile, akraba, arkadaş, öğretmen-okul, toplum) tarafından kaçıncı sırada karşılandığı belirlenmeye çalışılmıştır.

Yöntem

Üniversite öğrencilerinin ihtiyaçlarını sosyal destek sistemlerinden karşılama düzeylerinin sıralama yargılarına dayalı olarak ölçekleme yöntemi ile belirlenmesi amaçlanan bu çalışmada tarama modeli kullanılmıştır. Araştırma Sakarya Üniversitesi Eğitim Fakültesi'nde öğrenim gören toplam 347

üniversite öğrencisi ile gerçekleştirilmiştir. Araştırmada kullanılan veri toplama araçları araştırmacılar tarafından oluşturulan kişisel bilgi formu ve Maslow'un ihtiyaçlar hiyerarşisinde yer alan beş temel ihtiyacın (fizyolojik, güvenlik, ait olma-sevme, saygı ve kendini gerçekleştirme), sosyal destek sistemleri (aile, akraba, arkadaş, öğretmen-okul, toplum) tarafından kaçıncı sırada karşılandığını belirlemeye yönelik bir sıralama çizelgesinden oluşmaktadır. Verilerin analizinde ise Sıralama yargılarına dayalı ölçekleme yöntemi kullanılmıştır.

Nesneleri, bireyleri, durumları ya da yöntemleri (uyarıcı) puanlayıcılar tarafından belli bir kurala göre sıralayarak veri toplama, sosyal bilimlerde sıklıkla kullanılan bir yöntemdir. Ancak bu tür verilerin analiz edilmesinde çoğunlukla ilk sıraya yazılan uyarıcı dikkate alınmaktadır. Sıralama yargılarına dayalı olarak ölçekleme tekniği ise sadece birinci sıradaki uyarıcı değil yapılan tüm sıralamaları dikkate alarak verilerin çözümlenmesinde kullanılabilecek bir yöntemdir (Baykul & Turgut, 1992; Guilford, 1954). Sıralama yargılarına dayalı ölçekleme yöntemi, her bir uyarıcının kaçıncı sırada tercih edildiğine ilişkin Sıralama Yargıları Frekans Matrisi'nin oluşturulması ile başlamaktadır. Sıralama yargıları frekans matrisi üzerinden her bir uyarıcının diğer uyarıcılara göre ikili karşılaştırmada tercih edilme olasılığı $P_{j>k} = \sum_{i=1}^{n} \left[f_{ji} (f_{k<i} + f_{ki} / 2 \right]$ formülü ile hesaplanmakta ve uyarıcıların ikili karşılaştırmalarında birbirlerine göre tercih edilme olasılıklarını gösteren Sıralama Yargıları Olasılık Matrisi oluşturulmaktadır. Bu aşamadan sonra sıralama yargılarına dayalı yöntemlere ilişkin hesaplama aşamaları şu şekildedir:

1. Sıralama yargıları olasılık matrisindeki her bir birime karşılık gelen birim normal dağılım için z değerleri hesaplanarak Birim Normal Sapmalar Matrisi oluşturulur.
2. Her sütunun ortalaması alınarak ortalama z değerlerine ulaşılır.
3. En küçük ortalama z değeri sıfıra denk gelecek şekilde ötelenir.
4. Elde edilen ötelenmiş ortalama z değerleri her bir uyarıcıya ait ölçek değerlerini oluşturmaktadır (Anıl ve Güler, 2006; Baykul ve Turgut, 1992; Guilford 1954).

Sonuç ve Tartışma

Araştırma sonucunda üniversite öğrencilerinin tüm ihtiyaçlarını karşılamada aileyi öncelikli sosyal destek sistemi olarak gördükleri; güvenlik, ait olma-sevme ve saygı ihtiyaçlarının karşılanmasında sıralamanın değişmediği [aile (1), arkadaş (2), akraba (3), öğretmen/okul (4), toplum (5)]; fizyolojik ihtiyaçların karşılanmasında ise akrabanın arkadaştan daha çok tercih edildiği bulunmuştur.

Yılmaz, Yılmaz ve Karaca'nın (2008) yaptıkları çalışma da üniversite öğrencilerinin arkadaş ve özel insandan daha fazla aileyi sosyal destek olarak gördüklerini ortaya koymaktadır. Ailenin önemine vurgu yapan yönüne bakıldığında; Engin, Özen ve Bayoğlu, (2009) eğitim ve öğretim etkinliklerinde gerekli olan temel ihtiyaçların %91.3'ünün her zaman aileleri tarafından karşılandığını belirtmektedirler. Dwyer ve Cummings (2001), Kanada Üniversitesi'ndeki öğrencilerle yaptıkları çalışmada da aile ve arkadaşların sosyal desteği sağlamada önemli bir yere sahip olduğunu bulmuşlardır. Aile ve arkadaşların üniversite öğrencilerinin hayatında kalıcı bir şekilde var olmaları (Türkdoğan & Duru 2012); yapılan çalışmada da ihtiyaçların karşılanmasında sosyal destek sistemleri arasında ilk sıralarda yer almalarına açıklayıcı bir bakış açısı sunabilir. Bu bulgunun; aile ve arkadaş sosyal destek sistemlerinin insan hayatında daha az değişen, daha sabit özelliklere sahip olması ile de ilgili olduğu düşünülebilir. Ayrıca ailenin bireyin gelişiminde doğduğu andan itibaren destek sağlayıcı bir rolünün olması ailenin öncelikli tercih olmasına etki etmiş olabilir.

Güvenlik, ait olma ve saygı ihtiyaçlarının karşılanmasında arkadaşın akrabadan önce sıralamada yer alması Türk toplumunda akrabaların bireylerin hayatlarında kontrol edici bir rol üstlenmesinden (Aksoy, 2011) kaynaklanıyor olabilir. Çalışma grubunun içinde bulunduğu şartlar değerlendirildiğinde ise; üniversite ortamının bir sonucu olarak arkadaşları ile akrabalarından daha fazla temas ediyor olmaları bu bulguyu etkileyen faktörlerden birisi olarak değerlendirilebilir. Ayrıca üniversite

öğrencilerinin yaşları itibariyle; Erikson'un psikososyal gelişim kuramına göre yakınlığa karşı yalıtılmışlık döneminde oldukları söylenebilir. Başkalarıyla ilişki kurmakta güçlük çeken gencin sağlıksız bir psikolojik yalnızlık içine girmesi muhtemeldir (Senemoğlu, 2013). Arkadaş bulmakta güçlük yaşayan üniversite öğrencilerinin daha fazla depresyona girmesi (Özdel, Bostancı, Özdel, Oğuzhanoğlu, 2002), arkadaş ilişkilerinin üniversite öğrencilerinin hayatında önemli bir yere sahip olduğunu göstermektedir. Arkadaşların üniversite öğrencilerinin yakınlık ihtiyacının sağlıklı bir şekilde giderilmesinde katkı sağladığı söylenebilir. Güvenlik, ait olma ve saygı ihtiyaçlarının karşılanmasında öğretmen/okul ve toplumun sıralamada sonlarda yer alması ise bu sosyal destek sistemlerinin bireyin daha mesafeli olduğu sosyal destek sistemleri olmasından kaynaklanıyor olabilir. Ancak özellikle saygı ihtiyacının karşılanması hususunda akrabanın öğretmen/okul ve toplumdan önce sıralamada yer alması araştırmanın önemli bir bulgusudur. Bu da Türk kültüründe akrabaya verilen önemin bir göstergesi olarak yorumlanabilir. Akrabanın sıralamada arkadaştan sonra yer alması ise üniversite öğrencilerinin içinde bulundukları yaşam dönemi gereğince daha çok arkadaşları ile zaman geçirmeleri ile ilişkili olabilir.

Fizyolojik ihtiyaçların karşılanmasında akrabanın, aileden sonra sıralamada yer alması ise öğrenciler tarafından arkadaşla kıyaslandığında; akrabaların maddi desteği aileden sonra sağlayabilecek önemli bir mekanizma olarak görülmesi olabilir. Üniversite öğrencilerinin edindikleri arkadaşların kendi yaş aralıklarında olması ve maddi desteklerini ailelerinden sağlıyor olmaları, üniversite öğrencileri arasında arkadaşın fizyolojik ihtiyaçları karşılamadaki sıralamasının düşmesinin nedenleri arasında yer alabilir.

Araştırmanın bir diğer bulgusu ise kendini gerçekleştirme ihtiyacının karşılanmasında akrabanın son sırada daha çok tercih edilerek öğretmen ve toplumun sıralamada akrabanın önüne geçmesidir. Öğretmenden öğrencisini dar bir bakış açısı ile değil bir bütün olarak görmesi beklenmektedir (Farmer, 1984). Bu sayede öğretmen öğrencinin potansiyelini açığa çıkarma konusunda destekleyici bir rol edinebilmektedir. Ercoşkun ve Nalçacı'ya (2005) göre öğretmenler uygun öğrenme ortamları oluşturarak öğrencinin kendini gerçekleştirme sürecine katkı sağlamaktadırlar. Öğretmeni ile etkili iletişim kurabilen öğrencilerin olumlu davranışlarını arttırmaları beklenir (Hoşgörür, 2006). Yapılan araştırmada diğer ihtiyaçlarla kıyaslandığında kendini gerçekleştirme ihtiyacının karşılanmasında öğretmenin sıralamada akrabadan öne geçmesi eğitim sistemi içerisinde öğretmene önemli bir değer atfedilmesi (Sünbül, 1996) ile ilişkili olarak değerlendirilebilir. Ayrıca öğretmenlerin öğrenciler için bir özdeşim kaynağı olması öğretmenin öğrenci için önemli bir faktör olması hususunu göstermektedir. Akrabaların kendini gerçekleştirme sürecinde son sırada yer alması ise çekirdek aile olarak yaşamanın getirdiği bir faktör olarak değerlendirilebilir. Büyük aile olarak yaşamada akrabalarla temas daha fazlayken çekirdek ailede akraba temasının sınırlı olması da bu sonucu ortaya çıkarmış olabilir.

Öğretmen ve okul denildiğinde ilk akla gelen kavramdan birisi ise akademik başarıdır. Nitekim Parickova (1982) da akademik başarının artmasını bireyin kendini gerçekleştirme düzeyini arttıran bir faktör olarak değerlendirmektedir (akt., Akbaş, 1989). Öğrenmeye devam etmek isteyen öğrenci için küçük bir başarı bile cesaretlendirici olabilmektedir (Crump, 1995). Yıldırım ve Ergene'nin (2003) yaptıkları çalışmada aile ve öğretmen desteğinin akademik başarıyı önemli ölçüde yordaması mevcut çalışmada da bireyin potansiyelini açığa çıkarma hususunda aile ve öğretmenin önemli role sahip oluşunu desteklemektedir. Ayrıca sosyal ilişkilerin geliştirilmesinin sosyal destek kaynaklarını etkili bir şekilde kullanmalarına yardımcı olacağı düşünüldüğünde (Terzi, 2008), okulun sosyal ilişkileri geliştirmedeki rolü de önem kazanmaktadır. Shaughnessy, Moffitt ve Cordova (2018) aile, öğretmenler ve psikolojik danışmanların öğrencilerin temel ihtiyaçlarının karşılanması konusunda hassas davranmaları gerektiği aksi durumun öğrencilerin okul hayatına olumsuz yansımalarının olabileceği görüşünü belirtmişlerdir.

Bu çalışma Sakarya Üniversitesi Eğitim Fakültesi'nde öğrenim gören 347 üniversite öğrencisi ile sınırlıdır. Gelecek araştırmalarda farklı demografik özelliklere sahip bireylere uygulama yapılması araştırmanın sonuçlarını değiştirilebilir. Özellikle yaşlı ve gençlerin ihtiyaçlarını hangi sosyal destek sistemlerinden karşıladıklarına ilişkin karşılaştırmalı bir çalışma yapılması önerilebilir. Yapılan araştırmada bireylerin ihtiyaçları Maslow'un ihtiyaçlar hiyerarşisinde yer alan beş temel ihtiyaç (fizyolojik, güvenlik, ait olma-sevme, saygı ve kendini gerçekleştirme) ve sosyal destek sistemleri aile,

akraba, arkadaş, öğretmen-okul ve toplum olarak ele alınmıştır. Maslow'un ihtiyaçlar hiyerarşisine sonradan eklenen bilme ve anlama ile estetik ihtiyaçları da (İnceoğlu, 2004) dahil edilerek ya da farklı sosyal destek sınıflama sistemleri kullanılarak çalışma genişletilebilir. Ayrıca ilerleyen çalışmalarda ailelerin sahip olduğu sosyo-ekonomik koşullar da tespit edilerek aileyi ihtiyaçların doyurulmasında birinci yapan faktörler belirlenebilir. Bireylerin ihtiyaçlarını karşılama sürecinde mevcut durumlarının doğru biçimde tespit edilmesinin, bu ihtiyaçları karşılama konusundaki eksikliklerin giderilmesine önemli katkı sağlayacağı düşünülmektedir.