



**Sosyal Bilimler  
Enstitüsü**

T.C.

MARMARA ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ  
İŞLETME ANA BİLİM DALI  
ÖRGÜTSEL DAVRANIŞ (İNG.) BİLİM DALI

**THE ROLE OF SELF-CONSTRUALS IN THE EFFECT OF THE LEVEL OF  
SATISFACTION OF BASIC PSYCHOLOGICAL NEEDS AT WORK ON EMPLOYEE  
ATTITUDES TOWARD SELF AND WORK**

Master Thesis

ALEYNA YEŞİL BAYRAKCI

İSTANBUL, 2024

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**TEZ ONAY BELGESİ**

İşletme Anabilim Dalı Örgütsel Davranış (İngilizce) Bilim Dalı Yüksek Lisans öğrencisi Aleyna Yeşil Bayrakçı'nın "THE ROLE OF SELF-CONSTRUALS IN THE EFFECT OF THE LEVEL OF SATISFACTION OF BASIC PSYCHOLOGICAL NEEDS AT WORK ON EMPLOYEE ATTITUDES TOWARD SELF AND WORK" adlı tez çalışması, Enstitümüz Yönetim Kurulunun 12.06.2024 tarih ve 2024-24/2 sayılı kararıyla oluşturulan jüri tarafından oy birliği ile Yüksek Lisans Tezi olarak kabul edilmiştir.

Tez Savunma Tarihi: 25/06/2024

**Öğretim üyesi Adı Soyadı**

**İmzası**

	Öğretim üyesi Adı Soyadı	İmzası
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## ABSTRACT

### **THE ROLE OF SELF-CONSTRUALS IN THE EFFECT OF THE LEVEL OF SATISFACTION OF BASIC PSYCHOLOGICAL NEEDS AT WORK ON EMPLOYEE ATTITUDES TOWARD SELF AND WORK**

This study aims to examine the effect of basic psychological needs satisfaction (BPNS) on work stress, meaningful work, and work engagement and the moderator role of self-construal in this relationship. When the relevant literature is examined, it is noticeable that one of the most important theories on motivation is Self-Determination Theory (SDT). Although the relationship between SDT and work-related attitudes has been examined in different studies, there are fewer studies in which the effect of BPNS on positive and negative work-related variables has been examined together. In addition, examining self-construal in terms of BPNS and work variables is one of the unique and important aspect of this study. In line with these aims, data were obtained from 461 participants living in Turkey and working in different positions in different provinces and universities. The participants responded to the questions in the demographic information form, Work and Meaning Inventory, Work-related Basic Need Satisfaction Scale, Autonomous-Related Self Scale, Utrecht Work Engagement Scale, and Perceived Stress Scale. As a result of the analyses, it was concluded that the BPNS significantly predicts work stress, meaningful work, and work engagement, which are considered in the framework of attitudes toward work. In line with another study's aim, only autonomous-relational self had a moderating effect on the relationship between BPNS and work stress. In the last part of the study, the findings obtained within the scope of the study were discussed and the limitations of the study were included.

*Keywords:* basic psychological needs, work stress, work engagement, meaningful work, self construal

## ÖZET

### İŞ YERİNDE TEMEL PSİKOLOJİK İHTİYAÇLARIN TATMİN DÜZEYİNİN ÇALIŞANIN KENDİNE VE İŞİNE YÖNELİK TUTUMLARI ÜZERİNDEKİ ETKİSİNDE BENLİK KURGUSUNUN ROLÜ

Bu çalışmanın amacı; temel psikolojik ihtiyaçların tatminin işe yönelik tutumlar bağlamında ele alınan iş stresi, işin anlamlılığı ve işe tutkunluk üzerindeki etkisini ve bu ilişkide benlik kurgusunun düzenleyici rolünü incelemektir. İlgili literatür incelendiğinde motivasyon konusunda en önemli teorilerden birisinin Öz Belirleme Teorisi olduğu dikkat çekmektedir. Öz Belirleme Teorisi'nin işe yönelik değişkenler ile ilişkisi farklı çalışmalarda incelenmiş olsa da literatürde bu teorinin olumlu ve olumsuz iş değişkenleri üzerindeki etkisinin birlikte incelendiği çalışmalar daha az bulunmaktadır. Ayrıca benlik kurgusunun temel psikolojik ihtiyaçların tatmini ve iş değişkenleri açısından incelenmesi çalışmanın özgün ve önemli kısımlarından birisidir. Bu amaçlar doğrultusunda farklı illerde ve üniversitelerde farklı pozisyonlarda çalışan, Türkiye'de yaşayan 461 katılımcıdan veriler elde edilmiştir. Katılımcılar sırasıyla demografik bilgi formu, İş Anlamı Ölçeği, İş ile İlgili Temel İhtiyaçların Doyumu Ölçeği, Özerk-İlişkisel Benlik Ölçeği, İşe Tutkunluk Ölçeği ve İş Stresi Ölçeği'nde yer alan sorulara yanıt vermiştir. Elde edilen veriler SPSS 25 paket programıyla gerçekleştirilmiştir. Analizler neticesinde ise iş yerinde temel psikolojik ihtiyaçların tatmininin işe yönelik tutumlar bağlamında ele alınan iş stresi, işin anlamlılığı ve işe tutkunluk üzerinde anlamlı bir yordayıcılığı olduğu sonucuna ulaşılmıştır. Çalışmanın bir diğer amacı doğrultusunda incelenen benlik kurgularından sadece özerk-ilişkisel benliğin iş yerinde temel psikolojik ihtiyaçların tatmini ile iş stresi arasındaki ilişkide düzenleyici etkisi bulunmuştur. Çalışmanın son kısmında çalışma kapsamında elde edilen bulgular tartışılmış, çalışma sınırlılıklarına yer verilmiştir.

*Anahtar kelimeler:* temel psikolojik ihtiyaçlar, iş stresi, işe tutkunluk, işin anlamlılığı, benlik kurgusu

## ACKNOWLEDGEMENTS

I would like to thank the people who made the process of this thesis from the beginning to the end flourish with their sacrifice, labour, and loves. First of all, I would like to thank my thesis advisor Asst. Prof. Kutlu Çalışkan, who guided me with his comments, guidance, and supportiveness at every stage of writing this thesis. He helped me overcome every difficulty I encountered during the process. I would like to sincerely thank him for all this. On the other hand, my dear committee members Asst. Prof. Esra Bal and Asst. Prof. Yaprak Özdemir for helping me to develop my thesis with their insightful contributions and suggestions. They helped me to present my thesis better with their sympathetic approach.

I want to express my deepest gratitude to my dear father, Bilal Yeşil, for his everlasting support and trust throughout my life. His encouragement has empowered me to move forward fearlessly. To my beloved mother, Mesüde Yeşil, who has always been by my side with her devotion and sacrifices. Her love fills my life with beauty and turns it into a flower garden. I express my deepest gratefulness to them for always loving and trusting me.

Finally, the biggest thank you is for my most beautiful gift, my sweetheart, my lovely husband. I would like to thank my darling Yılmaz Bayrakçı from the bottom of my heart for encouraging me at every moment when I gave up during the process, for never lacking his love and care, and for being the sunshine of my life. I could not have written this thesis without his love and support.

Also, I would like to thank TUBITAK for supporting me financially within the scope of TUBITAK 2210 national graduate scholarship program during my master's education.

Aleyna YEŞİL BAYRAKCI

İstanbul, 2024

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## 1. INTRODUCTION

It is accepted that human needs are not limited to physical needs. Human beings also need psychological factors. In addition, various approaches and theories have been developed concerning the order of priority of these needs and how physical or psychological needs can be satisfied (Alderfer, 1972; Maslow, 1943, 1970; McClelland, 1985). Self-Determination Theory (SDT) has a very large scope and is the basis of much research (Deci & Ryan, 1985).

This theory puts forward approaches to the nature of human motivation. According to this theory, human beings have some basic psychological needs (Deci & Ryan, 2000). These needs are as vital as air, water, or food in terms of sustaining a healthy human life. Thus, fulfillment of these needs is a necessity for the individual to experience growth and welfare. On the other hand, frustration occurs if they are not satisfied. Studies have shown that the level of satisfaction of these needs is positively related to well-being and the level of frustration is positively related to ill-being (Chen et al., 2015). According to the theory, the satisfaction of these needs in different life domains will be associated with positive and satisfying psychological outcomes in these domains (Vansteenkiste & Ryan, 2013). Thus, research on employee psychology has shown that the satisfaction of basic psychological needs at work is associated with a wide range of positive personal and organizational outcomes (Olafsen et al., 2021; Van den Broeck et al., 2008; 2010). The importance of these observed positives in terms of quantity and quality makes it more important to reveal the functioning mechanism of this concept.

The satisfaction of basic psychological needs is considered a job resource based on the assumptions of the Job-Demand Resource theory (Demerouti et al., 2001). It is thought that these resources may have predicts on various attitudes towards work. These variables were identified as work stress, work engagement, and meaningful work in line with the literature. Work stress will be examined emotionally, work engagement will be examined as both attitude and behavioral component, and meaningful work will be examined eudomanically as variables contributed by the satisfaction of basic psychological needs.

Within the scope of SDT, it is suggested that basic psychological needs are universal. However, some theorists oppose this idea (Markus & Kitayama, 1991). They are suggested that the needs in the basic psychological needs proposition are developed based on individualistic cultures. Because if someone has an interdependent self-construal, it means that their sense of self is influenced by others and their behavior is shaped within their social relationships. In this case, the individual willingly gives up some of their autonomy. However, no study directly supports this argument. In the literature, there is no study examining the role of self-construal in the relationship between satisfaction of basic psychological needs at the workplace and outcome variables. For this reason, within the scope of this study, it will be tested whether self-construal has a moderator role in the relationship between basic psychological needs satisfaction and psychological outcomes.

## **2. THEORETICAL FRAMEWORK**

### **2.1. Self Determination Theory**

It has always been questioned what is the basis that drives human life, goals, and objectives. However, to answer this question, it is necessary to answer the question of what human beings basically need. There are various approaches to the need that drives human beings. At this point, SDT is a very comprehensive theory that suggests what the basic psychological needs of human beings are (Deci & Ryan, 1985). There are 6 mini-theories within the scope of this theory (Deci & Ryan, 2000). In this study, two of these mini-theories will be used to explain the relationship between satisfaction of basic psychological needs and work-related outcomes: Basic Psychological Need Theory and Organismic Integration Theory

#### **2.1.1. Basic Psychological Need Theory**

According to this theory, people have some basic needs that are inherent, independent of culture, universal, and necessary for growth, integrity, and well-being (Deci & Ryan, 2000). Due to the wide scope of the concept of need, these needs are expressed as basic needs. In this context, Deci and Ryan (1985) define needs as ‘the nutrients and conditions necessary for the growth and development of an organism’. In the definition of psychological needs, it has been considered that countless lists of needs can be formed. However, based on how critical these needs are for growth and integrity, the list of basic psychological needs has been reduced to three. Basic psychological needs satisfaction (BPNS) is satisfied when individuals feel autonomy, competence, and relatedness in their relationship with their social context. In addition, since the identified needs can be satisfied in the social relationships, they are therefore supported or frustrated by the environmental conditions.

On the other hand, it has been considered that BPNS can be felt in different strengths innately. However, it has been suggested that focusing on this issue is not functional (Deci & Ryan, 1995). Instead, it would be a more useful perspective to consider that these needs are felt even if there is a difference in the perceived strength of these needs. In addition, it is stated that it would be more beneficial to examine what kind of outputs occur in contexts that support and prevent BPNS. In other words, whether individuals value these needs individually does not mean that they do not need these needs psychologically. The BPNS described above consists of three basic needs: autonomy, competence, and relatedness.

##### **2.1.1.1.1. Autonomy**

Deci and Ryan (1985) express autonomy as one of the necessary conditions for intrinsic motivation. According to the authors, for individuals to reach intrinsic motivation, they should feel themselves as the causal factor of the happenings around them and feel autonomous and independent from control in their actions. Meanwhile, de Charms (1968) defined the sense of autonomy with the concept of perceived locus of causality (PLOC). With this concept, de Charms suggested that a behavior

can be intrinsically motivated only if the individuals perceive themselves in the locus of causality - internal PLOC. In contrast, the perception of an external agent at the locus of causality would lead to external PLOC. While behaviors with internal PLOC facilitate the individual's feeling of autonomy, those with external PLOC may prevent feeling autonomous.

For a real intrinsic motivation, the individual must get rid of the passive state of being controlled and reach the controlling position with an effective character. It has been suggested by some researchers that these are assumptions specific to individualistic culture (Markus & Kitayama, 1991). However, it is not a barrier for the person to behave in a way approved by the in-group and to perform this behavior with an autonomous intention. Ryan and Deci (2006) suggested that this situation would not harm the sense of autonomy.

For a complete definition of autonomy, it may be necessary to distinguish this concept from control. What distinguishes autonomy from control is explained by Deci and Ryan (1985): Control refers to the individual's influence on the results. However, although the individuals affect the outcomes, they may not feel self-determination. Because they may not be independent in the decisions they make while deciding on the behaviors that will affect the results. On the other hand, individuals may prefer not to control by using their autonomous control. In this situation, it can be expected to feel autonomous. For this reason, autonomy rather refers to situations in which the individuals direct the changes in their environment as a full agent.

#### **2.1.1.2. Competence**

In his landmark study, White (1959) used the concept of effectance motivation as the drive to make various changes in the environment. According to him, being able to make changes in the environment with this motivation generates a 'feeling of efficacy' in individuals. In this way, the concept of competence can be formed. This concept indicates the degree of influence of the person in interaction with the environment. White stated that the purpose of effectance motivation related to this concept at the evolutionary level may be to survive. However, he argues that the goal that is valid for the individual is more of a feeling of efficacy. White gave the example of sexual drives to support this idea: Although sexuality aims to reproduce in evolutionary terms, it is also demanded as a means of pleasure apart from fertility. Similarly, the feeling of efficacy has become a goal desired by humans. On the other hand, he argued that although effectance is a continuous need, if the drives are satisfied, it disappears for a while.

Deci (1975) stated that the need for competence is satisfied when people overcome difficulties according to their capacities. Thus, the individuals believe that they have the ability and resources to overcome difficult conditions. The need for competence takes its origin from the exploratory nature of human beings and contributes to survival by increasing their ability to growth and adjustment (Vansteenkiste et al., 2008). When people are not allowed to influence their environment, they become amotivated. At the same time, for individuals to experience competence, they must have chosen the activity in which they are successful with their own autonomous choice (Deci & Ryan, 1985). For this reason, competence and autonomy needs are actually active together.

#### **2.1.1.3. Relatedness**

Baumeister and Leary (1995) emphasized the importance of the need for belonging that people need. They argued that this is not only a demand, but also a need that has primary effects in different

areas of life as various negativities develop in its deficit. In parallel with this idea, SDT suggests that people have a tendency towards belonging and close relationships and that this need can be satisfied by experiencing supportive and affectionate relationships (Ryan, 1995).

According to the perspective of these theorists, people are living, dynamic and active systems (Ryan, 1995). However, individuals are embedded in conditions that support or prevent this structure. The conditions that enable BPNS provide the individual to obtain positive psychological outcomes (Deci & Ryan, 2000). However, in the absence of BPNS, the individual will not be able to show healthy psychological development. In this case, well-being and growth can be interpreted as the maintenance of people in adulthood as active and dynamic as they were in nature. In this direction, welfare and growth will occur if the active and dynamic structure is supported. SDT argues that this active and dynamic structure can be achieved through intrinsic motivation and intrinsic motivation can be formed through BPNS (Deci & Ryan, 1985).

The concept of intrinsic motivation was introduced with SDT and it starts with the acceptance of the idea that people have a proactive nature (Deci & Ryan, 1995). Human beings need various nutrients to maintain this inherent proactivity. Intrinsic motivation is defined as 'actively engaging in tasks that people find interesting and that promote growth' (Deci & Ryan, 2017). To ensure active participation, the conditions in which basic psychological needs are satisfied are important. Many studies have found that the level of BPNS is related to the degree of intrinsic motivation of individuals (Autin et al., 2022; Olafsen et al., 2017). On the other hand, another sub-theory, Organismic Integration Theory, was used to explain the positive outcomes of providing BPNS in the workplace.

### **2.1.2. Organismic Integration Theory**

Intrinsic motivation can be defined as a structure that individuals find interesting and obtain an autonomous experience. In this respect, it seems quite difficult to obtain BPNS at work. Because individuals at work demonstrate behaviors expected from them and obtain results such as receiving rewards or avoiding punishment in return. Deci and Ryan (2000; 2017) used the concept of internalization to explain how the individual is motivated to behaviors that are not intrinsically interesting and seem to be an inhibition of autonomy. Internalisation refers to the process of absorbing and internalising a set of behaviors that are externally rewarding or protective from punishment in terms of their structure (Ryan, 1995).

The theorists interpreted this phenomenon as a demonstration of people's tendency to integrate and feel intrinsic motivation. Accordingly, it is expected that being hardworking in the workplace is an extrinsic expectation and is expected to result in reward or punishment. However, this is not an obstacle for the individual to absorb and internalise the value of being hardworking. According to the theory, the internalisation process functions optimally under conditions where basic psychological needs are supported. At the same time, the internalisation process contributes to the BPNS (Deci & Ryan, 2017). Through internalisation, the individual can experience his/her actions as more self-determined, and thus it can be easier to satisfy the need for autonomy. Through the internalisation of social knowledge and norms, the experience of relatedness can be facilitated and can serve as a sense of engagement and belonging. Finally, internalisation can facilitate individuals to act effectively in undertaking roles in which they can feel competence and this can benefit the satisfaction of the need for competence. Hence,

it can be concluded that the process of internalisation has a mutually supportive relationship with the BPNS.

Moreover, the theory's view of BPNS suggests that the main purpose of human behavior is not always directed toward the satisfaction of these needs (Deci & Ryan, 2000). At this point, an example of a man making music is given. In this example, when a man starts to make music, he will be able to feel the pleasure of music. However, if he is forced to make music under another condition or if he thinks that he cannot become competent in music, he will not be able to experience this pleasure. In this case, the individual needs BPNS to enjoy the activity.

In summary, it is suggested that individuals need BPNS to experience healthy development and integrity at work. The process of internalisation is explained to explain the mechanism of achieving positivity by satisfying these needs in the workplace. In addition, it is expected that employees will feel more intrinsic motivation through internalisation and obtain various positive outcomes under conditions where BPNS is supported at the workplace. Job-Demand Resource Theory, which has parallel assumptions with SDT, will be used to explain the relationship between the output variables discussed in the study and BPNS.

## **2.2. Job Demand- Resource Theory**

According to the Job Demand-Resource theory (Demerouti et al., 2001), job demands and job resources are conditions that affect organizational outcomes. Job demands refer to the aspects of the job that require continuous effort. Job resources refer to psychological resources that play an effective role in helping the individual achieve job goals, reduce the cost of job demands, and facilitate personal growth and development.

The theory is based on the Conservation of Resources Theory (Hobfoll, 2002). According to this theory, individuals tend to acquire and protect the resources that they value materially, personally, or socially. This assumption is consistent with the SDT's evaluation of the individual in the process of need satisfaction. Thus, within the scope of the theory, the individual is in a position to play an active role in the satisfaction of these needs (Deci & Ryan, 2000). Individuals have innate tendencies towards the satisfaction of needs. For this reason, the individuals are not in a passive role waiting for the satisfaction of needs. Thus, the individuals both direct themselves to provide intrinsic motivation and actively interest themselves in activities that they find interesting with intrinsic motivation. This activity requires BPNS. Depending on the level of need satisfaction, the level of enjoying these activities and being intrinsically motivated will change.

Examples of job resources include career opportunities, role clarity, performance feedback, autonomy, and skill variety (Bakker & Demerouti, 2007). Job resources can facilitate the emergence of intrinsic motivation by supporting growth and development, which can lead to positive outcomes (Leiter & Bakker, 2010). According to the theory, these resources are thought to lead to high work engagement, low cynicism, and excellent performance through their intrinsic motivational potential. This potential becomes effective when job resources serve to satisfy psychological needs. Appropriate feedback given to employees at work can contribute to the satisfaction of the need for competence, decision latitude can contribute to the satisfaction of the need for autonomy, and social support from leaders and colleagues

can contribute to the satisfaction of the need for relatedness (Bakker & Demerouti, 2008; Leiter & Bakker, 2010).

Similar to this idea, Breugh (2021) suggested that BPNS can function as a psychological resource in the workplace, supported by the Job-Demand Resource Theory. On the other hand, Bakker and Demerouti (2014), while suggesting the mechanism explaining the outcomes of job resources and job demands, stated that job resources support positive outcomes by providing BPNS. For these reasons, both Self-Determination Theory and Job-Demand Resource Theory were used as the theories that form the outline of the study model.

### 3. CONCEPTUAL FRAMEWORK

#### 3.1. Work Stress

Stress is expressed as a negative emotion in daily language. However, although it is a concept related to emotion in daily life language, it is not always analyzed together with emotion in the literature. Lazarus (2006) criticized this issue and argued that stress often contains emotions and it is wrong to examine these structures by separating them. On the other hand, stress is defined as an individual's assessment of harm or threat as a result of the interaction between the person and the environment (Lazarus, 1990; Lazarus & Folkman, 1984). According to this definition, stress occurs as a result of an evaluation and is affected by changes in the context of conditions.

Colligan and Higgins (2006) defined workplace stress as the mental or physical state in which employees respond to situations that they evaluate as a difficulty or threat. According to the authors, the individual responds to these reactions and challenges in the context of individual characteristics, resources, and characteristics of the stress source. Hence, it can be concluded that the stress response of the individual is influenced by the psychological resources, conditions, and the source of stress.

If stress factors continue for a long time, risk factors such as decreased productivity, and psychological and physiological disorders may occur in individuals (Colligan & Higgins, 2006). In a study conducted with teachers, a relationship was found between perceived occupational stress and job satisfaction and job performance (Yıldırım et al., 2024). In another study, it was concluded that role stress experienced at work directly affects the level of exhaustion (Jaramillo et al., 2011). Bardak and Keskin (2022) indicate that exhaustion is an output of the experience of chronically negative emotions. In this regard, in the present study, work stress, which expresses an emotional component, was analyzed instead of an output variable such as exhaustion. In one study in which the relationship between this component and BPNS was examined, dancers' stress levels were evaluated both by self-report and cortisol levels, and it was reported that BPNS affected stress level (Quested et al., 2011).

The threateningness of the stress source is evaluated as a result of a perceptual judgement. At the same time, the resources and demands of the individual are evaluated during this evaluation. Likewise, Job Demands-Resources Theory (Bakker & Demerouti, 2014) suggests that there are negativities (such as burnout, and strain) that may occur when job demands are at high levels (Bakker & Demerouti, 2014). However, in this study, work stress is not addressed as a challenge that may occur with high levels of job demands. If this was taken as such, the measurement of job demands would have been required. In

addition, BPNS as a psychological resource was expected to create a buffer effect. However, Viswesvaran et al. (1999) criticized that the concept of 'buffer effect' is not clear what kind of 'buffer' it creates. They argued that it is unclear whether the researchers imply moderator, mediator, or some other effect with this effect. In addition, in their meta-analysis study, the researchers showed that social support has a moderating effect on work stress and strain (Viswesvaran et al., 1999). According to the researchers, social support is effective in experiencing less stress instead of reducing the negative effects of stress. Consequently, in this study, it is predicted that BPNS as a job resource will contribute to employees experiencing less stress. In line with the summarised findings and theoretical assumptions, Hypothesis 1 was proposed:

H1: Basic psychological needs satisfaction at work predicts work stress.

### **3.2. Meaningful Work**

Meaningful work is a concept that is shaped by the way individuals perceive their roles, work, or self at work (Wrzesniewski et al., 2003). There are many ideas and assumptions concerning the definition of the concept (Bailey et al., 2019). Besides, the starting point of the concept is the Job Characteristics Model (Hackman & Oldham, 1976). Hackman and Oldham (1976) suggested that job characteristics such as skill variety, task significance, and task identity affect positive organizational outcomes. These outcomes are mediated by some psychological states. One of these psychological states refers to the concept of meaningful work.

Furthermore, Thomas and Velthouse (1990) argued that the concept of empowerment (Conger & Kanungo, 1988) is multifaceted and considered meaningfulness as a component of empowerment. In other words, like Hackman and Oldham (1976), Thomas and Velthouse (1990) considered meaningfulness as a concept that mediates positive psychological outcomes.

Pratt and Ashfort (2003) interpret the concept of meaning as an output of the meaning-making process and argue that it expresses what kind of meaning the work has for the employee. Meaningfulness, on the other hand, refers to the degree of importance that employees attribute to their jobs regardless of the meaning of their jobs. The use of these two concepts interchangeably in the literature has created confusion by confusing the concepts that address different points (Rosso et al., 2010; Tan et al., 2023).

The meaning of work for the individual can be positive, negative, or neutral (Wrzesniewski, 2003). However, studies in the literature use the concept of 'meaning' in a way to imply its positive meaning. For these reasons, in this study, meaning of work is used in the sense of what it means to individuals to avoid confusion of meaning. Meaningful work refers to the perceived meaningfulness of work for the individual.

Kahn (1990) defined meaningful work as a feeling that one is receiving a return on investments in one's self in a currency of physical, cognitive, or emotional energy that arises from undertaking work that is worthwhile, useful, and valuable'. Thomas and Velthouse (1990) defined this concept as 'the value of a work goal or purpose, judged in relation to an individual's ideals or standards'. Steger et al. (2012) defined it as a eudemonic and purposeful evaluation of work. Based on the mentioned definitions, the concept of meaningful work can be defined as an individual's perception of his/her work as worthwhile, valuable, and having features that serve valuable purposes in line with his/her values and

beliefs. According to Pratt and Ashforth (2003), having meaningful work facilitates a satisfying answer to the question ‘Why am I here?’ in the workplace. In other words, meaningfulness gives an internal reason for one's life or work at the end of the day (Martela & Riekkilä, 2018).

In a study, it was reported that the autonomy support perceived by employees at the day level contributes to employees' perceptions of meaningful work (Meng et al., 2023). Other studies are showing that BPNS is directly related to meaningful work (Devotto et al., 2022). Martela and Riekkilä (2018), in a study conducted with approximately 1300 participants in 3 different countries, examined the need for beneficence (feeling of making a positive contribution) along with basic psychological needs and reported that these variables have a direct effect on meaningful work. Based on these studies and the theoretical framework, Hypothesis 2 was proposed:

H2: Basic psychological needs satisfaction at workplace predicts meaningful work.

### **3.3. Work Engagement**

Two opposite concepts, engagement, and disengagement, were put forward by Kahn in 1990. According to Kahn (1990), people involve and exclude different depths of their self while performing various tasks in their job roles. Based on this assumption, he defined two endpoints expressing the extent to which people include or exclude their self while performing in their work roles. Engagement is defined as the extent to which organizational employees involve themselves in their work roles and express their self physically, emotionally, and cognitively. Disengagement, on the contrary, refers to the separation of the self from work roles.

Following the introduction of this concept, some researchers have explained the concept of engagement with the concept of burnout (Maslach & Leiter, 1997; Leiter & Bakker, 2010). Engagement is characterized by the fact that employees feel energetic, willing to put effort into their work, feel involved in their work, and find their work meaningful. These phenomena facilitate individuals to feel competent and effective at the same time and enable them to experience energy, involvement, and efficacy. Energy, involvement, and efficacy were operationalized as the sub-dimensions of engagement and exhaustion, cynicism and ineffectiveness as the opposite of the sub-dimensions of burnout respectively (Leiter & Bakker, 2010). Among the sub-dimensions of burnout, exhaustion is defined as the loss of emotional resources as a result of difficult social interactions, cynicism is defined as having a negative, callous, and cynical attitude in all kinds of social relationships established in the workplace, and ineffectiveness is defined as feeling that one cannot make an impact in one's work. According to the authors, low scores obtained from these dimensions indicate high scores obtained from engagement.

Schaufeli et al. (2002) criticized the evaluation of engagement as the opposite of burnout. They argued that this situation compresses the concept of engagement into the boundaries of burnout and prevents it from being evaluated in actual meaning. According to the authors, although these concepts are opposite to each other, they should be evaluated with different measurement tools. Low scores obtained from burnout are not real indicators of engagement. For example, feeling burned out at work once a week does not prevent a person from coming to work more engaged and energetic in the same week. In light of this, researchers have suggested that burnout and engagement should be considered independent states that are expected to be negatively related due to their opposite natures rather than being opposites of each other (Schaufeli & Bakker, 2004). They defined the concept as “a positive,

fulfilling, work-related state of mind that is characterized by vigour, dedication, and absorption". Vigour is defined as having a high level of energy during work, making efforts, and undertaking difficulties related to the work. Dedication is characterized by 'significance, enthusiasm, inspiration, pride, and challenge', while absorption is defined by being fully concentrated on the job, time passing quickly while working, and having difficulty in dropping out of the job.

Specifically, engaged employees are individuals who have high energy and are passionate about their work (Bakker & Demerouti, 2008). Based on the proposed definitions of the concept, Meyer and colleagues (2010) stated that the common theme for this concept is a positive psychological state and a real willingness to make an effort to reach success. At the same time, engaged employees' willingness to make an effort can be confused with workaholism. They work because of the sense of satisfaction deriving from the work itself and because work is fun for them, rather than the strong drive to work associated with workaholism (Bakker & Demerouti, 2008).

The concepts of employee engagement and work engagement are used interchangeably in the literature. Schaufeli and Bakker (2010) stated that work engagement refers to the evaluations of individuals' relationship with their work, whereas employee engagement includes their relationship with the organization they work for. Based on this difference, the term engagement in our study implies the concept of work engagement to evaluate the extent to which individuals are connected to their work.

Moreover, based on the mentioned definitions, the concept of work engagement can be defined as an attitude characterized by a high level of positive, willing, and patient attitude toward their jobs. This attitude leads individuals to overcome the difficulties they experience while doing their jobs, to concentrate more while working, and to see their work as significant. On the other hand, the concept includes both behavioral and attitudinal components of employees toward their jobs (Macey & Schneider, 2008; Newman et al., 2010). The behavioral components of the concept can be described as effort, advocacy, and extra-role behavior (Inceoglu & Fleck, 2010). Engaged employees are differentiated from other employees by making more effort in their work, taking initiative to solve problems when necessary or helping their colleagues without being requested to do so, and acting as supporters of the organization in their interactions with people outside the organization.

Leiter and Bakker (2010) list the characteristics of engaged employees as follows

- They feel committed to making an effort to achieve a worthwhile goal and they genuinely want to succeed.
- They go beyond responding to the immediate needs of the organization and make an intrinsic commitment to achieving organizational goals.
- They are not only energetic individuals but also reflect this energy in their work
- They do not withdraw themselves
- They do not save their energy and attention for anything else and consider their work to be worthy of their full energy and attention
- They immerse themselves in the work, lose the sense of time, and experience a flow
- They demonstrate their full capacity for work-related problem-solving or innovative behaviour

In addition, the closeness of the concept to the existing concepts in the literature is also a controversial issue (Macey & Schneider, 2008; Leiter & Bakker, 2010). Macey and Schneider (2008) attributed these controversies to the fact that some express it as a construct with unique characteristics (e.g. involvement, altruism, etc.), while others express it as a construct with high performance outside of the norm. The authors stated that the definitions based on the existing variables seem like 'old wine in new bottles' for this variable. Although it is closely related to other variables or other variables that are successful in explaining one aspect of the concept of engagement, engagement differs from these concepts in different ways. For example, the concept of organizational commitment is one of the concepts that is considered to be highly related to engagement (Macey & Schneider, 2008; Schaufeli & Bakker, 2010). The concept of commitment is close to the concept of engagement with its components such as making an effort to support the organization or feelings of pride for being a member of the organization. However, the concept of engagement expresses more than these components. For this reason, commitment refers to only one aspect of the concept of engagement. Another concept closely related to engagement is the concept of flow (Schaufeli et al., 2002). This concept is defined as the optimal state of individuals, which is characterized by features such as being completely absorbed in their work, concentrating their attention on their work at a high level, clarity of mind, and inner pleasure (see Csikszentmihalyi, 1990). This concept, which overlaps especially with the absorption sub-dimension, differs from the concept of engagement in terms of referring to short-term and peak experiences. Engagement refers to the more stable and permanent state of mind (Schaufeli et al., 2006).

There is evidence in the literature that various work resources are related to work engagement (Mauno et al., 2007; Schaufeli et al., 2008; Xanthopoulou et al., 2009; Hakanen et al., 2008). As explained in the theoretical framework, when the satisfaction of BPNS at work is considered a work resource, it can be expected to be related to work engagement.

Meyer et al. (2010) proposed an engagement paradigm that varies between the endpoints of intrinsic motivation and amotivation. In this paradigm, when the intrinsic motivation of individuals increases, their engagement levels increase. The authors explained the source of this situation as BPNS. In a longitudinal study examining workplace bullying, work engagement, and BPNS variables, it was revealed that BPNS encourages work engagement when workplace bullying is controlled (Trépanier et al., 2015). This finding is consistent with the assumptions of SDT (Deci ve Ryan, 2000). Because positive outcomes were obtained in conditions where BPNS was supported.

In a study evaluating the daily level of BPNS, BPNS contributes to work engagement through intrinsic motivation (Coxen et al., 2021). In another study, the relationship between the concept of job crafting, which is used in a very close meaning with the need for autonomy, and work engagement was examined (Güleryüz & Sürücü, 2023). Job crafting refers to employees shaping their jobs by making changes in various aspects of their jobs (Wrzesniewski & Dutton, 2001). In this study conducted with academicians, it was shown that job crafting contributes to work engagement (Güleryüz & Sürücü, 2023). In another study in which measurements were collected from both the individual and the individual's co-worker, job crafting was effective on work engagement (Bakker et al., 2012). In the light of the summarised findings and the theoretical framework, Hypothesis 3 was established:

H3: Basic psychological needs satisfaction at workplace predicts work engagement.

### 3.4. Self Construal

Hofstede (1981) defines culture as a collective programming of the mind of a group of people that distinguishes them from others. An assessment can be made at the level of personality based on the characteristics that people have. Just like this, it is thought that inferences can be made about the culture to which these people belong in the context of the characteristics of a group of people.

The distinction in terms of the characteristics of societies is stated with the distinction between individualistic and collectivistic cultures (Triandis et al., 1988). According to this distinction, collectivistic culture is characterized by the group being at the center of attention rather than the individual, such as individuals defining themselves as a part of the group to which they belong or feeling an intense emotional attachment to the group. On the other hand, individualistic culture is characterized by defining themselves as an individual separate from the group, favoring personal goals over the group goals, or feeling a low level of emotional attachment to the ingroup.

The examination of the reflections of these differences on the self started with Markus and Kitayama (1991) who suggested that individuals in different cultures have differences in their evaluations of self and others. These differences create different tendencies in cognitive, emotional, and motivational contexts. Additionally, cultural differences occur in various processes ranging from cognitive processes to moral thinking and perception of the other (Kağıtçıbaşı, 2017). The definition made in this respect emphasizes the way of interpreting and perceiving the relationship between the self and others. The extent to which individuals see themselves as separate from or connected to others is determinant. Based on this indicator, Markus and Kitayama (1991) proposed two different self-construals; independence and interdependence. The interdependence self-construal involves the individuals defining themselves as part of a social relationship, the important features of the self being consisted of components obtained in the context of social relationships and the establishment of a close relationship between the self and the other. On the other hand, the independence self-construal, on the contrary, involves that the important features of the individual's self include personal characteristics and that a relatively more differentiated relationship is established between the self and the other.

Kağıtçıbaşı (1996) developed a model of the self in which she defined the cultural constructs of the self specific to Turkey. Within the scope of this model, she argued that self-construals are formed within the family context. For this reason, self-construals create differences at the individual level. These differences were analyzed through two main dimensions: interpersonal distance and agency. The interpersonal distance dimension is evaluated through two endpoints: separation and relatedness. These endpoints refer to respectively independence and interdependence self-construal defined by Markus and Kitayama (1991). Another dimension, agency, is evaluated according to the status between autonomy and heteronomy. Kağıtçıbaşı (2017) characterized the level of autonomy as an individual's ability to take independent action and thus the functional use of autonomy. The heteronomy dimension is expressed in the opposite of this situation. In this context, 3 self-construals were conceptualized: autonomous self, related self, and autonomous-related self.

Relatedness is high in related self-construal. In the relationship of the individual with others, the self and the other are deeply connected and the interpersonal distance is quite close (Kağıtçıbaşı, 1996). On the other hand, this connectedness and closeness reveals itself in the relationship not with any other individual but with valued ingroup members (Markus & Kitayama, 1991).

In autonomous self-construal, the autonomy of the individual is high. It expresses a self-construal in which the individual acts independently and with their own decisions (Kağıtçıbaşı, 2017). This type of self is less connected with others than related self-construal.

Autonomous-related self-construal is characterized by having both autonomy and relatedness features. It was described by Kağıtçıbaşı (2005) when he suggested that autonomy and relatedness are not opposites of each other in the evaluation of self-construal. With this self-construal, the self of individuals is both connected and related to the other at some level and autonomous in their individual decisions. İmamoğlu (1998) mentioned a similar distinction by putting forward the Balanced Differentiation and Integration model. According to this model, individuals feel both differentiation orientation and integration orientation in their social relationships. The orientation towards differentiation includes the components of realizing the individual's unique potential and creating an impact on the environment. These two components in the content of the orientation were expressed by the author by referring to White (1959) and de Charms (1968). This leads to the idea that the components of differentiation orientation facilitate the satisfaction of competence and autonomy needs respectively. İmamoglu (2003) emphasizes that the condition in which differentiation and integration are balanced serves the BPNS. This condition is interpreted by the author in parallel with SDT. According to the author, optimal development occurs with self-construal which includes balanced differentiation and integration. Because this self-construal facilitates the internal factors that facilitate the maintenance of BPNS. Another orientation is the integration of the individual and this orientation refers to relatedness which is one of the basic psychological needs. İmamoglu (1998, 2003) criticizes that these two orientations are considered as inhibiting or opposing each other in the literature. Instead, İmamoğlu (1998, 2003) mentioned related individuation self-construal as an optimal self-construal in which both orientations are in balance. This self-construal is quite close to the autonomous-related self-construal defined by Kağıtçıbaşı (2013).

Theorists have suggested that there may be differences in the perceived strength of needs and that this difference may occur with past experiences (Deci & Ryan, 2000; 2017). At this point, self-construal can be expressed as a variable that is expected to affect past experiences and perceptions and is intertwined with cultural structure. This situation suggests that self-construal may have a role in the relationship with various outcomes that can be acquired with the BPNS. According to SDT, basic needs can be felt in different strengths or satisfied in different ways among individuals (Deci & Ryan, 2000). However, this does not change the fact that the satisfaction of these needs is necessary for healthy growth and well-being. For example, being autonomous may be more desirable in a culture, but whether the individual chooses to be autonomous willingly or not will determine the satisfaction of the need.

Many studies are showing that BPNS leads to intrinsic motivation (Deci et al., 2017; Olafsen et al., 2015; Vergara-Morales & Del Valle, 2021). In this study, instead of re-testing the relationship between these two variables, it is aimed to examine the contribution of need satisfaction to the positivities that may occur under the condition of BPNS and to test the regulatory role of self-construal in these relationships. In the literature, there is no study in which the moderator role of self-construal is tested in the context of BPNS. To test this role, the following hypotheses were established and the research model is shown in Figure 1:

H4a: Related self-construal has a moderating role in the relationship between basic psychological needs satisfaction at work and work stress.

H4b: Autonomous self-construal has a moderating role in the relationship between basic psychological needs satisfaction at work and work stress.

H4c: Autonomous-related self-construal has a moderating role in the relationship between basic psychological needs satisfaction at work and work stress.

H5a: Related self-construal has a moderating role in the relationship between basic psychological needs satisfaction at work and meaningful work.

H5b: Autonomous self-construal has a moderating role in the relationship between basic psychological needs satisfaction at work and meaningful work.

H5c: Autonomous-related self-construal has a moderating role in the relationship between basic psychological needs satisfaction at work and meaningful work.

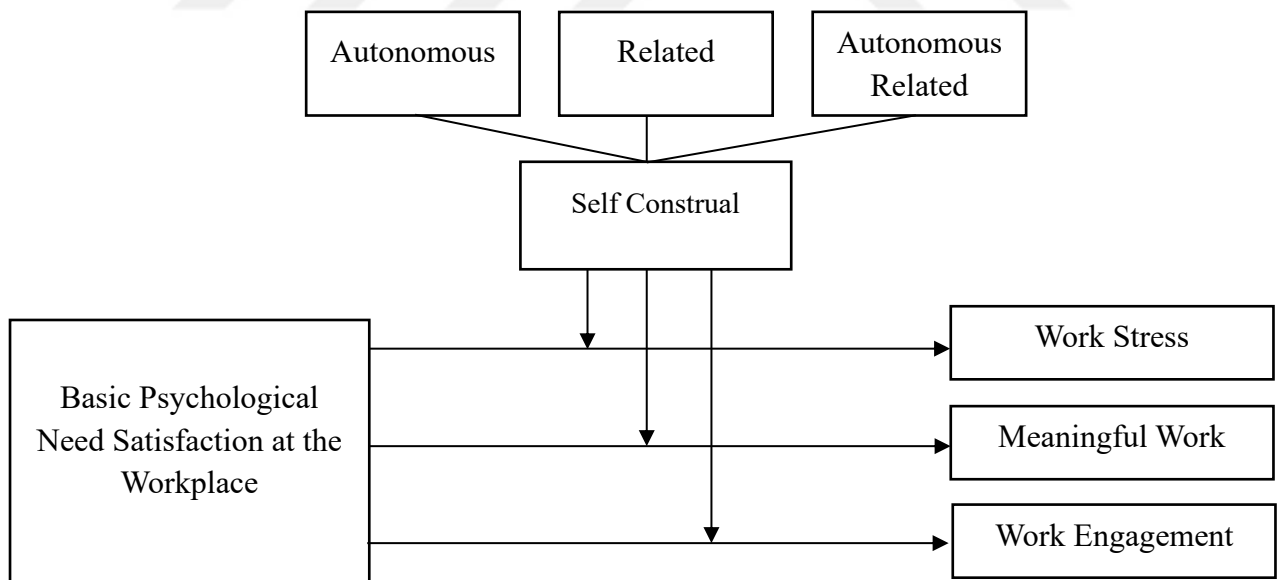
H6a: Related self-construal has a moderating role in the relationship between basic psychological needs satisfaction at work and work engagement.

H6b: Autonomous self-construal has a moderating role in the relationship between basic psychological needs satisfaction at work and work engagement.

H6c: Autonomous-related self-construal has a moderating role in the relationship between basic psychological needs satisfaction at work and work engagement.

**Figure 1**

The Research Model



## 4. METHODOLOGY

### 4.1. Sample

The sample of the study was aimed to consist of people working in different positions in private and public universities. For this purpose, convenience and snowball sampling methods were used to reach the participants through online platforms. Accordingly, data were obtained from a total of 514 participants living in 36 different provinces in different regions of Turkey. Due to the attention-intensive nature of the questionnaire form used in the study, a control question (If you are reading this question, please select “5-I completely agree” option) was added to the questionnaire form. The answers of 53 participants were eliminated because they gave wrong answers to this question and the analyses were carried out with 461 participants. Firstly, descriptive analyses were conducted to reveal the demographic characteristics of the participants. Accordingly, 240 (52.3%) of the participants were female and 219 (47.7%) were male. The age of the participants ranged between 23-76 and the average age was 39.79. The education levels of the participants were distributed as high school (1.1%) and doctorate (62.1%). Besides, some participants have bachelor's (15.7%) and master's (21.1%) degrees. According to marital status, the majority of the sample consisted of married (67.5%) and single (23.5%) participants. Furthermore, the participants were asked on a 6-point Likert scale ‘how easily they can meet their needs’ to evaluate their satisfaction level of income. The scores of the satisfaction level of income vary between 1-6 and the average is 4.09.

Demographic variables related to the job are occupation (academic, administrative, and technical staff), working style (face-to-face, remote, and hybrid), sector of employment (public and private), and work experience were evaluated. According to the occupational distribution, most of the participants were academic personnel (81.3%), while administrative (17.2%) and technical (1.5%) personnel also participated in the study. In addition, the majority of the participants work in the public sector (90.7%) and face-to-face (90.7%). Finally, the average work experience of the participants was 14.98 years, while the average work experience in their current organization was 9.39 years. Details on demographic variables are presented in Tables 1 and 2.

**Table 1**

*Categorical Demographic Variables*

Variables	Categories	Frequency (N)	Percent (%)
Gender	Female	240	52.3
	Male	219	47.7
Marital Status	Single	108	23.5
	Married	310	67.5
	Divorced	21	4.6
	Having a Relationship	20	4.4
Education Level	High School	5	1.1

	Bachelor	72	15.7
	Master	97	21.1
	Doctorate	285	62.1
Occupation	Technical	7	1.5
	Administrative	79	17.2
	Academic	374	81.3
Working Style	Face to Face	417	90.7
	Remote	5	1.1
	Hybrid	38	8.3
Sector	Public	417	90.7
	Private	40	8.7
	Other	3	0.7

**Table 2**

*Continuous Demographic Variables*

Variables	Min	Max	Mean	Std. Dvt
Age	23	76	39.79	9.63
Work Experience	0.17	50	14.98	10.12
Work Experience in Current Organisation	0.08	43	9.39	7.90
Satisfaction Level of Income	1	6	4.09	1.07

## 4.2. Measures

In this study, the participants answered the questions in the Demographic Information Form, Work-related Basic Need Satisfaction Scale (Uri, 2018), Autonomous-Related Self Scale (Kağıtçıbaşı, 2013), Work and Meaning Inventory (Akin et al., 2013), Utrecht Work Engagement Scale (Turgut, 2011) and Perceived Stress Scale (Baltaş, 1998) in order. The scales and forms used are provided in the appendices (Appendix 1, 2, 3, 4, 5, 6, 7).

### 4.2.1. Demographic Information Form

First, in the demographic information form, questions about gender, age, education level, city of residence, marital status, and income level were included to reveal the demographic characteristics of the participants. In addition to these questions, to reveal the descriptive characteristics of the participants jobs, questions about the title, work experience, work experience in the organization, working days per week, type of work (full-time, part-time, etc.), work style (face-to-face, remote,

hybrid) and sector (public, private) were included. In addition, a question asked participants to rate the significance of their jobs on a scale of 1 to 10.

#### **4.2.2. Work and Meaning Inventory (WAMI)**

Work and Meaning Inventory is a measurement tool developed by Steger et al. (2012) to better assess the meaningful work in practice and research activities. The scale consists of 10 items and 3 sub-factors: positive meaning (1, 4, 5, 8), meaning making through work (2, 7, 9), and greater good motivation (3, 6, 10). The scores to be obtained from the scale were obtained using a 5-point Likert scale (1 = Absolutely not true, 5 = Absolutely true). The Turkish adaptation of the scale was carried out by Akın et al. (2013). As a result of the confirmatory factor analysis conducted in this study, it was found that the scale had a acceptable fit in a 3-subfactor structure as in the original ( $\chi^2/df= 2.15$ , RMSEA= .087, CFI= .98, IFI= .98, NFI= .94, NNFI= .96, SRMR= .057) and the item factor loadings ranged between .35 and .84. For the reliability values of the scale, Cronbach's Alpha internal consistency coefficient was calculated. It was reported as .68 for positive meaning dimension, .64 for meaning-making through work dimension, .73 for greater good motivation dimension, and .86 for the whole scale.

#### **4.2.3. Work-related Basic Need Satisfaction Scale**

Work-related Basic Need Satisfaction Scale was developed by Van den Broeck et al. (2010) to assess the level of BPNS in the workplace, which is proposed within the scope of Self-Determination Theory. The scale consists of a total of 9 items and 3 sub-factors (competence, autonomy, relatedness) corresponding to basic psychological needs. A 5-point Likert scale (1 = Absolutely not true, 5 = Absolutely true) was used in the evaluation of the scale. The Turkish adaptation of the scale was carried out by Uri (2018). As a result of the exploratory factor analysis conducted to reveal the psychometric properties of the Turkish form of the scale, a 3-factor structure congruent with the original scale emerged and this structure explained 78.9% of the variance. As a result of confirmatory factor analysis, it was concluded that the 3-factor structure had a good fit ( $\chi^2 / df = 1.70$ ;  $p < .05$ ; RMSEA = .04; SRMR = .03; CFI = .99; TLI = .99) and item factor loadings ranged between .72 and .86. For the reliability values of the scale, Cronbach's Alpha internal consistency coefficient was calculated and reported as .84 for autonomy and relatedness and .90 for competence.

#### **4.2.4. Autonomous-Related Self Scale**

Autonomous Related Self Scale was developed by Kağıtçıbaşı (2013) to assess the self-construal of individuals. The scale consists of three sub-dimensions: autonomous self, related self, and autonomous-related self. It also includes a total of 27 items, 9 items in each sub-dimension. A 5-point Likert scale ranging from 1 ('Strongly disagree') to 5 ('Strongly agree') was used to evaluate the scale. Cronbach's Alpha internal consistency coefficient was calculated for the reliability values of the scale .74 for the autonomous self, .78 for the related self, and .84 for the autonomous-related self (Kağıtçıbaşı, 2017).

#### **4.2.5. Utrecht Work Engagement Scale (UWES)**

Utrecht Work Engagement Scale was developed by Schaufeli et al. (2002) to assess work engagement. The scale consists of 17 items and 3 sub-dimensions: vigor, dedication, and absorption (6 items: vigor dimension, 5 items: dedication dimension, and 6 items: absorption dimension). The scale is scored on a 6-point Likert scale ranging from '1-never' to '6-always'. The Turkish adaptation of the scale was carried out by Turgut (2011) and it was concluded that the Turkish form of the scale supported a 3-factor structure (vigor, dedication, and absorption) in conformity with the original, and this 3-factor structure explained a variance of 62.2%. Item factor loadings ranged between .54 and .87. For the reliability values of the scale, Cronbach's Alpha internal consistency coefficient was calculated and reported as .81 for the vigor dimension, .87 for the dedication dimension, .86 for the absorption dimension and .89 for the whole scale.

#### **4.2.6. Perceived Stress Scale**

Perceived Stress Scale was developed by Cohen and Williamson (1988). The scale consists of 15 items and the scale score is obtained by dividing the total score by 15. A 5-point Likert scale (1 = Never, 5 = Almost always) was used to evaluate the scale. Karakurt et al. (2023) stated that the Cronbach's Alpha internal consistency coefficient for the reliability values of the scale was reported as .84 by Baltaş (1998) who found the Cronbach's Alpha internal consistency coefficient as .84 in their study.

### **4.3. Procedure**

First, the ethical permissions of the study were obtained from the Marmara University Social Sciences Ethics Committee. Within the scope of the study, it was planned to collect the data online and the measurement tools to be used within the scope of the study were transformed into a questionnaire form through Google Forms. The sample of the study was intended to consist of university employees living in Turkey. In this context, the link to the study was communicated to people working in different universities and in different positions at universities in Turkey through all sources that can be accessed online. To encourage participation in the study, 20 people were informed that they would be given shopping cheques randomly. A quantitative data collection method was used to collect the data. Participants were able to access the study questions through a link sent to them. Participants were able to answer the study questions if they agreed to participate in the study after reading the information in the informed consent form (Appendix 1).

### **4.4. Data Analysis**

First, internal consistency coefficients were obtained to test the reliability of the measurement tools. Then, it was examined whether the responses given to the measurement tools provided the normality assumption. Pearson correlation coefficients were calculated to evaluate the relationship between the variables analyzed in the study. Independent sample t-tests and one-way ANOVA tests were realized to evaluate whether there is a significant difference between the variables in the context of demographic variables. Then, within the scope of the hypotheses of this study, hierarchical regression and moderator analyses were conducted with the PROCESS Macro extension developed by Hayes (2012). All analyses were completed with SPSS 25 software.

## 5. FINDINGS

### 5.1. Testing of Research Instruments

Total scores were utilized in the evaluation of the measurement tools used in this study. In the assessment of the Autonomous-Related Self Scale, each self type was considered as separate dimensions, and separate scores were obtained for each self type (Kağıtçıbaşı, 2017). In addition, studies have supported a single-factor structure for the Perceived Stress Scale and reported that some items did not reach the minimum item factor load (Yurdadön, 2018). In this context, as a result of the analysis, the 6th and 7th items in the scale were removed from the scale scoring due to their low item factor loadings. Hence, the scale scoring was carried out over 13 items. In this regard, Cronbach's Alpha internal consistency coefficient was calculated to reveal the reliability values for the measurement tools used in the study.

Normality assumptions for the measurement tools used in the study were also tested. Accordingly, it was examined in the context of Skewness and Kurtosis values recommended by Tabashnick and Fidell (2013) for social sciences. Tabashnick and Fidell reported that both values should be between +1.5 and -1.5. It has been concluded that the Skewness and Kurtosis values of the measurement tools used in the study are between these ranges and provide the normality assumption. Besides, descriptive analyses were performed for the measurement tools used in the study. All values obtained within the scope of the analyses and calculations mentioned in this section are presented in Table 3 in detail.

**Table 3**

*Skewness, Kurtosis, and Cronbach's Alpha Values and Descriptive Analyses of Research Instruments*

Instruments	Min	Max	Mean	Std. Dvt.	Skewness	Kurtosis	Cronbach's Alpha
BPNS	2.00	5.00	3.682	.557	-.414	.203	.773
REL	1.56	4.67	3.470	.476	-.393	.871	.647
AUT	1.56	4.67	3.040	.526	.000	-.074	.756
AUTREL	2.89	5.00	4.031	.449	-.132	-.376	.738
MW	1.60	5.00	3.966	.662	-.801	1.095	.926
WS	1.08	4.15	2.631	.548	-.021	-.266	.826
WE	1.65	5.00	4.241	.870	-.212	-.440	.944

*Note.* BPNS: Basic Psychological Need Satisfaction, REL: Related Self Construal, AUT: Autonomous Self Construal, AUTREL: Autonomous Related Self Construal, MW: Meaningful Work, WS: Work Stress, WE: Work Engagement

## 5.2. Correlation Analysis

Correlation analysis was performed to reveal the relationship between the variables considered within the scope of the study and the demographic variables that may be related to these variables. Firstly, the autonomous self has a positive relationship with work engagement ( $r = .095, p < .05$ ), while the autonomous-related self is positively related to BPNS ( $r = .128, p < .01$ ) and meaningful work ( $r = .163, p < .01$ ). BPNS is positively related with meaningful work ( $r = .444, p < .01$ ) and work engagement ( $r = .500, p < .01$ ) while it is negatively related with work stress ( $r = -.551, p < .01$ ). When the relationship between the dependent variables is analyzed, work stress has a negative relationship with meaningful work ( $r = -.261, p < .01$ ) and work engagement ( $r = -.304, p < .01$ ), while meaningful work has a positive relationship with work engagement ( $r = .674, p < .01$ ). Among the demographic variables, work experience, satisfaction level of income and job significance are positively correlated with BPNS, meaningful work and work engagement, whereas they are negatively correlated with work stress. All results of the correlation analysis are presented in detail in Table 4.

## 5.3. Difference Tests for Demographic Variables

It is aimed to examine the variables of BPNS, work stress, job meaningful work, and work engagement in the context of demographic variables. In this direction, independent sample t-test and one-way ANOVA analyses were conducted to test whether there is a significant difference.

Firstly, an independent sample t-test analysis was performed to test whether BPNS, work stress, meaningful work, and work engagement differ significantly according to gender. As a result of the analysis, a significant difference emerged in all variables. Males had significantly higher scores than females in BPNS, meaningful work, and work engagement, while females had higher scores than males in work stress. The details of the results of the analyses are presented in Table 5.

One-way ANOVA analysis was carried out to test whether there is a difference in the variables according to the level of education. As a result of the analysis, while there was no significant difference in BPNS and work stress, there was a significant difference in meaningful work ( $F(3, 455) = 12.924, p < .01$ ) and work engagement ( $F(3, 455) = 11.128, p < .01$ ). In this context, Tukey test was implemented in Post-hoc analysis from multiple comparisons to test at which education levels the difference emerged in meaningful work and work engagement. As a result of the analysis, in meaningful work, those with a doctorate level of education obtained significantly higher scores than those with high school, bachelor's, and master's levels of education. Again, in the meaningful work, those with a master's level of education obtained significantly higher scores than those with a high school education. In work engagement, those with a doctorate level of education obtained significantly higher scores than those with a bachelor's and master's level of education. Details of the analysis results are presented in Table 6.

**Table 4***Results of Correlation Analysis*

Variables	REL	AUT	AUTREL	BPNS	WS	MW	WE	EX	SLI	JS
REL	1									
AUT	-.579**	1								
AUTREL	.399**	-.038	1							
BPNS	.065	.023	.128**	1						
WS	.018	-.069	-.058	-.551**	1					
MW	.028	-.027	.163**	.444**	-.261**	1				
WE	-.067	.095*	.059	.500**	-.304**	.674**	1			
EX	-.087	.025	-.163**	.184**	-.107*	.134**	.261**	1		
SLI	.026	-.081	.033	.246**	-.180**	.202**	.167**	.095*	1	
JS	.004	-.077	.008	.227**	-.150**	.365**	.334**	.091	.126**	1

\* =  $p < 0.05$  / \*\* =  $p < 0.01$

*Note.* REL: Related Self Construal, AUT: Autonomous Self Construal, AUTREL: Autonomous Related Self Construal, BPNS: Basic Psychological Need Satisfaction, WS: Work Stress, MW: Meaningful Work, WE: Work Engagement, SLI: Satisfaction Level of Income, EX: Work Experience, JS: Job Significance

**Table 5***Independent Sample T-Test Results According To Gender*

	Gender	N	$\bar{x}$	SD	<i>df</i>	<i>t</i>	<i>p</i>
BPNS	Male	219	3.769	.532	457	3.236	.001**
	Female	240	3.602	.569			
Work Stress	Male	219	2.543	.536	457	-3.278	.001**
	Female	240	2.709	.549			
Meaningful Work	Male	219	4.034	.578	448.585	2.094	.037*
	Female	240	3.906	.728			
Work Engagement	Male	219	4.391	.821	457	3.474	.001**
	Female	240	4.112	.892			

\* =  $p < 0.05$  / \*\* =  $p < 0.01$ *Note.* BPNS: Basic Psychological Need Satisfaction**Table 6***One-Way Anova Results According to Education Level*

	Education Level	N	$\bar{x}$	SD	<i>df</i>	F	<i>p</i>
Basic Psychological Need Satisfaction	High School	5	3.600	.901	3,455	.487	.691
	Bachelor	72	3.644	.525			
	Master	97	3.645	.552			
	Doctorate	285	3.707	.562			
Work Stress	High School	5	2.646	.430	3,455	1.274	.283
	Bachelor	72	2.518	.574			
	Master	97	2.669	.582			
	Doctorate	285	2.649	.529			
Meaningful Work	High School	5	3.060	1,148	3,455	12.924	.000**
	Bachelor	72	3.681	.703			
	Master	97	3.851	.687			
	Doctorate	285	4.093	.594			
Work Engagement	High School	5	3.824	1,223	3,455	11.128	.000**
	Bachelor	72	4.004	.819			
	Master	97	3.912	.870			
	Doctorate	285	4.411	.830			

\* =  $p < 0.05$  / \*\* =  $p < 0.01$ 

One-way ANOVA analysis was performed to test whether there is a significant difference in the related variables according to the occupations of the individuals. As a result of the analysis, while there was no significant difference in BPNS and work stress according to occupational groups, there was a

significant difference in meaningful work ( $F(2, 457) = 30.580, p < .01$ ) and work engagement ( $F(2, 457) = 9.065, p < .01$ ). In this context, Tukey test was performed in Post-hoc analysis from multiple comparisons to test in which occupational groups the difference emerged in meaningful work and work engagement. As a result of the analysis, academicians obtained significantly higher scores than technical and administrative personnel in meaningful work. In work engagement, only academicians obtained significantly higher scores than administrative personnel. Details regarding the results of the analysis are presented in Table 7.

**Table 7**

*One-Way Anova Results According to Occupation*

	Occupation	N	$\bar{x}$	SD	<i>df</i>	F	<i>p</i>
BPNS	Technical	7	3.381	.588	2, 457	1.036	.356
	Administrative	79	3.685	.565			
	Academic	374	3.687	.555			
Work Stress	Technical	7	2.659	.682	2, 457	2.373	.094
	Administrative	79	2.509	.576			
	Academic	374	2.657	.538			
Meaningful Work	Technical	7	3.343	.693	2, 457	30.580	.000
	Administrative	79	3.506	.759			
	Academic	374	4.074	.590			
Work Engagement	Technical	7	4.151	1.098	2, 457	9.065	.000
	Administrative	79	3.868	.913			
	Academic	374	4.318	.838			

\* =  $p < 0.05$  / \*\* =  $p < 0.01$

*Note.* BPNS: Basic Psychological Need Satisfaction

## 5.4. Hypotheses Testing

In this section, the hypotheses proposed within the scope of the study will be tested. For this purpose, the findings obtained from regression and moderator variable analyses will be presented respectively.

### 5.4.1. Regression Analysis

It was intended to implement regression analysis to test whether BPNS proposed in the first 3 hypotheses has a significant predictive effect on work stress, meaningful work, and work engagement. In addition, a hierarchical regression analysis was conducted to evaluate the possible effects of work experience, job significance, and satisfaction level of income variables, which had a significant relationship with all three dependent variables in the correlation analysis.

#### 5.4.1.1. Work Stress as a Dependent Variable

Hierarchical regression analysis was performed to test whether BPNS has a significant prediction on work stress when work experience, satisfaction level of income, and job significance are

controlled. In the first step of the analysis, work experience, satisfaction level of income, and job significance variables were included in the analysis, while in the second step, BPNS was included in the analysis. Both models were statistically significant and Model 1 ( $F(3,456) = 8.662, p < .001, R^2 = .054$ ) explained 5.4% variance on work stress while Model 2 ( $F(4,455) = 49.721, p < .001, R^2 = .304$ ) explained 30.4% variance. When the coefficients of the regression analysis were analyzed, it was found that only BPNS had a significant prediction on work stress ( $t = -12.792, p < .001$ ). Detailed information about the analysis is presented in Table 8.

**Table 8**

*Hierarchical Regression Analysis Result for Work Stress*

Model	Variables	B	$\beta$	t	p	df	F	p
Model 1	Work Experience	-.004	-.078	-1.693	.091	3, 456	8.662	.000
	Satisfaction Level of Income	-.080	-.157	-3.403	.001			
	Job Significance	-.041	-.121	-2.619	.009			
$R^2 = .054, F(3,456) = 8.662, p < .01$								
Model 2	Work Experience	.000	-.002	-.062	.951	4, 455	49.721	.000
	Satisfaction Level of Income	-.023	-.046	-1.124	.261			
	Job Significance	-.008	-.023	-.559	.576			
	Basic Psychological Need Satisfaction	-.526	-.532	-12.792	.000			
$R^2 = .304, R^2 \text{ Change} = .250, F(1,455) = 163.628, p < .01$								

**5.4.1.2. Meaningful Work as a Dependent Variable**

Hierarchical regression analysis was carried out to test the effect of BPNS on meaningful work. In the first step, work experience, satisfaction level of income, and job significance were included and controlled in the analysis, and in the second step, BPNS was included in the analysis. Both models were statistically significant and Model 1 ( $F(3,456) = 29.923, p < .001, R^2 = .164$ ) explained 16.4% variance on meaningful work, while Model 2 ( $F(4,455) = 43.570, p < .001, R^2 = .277$ ) explained 27.7% variance. When the coefficients of the regression analysis were analyzed, it was concluded that job significance ( $t = 6.596, p < .001$ ) and BPNS ( $t = 8.413, p < .001$ ) had a significant effect on job stress.

**Table 9**

*Hierarchical Regression Analysis Result for Meaningful Work*

Model	Variables	B	$\beta$	t	p	df	F	p
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Model 1	Work Experience	.006	.088	2.034	.043			
	Satisfaction Level of Income	.094	.152	3.499	.001	3, 456	29.923	.000
	Job Significance	.138	.337	7.776	.000			
$R^2 = .164, F(3,456)= 29.923, p < .01$								
Model 2	Work Experience	.002	.037	.918	.359			
	Satisfaction Level of Income	.048	.077	1.863	.063			
	Job Significance	.111	.271	6.596	.000	4, 455	43.570	.000
	Basic Psychological Need Satisfaction	.427	.357	8.413	.000			
$R^2 = .277, R^2 \text{ Change} = .112, F(1,455)= 70.776, p < .01$								

#### 5.4.1.3. Work Engagement as a Dependent Variable

Hierarchical regression analysis was used to test the effect of BPNS on work engagement. In the first step, work experience, satisfaction level of income, and job significance were included and controlled in the analysis and then in the second step, BPNS was included in the analysis. Both models were statistically significant and Model 1 ( $F(3,456) = 32.118, p < .001, R^2 = .174$ ) explained a variance of 17.4% while Model 2 ( $F(4,455) = 54.986, p < .001, R^2 = .326$ ) explained a variance of 32.6%. When the coefficients of the regression analysis were analyzed, it was concluded that BPNS ( $t = 10.110, p < .001$ ) had a significant effect on work stress along with the control variables of work experience ( $t = 4.159, p < .001$ ) and job significance ( $t = 5.613, p < .001$ ).

**Table 10**

#### *Hierarchical Regression Analysis Result for Work Engagement*

Model	Variables	B	$\beta$	t	p	df	F	p
Model 1	Work Experience	.019	.222	5.169	.000			
	Satisfaction Level of Income	.088	.108	2.518	.012	3, 456	32.118	.000
	Job Significance	.161	.299	6.946	.000			
$R^2 = .174, F(3,456)= 32.118, p < .01$								
Model 2	Work Experience	.014	.163	4.159	.000			
	Satisfaction Level of Income	.018	.022	.547	.585			
	Job Significance	.120	.223	5.613	.000	4, 455	54.986	.000
	Basic Psychological Need Satisfaction	.650	.414	10.110	.000			

$$R^2 = .326, R^2 \text{ Change} = .151, F(1,455) = 102.207, p < .01$$

## 5.4.2 Moderation Analysis

Within the scope of the study, moderator analyses were conducted to test the hypotheses regarding the moderator role of self-construal. The analyses were carried out in the SPSS program with Model 1 in PROCESS Macro extension developed by Hayes (2012). The moderating role of self-construal in the relationship of BPNS with work stress, meaningful work, and work engagement was analyzed in the context of each self-construal (related, autonomous, and autonomous-related).

### 5.4.2.1. Work Stress as a Dependent Variable

To examine the moderating role of self-construal in the relationship between BPNS and work stress, the moderating role of related, autonomous, and autonomous-related self-construal was tested respectively. In this direction, to test hypothesis 4a, the moderating role of related self-construal in the relationship between BPNS and work stress was first tested. As a result of the analysis, it was concluded that related self-construal did not have a moderating effect ( $t = 1.760, p > .05$ ). Then, to test hypothesis 4b, the moderating role of autonomous self-construal was tested and it was concluded that autonomous self-construal did not have a moderating effect ( $t = -.531, p > .05$ ). Detailed information about the results of the analyses is presented in Table 11 and Table 12.

**Table 11**

*The Moderating Effect of Related Self-Construal*

Model	$\beta$	$R^2$	t	p	For B %95 Confidence Interval	
					LLCI	ULCI
1 (Main Effect)		.312				
BPNS	-.310		-14.350	.000	-.353	-.268
REL	.035		1.590	.113	-.008	.078
2 BPNSxREL		.317	1.760	.079	-.004	.075

*Note.* BPNS: Basic Psychological Need Satisfaction, REL: Related Self Construal

**Table 12**

*The Moderating Effect of Autonomous Self-Construal*

Model	$\beta$	$R^2$	t	p	For B %95 Confidence Interval	
					LLCI	ULCI
1 (Main Effect)		.308				
BPNS	-.306		-14.137	.000	-.348	-.263
AUT	-.031		-1.446	.149	-.073	.011
2 BPNSxAUT		.308	-.531	.595	-.049	.028

*Note.* BPNS: Basic Psychological Need Satisfaction, AUT: Autonomous Self Construal

Finally, the moderator role of autonomous-related self-construal in the relationship between BPNS and work stress was examined. As a result of the analysis, it was concluded that autonomous-related self-construal had a moderating effect ( $t = 2.430, p < .05$ ). As the autonomous-related self-construal levels increase, the negative relationship between BPNS and work stress decreases and accordingly, the moderating effect of autonomous-related self-construal can be mentioned. As a result of these results, hypothesis 4c was accepted. Details about the results of the analyses are presented in Table 13 and graph of the moderation role of Autonomous Related Self-Construal is shown in Figure 2.

**Table 13**

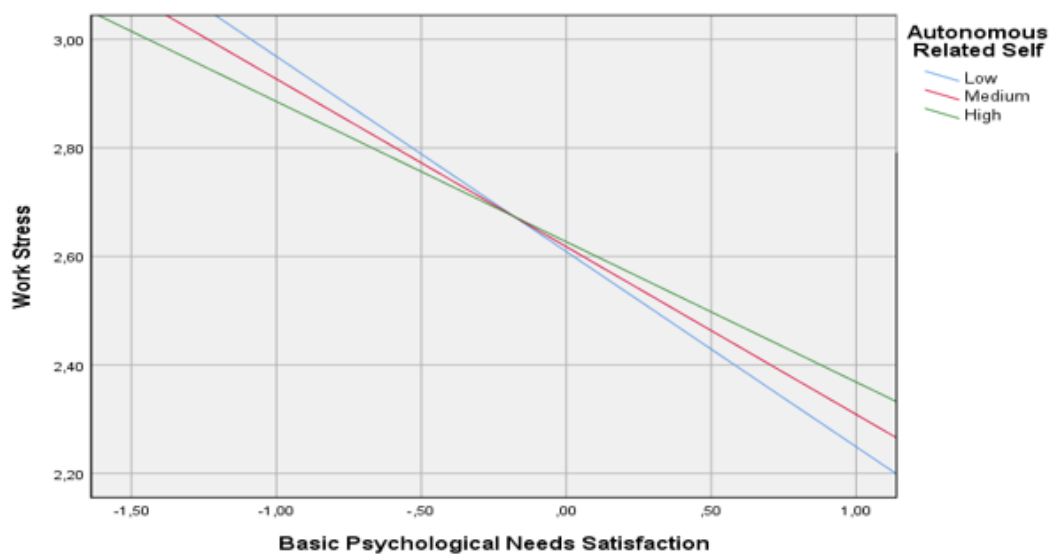
*The Moderating Effect of Autonomous Related Self-Construal*

Model	$\beta$	$R^2$	t	p	For B %95 Confidence Interval	
					LLCI	ULCI
1 (Main Effect)		.313				
BPNS	-.311		-14.299	.000	-.354	-.269
AUTREL	.009		.422	.673	-.034	.052
2 BPNSxAUTREL	.052	.322*	2.431	.016*	.010	.094
-1 SS (-.94)	-.360		-11.724	.000	-.420	-.299
M (.04)	-.309		-14.237	.000	-.352	-.267
+1 SS (1.02)	-.259		-8.781	.000	-.317	-.201

Note. BPNS: Basic Psychological Need Satisfaction, AUTREL: Autonomous Related Self Construal

**Figure 2**

*Graph of The Moderation Role of Autonomous Related Self-Construal*



### 5.4.3.2. Meaningful Work as a Dependent Variable

Similarly, the moderator role of related, autonomous, and autonomous-related self-construal was tested to examine the moderating effect of self-construal on the relationship between BPNS and meaningful work. In this regard, to test hypothesis 5a, the moderating role of related self-construal in the relationship between BPNS and meaningful work was tested. As a result of the analysis, it was concluded that related self-construal did not have a moderating effect ( $t = .630, p > .05$ ). Then, to test hypothesis 5b, the moderating role of autonomous self-construal was tested and it concluded that autonomous self-construal did not have a moderating effect ( $t = .424, p > .05$ ). Finally, to test hypothesis 5c, the moderating role of autonomous-related self-construal was tested and no moderating effect was found ( $t = .272, p > .05$ ). Detailed information about the results of the analyses are presented in Table 14, Table 15 and Table 16, respectively.

**Table 14**

*The Moderating Effect of Related Self-Construal*

Model	$\beta$	$R^2$	t	p	For $B$ %95 Confidence Interval	
					LLCI	ULCI
1 (Main Effect)		.198				
BPNS	.297		10.521	.000	.241	.352
REL	.002		.057	.955	-.055	.058
2 BPNSxREL	.017	.198	.630	.529	-.035	.068

*Note.* BPNS: Basic Psychological Need Satisfaction, REL: Related Self Construal

**Table 15**

*The Moderating Effect of Autonomous Self-Construal*

Model	$\beta$	$R^2$	t	p	For $B$ %95 Confidence Interval	
					LLCI	ULCI
1 (Main Effect)		.199				
BPNS	.299		10.629	.000	.243	.353
AUT	-.025		-.893	.372	-.080	.030
2 BPNSxAUT	.011	.199	.424	.672	-.039	.061

*Note.* BPNS: Basic Psychological Need Satisfaction, AUT: Autonomous Self Construal

**Table 16**

*The Moderating Effect of Autonomous Related Self-Construal*

Model	$\beta$	$R^2$	t	p	For $B$ %95 Confidence Interval	
					LLCI	ULCI

1 (Main Effect)		.209				
BPNS	.288		10.202	.000	.233	.343
AUTREL	.074		2.587	.010	.018	.129
2 BPNSxAUTREL	.008	.209	.272	.786	-.047	.062

Note. BPNS: Basic Psychological Need Satisfaction, AUTREL: Autonomous Related Self Construal

#### 5.4.4.3. Work Engagement as a Dependent Variable

Similar to the analyses conducted above, the moderating role of related, autonomous, and autonomous-related self-construal in the relationship between BPNS and work engagement was tested. Therefore, to test hypothesis 6a, the moderating role of related self-construal in the relationship between BPNS and work engagement was first tested. As a result of the analysis, it was concluded that related self-construal did not have a moderating effect ( $t = 1,074$ ,  $p > .05$ ). Then, to test hypothesis 6b, the moderating role of autonomous self-construal was tested and it concluded that autonomous self-construal did not have a moderating effect ( $t = -.915$ ,  $p > .05$ ). Finally, to test hypothesis 6c, the moderating role of autonomous-related self-construal was tested and no moderating effect was found ( $t = -.297$ ,  $p > .05$ ). Detailed information about the results of the analyses are presented in Table 17, Table 18 and Table 19, respectively. The hypotheses have been summarized in Table 20 to show whether have been supported or rejected.

**Table 17**

*The Moderating Effect of Related Self-Construal*

Model	$\beta$	$R^2$	t	p	For $B$ %95 Confidence Interval	
					LLCI	ULCI
1 (Main Effect)		.262				
BPNS	.445		12.501	.000	.375	.514
REL	-.085		-2.330	.020	-.156	-.013
2 BPNSxREL	.036	.264	1.074	.283	-.030	.101

Note. BPNS: Basic Psychological Need Satisfaction, REL: Related Self Construal

**Table 18**

*The Moderating Effect of Autonomous Self-Construal*

Model	$\beta$	$R^2$	t	p	For $B$ %95 Confidence Interval	
					LLCI	ULCI
1 (Main Effect)		.259				
BPNS	.439		12.363	.000	.369	.509
AUT	.074		2.093	.037	.005	.143
2 BPNSxAUT	-.029	.260	-.915	.361	-.092	.034

Note. BPNS: Basic Psychological Need Satisfaction, AUT: Autonomous Self Construal

**Table 19***The Moderating Effect of Autonomous Related Self-Construal*

Model	$\beta$	$R^2$	t	p	For $B$ %95 Confidence Interval	
					LLCI	ULCI
1 (Main Effect)		.251				
BPNS	.443		12.259	.000	.372	.514
AUTREL	-.005		-.140	.889	-.077	.066
2 BPNSxAUTREL	-.011	.251	-.297	-.080	-.080	.059

*Note.* BPNS: Basic Psychological Need Satisfaction, AUTREL: Autonomous Related Self Construal

**Table 20***Summary of Hypothesis Supported and Rejected*

Hypotesis	Supported	Rejected
H1: Basic psychological needs satisfaction at work predicts work stress.	✓	
H2: Basic psychological needs satisfaction at workplace predicts meaningful work.	✓	
H3: Basic psychological needs satisfaction at workplace predicts work engagement.	✓	
H4a: Related self-construal has a moderating role in the relationship between basic psychological needs satisfaction at work and work stress.		✓
H4b: Autonomous self-construal has a moderating role in the relationship between basic psychological needs satisfaction at work and work stress.		✓
H4c: Autonomous related self-construal has a moderating role in the relationship between basic psychological needs satisfaction at work and work stress.	✓	
H5a: Related self-construal has a moderating role in the relationship between basic psychological needs satisfaction at work and meaningful work.		✓
H5b: Autonomous self-construal has a moderating role in the relationship between basic psychological needs satisfaction at work and meaningful work.		✓
H5c: Autonomous related self-construal has a moderating role in the relationship between basic psychological needs satisfaction at work and meaningful work.		✓

H6a: Related self-construal has a moderating role in the relationship between basic psychological needs satisfaction at work and work engagement.	✓
H6b: Autonomous self-construal has a moderating role in the relationship between basic psychological needs satisfaction at work and work engagement.	✓
H6c: Autonomous-related self-construal has a moderating role in the relationship between basic psychological needs satisfaction at work and work engagement.	✓



## 6. CONCLUSION AND DISCUSSION

### 6.1. Summary of Findings

The purpose of this study is to examine the effect of BPNS on work stress, meaningful work and work engagement in the context of attitudes towards work and to investigate the moderating role of self-construal in this relationship. In this direction, the hypotheses put forward within the scope of the study were tested.

First, when various demographic variables (tenure, satisfaction level of income and job significance) were controlled, the effect of BPNS on work stress, meaningful work and work engagement was tested with a hierarchical regression model. As a result of the analyses, the predictive effect of BPNS on all dependent variables was revealed and the first three hypotheses were supported. Thus, it was concluded that BPNS predicts work stress, work engagement and meaningful work. Among these variables, BPNS was found to be negatively related to work stress and positively related to work engagement and meaningful work. While BPNS explained the most variance in work stress with 25%, it explained 15.1% variance in work engagement and 11.2% variance in meaningful work. It was also concluded that job significance had a significant predictive effect on meaningful work and work engagement along with BPNS. Finally, another demographic variable that has a significant predictive effect on work engagement is work experience. At the same time, in this study, work experience and work experience in the current organisation were largely parallel.

Another main purpose of the study is to examine the moderator of self-construal in the relationship between BPNS and work stress, meaningful work and work engagement which are considered in the context of attitudes towards work. In this context, self construal was analysed in the dimensions of autonomous, related and autonomous related proposed by Kağıtçıbaşı (2005). As a result of the analyses conducted in this direction, no moderator role of autonomous or related self construal was found in the relationship between BPNS and work stress. However, the moderator role of autonomous-related self construal was revealed. When autonomous related self construal is high, it has an effect on reducing the negative relationship between BPNS and work stress. Then, the moderating role of self-construal in the relationship between BPNS and meaningful work was analysed and no moderating role of all three self-construals was found. Finally, the moderating role of self-construal in the relationship between BPNS and work engagement was examined and no moderating role of self-construal was found.

Moreover, it was concluded that job significance has a significant predictive effect on meaningful work and work engagement along with BPNS. Rosso et al. (2010) highlighted how important the job is for the individuals and how central it is in their life as one of the sources of meaningful work. In the light of these findings, it can be concluded that how important people see their job may be effective in developing positive attitudes towards their job. Finally, another demographic variable that has a significant effect on work engagement is work experience. In a longitudinal study, the stability of work engagement was found to be higher for employees with higher levels of organizational tenure than for employees with lower levels of organizational tenure (Bal et al., 2013). At the same time, in this study, work experience and work experience in the current organisation were largely parallel. In this direction, it can be interpreted that as the working time of individuals increases

at the workplace, they can actually gain more autonomy, develop more close relationships and feel more competent in their work. Thus, the individuals' engagement in their job will again be realised through basic psychological needs.

Lastly, as a result of the analyses conducted in terms of demographic variables, significant differences were reported in gender, educational level and occupation. As a result of the analyses made in terms of gender, it was seen that male employees had significantly higher scores than female employees in terms of BPNS, meaningful work and work engagement levels. On the other hand, in terms of work stress levels, it was determined that female employees had significantly higher scores than male employees. Meaningful work and work engagement levels differed significantly according to education levels and occupation types. Academic staff had significantly higher levels of meaningful work and work engagement than technical and administrative staff. In addition, employees with doctorate level of education had significantly higher levels of meaningful work and work engagement compared to employees with other education levels (highschool, bachelor and master).

## **6.2 Prediction of BPNS on Work Stress**

With the support of Hypothesis-1, it is concluded that BPNS has predictive power on work stress. The direction of this relationship between BPNS and work stress is negative. SDT, one of the theories on which this study is based, put forward the Basic Psychological Need Theory, which can be used to explain the optimal or dysfunctional functioning of the individual. The finding obtained at this point supports SDT when it is considered that work stress distracts the individual from positive functioning.

Van den Broeck and colleagues (2008) used BPNS to explain the relationship between job resources and exhaustion and vigour in a study conducted with 745 white and blue collar employees in Belgium. The results showed that BPNS fully mediated the relationship between job resources and exhaustion. This situation was interpreted by the authors that individuals working in conditions where BPNS is provided experience lower levels of exhaustion. Here, it can be interpreted that the satisfaction of BPNS through various organizational or personal factors is a result of job resources. On the other hand, BPNS can also be considered as a job resource indicator. The relationship between BPNS and work stress obtained in this study is consistent with this perspective and finding.

Moreover, this finding is in accordance with Conservation of Resource Theory (Hobfoll, 2002). Resources gained through BPNS may protect against emotional exhaustion and compensate for negative experiences. Supporting this idea, the existing literature shows that management support (Taş & Özkara, 2020), workplace friendships (Porsuk et al., 2023), self-efficacy (Zhang et al., 2024) and autonomy (Buruck et al., 2016) are significantly and negatively related to work stress. These concepts may help individuals to feel less exhausted and increase their ability to cope with stress by creating psychological resources for individuals. Consistent with this idea, Bardak and Keskin (2022) found that the provision of BPNS decreased the effects on work stress, while the prevention of BPNS increased it.

Similarly, Labrague et al. (2018) found that eliminating the lack of work resources is important in reducing work stress and negative outcomes related to work stress. In this context, it is noteworthy that BPNS may be a predictive job resource on work stress. Lazarus' (1990) definition of stress includes the individual's perception of the person-environment interaction as threatening. In this direction, the resources obtained through BPNS may increase the threatening perception levels of individuals. Since the resources at hand will be effective in coping with this threatening stimulus, the threatening perception of the stimulus may be at a lower level. On the other hand, it is noteworthy that BPNS

explained the highest variance on work stress among the dependent variables. When it is considered that BPNS is based on Self Determination Theory, which is a theory of intrinsic motivation, it can be understood that it explains more variance in work stress, which is more emotion-oriented than variables that deal with attitude towards work (Deci & Ryan, 2017).

In addition, the eudemonic structure of meaningful work may need more than BPNS to find meaning at work. More comprehensive studies addressing other variables that may predict individuals' feelings of meaningfulness at work may clarify this process. On the other hand, since the concept of work engagement refers to a situation in which individuals exert a high level of effort towards their work, dedicate themselves to their work and fully concentrate on their work, even if BPNS has some predictive power in the formation of work engagement, such as meaningful work, it may also be predicted by other factors.

### **6.3 Prediction of BPNS on Meaningful Work**

With the support of Hypothesis-2, BPNS was found to be a significant predictor of meaningful work. This finding is coherent with the theoretical framework established with SDT and Job-Demand Resource Theory in this study. At this point, it can be concluded that BPNS, which is considered as a job resource, predicts a positive attitude component in terms of the eudomonic. This finding is consistent with findings in the literature, such as autonomy from job resources (Martela et al., 2021), which is directly related to job variety and development opportunities (Albretch, 2021), or the positive relationship between BPNS and meaningful work (Martela & Riekk, 2018).

In a study conducted with 1415 employees, autonomy, job variety and development opportunities were found to be directly related to meaningful (Albretch, 2021). Considering that job variety and development opportunities can serve individuals' need for competence, the findings of this study are consistent with the results obtained. In another study showing that BPNS predicts meaningful work, it was found that the satisfaction of competence need directly predicted meaningful work (Autin et al., 2022). Other basic needs (autonomy and relatedness) predicted meaningful work through autonomous motivation. Similarly, Devotto et al. (2022) found that autonomy had a more direct effect on meaningful work than other basic needs. However, the findings obtained in this study did not address the differences in the dimensional distinctions of the BPNS. The fact that the variance explained by the BPNS in meaningful work is lower than work stress suggests that basic psychological needs may be indirectly predictive. On the other hand, Rothausen and Henderson (2019) emphasised the importance of eudomonic, meaning-based approach while examining job-related well-being. In the context of their results, it was concluded that meaning-based job-related well-being is as predictive as hedonic-based well-being. At this point, the proposition that BPNS supports the relationship between optimal psychological well-being as suggested by SDT is possible by considering meaningful work as an indicator of eudomonic well-being.

### **6.4 Prediction of BPNS on Work Engagement**

Supporting Hypothesis 3 provided results consistent with the assumptions of SDT and Job Demand Resource Theory. In this direction, when the literature is examined, it is seen that BPNS is positively related to vigour and negatively related to exhaustion (Van den Broeck et al., 2008). Similarly, work engagement showed a positive relationship with variables such as inclusive leadership (Umrani et al., 2024) and supervisor support (Uslukaya & Demirtaş, 2024), which can be expected to contribute to

BPNS. Although these findings are consistent with the results we obtained, they express different relationship directions. At this point, it may be necessary to determine causality with experimental or longitudinal studies. In a longitudinal study of 1081 engineers and technologists, it was shown that BPNS was positively correlated with vigour and negatively correlated with exhaustion (Nerstad et al., 2020). With the contribution of the longitudinal study result, it can be inferred that the direction of the relationship is from BPNS to work engagement. However, BPNS and work engagement can also be considered as processes that feed each other. Individuals may have more access to the BPNS resource when they are in a state where they are dedicated to their work, exhibit vitality, and do not realize how time passes while doing their work.

## **6.5 Moderator Role of Self Construal**

Supporting only hypothesis 4c shows that partial confirming findings were obtained regarding the moderator role of self construal. According to Hypothesis 4c, autonomous related self construal has a moderating effect on the relationship between BPNS and work stress. In this direction, as a result of testing Hypothesis 4c, it was concluded that autonomous related self reduces the level of work stress experience when BPNS is low.

Work stress sources are associated with concepts such as relationships at work, shift work, job overload, role ambiguity and role conflict (Cooper, 1983). Social support is an important source of coping with these stressors (Zhang et al., 2024). In this direction, the findings found in this study can be explained in terms of social support. Social support is defined as "the availability of helping relationships and the quality of those relationships" and the relationship between emotional support and emotional health is highlighted (Leavy, 1983). From this definition, individuals with high levels of autonomous related self-construal may be expected to have helping relationships with the relational aspect of their self-construals at workplace or outside the workplace. On the other hand, considering the effects of self-construal on the perception of the other, it is also expected that individuals with high levels of autonomous related self-construal perceive this relationship quality as high. There are studies in the literature that social support is negatively related to stress (Acoba, 2024; Viswesvaran, 1999) and work stress (Zhang et al., 2024). Thus, it can be thought that individuals with high levels of autonomous related self may be less tendency to experience work stress due to their perceived social support.

In addition, Leavy (1983), while mentioning the importance of social support, underlines the existence of this support as well as the processes in which the individual develops and uses supportive relationships. In addition, the author states that some personality traits may be effective in the effective use of social support. From a similar perspective, since self-construal represents the interaction of the self with basic human relations, individuals with high autonomous related self-construal level may have higher skills in using these interactions effectively and using supportive interactions when they need help. This may reduce the probability of increasing work stress even when the BPNS level is low. In this case, the findings can be interpreted as an evaluation of the ability to use social relationships in a supportive context in addition to the presence or absence of social support.

Moreover, it could be expected that related self-construal would have an effect on the tendency to experience work stress through social support. However, the findings obtained in this study did not support this idea. This suggests that related self construal may not be sufficient for the effective use of social support. This suggestion is consistent with Kağıtçıbaşı (2017) and İmamoğlu (2007)'s idea that

the combination of both autonomous and relational aspects in the self-construal is optimal for the healthy psychological functioning of the individual.

İmamoğlu and İmamoğlu (2007) found that healthy psychological functioning is related to the fact that both relatedness and individuation in self-construal facilitate BPNS. Individuals with this self-construal have caring, accepting, non-restrictive autonomy-giving perceptions in family contexts. Thus, the individual may have autonomous orientations together with relatedness instead of control. İmamoğlu explains this situation as the relatedness and individuation orientations of the individual create complementary processes and lead to positivities. From this point of view, it can be concluded that individuals can hold psychological resources in their possession through self-construals. Similarly, Koç Yıldırım (2014) emphasised that autonomous related self-construal in the family has a determining role in psychological resilience. When this situation is analysed in terms of the findings of the study, it can be concluded that autonomous related self-construal can reduce the relationship between BPNS and work stress by contributing to the psychological resilience of the individual. Psychological resilience includes resisting or not being affected by the difficulties that the individual is exposed to (Özeren, 2024). At this point, autonomous related self may create an effect that enables individuals to see the difficulties they face as less threatening or to feel themselves capable of resisting these difficulties. This situation may help individuals to experience less work stress.

On the other hand, Yang et al. (2018) examined the relationship between perceived organisational support and knowledge sharing. They found that high interdependent self-construal increased the positive interaction in this relationship. When these findings are interpreted as the relationship between job resource and organisational output variables, a similar moderating effect can be expected between BPNS and output variables. However, in our findings, this moderating effect was not observed in both autonomous and related self construal. In this case, self-construals can be interpreted as a variable that may be more effective on emotional components. However, more studies are needed to understand the process for other self-construals more effectively.

## **6.6 Limitations**

Although this study is one of the rare studies examining self-construal in work life, it has some limitations. The use of self-report in the study may have created a bias. It may cause individuals to give more positive responses in line with social desirability. Since data were collected by cross-sectional method in the study, causal deductions cannot be made. Therefore, the relevant variables may need to be re-examined with experimental or longitudinal studies. Also the study sample consists only of university employees and the participants have high levels of education. Because of this reason, repeating the research model in different occupational groups and educational levels may be beneficial in terms of testing the results. In this way, sample diversity may increase the generalisability of the findings.

The related self-construal measure has a relatively low-reliability coefficient. For this reason, it may be useful to repeat the results of the research by using measurement tools with higher reliability. Cross-cultural studies are needed to test the observed moderating effect of autonomous-related self-construal in different cultures.

Hence the questions related to self-construal may have confused the participants because they were placed after the scales containing job-related questions. For example, the scale includes the item

"People who are close to me have little influence on my decisions." Here, there may have been a difference as to whether the expression "people who are close to me" refers to people close to them at work or people close to them in their whole life. Finally, in this study, only the assumptions of Job-Demand Resource Theory about job resources were tested. In future studies, considering job demands together with job resources will enrich the research model.

## **6.7 Implications**

The results obtained from the study have some theoretical and practical contributions. Variables related to attitude components predicted by BPNS were discussed. The results showed that BPNS predicted work stress at the highest level. This finding suggests that it would be beneficial for managers and professionals to focus on BPNS when aiming to reduce employees' work stress levels. On the other hand, when it is aimed to increase work engagement and meaningful work experiences, focusing on the provision of BPNS may create a functional perspective. Also, it can be concluded that these variables can be addressed to ensure a general positivity in employees' attitudes towards their work. At this point, it may be suggested to measure the level of BPNS and to develop intervention programs to increase the level of satisfaction in these dimensions according to which dimensions of the BPNS are lacking.

In the literature, it has been observed that intervention studies for leaders (Slemp et al., 2021) and colleagues (Jungert et al., 2018) have been successful in increasing the BPNS level of other employees. In this direction, it may be beneficial to bring more studies into the literature that take into account organizational and personal variables for the provision of BPNS to guide intervention programmes.

In addition to focusing on BPNS, results have been obtained on variables that facilitate people to achieve intrinsic motivation, promote human honour and serve important organizational outcomes. At this point, governments and politicians can guarantee the rights of employees through regulations to improve the conditions in which BPNS can be achieved. For example, it has been observed that workplace bullying leads to the inhibition of basic psychological needs at work (Trépanier et al., 2016). Laws and practices to prevent and punish workplace bullying can protect the well-being of employees.

This study is one of the early studies examining the role of self-construal in the relationship between BPNS and attitude towards work components. At this point, it is hoped to contribute to the limited number of studies in the literature. Further examination of self-construal with work variables will be useful in eliminating the deficiency in the literature.

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## 8. APPENDICES

### Appendix-1

#### Bilgilendirilmiş Onam Formu

Bu araştırma, Aleyna Yeşil Bayrakçı tarafından Dr. Öğretim Üyesi Kutlu Çalışkan danışmanlığında yürütülmektedir.

Bu araştırmaya katılmak gönüllülük esasına dayanmaktadır. Araştırmaya katıldığınız takdirde sizi olumsuz etkileyebilecek herhangi bir durum olmayacaktır. İstedığınız an herhangi bir neden veya koşul belirtmeden araştırmadan ayrılabilirsiniz. Araştırmaya katılmayı kabul ederseniz bazı anketler dolduracaksınız. Araştırma, işiniz ve yaşamınızı değerlendirdiğiniz bazı soruları içermektedir ve katılımınız yaklaşık 10 dakika sürecektir.

Elde edilen tüm bilgileriniz ve kişisel detaylarınız gizli kalacaktır, bilgiler kodlu olarak toplanacaktır. Çalışma sonucunda birey bazında herhangi bir değerlendirme yapılmayacak, vermiş olduğunuz bilgiler sadece bilimsel amaçla kullanılacak ve üçüncü şahıslarla kesinlikle paylaşılmayacaktır. Araştırmada elde edeceğimiz bilgilerle ilgili gizlilik esastır.

Çalışma hakkında her türlü bilgi almak ve sorularınızı sormak için Araştırma Görevlisi Aleyna Yeşil'e ulaşabilirsiniz. Çalışmaya vermiş olduğunuz destekten ve samimi cevaplarınızdan dolayı çok teşekkür ederiz.

**Araştırmaya katılmayı kabul edip etmediğinizi lütfen işaretleyiniz.**

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda bırakabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı olarak kullanılmasını kabul ediyorum.

Evet

Hayır

**Appendix-2**  
**Demografik Bilgi Formu**

**1. Yaşınız:**

**2. Cinsiyetiniz:**

Kadın ( ) Erkek ( ) Belirtmek İstemiyorum ( ) Diğer ( )

**3. Yaşadığınız Şehir:**

**4. Eğitim Durumunuz (En son mezun olduğunuz eğitim düzeyini işaretleyiniz.)**

Okuryazar ( ) İlkokul( ) Ortaokul( ) Lise( ) Lisans( )  
Yüksek Lisans( ) Doktora( )

**5. Medeni Durumunuz:** Evli ( ) Bekar ( ) Boşanmış ( ) İlişkisi var ( )

**6. Mesleğiniz:**

**7. Unvanınız:**

**8. Toplam ne kadar süredir çalışıyorsunuz?**

**9. Bulduğunuz kurum içerisinde ne kadar süredir çalışıyorsunuz?**

**10. Sahip olduğunuz çocuk sayısı:**

**11. Haftada kaç gün çalışmaktasınız?**

**12. Çalışma şekliniz:**

Tam zamanlı çalışıyor

Yarı zamanlı/sigortasız çalışıyor

Çalışmıyor

**13. Çalışma biçiminiz:**

Yüz yüze çalışıyor

Uzaktan çalışıyor

Yarı yüz yüze yarı uzaktan (hibrit)

**14. Hangi sektörde çalışıyorsunuz?** .....Özel ..... Kamu

**15. Sahip olduğunuz gelir durumunu değerlendirerek, genel ihtiyaçlarınızı ne derece rahat karşılıyorsunuz?**

(1 = En temel ihtiyaçlarımı karşılarlarken zorlanıyorum...6 = Çok rahat geçinebiliyorum)

**16. İşiniz sizin için ne anlam ifade ediyor? Tek bir cümleyle belirtiniz.**

**17. İşiniz hayatınızda ne derece önemli bir yere sahiptir?**

(1 = Hiç Önemli Değil...10 = Çok Önemli)

### Appendix-3

#### İşe İle İlgili Temel İhtiyaçların Doyumu Ölçeği

Aşağıdaki ifadeler iş yerinizde deneyimlediğiniz bazı hislerle ilgilidir. Lütfen cümleleri dikkatlice okuyarak söz konusu ifadeye ne ölçüde katıldığınızı, ilgili kutucuktaki rakamlardan size uygun olanı işaretleyerek belirtiniz.	1 (Kesinlikle katılmıyorum)	2 (Katılmıyorum)	3 (Tarafsızım)	4 (Katılıyorum)	5 (Kesinlikle Katılıyorum)
1. İş yerinde kendim gibi olabileceğimi hissediyorum.					
2. İş yerinde çoğu zaman başkalarının emirlerine uymam gerektiğini hissediyorum.					
3. İş yerinde yapmam gereken görevler gerçekten yapmak istediklerim ile örtüşüyor.					
4. Kendimi işimde yetkin hissediyorum.					
5. İşim ile ilgili konularda kendimi iyi buluyorum.					
6. İşimde en zor görevleri dahi başarabileceğimi hissediyorum.					
7. Kendimi iş arkadaşlarım ile yeterince bağlantılı hissetmiyorum.					
8. İşyerinde kendimi grubun bir parçası olarak hissediyorum.					
9. İşyerinde benim için önem arz eden hususları diğerleri ile konuşabiliyorum.					

**Appendix-4**  
**Özerk-İlişkili Benlik Ölçeği**

Aşağıdaki cümlelerle ilgili görüşlerinizi, kendinize çok yakın hissettiğiniz kişi veya kişilerle olan ilişkinizi düşünerek belirtin.	1 (Kesinlikle katılmıyorum)	2 (Katılmıyorum)	3 (Emin değilim)	4 (Katılıyorum)	5 (Tamamen katılıyorum)
1. Kendimi çok yakın hissettiğim insanların desteğine ihtiyaç duyarım.					
2. Kararlarımda yakınlarımdan etkisi çok azdır.					
3. Hem yakın ilişkileri olmak, hem de özerk olmak önemlidir.					
4. Çok yakın hissettiğim bir kişinin bile hayatıma karışmasından hoşlanmam.					
5. Yakınlarımla olan ilişkimde mesafeli olmak isterim.					
6. Planlar yaparken yakınların önerileri dikkate alınsa bile, son karar kişiye ait olmalıdır.					
7. Kendimi yakınlarımdan bağımsız hissederim.					
8. Hayatımı kendimi çok yakın hissettiğim kişilerin düşüncelerine göre yönlendiririm.					
9. Çok yakın ilişkiler içindeki kişi, kendi kararlarını veremez.					
10. Genelde kendimle ilgili şeyleri kendime saklarım.					

11. İnsan çok yakınlarının fikirlerine karşı çıkabilmelidir.					
12. Benimle ilgili bir konuda, çok yakın hissettiğim kişilerin fikirleri beni etkiler.					
13. Yakınlarımla düşüncelerime önem vermek, kendi düşüncelerimi göz ardı etmek anlamına gelir.					
14. Kişiliğimin oluşmasında yakınlarımla etkisi büyüktür.					
15. Bir kişiye çok yakın olmak, özgür olmayı engeller.					
16. Kararlarımı alırken yakınlarıma danışırım.					
17. Kendime çok yakın hissettiğim kişiler sık sık aklıma gelir.					
18. Bir kimse kendini hem yakınlarına bağlı, hem de özgür hissedebilir.					
19. Benimle ilgili bir konuda çok yakın hissettiğim kişilerin aldığı kararlar, benim için geçerlidir.					
20. Yakınlarımla hakkımda ne düşündüğü benim için önemli değildir.					
21. Özerk olabilmek için yakın ilişki kurmamak gerekir.					
22. Yakınlarımla, hayatımda en ön sıradadır.					
23. Genellikle kendime çok yakın hissettiğim kişilerin isteklerine uymaya çalışırım.					
24. Yakınlarımla aramdaki bağ, kendimi huzur ve güven içinde hissetmemi sağlıyor.					

25. Özel hayatımı, çok yakınım olan birisiyle bile paylaşmam.					
26. Bir kimse hem yakınlarına bağlı olabilir, hem de fikirleri ayrı olduğunda fikrine saygı duyulmasını isteyebilir.					
27. Kararlarımı yakınlarımla isteklerine göre kolayca değiştirebilirim.					



**Appendix-5**  
**İş Anlamı Ölçeği**

Aşağıdaki ifadeler kendinizle ve işinizle ilgili ne düşündüğünüzü belirlemek üzere yer almaktadır. Lütfen her bir ifadeye ne derece katıldığınızı “1= Hiç Katılmıyorum”dan “5= Tamamen Katılıyorum”a doğru uzanan ölçek üzerinde seçim yaparak belirtiniz.	1 (Kesinlikle katılmıyorum)	2 (Katılmıyorum)	3 (Kararsızım)	4 (Katılıyorum)	5 (Kesinlikle Katılıyorum)
1. İyi bir kariyere sahibim					
2. İşimin kendi kişisel gelişimime katkısını görürüm.					
3. İşim aslında dünyaya bir fark katmaz.					
4. İşimin yaşamıma nasıl bir anlam kattığını anladım.					
5. İşime neyin anlam katacağının bilincindeyim.					
6. İşimin dünyaya pozitif bir katkı sağladığını biliyorum.					
7. İşim kendimi daha iyi anlamamı sağlar.					
8. İş yapmanın tatmin edici bir amacı olduğunu keşfettim.					
9. İşim etrafımdaki dünyanın anlamını görmeme yardım eder.					
10. Yaptığım iş büyük amaçlara hizmet eder.					

**Appendix-6**  
**İşe Tutkunluk Ölçeği**

Aşağıda çalışma hayatınızla ilgili çeşitli duygu ve davranışları belirten ifadeler yer almaktadır. Bu ifadelerin, çalışma hayatınızda sizi ne sıklıkla yansıttığını belirtiniz.	1 (Hiçbir zaman)	2 (Nadiren)	3 (Bazen)	4 (Sık sık)	5 (Çok sık)	6 (Her zaman)
1. Sabah uyandığında işe gitmek için istekli olurum.						
2. İşimi yaparken enerji dolu olurum.						
3. Her şey yolunda gitmese bile işimde daima sebat ederim.						
4. Çok uzun saatler çalışabilirim.						
5. İşimde zihinsel olarak oldukça dayanıklıyım.						
6. İşimde kendimi güçlü ve dinç hissederim.						
7. İşimin ilgi çekici ve gayret gerektiren bir iş olduğunu düşünüyorum.						
8. İşim bana ilham verir.						
9. İşimi hevesle yaparım.						
10. Yaptığım işle gurur duyarım.						
11. Yaptığım işin anlamlı olduğunu ve bir amaca hizmet ettiğini düşünüyorum						
12. Çalışırken çevremdeki her şeyi unutup veririm.						
13. Çalışırken zamanın nasıl geçtiğini anlamam.						
14. Çalışırken yaptığım işe kendimi kaptırırım.						
15. Çalışırken mola vermekte zorlanırım.						
16. Çalışırken işime dalıp giderim.						
17. Yoğun çalıştığım zamanlarda kendimi mutlu hissederim.						

**Appendix-7**  
**İş Stresi Ölçeği**

Aşağıdaki cümlelerle ilgili görüşlerinizi, kendinize çok yakın hissettiğiniz kişi veya kişilerle olan ilişkinizi düşünerek belirtin.	1 (Hiçbir zaman)	2 (Ender olarak)	3 (Bazen)	4 (Sık sık)	5 (Neredeyse her zaman)
1. Sorumluluklarınızı yerine getirmek için yeterli yetkinizin olmadığını hisseder misiniz?					
2. İşinizin amacı ve taşıdığınız sorumluluklar konusunda tereddüde düşer misiniz?					
3. İşinizde gelişme ve ilerleme konusunda sizin için var olan imkanlar konusunda şüpheye düşer misiniz?					
4. Normal bir iş gününde bitirilemeyecek kadar ağır bir iş yükünüz olduğunu hisseder misiniz?					
5. Çevrenizdeki kimselerin birbirleriyle çatışan taleplerini karşılayamayacağınızı düşünür müsünüz?					
6. İşinizin gerektirdiği eğitime tam olarak sahip olmadığınızı hisseder misiniz?					
7. Amirlerinizin iş başarınız konusundaki değerlendirmelerini bilir misiniz?					
8. İşiniz yapmak için gerekli olan bilgileri elde etmek konusunda güçlükle karşılaşır mısınız?					
9. Tanıdığımız insanların hayatlarını etkileyecek kararlar konusunda endişe duyar mısınız?					

10. İşte, çevrenizdekiler tarafından hoşlanılmadığınız ve Kabul edilmediğinizi hisseder misiniz?					
11. Amirinizin size etkileyen karar ve davranışlarını yönlendiremediğinizi hisseder misiniz?					
12. Birlikte çalıştığınız kimselerin sizden tam olarak ne bekledikleri konusunda tereddüde düşer misiniz?					
13. Yapmak zorunda olduğunuz işin miktarının işinizin kalitesini olumsuz yönde etkilediğini düşünür müsünüz?					
14. Daha iyisinin nasıl yapılacağını bildiğiniz halde, işiniz bunun dışında yapmak zorunda kalır mısınız?					
15. İşinizin aile hayatınıza engel olduğunu hisseder misiniz?					