

# AN ANALYSIS FOR THE PSYCHOLOGICAL NEEDS OF RETIRED INDIVIDUALS IN TERMS OF SOME VARIABLES

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## SUMMARY

The purpose of this research is to examine the level of psychological needs of retired individuals. The sample of the study consists of randomly selected 212 retired individuals who live in the province of Bursa. The Psychological Needs Scale was used in the study. In the analysis of the data, t-test and F-test (one-way ANOVA) techniques were used. As a result of the analysis of the data, significant differences were found between the sexes of the retired individuals and the levels of psychological needs according to gender variables, in favor of men. Moreover, the result is as follows: the retirees who continue their life at home meet their psychological needs more than the retirees living nursing homes. When the proficiency needs scores of the retirees according to their educational status are examined, it is found that the pensions of high school graduates are higher than those of graduates who have graduated from bachelor's or master's degree. It is thought that the findings obtained will give a light to the studies to be done for retirement.

Keywords: Psychological need, retirement, working life

## INTRODUCTION

Maslow (2001) stated that the needs of individuals are hierarchical and that some needs may be more important than other needs. According to Glasser (1999), when people meet their compulsory physiological needs, they want to meet their psychological needs, which is a continuation of the need hierarchies. The individual tries to shift his needs according to the order of importance and dominance. Relationship, achievement, autonomy and dominance known as psychological needs within developmental needs are defined as social needs by

Heckert (2000). These needs are defined as the need for relationships, the desire to interact socially, and the acceptance by others. The need for success is defined as superiority with more performance. It expresses the desire to be superior and to be successful in order to further improve the previous performance of the individual. It is called the need for autonomy if the individual is willing to make decisions on his / her own initiative, and to be able to act with his own sense of self. The need for autonomy is defined not as for others, but as a desire to do something for himself. The need for dominance is expressed in the form of being strong and desiring to be active on others (Heckert, 2000).

Human life involves processes of biological, psychological, emotional and intellectual change. As the individual moves from one age to the other, various problems and needs come into their own accord. The retirement process, which means the end of the active working life, brings with it the problem of the individual moving away from social life. Today; most retired individuals face psychological and social problems (Ashman and Zastrow 1990).

Retired individuals live in the old age of development. This period is a period when there are some losses from bio-psycho-social care. On the other hand, while the increase of healthy elderly population is the common goal of the world countries, the elderly population is increasing day by day (Kinsella & Velkoff, 2001). According to Sinick (1979), retirement is one of the most traumatic factors of old age. With the loss of productivity with the retirement, the elderly individual experiences feelings of worthlessness, becomes lonely and loses confidence. The retired individual has lost his role in actively participating social institutions. Inability to participate in the production increases the worthlessness of the individual.

From the physical and psycho-social point of view, the retired individual; limits relations, withdraws, and engages more with his own feelings by exhibiting introverted tendencies. The retired individual has lost many of his working life. In the modern society where psychological needs are increasing day by day, this situation is the difficulty of the retired individual. Retirees, in order to overcome

the difficulties of life in many developmental areas, need to find sources of excuse and social support (Townsend, 2014). Retirees are expected to contribute to the resolution of the psychological, cognitive and adjustment problems specific to the elderly (Altekruse and Ray, 1998). The retired individual may be able to support compliance with the knowledge of the privileges that the self-related variables can produce (MacAdam, 2008).

Retirement should be viewed as a dynamic transformation not only as a result of working life, but also as a serious change in every aspect of the life of the person that was taken from the employment relationship. In this context, retirement is not just a phenomenon of economic dimension but also is considered as a complex process that has social and psychological dimensions. Personal values such as openness, flexibility and creativity during the retirement period will be effective in overcoming the economic and social difficulties that retirees will face in their new lives. It is known above that they are significantly influential in developing alternatives for themselves, which in turn significantly influences their psychological needs. Some of the psycho-social changes and problems experienced during the retirement process are related to the changes that are bounded to the advanced age, and some of them are the changes and problems caused by the end of working life and the transformation of life. This research is a research that examines the psychological needs of both retired and elderly individuals exposed to the specified effects.

## METHOD

### Model of your research

In this study, psychological needs in retired individuals were examined in terms of some variables. Relational search model was used in the study. Relational search models are research models aimed at determining the presence and / or extent of change between two or more variables (Crano and Brewer, 2002).

### Universe and Sampling

The universe of the research consists of retired individuals residing in the province of Bursa. The study was conducted with 212 retrospective research scales determined by random sampling method.

### Tools for Data Collecting

#### Psychological Needs Scale

The research was developed by Deci and Ryan (2000); The "Basic Psychological Needs Scale (Appendix 3)" was adapted to Turkish by Cutter, Urea, Bozgeyikli and Sünbül (2003). The "Basic Psychological Needs Scale" is a five-point Likert-type scale consisting of 21 items ranging from Very True (5), Not True (4), Somewhat True (3), True (2) and No True (1). At the scale, individuals are presented with the requirements for various areas and are asked to indicate on the scale how often individuals want this situation. The scale, which was rated in the form of seven grades in the original, was chosen as a five-point grading type when adapted to Turkish. A quintile rating type is also preferred in this study. The scale consists of three subscales: Autonomy Needs, Proficiency Needs, and Relationship Needs.

The validity of the scale was obtained by consulting expert opinions on the subdimensions and the scale as a whole. The external validity of the scale was examined by calculating the correlation coefficients between the "Achievement", "Autonomy" and "Affinity" subscales of the Edwards Personal Choice Inventory and the "Proficiency", "Autonomy" and "Relation" subscales of the Basic Psychological Needs Scale. In addition, it was determined that the 3 dimensions of scale were related to Edwards Personal Choice Inventory ( $p < 0.05$ ). The Cronbach alpha internal consistency coefficient for the reliability of the scale was found to be .76 for the whole scale (Bozgeyikli and Sünbül, 2003). The internal consistency coefficient of the "Basic Psychological Needs Scale" applied to the study group in this study was .81; the internal consistency coefficient of the autonomy subscale of

the scale is .61; internal consistency coefficient of the qualification sub-dimension .46; the internal consistency coefficient of the relationship sub-dimension was found to be .74.

Material distributions according to subscales of the scale where reliability and validity analyzes are made are given below (Cutter, 2003):

Autonomy Needed: 1, 4, 8, 11, 14, 17, 20 items. (4, 11, 20 reverse expression). The autonomy need correlation coefficient is .58 and the Cronbach alpha internal consistency coefficient is .73.

Qualification Needed: 3, 5, 10, 13, 15, 19 items. (3, 15, 19 reverse expression). The competence requirement correlation coefficient is .39 and the Cronbach alpha internal consistency coefficient is .61.

Relationship needed: 2, 6, 7, 9, 12, 16, 18, 21 items. (7, 16, 18 reverse expression). The correlation need correlation coefficient is .36 and the Cronbach alpha internal consistency coefficient is .73. The scores on the scale of psychological needs indicate the level of the individual's psychological needs. It is accepted that individuals feel less psychological need as scores increase from the scale (Annaberdiyev, 2006).

## Data Analysis

## RESULTS

Table 1. Results of the sex t test on the psychological needs of the retirees:

Dimensions	Gender	N	X	Ss	T	p
Need of Relationship	Man	118	15,69	5,34	-,250	,000
	Woman	94	15,84	6,04		
Need of Competence	Man	118	21,61	5,55	,807	,000
	Woman	94	21,15	5,30		
Özerklik İhtiyacı	Man	118	27,54	5,67	,631	,000
	Woman	94	27,16	5,69		

When the subscales of the Psychological Needs of the Retired Scale were examined by gender, the arithmetic mean of male pensions ( $X = 15,69$ ) and the arithmetic mean of female pensions ( $X = 15,84$ ) were found in the relationship need subscale. A significant difference was found between the averages ( $t = -, 250$   $p > .05$ ). When the proficiency needs scores were examined, the arithmetic mean of male pensions ( $X = 21,61$ ) and the arithmetic average of female pensions ( $X = 21,15$ ) were found.

A significant difference was found between the averages ( $t =, 807$   $p > .05$ ). When the autonomy needs scores were examined, the arithmetic mean of male pensions ( $X = 27.54$ ) and the arithmetic mean of female pensions ( $X = 27.16$ ) were found. A significant difference was found between the averages ( $t =, 631$   $p > .05$ ).

Table 2. Results of "t" Test of retirees' psychological needs related to the place where they live

Dimensions	Location	N	X	Ss	t	p
Need of Relationship	House	108	15,98	5,38	1,067	,000
	Nursing House	104	15,30	6,11		
Need of Competence	House	108	21,48	5,51	,311	,000
	Nursing House	104	21,30	5,33		
Need of Autonomy	House	108	27,29	5,72	-,426	,000
	Nursing House	104	27,55	5,60		

When the sub-dimensions of the psychological needs scale of the pediatricians were examined according to the place they lived, the arithmetic average of the retirees living at home ( $X = 15,98$ ) and the arithmetic average of the pensions living in the pension house ( $X = 15,30$ ) were found in the relationship need subscale. A significant difference was found between the

averages ( $t = 1.067$   $p > .05$ ). When the proficiency needs scores were examined, the arithmetic average of the retirees living in the home ( $X = 21,48$ ) and the arithmetic average of the pensions living in the home were found ( $X = 21,30$ ). A significant difference was found between the averages ( $t = ,311$   $p > .05$ ). When the scores of autonomy need were examined, the arithmetic average of the pensions living in the home ( $X = 27,29$ ) and the arithmetic average of the pensions living in the home ( $X = 27,55$ ) were found. A significant difference was found between the averages ( $t = -,426$   $p > .05$ ).

Table 3. F Test results on educational status of psychological needs of the retirees

DIMENSI ONS	Education	N	X	Ss	F	P
Need of Relationship	High school	87	16,04	5,66	,420	,657
	Bachelor Degree	66	15,87	5,62		
	Master Degree	59	15,45	5,64		
Need of Competence	High school	87	21,16	4,93	,208	,012
	Bachelor's Degree	66	21,55	6,13		
	Master Degree	59	21,54	5,42		
Need of Autonomy	High school	87	26,70	5,12	1,412	,245
	Bachelor's Degree	66	27,59	5,75		
	Master Degree	59	27,80	6,03		

When the scale scores of psychological needs according to the educational status of the pediatricians were examined, a significant relationship was found in the subscale of competence requirement, but no significant relationship was found in the subscales of autonomy and relationship needs. A significance analysis was conducted to determine the group from which the difference is based on the

educational status of the retirees. In Table 16, findings related to the Tukey Test were used to determine which groups the differences in education were related to the pension status of the retirees.

Table 4. Multiple comparison test results on the group of psychological needs of the retirees according to their education status:

Dimensions	(I) Education al Status	(J) Educational Status	Difference between the Averages (I- J)	SH	Sig.
Need of Relationship	High School	Bachelor's Degree	,17188	,76256	,972
		Master Degree	,59404	,67070	,650
Need of Competence	High School	Bachelor's Degree	-,388	,737*	,050
		Master Degree	-,377	,648*	,030
Need of Autonomy	High School	Bachelor's Degree	-,891	,766	,476
		Master Degree	-1,096	,674	,236

When the proficiency needs scores of the retirees according to their educational status are examined, it is found that the retirees of high school graduates are higher than those of graduates who have graduated from bachelor's or master's degree.

## DISCUSSION AND CONCLUSION

As a result of the research, significant differences were found in favor of men between the sexes of the retired individuals and the levels of psychological needs. The traditional gender perception in the working life continues to be effective for retired older people. The elderly woman should fulfill roles and responsibilities within the family in order to survive. These needs are met by natural means, as retired female elders continue to play the role of motherhood and



taking care of grandchildren in this situation because of their social effects for their life activity and quality. When the relevant literature is examined, Pattayakorn, Hanuchharurnkul, Geoppinger, Vorapongsathorn, Malathum and Chotanaphuti (2010) have found similar results in their research. As a result, high level self-efficacy beliefs require appropriate behaviors for adaptation and management of changing living conditions, and gaining cognitive and behavioral self-regulation to maintain these manners. The psychological needs are met by the high level of satisfaction that women who can make this arrangement get from their lives. Research findings were also supported.

According to the findings of the research, the retirees who survived at home reached the psychological needs more than the pensions in their nursing homes. Sheldon et al. (1996) found that high levels of positive emotions and vitality and low negative emotions were experienced as individuals increased their level of fulfillment of competence, autonomy and relationship needs during the day. In another study (Reis, Sheldon, Gable and Ryan, 2000), it was also stated that individuals' daily level of satisfaction with their psychological needs increased in positive emotions and decreased in psychosomatic distress and negative emotions. It coincides with the findings of the research.

According to another finding of the study, the competency needs scores of the retirees according to their educational status were examined. As a result, high school graduate retirees were found to have higher proficiency requirement scores than those who graduated from undergraduate and graduate schools. Toward different goals leads to different conclusions on psychological health and this overlaps with the predictions of self-determination theory (Deci and Ryan, 2000; Kasser and Ryan, 1993). According to the theory of self-determination, they argue that every goal that directs people's lives and that is endeavored to achieve is not the same effect on happiness and basic psychological needs. Since intrinsic goals such as education are compatible with the organismal structure of humans, addressing these aims fulfills a psychological health-supporting function.

The ability to use and improve the skills and competences that a person possesses is defined as a psychological need. Sources of personal competency concerns; the success that the individual has shown, and the faith and motivation of the individual. The need for proficiency is an important source of motivation. The perception of competence is an important necessity that must be met for long-term psychological well-being by making individuals active and acting on them (Ryan and Deci, 2000). Bandura (1977) focuses on the concept of competency in social learning theory. Proficiency belief is a preliminary belief that may be needed to overcome an individual's psychological problems. These psychological problems include childhood depression, posttraumatic stress disorder, substance use, phobia and loss of close people. Competence beliefs play an active role in bringing about the necessary behavioral changes as well as resolving psychological problems. Persuasion expectations, business success, academic achievement, establishing healthy human relationships are some of these. The belief that one can make changes and move forward plays an important role in coping with the challenges and challenges we face in life (Burger, 2006).

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