



## The Relation of Compatibility Level between Self-Perceived Ego States of the Students of Faculty of Health Sciences and the Professional Ego States thought with their Hope/Hopelessness Levels for the Future

Halis ÖZERK<sup>1</sup> & A.Çiğdem MERCANLIOĞLU<sup>2</sup>

**Keywords**  
Ego States,  
Professional Ego,  
Level of  
Hopelessness.

### Abstract

This paper aims to reveal the relationship of the compatibility level between self-perceived ego states of the students of Faculty of Health Sciences and the ego states necessitated by profession in their way with the hope or hopelessness levels towards the future. The sample of the research consists of totally 528 students who studied in 1st, 2nd, 3rd, and 4th classes of Health Management, Nutrition and Dietetics, Nursing, Physiotherapy, Rehabilitation, Perfusion, Child Development, and Ergotherapy departments within the faculty of health sciences at İstanbul Bilgi University. These selected attendees thoroughly completed the necessary scales and filled out the forms. Ego States Scale and Hopelessness Scale were administrated in the attendees within the frame of Transactional Analysis Theory. In addition to this, these students were asked to fill out a personal information form that was prepared investigators. Both the scales and the individual information form were administered in face to face interaction environment. The required analysis was conducted after the proper statistical methods determined the ego states, hopelessness levels, compatibility levels of the ego states and the relationship of this compatibility levels with the hopelessness levels. The significance level of all the data within the research was tested at the level of  $p < 0.05$ . SPSS statistics packaged software and Microsoft Excel analyzed the data obtained. Besides the question of the relationship of compatibility level with hope/hopelessness levels, it is also analyzed whether this connection varies by the gender, department and grade variables. According to the results, the dominant self-perceived ego state is the Nurturing Parent Ego state; the dominant ego state that is thought as necessitated by profession in their way is the Adult Ego State. Any compatibility was found within the context of the compliance of dominant ego states. It is seen that the Beck Hopelessness levels are significantly lower in both Nurture Parent and Adult Parent ego states in regard to the ego states in comparison with the ego states of Adapted Child and Natural Child. No statistically significant difference was observed in hopelessness levels

<sup>1</sup> Corresponding Author. A.P. Dr. Bilgi University, Faculty of Health Sciences, Health Management Department, [halisozerk@halisozerk.com](mailto:halisozerk@halisozerk.com)

<sup>2</sup> Bilgi University, Faculty of Health Sciences, Health Management Department, [cigdem.mercanlioglu@bilgi.edu.tr](mailto:cigdem.mercanlioglu@bilgi.edu.tr)

#### Article History

Received  
15 Oct, 2017  
Accepted  
1 Dec, 2017

based on the compatibility level of the dominant ego states. There is a statistically meaningful difference between the hopelessness levels of the students from different grades. Moreover, the mean score of 3rd class students from the Beck Hopelessness scale ( $\bar{X}=25.41$ ) is significantly higher than the mean score of the sophomores ( $\bar{X}=24.01$ ). In other words, it is pointed out that 3rd class students experience a higher level of hopelessness in comparison with the Sophomores. The results are discussed and recommended in each relationship level.

## 1. Introduction

Psychologists and psychiatrists define hope as the positive expectation of achieving a goal (Cheavens et al. 2006). Hope is described by Miller (1985) as the feeling, expectation, and desire and evaluated as a significant factor protects the individual from being offended.

Hopelessness in the general sense is the cognitive-based negative mood that is observed as the pessimism based on the past experiences, purposelessness as the result of the negative expectations, unwillingness, faithlessness towards failure. It is a feeling that negatively affects the attitudes of the individual. The reason of the hopelessness is the absence of the targets that are the basis of the life and make the person valuable. It is also a gap occurs as the result of the past experiences, deteriorating the interpretation skills and attributing the experiences to the future by generalizing. It is the situation in which the person cannot find a solution to the problems. The unfavorable approach towards the future creates the basis of this concept (O'Connor et al., 2000)

The term of 'hopelessness' is also explained as the negative expectations relating to the life or developing negative expectations about the future, transferring the past life patterns to the future by generalizing (Collins and Cutcliffe, 2003).

According to Abramson et al. (Abramson et al. 1989; cited. Oğuztürk et al. 2011), define hopelessness in the general sense as identifying oneself with negative characteristics, having negative expectations relating to the future, accepting the negative expectations as constant and general.

Choice of the profession and getting a profession within the context of the hopelessness are maybe the foremost factors that are associated with all the other desires and targets and even shape the hopes and aims as well. The position of the profession in the country and the world, economic conditions, working conditions, lifestyle and status that will be brought by this profession have the role in this choice of the person. Much as the evaluation is actualized by the person, the possible foremost determining factor is matching the profession selected with the personality that the person perceived in himself and the behavior characteristics. Being popular of the discourse of 'choice of profession, eatings and the partner is the most important decision of the life' is not causeless in this regard.

According to Tan (1989;107), choice of profession is as significant as to determine a) whether to have a continuous job lifelong; b) whether to be a successful person in life; c) the type of the friends, people who will be in touch with himself, and even the partner; d) features and location of the environment to live lifelong; e) income and lifestyle of the family; f) whether to do the job volunteer; g) whether to be a businessman has the sense of obligation; h) the satisfaction and happiness level based on the life lived.

Binbaşıoğlu (1983;51) mentioned that the obligation of each of the person to find his own level just be possible by acquiring a profession. He also emphasized that two issues must

be correctly determined in this process. These two issues are; 1) Characteristics of the person; 2) Features of the profession. According to him, these two items are significant, but they need to mesh together as well.

With reference to Kuzgun (1995; 85), when the general run of the young ones have to resolve on choosing a profession after completing the primary or secondary education, they feel like a fish out of water and leave up the choice of the field of occupation sustain lifelong to the chance.

To Starishevky and Martin's mind (1963), all the elements of the self-conception of the person don't need to place in occupational-self concept. However, being a part of these elements place in occupational-self concept is required to be conducted that business by the individual.

According to Super et al., the success and adaptation of the person in the profession are connected with the rate of being compatible with self-concept and occupational-self concept. The higher the level of this compatibility is, the greater the adaptation of the individual's for the occupation. The lower the level of this compatibility is, the less the adaptation at the same time. Choice of the profession is the expression of the self-representation through an occupational concept. Self-representation is the perception of the person about himself. Self-representation comes into existence via forming the meaningful wholes by the person's self-perceptions with each other. The goal of the individual is to keep the self-representation. Ego affects the choice of profession because this choice is actually a life point in which the person wants to express his own representation clearly (cited. Kuzgun, 1995;101 and Bacanlı, 2003).

According to the data of Turkish Statistical Institute (TSI) (2014-2016 unemployment statistics), while the employment ratios of bachelors or college graduates were 70,7% in 2014, this same rate was 71,0% in 2015 and 70,1% in 2016. The ratio of the individuals graduated from health area was 83,1% in 2014, 80,5% in 2015 and 77,8% in 2016. In other words, while the ratio (unemployment ratio of graduates of higher education) of the bachelors and college graduates is 29,4% on average within three years period from 2014 to 2017, the unemployment ratio of graduates of health area is 19,5% in average.

Again, according to the data of Turkish Statistical Institute (TSI), it can be easily seen when the general unemployment ratio (11,6%) between January-June is considered that the unemployment ratio of the young graduate from higher education is pretty thought-provoking.

With reference to the data of Council of Higher Education, the number of faculty of health sciences is 61 as of 2016-2017 academic year. The number of students is totally 77,723 with new enrollments. New enrolled students' number will be at least 20,438 (when the 2016-2017 academic year is used as the base) in 2017-2018 academic year. The total number of students in health high schools is 9282 (as of 2016-2017 school year). In other words, the total number of the students in Faculties of Health Sciences and Health High Schools is about 110,000 as per 2017-2018.

It is inevitable for students to have hopelessness about the future if the unemployment ratio of people who graduated from health area is 19,5% in average between 2014-2017 (as is mentioned above) is remembered. In addition to this table, if the student cannot accommodate the personality characteristics that he perceived in himself to the personality traits required by the profession in the eye of him, it is not wrong to think that the hopelessness on the future will be apparent.

As is seen by the data of Student Selection and Placement Center, the number of applications is 2,265,844 when looking at the distribution of people in line for the

Transition to Higher Education Examination in 2017. Just 43,99% of them are the final year students of high school. The ratio of students who still study in university is 18,68%, the rate of the graduates is 7,81%, and the ratio of a student who didn't enroll although passed the exam is 28,02%.

When looking at the distribution of people who appeal to LYS after passed the Transition to Higher Education Examination based on the educational background, the number of students taking the test is 1,072,398. 124,693 (11,6%) of them are still the students of a higher education program, 55,600 (5%) of them graduated from a higher education program. In other saying, 16,6% of the candidates appeal to the Undergraduate Placement Exam (UPE) consists of people who still study in a higher education program and people who want to graduate from another higher education program by retaking the test.

The profession chosen is actually the critical fact which directs the future fantasy. Thus, the more this information is based on the realities, the more satisfied the person is in both the education period and after the choice of profession. Otherwise, the person may have a disappointment during the professional education period and carry hopelessness thoughts towards the future.

## 2. Literature Review

According to Öner (1982; 41-42), the profession perception means the individual's understandings relating to the characteristics required by the professions. Realizing oneself depending on the harmony between the personal characteristics and the traits needed by profession. In other words, the person can realize himself according to as the compatibility of the individual characteristics and the traits of the occupation. This person may experience internal conflicts according to as the lack of compatibility of the features mentioned above.

Concerning the study of Köknel (1989;229), if the person cannot show and realize the personal characteristics by profession chosen, the career may be connected with some disorders in the person's mental health and behaviors. If the individual can sustain the occupation under these circumstances, these disorders can be defined as the mental illnesses that don't disturb the personality integrity, don't cause to collapse and disintegration in individualism, make qualitative developments in affectivity and cognitive domain but sustain the connections with the reality at the same time. We can name all these as neurosis.

It is found in research that the negative conditions are seen in the family, school and other social areas and hateful life conditions cause people to be pessimist, hopelessness, and depressive (Abramson, Alloy, and Metalsky, 1995;134).

The research of Poch et al. (2004) expresses that cognitively weak people sink into despair when faced with adverse life events. These investigators also mentioned that facing with this kind of life events by sensitive and cognitively weak people support to occur the hopelessness; this situation causes depression; namely, the hopelessness is the key factor of the depression.

When the hopelessness thought disappears, the correlation between depression and suicide disappears as well. The hopelessness is thought that indirectly affects the suicide and directly affects the depressive symptoms (Pinto and Francis, 1993; Yang and Clum 1994).

We can say that the hopelessness thought is accepted as a significant psychological thought to understand the suicide. Beck agrees with the hopelessness thought as an

essential relationship level between the suicide and depression and also the primary trigger for the depression at the same time (Beck, Steer, Kovacks and Garrison, 1985).

It is seen that the hopelessness is the best determinant of completed self-destructions. The hopelessness is related to the suicide attempts, the connection between perfectionism especially determined as social in teenagers and the hopelessness give meaningful results (Donaldson D, Spirito A, Farnett E. 2000).

Emphasized that the self-destructive teenagers are more hopeless and can deliver solutions for the many of the problems (McLaughlin J, Miller P, Warwick H. 1996).

According to a report that the hopelessness shows continuity in more than half of the hopeless people (Haatainen KM, Tanskanen A, Kylma J, et al. 2003)

To Super's mind, the choice of profession is the expression of the perceptions of the person about himself by the professional terms. Super explains this as follows; 'Choice of a profession is the expression of the person by saying 'this is who I am' or 'I am a person like this.' For example, a person who says 'I will be a teacher' may actually mean 'I am complaisant, impressive, realist and cultured' or 'I love children, and I am patient.' That is to say, the relationship of the psychological colloquialism and occupational colloquialism of the person is so significant for the career. A specific compatibility is expected between the profession chosen or thought to be selected and the self-concept (cited. Y. Kuzgun, 1995;101)

According to Lecky (cited. F. Baymur, 1978;269), it is so important to have a good harmony and consistency between the self-concept and the real experiences for a good mental health.

The research of Aydın et al. (2013) points out that the hopelessness ratio of the students of Health high School and Vocational Schools of Health on getting a job is 35,6%. It is also found that there is not a significant link between the hopelessness level, gender, school, and department.

The point average of all the students in Beck Hopelessness scale is found as 4.96-4.13, and the point average of males is higher than females at a significant level as the result of the research of Çelikel and Erkorkmaz with the university students.

It is revealed by the study of Eyicil and Özerk (2016) that the accordance between the ego states required by the positions in football and the ego states that are perceived by the football players in themselves is related to the intrasite performances of the players at a significant level.

As progressing further, Arietti (1974) says that the self-respect closely associated with the mental health; it is possible to understand the individualism from the thoughts; schizophrenia, autism, and paranoid disorder emerge as the result of reducing the self-worth, this is beyond the neuroticism.

According to the findings of Kaya and Oğuzöncül's study (2016), the primary health care providers who have high job satisfaction are the ones who find the profession acceptable for themselves and voluntarily choose the profession.

The hopelessness levels and the determinative factors of the students in a vocational training center are searched by Deveci, Ulutaşdemir, and Açık (2011). With reference to the result of the study, the hopelessness levels of the students are found as above the average, and the job change and not to love the job is among the determinative factors

The anxiety levels of the students of a newly opened university and the relevant factors are analyzed in the research of Deveci, Çalmaz, and Açık (2012). A meaningful relationship

is found between the high anxiety scores (State-trait anxiety scores) with involuntarily studying in the department and the hopelessness or uncertainty state about the profession after graduation.

When the statistics of Turkish Statistical Institute and Student Selection and Placement Center are evaluated, a problem within the context of knowing the preference fields and personality characteristics is observed regarding the preferences done by students who took and pass the test again although being a graduate.

This paper aims to search the relation of the hopelessness feeling of the health sciences' students for the future and the compatibility between the ego state (or ego states) which the students find necessary in a member of profession relating to their field and the self-perceived ego state (or ego states). The goal of the research is to contribute to providing a reliable and efficient guidance service for the students about self-knowledge and recognizing the personal characteristics required by the profession long before (namely, in high school years) making selections for the matriculation.

### **3. Transactional Analysis:**

Eric Berne who is the founder of the theory defines the transactional analysis as the mutual resolution of the behaviors displayed at least two persons. Berne called the unit as the transaction that consisting of a stimulant and a reaction (Berne, 1961;91).

Berne suggests that the individual lives in an existence gap. This person is faced with taking responsibility for his own life within an uncertain time gap and also is in need of being approved in terms of the existence. It is stated according to the cont. of this suggestion that the person structures the time in different ways by using the ego states that are formed by the environment and himself as from the babyhood years to fill this gap (Akkoyun, 2011;9).

### **4. Ego States**

With reference to the statement of Berne, the ego states are the existential phenomena of the personality. Also, the ego states are the structure consisting of the personal lives emerge by the relationships of a person with other people and generally with the environment and the structure that represents a real, alive person and all the past experience records of this same person. In this sense, ego states are not a taxonomy of the attitudes; it is rather a classification of the subjective livings (Akkoyun, 2011; 10,11, 17).

Berne analyzed and explained the ego states under two main titles as the structural and functional. The structural model is related to the content of the ego states, namely the structures; the functional model deals with the behaviors observed, namely the process of this content (Akkoyun, 2011;21).

#### **4.1. Structural Analysis of the Ego States**

In this type of analysis, the ego states are Parental, Adult and Child Ego States (Akkoyun, 2011;18)

##### **4.1.1. Parental Ego States**

Parental ego states include notably the parent figures faced during the life, and the behaviors as perceiving the view, attitude, value and the value judgments received from the external resources (Akkoyun; 2011;19). As is underlined by Penfield that, this

parental records that are one of the three functions of the brain never prescribe, reminded afterward and lived (Harris, 2012;70)

Özerk (2008;15) mentioned that when a person reacts to the environment or sends stimulants if he directs his energy by activating the parental records or he is in the similar experiences, this circumstance is the Parental ego states as well. This person feels, thinks and behaves the same or similar with these records.

#### **4.1.2. Child Ego State**

The Child Ego State includes all the experiences of person lived in childhood. This type of ego state is the team of feeling, thought and behavior patterns have traces from the childhood of the individual. The child concept is here means the experiences towards to protect the primary presence from the beginning of the life to the end of the life at any moment. Therefore, this ego state isn't composed of the experiences just relating to the childhood. An adult has to receive stimulants and reacts to keep the existence of life.

These experiences that create the most original part of the personality persisted for whole life by both being added new experiences and repeated the same ones with the childhood. If someone directs his energy so as to activate these records or is in new experiences similar to the ones in these records when he is reacting to others and environment and sending stimulant, this circumstance means that he is in Child Ego State (Jongeward and James, 1971; cited. Özerk; 2008; 8,15)

#### **4.1.3. Adult Ego State**

This ego state involves the feeling, thought and behaviors emerge when the person reacts the 'Now and Here' reactions. Adult ego state is the team of feeling, thought and behavior patterns that are truthful and free from other two categories. Differently, from the child ego state, it is composed of the experiences towards the solution of each kind of problem faced within the life by processing the objective data. There are problem-solving experiences based on the subjective perception in child ego state. Since the adult ego state gives on to the present, not the past, it is different from the Parental Ego state. If someone directs his energy so as to activate these records or is in new experiences similar to the ones in these records when he is reacting to others and environment and sending stimulant, this is the Adult Ego state (Jongeward and James, 1971; Özerk, 2008;8, 15-16)

#### **Functional Analysis:**

Functional analysis deals with the activation of ego state materials as internal and in the relations with others. That's why it is the relation to the things can be seen from outside in the daily life. The ego states in functional analysis are discussed at five different levels by Berne as follows;

- Nurturing Parent (NP),
- Critical Parent (CP),
- Adult,
- Adapted Child (AC)
- Natural Child (NC)

**Nurturing Parent** is concerned, intensitive, supportive, permissive, compassionate, protector and anxious. The behaviors of this type of parents are observed in this regard. They are also called as the Natural Parent.

**Critical parent** is stubborn, powerful, overprotective, principled, punisher and charge loader. The attitudes of this type of parent are in this way. It is also called as Controller Parent.

**Adult Ego State** is supposed to meet the needs of other ego states of the person. It functions against the ego states of the person himself or the ego states of others by considering the reality and probabilities based on 'now and here.'

**Adapted Child** reacts as though his parents are listening to him or observing him. This type of child is studious, well-braved and rebellious or behaves as predication anyone of the parent figures upon

**Natural Child** expresses himself spontaneously by keeping of reacting to the parent figures in the world. This type of child behaves so as to serve for the pleasures without considering the social norms and the conditions.

The reactions of Natural Child and Adapted Child can be observed as both the repetition of a past reaction and 'now and here' reaction. However, the significant difference between them is whether the behavior towards to string along with another person (Akkoyun, 2011;17-18,22; Özerk, 2008;16, 28).

## **5. Method - Material**

The actualization date of this research is April 2016-2017 Academic Year. The approval was received from Ethics Committee of İstanbul Bilgi University before the study.

The population consists of the Faculty of Health Sciences' students who accepted to attend to the survey. Attendees approved the consent form as well.

The scales and the information form were given to students by a particular order in course hours. The filling in the period was completed for maximum 1 hour under the observation of the investigators. Since especially the Ego States Scale (ESS) is applied as the personal characteristics form that both they perceived in themselves and the required ones by profession, it is provided to mark the personal characteristics they perceived in themselves at first. Then, Bech Hopelessness Scale and Student Information Form were given, and finally, the Ego States Scale that is thought as required by profession was asked to be filled.

### **5.1. Ego States Scale (ESC)**

Eric Berne suggested that each of the individuals have three ego states as separate and different behavioral sources. These are the Parental Ego State, Adult Ego State, Child Ego State. The 'Ego States Scale' was developed by looking at this thought of Berne to determine the ego states of the person.

The original of the scale was developed by Williams in 1978. Ari (1989) carried on works to redevelop for the Turkish culture.

The scale is composed of a list has 95 adjectives define the human. Logical and statistical approaches were utilized in the validity studies of the scale. An expert opinion was appealed about the logical validation. The high consistency between the evaluations

of six arbitrators who were used to grade the adjectives is accepted as a significant evidence for the logical validation of the scale.

The similar scales validation of the scale was actualized by using “Gough and Heilbrun Adjective Check List’ that was adapted to Turkish by Akkoyun and Bacanlı (1988). The correlation numbers of  $r=0.87$  for the Critical Parent,  $r=0.91$  for the Nurturing Parent,  $r=0.93$  for the Adult,  $r=0.76$  for the Natural child and  $r=0.70$  for the Adapted Child are found between the similar sub-scales of both scales. The Spaced repetition method of the test was used in studies about the reliability. The coefficients of consistency as  $r=0.73$  for Critical Parent,  $r=0.83$  for Nurturing Parent,  $r=0.81$  for Adult,  $r=0.77$  for Natural Child and  $r=0.74$  for Adapted Child, are obtained between the ego state scores of two applications. All these data refer to the validation and reliability of the scale as a measurement tool.

## **5.2. Beck Homelessness Scale (BHS)**

This research used the Beck Hopelessness Scale’s form that was translated into the Turkish by Seber (1991).

Seber et al (1993) found the Cronbach Alpha coefficient as 0,86 in the research that they conducted the validity and reliability of BHS in Turkey.

The Cronbach Alpha value of the scale for the available sampling is 0,84. There is not found a certain cut point about determining the hopelessness level, and it is evaluated as follows;

less than 0,33—low

less than 0,33-0,66—medium

0,66 and above—high

The total score obtained from the scale gives the hopelessness point. Being high of the score shows a high hopelessness in the person.

## **5.3. Student Information Form**

This form that is prepared by the investigators has demographics information relating to the students.

## **6. Findings and discussion**

### **6.1. Findings**

This part represents the findings obtained from the analysis of the data collected. If an attendee has imperfect information in any of the analyses, the data in other variables of this same attendee isn’t used as well. In this regard, entirely 528 students were counted into the analysis.

Within the scope of the Functional Analysis to determine the dominant ego states of the students of health sciences faculty; the scores that each of the individuals got from five different ego states are ranged, and the highest score is accepted as the dominant ego state of that person

Table 1 shows the frequency distribution of the dominant self-perceived ego states which the students of faculty of health sciences.

**Table 1.** Frequency and Percentage Values for the Perceived Ego States Variable

Groups	<i>f</i>	%	% <sub>gec</sub>	% <sub>yig</sub>
Critical Parent	39	7,4	7,4	7,4
Nurturing Parent	289	54,7	54,7	62,1
Adult	88	16,7	16,7	78,8
Adapted Child	26	4,9	4,9	83,7
Natural Child	86	16,3	16,3	100

54,7% of the students of Faculty of Health Sciences perceive themselves in Nurturing Parent Ego state, 16,7% of them perceived themselves in Adult ego state, 16,3% of these same students perceived Natural Child ego state for themselves, 7,4% of them perceived themselves in Critical Ego state and finally 4,9% (least ratio) of them perceived Adapted Child Ego state for themselves.

The attendees commented the ego states that are thought as required by the occupations associated with the department to study in. Table 2 shows the frequency distribution of dominant ego states that they thought in their profession.

**Table 2.** Frequency and Percentage Values that are thought as required by the profession

Groups	<i>f</i>	%	% <sub>gec</sub>	% <sub>yig</sub>
Critical Parent	12	2,3	2,3	2,3
Nurturing Parent	217	41,1	41,1	43,4
Adult	280	53,0	53,0	96,4
Adapted Child	5	0,9	0,9	97,3
Natural Child	14	2,7	2,7	100

The attendees evaluated the ego states that are thought as required by the profession in Adult as 53,0%, in Nurturing Parent as 41,1%, in Critical Parent as 2,3%, in Natural Child as 2,9% and Adapted Child as 0,9%.

The hopelessness level of students of Faculty of Health Sciences is determined via Beck Hopelessness Scale. One-way analysis of variance (ANOVA) specified whether there is a statistical difference between the Hopelessness levels point averages of the students perceive themselves in different ego states. Table 3 shows the results.

**Table 3.** Results of One-way analysis of variance (ANOVA) Conducted to Whether the Scores of Beck Hopelessness Scale vary by the Ego States Variable

	Sum of Squares	Sd	Average of Squares	F	p	Post Hoc Tukey
Between-groups	451,928	4	112,982	7,543	,000*	2-4,5
In-groups	7264,727	485	14,979			3-4,5
Total	7716,665	489				

p < .05

Not: Categories: “Critical Parent”=1; “Nurturing Parent”=2; “Adult”=3; “Adapted Child”=4; “Natural Child”=5

Table 3 indicates a significant difference ( $F(4-550)=3,426$ ,  $P < .05$ ) in point averages of Beck Hopelessness Scale between the groups regarding ego states. Tukey, multiple comparisons test, determined the groups which are the source of this difference. Results; The scores of the attendees who are in both Nurturing Parent ( $\bar{x}=23,78$ ) and Adult ( $\bar{x}=24,05$ ) ego states in terms of the hopelessness levels are significantly lower than the attendees who are in Adapted Child ( $\bar{x}=26,56$ ) and Natural Child ( $\bar{x}=26,10$ ) ego states.

Independent groups t-test analysis is conducted to determine whether the dominant ego states that the students of Faculty of Health Sciences perceived in themselves and the dominant ego states that are thought as required by profession vary by the scores obtained from Beck Hopelessness Scale based on the compatibility level. To realize this analysis, firstly both two dominant ego states are specified. It is defined as compatible Ego state in case of both of them are the same; it is prescribed as incompatible Ego state in case of being them different. Table 4 shows the results.

**Table 4.** T-test Results Relating to Beck Hopelessness Scale by Compatibility Levels

Groups	N	$\bar{x}$	SS	Test		
				t	Sd	p
Compatible Ego State	190	24,02	3,96	-1,56	488	,118
Incompatible Ego State	300	24,60	3,96			

The point averages of the attendees got from the Beck Hopelessness Scale don't show a statistical difference based on whether they perceive the same the ego states that are thought as required by profession with the ego states they perceive in themselves.

One-way analysis of variance (ANOVA) specified whether the hopelessness levels of the students of Faculty of Health Sciences vary by the class level that they study in. Table 5 shows the results.

**Table 5.** Results of One-way analysis of variance (ANOVA) Conducted to determine Whether the Scores of Beck Hopelessness Scale vary by the Class Levels

	Sum of Squares	Sd	Average of Squares	F	p	Post Hoc Tukey
Between-groups	154,702	3	51,567	3,256	,022*	3-2
In-groups	7507,568	474	15,839			
Total	7662,270	477				

p<,05

Table 5 shows a statistically significant difference ( $F(3-474)=3,256$   $P < .05$ ) between the Hopelessness levels of students who study in different class levels. Tukey, multiple comparisons test, determined the groups which are the source of this difference. Results; juniors' point averages ( $\bar{x}=25,41$ ) obtained from the Beck Hopelessness scale are higher than the point averages ( $\bar{x}=24,01$ ) of sophomores. In other words, the juniors experience hopelessness at the more significant level in comparison with the sophomores.

The dominant ego states frequency distributions of sample group are analyzed by X2 analyses in terms of the variables of Gender, Department, Mother's educational background, Father's educational background, Number of sisters/brothers, an order of the sisters/brothers. There is not found any meaningful finding. Also, there is not a difference found in controls conducted by one-way analysis of variance (ANOVA) and t-tests in terms of the variables.

It can be confirmed when we connectedly evaluate the findings that;

The dominant ego state that the students perceived in themselves is the Nurturing Parent ego state (54,7%); the dominant ego state that is thought as required by profession is the Adult ego state (53,0%). Within the context, there is not an overlapping within the context of the harmony of dominant ego states.

In terms of the ego states between the point averages (levels) of the Beck Hopelessness Scale, the scores of the human subjects who are both in the Nurturing Parent and Adult Ego states are significantly lower than the subjects who are in Adapted Child and Natural Child ego states.

A statistically significant difference is not observed in terms of the scores obtained from Beck Hopelessness Scale based on the compatibility level of the dominant ego states which are perceived in themselves and thought as required by profession.

According to the following findings, there is statistically significant difference between the hopelessness levels of the students study in different class levels. The point averages of the juniors ( $\bar{x}=25,41$ ) got from Beck Hopelessness Scale are higher than the point averages ( $\bar{x}=24,01$ ) of the sophomores from the same scale. In other words, the juniors experience hopelessness at a considerably higher level in comparison with the sophomores.

## 6.2. Discussion

Even though the students think that the profession they want to perform needs Adult ego state, they still perceive Nurturing Parent ego state for themselves; this is thought-provoking. Besides, it is the foregone conclusion that perceiving themselves in the Nurturing Ego state is the result of the situations they faced with, the attitudes they learned from their families relating to this ego state. Özerk (2006; 110) stressed out that the dominant approach of the Turkish parents is Nurturing, Protective attitude. Moreover, this attitude was the typical result mentioned in almost all the studies conducted between 1972-2002. Dökmen's book (1994; 178-179) that evaluates our culture within the frame of the communication and emphasizes that we are generally Nurturing Parent-Adapted Child society. Since the behavior and attitudes of the teachers share similarity to the protective attitude of the parents from the pre-school and primary education to the upper secondary education, it is understandable that the students perceive themselves as Nurturing Parents ego state. Moreover, concerning the result of the study of Ekşi, Ümmet, and Özoğlu (2017) with the university students, this conclusion matches with being the dominant ego state of students called as Nurturing ego state. However, the thought of students such as the profession needs Adult ego state in spite of perceiving themselves in Nurturing ego state may refer to an internal conflict so as not to find the profession acceptable for themselves, a failure thought about the career and even the hopelessness feelings. Because the difference between the ratio of Adult ego state that they perceive in themselves (16,7%) and the Adult ego state that is thought as required by profession (53,0%) seems high. This circumstance calls to mind the Köknel's (1989;229) determination as 'If the person chooses a profession in which he cannot reveal and perform the personal characteristics, he may have mental disorders can be called as neurosis.

The finding as the scores of the students who are both in Nurturing Parent ego state and Adult ego state is significantly lower than the students in Adapted Child, and Natural Child ego states match with the ego state characteristics in Transactional Analysis theory. Because, according to the theory, especially the Adult Ego state means the feeling, thought and behavior pattern consider the possibilities and available reality. Similarly, also the Nurturing Ego state is the feeling, thought and behavior patterns involve the preaching, guidance, protectiveness, and self-sacrifice by considering the available social reality and norms although the lesser extent than the Nurturing Ego state. That is to say; it connects with the reality and possibilities. But especially while the Adapted Child ego state behaves almost completely in accord with the parents and parents' expectations, it feels anxiety, unrest for not to behave freely. This ego state is in a general hopelessness feeling about change, notably be himself. The Natural Child ego state exhibits behaviors so as to serve the momentary pleasures but feels inappreciativeness because of the reality after the pleasures and finally feels hopelessness. Within this context, being the hopelessness levels of the students who feel themselves in both the Adapted Child and Natural Child ego state higher in comparison with the students in Nurturing Parent and Adult ego state. This is also an expected and matching result with the theory.

The finding that 'no significant difference found in terms of the Beck Hopelessness Scale based on the compatibility level of the dominant ego states that the students perceive themselves and the dominant ego states that are thought as required by the profession' is an acceptable finding, because there is also not found any matching finding between the ego states that they perceive in themselves and the ego states that are thought as required by the profession.

But, the finding called 'there is a statistically significant difference between the hopelessness levels on future of the students in different class levels and the point averages of juniors ( $\bar{x}=25,41$ ) from Beck Hopelessness Scale are higher than the point averages of sophomores ( $\bar{x}=24,01$ ) ((the hopelessness level of juniors is statistically higher than the sophomores)' can be explained by some of the reasons such as the first year in an undergraduate program is the adaptation year, being in the starting of the 4 years education process, focusing on to live the excitements about the 'university studentship', being early to think the occupation. In other words, we can say that the freshmen generally don't think about employment, even they do, a few of them concern about the profession and employment and this small ratio cannot affect the hopelessness scores at a significant level. The second grade can be thought as a year when enables them for double majors, minor besides the department currently studied in, lightweight course load because of the common courses of the relevant departments. The sophomores can focus on the lesson due to these positive reasons, and their thoughts are about passing the courses rather than the profession. Being higher the points of juniors makes us think the confrontation with the reality in the idiom as 'reach the half of the road.' In other saying, this is a year when the plans need to make about the career. The third grade (if it is thought that the minor and double majors are performed) can be accepted as the year when the hopelessness level hits the peak as a result of the concerns and stress because of not to drop any lesson to the last year, no to risk the internship program. Because, since almost all the departments in Faculty of Health Sciences have an internship program for the last year, the student may have less hopelessness because of the relaxation came from thinking, feeling and observing to success the occupation during the internship process. The interactions within this internship process, the student can feel himself as close to take a job. However, apart from all these, the hopelessness can be accepted as the highest in third-grade because of experiencing the actual planning, concern, and uncertainty. This condition is supported by the research that shows the high anxiety causes to feel hopelessness (Poch, Esperanza, Villar, Capparros, Juan, Cornella and Perez, 2004).

In the study, there is not observed a link at a significant level between the factors of gender, department, grade point averages, parents' educational background in terms of both the ego states compatibility and hopelessness levels. This finding matches with the results of Şimşek' (2012;90-109) research which analyzes the factors affect the teenagers' hopelessness thoughts and future expectations and found that the hopelessness levels don't vary by the gender, type of college, academic grade point averages, mother's educational status, father's career. According to the research of Tümkaya (2005) compares the hopelessness levels of

the students who stay with the family and orphanages, the hopelessness level doesn't change the gender. So, this paper confirmed that the ego states that the students of Faculty of Health Sciences in themselves, the ego states that are thought as required by the profession, the compatibility between the ego states, the relationship of this compatibility with the hopelessness levels and the findings relating to the hopelessness levels between the classes are independent of these factors.

## **7. Conclusion and Suggestions**

As is seen by the findings of the survey, the dominant ego state that the students perceive in themselves is the Nurturing Parent ego state; the dominant ego state that is thought as required by profession is the Adult ego state. There is not seen a compatibility in this sense (about the harmony of dominant ego states).

The scores of the students who are in Adapted Child and Natural Child ego states are significantly higher than the students who are in both the Nurturing Parent and Adult Ego states in terms of the point averages of Beck Hopelessness Scale.

No statistically significant difference is seen in terms of the points got from the Beck Hopelessness Scale based on the compatibility level of the ego states that they perceive in themselves and the ego states that are thought as required by profession.

It is seen that the juniors experience hopelessness at a significantly higher level in comparison with the sophomores in terms of the grades.

If we think that the hopelessness develops negative expectations about the future or it is the development of adverse expectations about the future by the people; and it also is transferring the past life patterns to the future by generalizing; it can cause to mental problems, notably the depression; the unemployment ratios of the graduates from the health field is 19,5% on average between 2014-2017, the quantity and quality of Psychological Counseling and Guidance Services in the universities should be increased to minimize the hopelessness.

The conditions ought to be organized for the academicians to be closely acquainted with the students and provide them the required support them by noticing the possible negativities (lightweight of the course load, suitability of the physical mechanisms, interaction programs for the departments).

The authorities should organize the courses that enable students to know themselves and other departments regarding both the compulsory lessons and optional courses in the first year's curriculum. In a manner of speaking, the students can learn within the frame of program groups, not the department for the first year.

The comprehensive vocational guidance needs to be provided for the students long before (especially in high school years) making the university selections. Because, as the opinion of Tan (1989;107), the vocational guidance is the favored activity to provide students with the choice the best fit profession by understanding his own features and qualifications, prepare for the occupation and achieve the career as well. These items are a formation continues by developing. Thus, it needs to help a

person a) to know himself, b) to see the profession in detail, c) to match the characteristics of his own with the features that the occupation requires. To Binbaşıoğlu's mind (1983;52), the person should pay regard to his own personal characteristics, the features of the profession and other social factors for choosing a satisfactory occupation. That's why the guidance services need to collect the right information about the interest and abilities of the children.

Transactional analyses theory accepts that the ego states shaped when the child comes to the age of 12. From this point of view, the courses should be placed in the curriculum as from the secondary education for students to know themselves. These lectures ought to be given by the member of professions graduated from psychology or Psychological Counseling degree program.

It will be beneficial if the quotas of higher education programs are organized to avoid the undesirable situations regarding the mental health of our young by considering the employment areas, plannings and numbers and the data from Turkish Statistical Institute on the unemployment.

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