An Analysis of University Students' Levels of Self-control According to Their Ego States[*]

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Abstract

Problem Statement: Although it is well known that parents' methods of raising their children significantly affect their children's personalities and how they face life, this study has been designed because there is a lack of specific research on which ego states of adults are associated with self-control. In the present study, self-control and ego states have been taken into consideration together and answers to the following questions were sought. Is there any association between the subdimensions of ego states and self-control? Do ego states predict self-control?

Purpose of the Study: The purpose of this study is to investigate the association between ego states of university students and their levels of self-control, and to determine whether or not ego states predict their levels of self-control.

Methods: Since this study aims to investigate whether subdimensions of ego states and self-control are correlated, an associational survey model was used. The study was conducted with 290 participating university students. The data were collected using an ego states scale and a self-control scale. The results suggested that the parent ego state, adult ego state, and child ego state dimensions are significantly correlated with the

[*] Part of this article was presented as an oral paper at EJER CONGRESS 2015.

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experiential self-control reformative self-control and redressive self-control subdimensions of the self-control scale.

Findings and Results: Based on the findings, it was concluded that the parent ego state is associated with reformative self-control, the adult ego state is associated with reformative and redressive self-control, and the child ego state is associated with experiential self-control. According to the results of the one way ANOVA, which tested the significance of the regression model, ego states predict the self-control levels of individuals significantly, F3-274: 6.356; p < .001.

Conclusion and Recommendations: Results suggest that students with high parent ego states make decisions using reformative self-control; students with high adult ego states make decisions using reformative and redressive self-control; and students with high child ego states make decisions using experiential self-control.

Keywords: Ego states, self-control, experiential self-control.

Introduction

Individuals face various challenges starting at an early age and produce a set of mechanisms to overcome these challenges to the extent the surrounding social conditions allow. Among these mechanisms are personality traits, value judgments, opportunities to know and understand self, and the ability to evaluate outcomes of relations with the world outside and to reproduce mechanisms from these outcomes. Self-control is one of the mechanisms that individuals develop from the early years of their lives in order to understand and cope with the world. Self-control is one of the strongest and most useful components of human evolution (Mehta, 2010), and is defined as one's capacity to change and adapt the self to identify the ideal fit between self and the world (Rothbaum, Weisz, & Snyder, 1982). Self-control is also treated as one's ability to suppress or change intrinsic reactions and one's capacity to impede and restrain from exhibiting undesired behavioral tendencies (Tangney, Baumeister, & Boone, 2004). Thus, it is suggested that self-control is the capacity to exhibit control over one's impulses and acts. Rosenbaum (1993) asserts that self-control has three main functions: redressive, reformative and experiential. Most studies and definitions of self-control suggest that this mechanism facilitates individual's self-control and their adaptation to society.

While it may seem that self-control plays the role of an intermediary in the positive adaptation of individuals to society, all of the studies on this subject do not share the same opinion. Low self-control is often the harbinger of troubled relationships. De Lisi et al. (2010) assert that individuals with low levels of self-control exhibit a combination of attitudinal and behavioral characteristics. They (1) have a tendency to ask for pleasure immediately rather than delaying it, (2) prefer easy and simple tasks, but do not like activities that require effort, diligence and ambition, (3) choose risky and exciting behaviors rather than attentive and wise ones, (4) do not believe in the merit of investing in social institutions, (5) are impressed by

jobs requiring less skills and planning, (6) are indifferent, anger easily, are offending and selfish, and not understanding toward others (as cited in Duyan, Gülden and Gelbal, 2012). Despite all these negative attributions toward low self-control, Fujita (2011) notes that high self-control is definitely not a positive trait. According to Fujita, an individual's aims and pursuits of a certain goal can cause him to disregard more important goals. Therefore, deciding whether self-control is good or bad requires subtle judgment.

Some research on self-control (Mitchell, Macrae, Schooler, Rowe & Milne, 2002; Fitzsimons & Bargh, 2004; Eslinger et al., 2004) has focused on motivation, brain, and memory. This research has revealed that self-control is a potential part of executive functioning that individuals need to use to choose and sustain their acts. In qualitative terms executive functions involve developing and implementing an approach in order to perform an unusual task. Organizing, planning, preventing an inappropriate thought or act, sequencing and sustaining the appropriate act are considered to be the most important parts of executive functions (Mahone et al., 2002). Self-control is also accepted as a component of executive functioning, and since it naturally includes hindering mechanisms, it is considered to be linked with pre-frontal cortex activities. It is difficult to measure executive functions directly since they are composed of complex cognitive and social mechanisms. Thus, this brings up the necessity of measuring these functions through indirect ways like self-control. Today, self-control is regarded as one component of executive functions and its association with many other variables has been investigated. Tangney, Baumeister and Boone (2004) reported fewer psychopathologic behavioral problems, and less binge eating and alcohol abuse among individuals with higher self-control scores. Engels, Finkenauer, den Exter Blokland and Baumeister (2000) also found that adolescents with higher self-control scores had less tendency to engage in adolescence-related misbehaviors, such as fighting, vandalism, theft, and drug abuse. Research on the association between self-control and academic achievement (Duckworth & Seligman, 2005; Wolfe & Johnson, 1995) suggests that individuals with higher self-control perform better in courses and academic studies. Baumeister, Heatherton and Tice (1994) argue that problems related with self-control can cause personal and social problems.

Self-control is regarded as an umbrella term combining different concepts and measures in different disciplines, such as impulsiveness, conscience, self-regulation, delayed satisfaction, distraction, hyperactivity, willpower, and timing (Moffitt et al., 2011). Some research in behavioral science (Kochanska et al., 2001; Jackson et al., 2009) investigates the early childhood development of self-control skills and tries to understand the sequence of changes during a lifetime. It has been asserted that individuals with high self-control are more successful in interpersonal relations and have more satisfactory relations (Finkel & Campbell, 2000), and self-control has a positive impact on individuals' abilities to cope with stress and protect their psychological health (Englert & Bertrams, 2015).

The significance of early childhood interactions on the regulation of interpersonal relations has been emphasized for more than a century. Personality traits formed

starting from the early ages are among the most important factors affecting interpersonal relations. There is vast literature in the field of transactional analysis (TA) regarding the role of personality traits in regulating interpersonal relationships. Prioritizing a look at life both from a systemic and phenomenological perspective (Tufekci, 2008), TA is shaped basically through the concepts of ego states, transactions, contact messages, life scenarios, life positions and time construction (Akkoyun, 2007). *Ego states,* one of the fundamental concepts of TA, has been designed to define both the construct and function of personality as a system of feelings accompanied by a series of relevant codes of conduct (Berne, 2001). Theoretically, TA assumes that individuals behave according to three ego states, parent, child and adult ego states, and individuals manage their interpersonal relations mainly based on their dominant ego state. It is also apparent that ego states begin to develop soon after birth. Each ego state is expressed in the form of intonation, language, and various mimes and gestures. The child ego state, which is the first part of personality to develop, is made up of patterns of feelings, thoughts, and behaviors that one develops while using his/her own potential in order to cope with life and this bears traces from childhood (Akbag & Deniz, 2003). The parent ego state begins developing when children start to model and imitate parental behaviors within the relationship system. The parent ego state is the group of feelings, thoughts, and behavior patterns an individual learns or borrows from the parents or parental figures (Akkoyun, 2007). As the child struggles to understand the world, he or she gets stronger and the adult ego state is formed (James & Jongeward, 1993). The adult ego state contains the patterns of feelings, thoughts, and behaviors appropriate to the present reality and independent from the other two categories.

Though several researchers have investigated the different properties of ego states originally developed by Berne, the present study follows the basic philosophy designed by Berne (Tudor, 2010). According to this basic philosophy, individuals' ego states actually reflect their personality traits. Ciucur (2013) reported that there are positive associations between the "Big Five" personality factors and ego states. Similarly, Chudek et al. (2014) found that ego states are associated with self-control, but do not affect individuals' strategies concerning their health.

There is scant research about the association between self-control and ego states. No previous research was found in Turkey. In Turkey, where communitarian cultural characteristics are still preserved, it is not easy to become autonomous, and discipline-based traditional ways of child raising are still commonly used (Sumer, Akturk, & Helvaci, 2010; Sahin & Ozyurek, 2008). Discipline-based child rearing methods make it difficult for the child to develop self-discipline, which has been treated in a similar sense with self-control, and this is likely to delay individuals in taking part in life as adults. Therefore, the main purpose of the present study is to understand whether late engagement in adult life is associated with ego states.

Although it is well known that parents' ways of raising their children significantly affect their children's personality and how they face life, this study has been designed because there is a lack of specific research on which ego states of adults are associated with self-control. In the present study, self-control and ego

states have been taken into consideration together and answers to the following questions were sought.

1. Is there any association between the subdimensions of ego states and self-control?

2. Do ego states predict self-control?

Method

Research Design

Since it was aimed to investigate whether subdimensions of ego states and self-control correlated, an associational survey model was used in this study. Karasar (2005) defines an associational survey as a model that aims at determining the presence and magnitude of covariation between two or more variables.

Participants

The research group was comprised of 290 university students selected according to a purposive sampling method. Purposive sampling is used to select the most appropriate part of the population to be observed for the research question (Sencer, 1989) and to reduce the research expenses.

The present study was conducted on 290 participating university students. Among them 133 (45.2%) were male and 177 (39.8%) were female. Considering their ages, 271 (92.2%) were between 20 and 25, and 19 (7.8%) were 26 or older. Mothers of 123 (41.8%) participants did not work, while mothers of 157 (48.2%) worked in various professions. Fathers of 98% of the participants worked, while only 2% of them did not work.

Research Instruments

Ego States Scale. The Ego States Scale, originally developed by Ozpolat, Kaygusuz and Duyan (2015) is a 5-point Likert type scale with 17 items. The reliability analysis of the scale revealed a Cronbach Alpha internal consistency coefficient of 0.84. The factor analysis of the Ego States Scale yielded three factors: parent ego state, adult ego state and child ego state, which together accounted for 40% of the total variance. The confirmatory factor analysis done to confirm this three-factor construct of the scale resulted in the fit indices of RMSEA= .063. GFI= .97. CFI= .97. AGFI= .95. NFI= .95. NNFI= .93, and SRMR= .042

Self-Control Scale. Designed by Duyan, Gülden and Gelbal (2012) to measure individuals' levels of self-control, a 5-point Likert type Self-Control Scale was used, which is composed of 36 items. The reliability analysis of scale revealed Cronbach Alpha internal consistency coefficients of 0.83 for the experiential self-control factor, 0.75 for the reformative self-control factor, 0.72 for the redressive self-control factor, and 0.80 for the entire scale. The factor analysis of the 36-item Self-Control Scale revealed a three-factor structure which accounts for 29% of the total variance (Duyan et al., 2012).

Procedures and Data Analysis

The Ego States Scale and the Self-control Scale were both administered to the participants. The completion time for the scales was approximately 60 minutes. Participants were given information about significance and purpose of the study prior to the scales. It was particularly emphasized that there were no right or wrong answers on the matters and the personal information contained in the scales would not be shared; participants were asked to complete the scales sincerely. The data obtained from the participants were analyzed with Pearson product-moment coefficient correlation analysis and multiple linear regression analysis (using enter method) at SPSS software.

Findings

The Pearson product-moment coefficient correlation analysis was used to answer the first research question: "Is there any association between the subdimensions of ego states and self-control?" The results are presented in Table 1.

Table 1.

The results of the Pearson Product-Moment Correlation Analysis between Ego States with Subscales of Self-Control

		Experiential self-control	Reformative self-control	Redressive self-control	Parent ego state	Adult ego state	Child ego state
Experiential self-control	Pearson Correlation	-	.267**	.123*	.086	.120*	.152*
	Sig. (2-tailed)		.001	.042	.157	.047	.012
	N	290	290	290	290	290	290
Reformative self-control	Pearson Correlation	.267**	-	.553**	.273**	.270**	.037
	Sig. (2-tailed)	.001		.001	.001	.001	.543
	N	290	290	290	290	290	290
Redressive self-control	Pearson Correlation	.123*	.553**	-	.112	.189**	.026
	Sig. (2-tailed)	.042	.001		.067	.002	.672
	N	290	290	290	290	290	290

Findings in Table 1 suggest that the parent ego state, adult ego state and child ego state dimensions are significantly correlated with the experiential self-control reformative self-control and redressive self-control subdimensions of the self-control scale. The significant correlation coefficients were .27 for the parent ego state and reformative self-control, .27 for the adult ego state and reformative self-control, and .19 for the adult ego state and redressive self-control (p < .01). It is also evident in Table 1 that the child ego state correlates significantly with experiential self-control only with a correlation coefficient of .15 (p < .05).

In line with the second research question, it was tested whether ego states significantly predicted self-control. To this end, a linear multiple regression analysis using the enter method was used to understand whether participants' levels of reformative self-control, experiential self-control, and redressive self-control were predicted by their ego states. The results are presented below.

Table 2.

Regression Analysis Results on the Ego States of the Participants with Higher Reformative Self-Control Points

Independent Variable	B	SE	β	t	p
Constant	7.564	3.912		1.934	.054
Parent ego state	188	.055	263	3.406	.001
Adult ego state	122	.041	206	2.989	.003
Child ego state	122	.047	187	-2.592	.010

R   = .34   R²=.11
F (3-274) = 11.33   p=.001

The regression equation (mathematical model) regarding the prediction of reformative self-control based on the regression analysis results are presented below:

> Reformative self- control = Parent ego state .263 + Adult ego state .206 + Child ego state .187

As seen in Table 2, participating university students' parent ego state, adult ego state and child ego state are significantly associated with their reformative self-control subscale scores (R= .34. R^2= .11. p<.001). Parent ego state, adult ego state, and child ego state scores together account for 11% of the total variance in the reformative self-control alt-scale scores.

Table 3.

Regression Analysis Results on the Ego States of the Participants with Higher Experimental Self Control Points

Independent Variable	B	SE	β	t	p
Constant	.575	4.124		-.139	889
Parent ego state	0.26	.058	0.36	-.444	657
Adult ego state	0.49	.043	0.83	1.155	249
Child ego state	0.96	.049	0.146	1.948	050
R = .17		R^2=.03			
F (3-274) = 2.65		p=.05			

The regression equation (mathematical model) regarding the prediction of experiential self-control based on the regression analysis results are presented below:

> Experiential self-control =   Child ego state .146

As seen in Table 3, only the child ego state scores of the participating university students are significantly associated with their experiential self-control subscale scores (R= .17. R^2= .03. p<.05). It is understood that the child ego state accounts for the 3% of the variance in experiential self-control subscale.

Table 4.

Regression Analysis Results on the Ego States of the Participants with Higher Redressive Self-control Points

Independent Variable	B	SE	β	t	p
Constant	2.384	4.037		591	555
Parent ego state	.033	.055	.047	592	554
Adult ego state	.105	.040	.184	2.604	010
Child ego state	.033	.047	.052	.709	479
R = .19		R^2=.03			
F (3-274) = 3.37		p=.01			

The regression equation (mathematical model) regarding the prediction of redressive self-control based on the regression analysis results is presented below:

Redressive self-control = Adult ego state .184

As seen in Table 4, only the adult ego state scores of the participating university students are significantly associated with their redressive self-control subscale scores (R= .19. R^2= .03. p<.01). It is understood that the adult ego state accounts for the 3% variance in the redressive self-control subscale.

Discussion and Conclusion

This study found that there are significant correlations among the ego states and self-control mechanisms, and ego states predict in different forms subdimensions of self-control. Given the correlations between the subdimensions of ego states and those of self-control, it is concluded that the parent ego state is correlated with reformative self-control, the adult ego state is correlated with reformative self-control and redressive self-control, and lastly, the child ego state is correlated with experiential self-control.

Since no directly relevant previous research has been found in the literature, these results are discussed based on the theoretical basis of both concepts. According to TA, ego states develop as a result of experiences and play a significant role in

forming an individual's relationships with self, world and other people (Dokmen, 2013). Each ego state gradually stabilizes in the course of its development and eventually becomes the agent that gives direction to individuals' relationships. From a theoretical perspective, it is assumed that self-control is also a part of human evolution (Mohan, 2010) and achieving good relationships is associated with increased self-control to a great extent. Indeed, both ego states and self-control are mechanisms serving similar purposes.

The main purpose of the present research was to investigate the associations of parent, child and adult ego states with subdimensions of self-control. In this respect, it is an expected finding that there is a positive significant correlation between the parent ego state, which is made up of the imitations of behaviors individuals usually get from their parents during childhood (Akkoyun, 2007), and reformative self-control, which refers to the behaviors guiding the process of change among individuals (Rosenbaum, 1993). This is because in parent ego state individuals imitate parents' solution models in their relationships with the world eventually making adopting them as a part of their personality. Individuals with a dominant parent ego state behave with the guidance of the repertoire of parental behaviors, which have become a part of their personality. Reformative self-control also embraces components directly guiding the process of change in individuals. That being the case, it is likely to consider that individuals with higher reformative self-control are also those who lead a life guided by the parent ego state. However, another remarkable finding of the present study is the significant correlation between reformative self-control and the adult ego state. Actually, reformative self-control is associated not only with the parent ego state, but also with the adult ego state. The adult ego state comprises the patterns of feelings, thoughts, and behaviors as appropriate to the present reality, which work independently from the parent and child states as much as possible (Tufekci, 2008). In this sense, adult ego states are related to our personality traits focusing on realistic situations. As mentioned earlier, reformative self-control is related to those behaviors guiding the process of change. It is obvious that whenever an individual faces conditions that require change, he/she can possibly use the knowledge and skills inherited culturally, on the one hand, but also he/she can make reasoning about the new situation and take action after evaluating the possible results. That is, facing a new situation, individuals with reformative self-control use a repertoire of behaviors inherited from their parents and also behave as individuals in the adult ego state who can make decisions in accordance with reality. Therefore, the association between reformative self-control and adult and parent ego states implies a support, though a weak one for now, to these theoretically close concepts at an analytical level.

The present study also found a strong association between adult ego state and redressive self-control. Redressive self-control is a mechanism that helps individuals monitor the feelings, pains, and cognitions affecting their goal-oriented behaviors and rearrange the problems and establish balance, or to put it in other words, to repair the feelings, pains, and cognitions forming the behaviors toward the goal (Rosenbaum, 1993). As stated earlier, the adult ego state is also a mechanism

functioning based on realistically grounded perceptions. In this sense, since the adult ego state includes the ability to focus on the outcomes of the behavior and rearrange the problematic situations, the significant correlation between these two variables actually serves as an analytical proof, though a weak one, for two hypothetical situations theoretically considered to be similar. The child ego state, on the other hand, is associated with experiential self-control. It consists of mostly instant and emotional reactions used by individuals starting from at an early age in order to adapt to the reality of the world outside and in the adult life it is also composed of such childhood experiences (Akkoyun, 2007). The presence of a correlation between the child ego state and experiential self-control, which is defined as individuals' behaviors helping them overcome the outcomes of the cognitive monitoring system and directing them to such amusing activities as music, art, sport (Rosenbaum, 1993) is because both concepts have similar content.

According to the second research problem of the study, ego states predict individuals' self-control to some extent. Especially, the parent ego state, adult ego state and child ego state account for 11% of reformative self-control. However, experiential self-control is affected only by the child ego state, and redressive self-control is affected only by the adult ego state. These findings suggest that individuals sustain self-control being affected by their ego states or they are affected by ego states while they are sustaining self-control. Though directly relevant, there are previous research reporting associations between personality traits and self-control capacity as a *value* (Yildiz and Dilmac, 2012), and similarly between personality traits and emotional determination (Gencoglu, 2006). This research has been conducted using different personality scales. Since the present study involves ego states, it is difficult to compare its results with others. There is a need for future research with supportive or unsupportive results.

When the overall findings are analyzed in general, determining correlations between subdimensions of self-control and those of ego states has provided an analytical support, though a weak one, to these two conceptualizations, which seem to be theoretically close (due to the small size of sample and samples being restricted to university students). This sets the groundwork for future studies on different samples. As a matter of fact, the findings regarding the ego states' power of predicting self-control at different degrees seem to support theoretical explanations about self-control. However, it is obvious that findings of the present study, which were obtained depending on the quantitative data and measurement capacity of scales, need to be supported with new data, and both concepts should be examined again using a mixed method research design.

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Üniversite Öğrencilerinin Ego Durumlarına Göre Öz denetimlerinin İncelenmesi

Atıf

Özet

Problem Durumu: Bireyci kültürlerde özerkleşme bireyin gelişim seyri göz önüne alındığında çocukluk döneminde genel olarak tamamlanırken toplulukçu kültürlerde özerklik bireyin çocukluk döneminden ziyade bireyin bir meslek edinmesiyle kazanılmaktadır. Keza toplulukçu kültürlerde meslekler arası hiyerarşi oldukça derindir ve akademik meslekler genel olarak daha makbul meslekler olarak algılanmaktadır. Keza toplulukçu kültürlerde bireyin dünyayla ilişki kurma biçimi daha fazla toplumsal uyum ekseninde gelişmekte; bireyler kendilerinin isteklerinden çok kültürün öğretileri doğrultularında dış dünyayla ilişkilenmektedirler. Bu

kültürlerde bireylerin denetimlerinin daha çok dışsal olduğu, özdenetim mekanizmalarının daha düşük olduğu da bilinmektedir. Bireylerin dış dünyayla ilişkilerinin düzenlenmesinde yurt dışı çalışmaları ego durumların da özdenetim kadar etkili olduğunu göstermektedir. Ancak bu konuda Türkiye'de bir çalışmaya rastlanamadığından, bu çalışma bireylerin özdenetimleri ile ego durumları arasında ilişkiye odaklanmıştır. Çalışmada, her iki ölçeğin genel puanlarında hareketle bir değerlendirilmeye gidilmemiş, bulgular ölçeğin alt boyutlarına dayalı olarak çözümlenmiştir. Bu bağlamda bu çalışma, ego durumları ile özdenetimleirnin alt boyutları arasında ilişkiye odaklanılmış ve aşağıdaki iki soruya cevap aranmıştır. a) Ego durumları ile özdenetimin alt boyutları arasında ilişki var mıdır? b)Ego durumları özdenetimi yordamakta mıdır?

Araştırmanın Amacı: Bu çalışmanın amacı, üniversite öğrencilerinin ego durumlarıyla öz denetimlerinin alt boyutları arasındaki ilişkiyi incelemek ve ego durumlarının özdenetimi yordayıp yordamadığını anlamaktır.

Araştırmanın Yöntemi: Üniversite öğrencilerinin ego durumları ile özdenetimleri arasında bir ilişkinin olup olmadığını ve ego durumlarının özdenetimlerini ne düzeyde açıkladığını inceleyen araştırmada, ilişkisel tarama modeli kullanılmıştır. İlişkisel tarama modeli, iki ve daha çok sayıdaki değişken arasında birlikte değişim varlığını ve derecesini belirlemeyi amaçlayan araştırma modelidir. Çalışma TA kavramları arasında yer alan ego durumları ve öz denetim alt boyutları arasında nasıl bir ilişkinin olduğunu ve bu değişkenlerin birbirlerini etkileme durumlarını incelemeyi hedeflediği için ilişkisel tarama modeli kullanılmıştır. Çalışmada Özpolat, Kaygusuz ve Duyan tarafından geliştirilen 5'li likert tipi ve 17 maddeli Ego Durumları Ölçeği ile Duyan ve arkadaşları tarafından geliştirilen ve 36 maddeden oluşan yine 5'li likert tipi ölçek kullanılmıştır. Her iki ölçeğinde geçerlik ve güvenirlikleri yüksektir.

Araştırma Bulguları: Araştırma bulgularına göre, ego durumlarının alt boyutları olan ebeveyn, yetişkin ve çocuk ego durumuyla özdenetimin alt boyutları olan yaşantısal özdenetim, yenileyici özdenetim ve onarıcı özdenetim arasında anlamlı bir ilişki vardır. Ebeveyn ego durumunun yenileyici özdenetim ile .27; yetişkin ego durumunun yenileyici özdenetim ile .27 ve onarıcı öz denetim ile .19 düzeyinde ilişkili olduğu ve her üç durumun da ($p < .01$) düzeyinde anlamlı olduğu anlaşılmıştır. Çocuk ego durumunun, özdenetim alt boyutları arasından sadece yaşantısal özdenetim ile .15 ($p < .05$) düzeyinde anlamlı ilişkili olduğu anlaşılmış ve diğer iki alt boyut ile ilişkisi bulunamamıştır. Ego durumlarının bireylerin öz denetimlerini yordayıp yordamadığını anlamak için kurulan regresyon modelinin anlamlılığının test edildiğinde orta çıkan tek yönlü ANOVA testi sonuçlarına göre, F_{3-274}: 6.356; $p < .001$ olarak anlamlı bulunmuştur. Bu bulgu ego durumlarının öz denetimi yordadığını ortaya koymuştur.

Tartışma ve Öneriler: Çalışma sonuçlarına göre üniversite öğrencilerinin, ebeveyn ego durumunu kullanırken daha çok yenileyici özdenetimleriyle kara verdikleri, yetişkin ego durumunu kullanırken yenileyici ve onarıcı öz denetim ile karar verdikleri ve çocuk ego durumunu kullanırken ise yaşantısal öz denetim ile karar verdikleri

görülmektedir. Keza bulgular, ego durumlarının bazı durumlarda özdenetimi yordadığını da ortaya koymuştur. Literatürde konu ile doğrudan ilgili çalışmalara rastlanamadığından bu ilişkiler her iki kavramın kuramsal temellerinden yola çıkarak tartışılmıştır. TA'ya göre ego durumları yaşantıların sonucunda gelişir ve insanın kendisiyle, dünyayla ve diğer insanlarla ilişkilerinin biçimlenmesinde temel işleve sahiptir (Dökmen, 2013). Her bir ego durumu kendi gelişim seyri içinde giderek stabil hale gelir ve bireyin ilişkilerinin yönlendiricisi halini alır. Kuramsal açıdan bakıldığında, özdenetimin de insanın evrimsel sürecinin bir parçası olarak değerlendirilirdiği (Mohan, 2010) ve iyi uyum yapmanın önemli oranda özdenetimin yükselmesiyle ilişkili olduğu savlanır. Yani hem ego durumları hem özdenetim aslında benzer amaçlara hizmet eden düzenekler olduğundan bu iki değişken arasında ilişkilerin olması zaten beklenebilir bir durumdur. Bu çalışma kuramsal beklentiye analitik kanıt sağlamıştır. Burada önemli olan benzer amaçlara hizmet ettiği düşünülen bu iki düzeneğin (ego durumları ve özdenetimin) alt boyutları arasındaki ilişkilerin nasıl temellendirileceğinin anlaşılmasıdır. Bu bağlamda, ego durumlarından ebeveyn ego durumu ile özdenetimin yenileyici boyutu arasındaki ilişki değerlendirildiğinde; bireyin dış dünyayla ilişkisinde ebeveynlerin çözüm modellerini taklit ederek kişiliğinin bir parçası haline dönüştürmek suretiyle oluşturduğu ebeveyn ego durumunun, aslında belli koşullar içinde bireye rehberlik eden davranış repertuarı oluşturduğunu ve bunun da yenileyici özdenetimle ilişkiyi güçlendirdiğini söylemek mümkündür. Onarıcı özdenetim ise, bireyin amaca yönelik davranışlarını etkileyen duygularını, acılarını ve bilişlerini denetlemesi ve aksaklıkları yeniden düzenleyip denge kurmasına yardımcı olan bir düzenektir. Önceden belirtildiği üzere yetişkin ego durumu da, gerçekçi temeli olan algılar üzerinde işleyen bir düzenektir. Bu anlamda yetişkin ego durumu, davranış sonuçlarına odaklanmayı ve hatalı durumları yeniden düzenleyebilme becerisini içerdiğinden iki alt boyut arasındaki anlamlı ilişki, aslında teorik olarak benzer olduğu kabul edilen hipotetik duruma zayıf da olsa analitik kanıt sunar niteliktedir. Çocuk ego durumu erken yaşlardan itibaren dış dünyanın gerçekliğine uyum sağlamak için bireylerin çoğunlukla anlık ve duygusal tepkilerini içeren bir düzenek olduğundan, bireyin bilişsel denetim sürecinin sonuçlarının üstesinden gelerek müzik, sanat, spor gibi keyif verici etkinliklere yönelmeyi sağlayan davranışları olarak (Rosenbaum, 1993) tanımlanan yaşantısal özdenetim arasında ilişkinin saptanması da, beklentilere uygun analitik destek anlamına gelmektedir. Çalışmanın örneklemi üniversite öğrencileridir ve sonuçların genellenebilirliği sınırlıdır. Bu yüzden, bu çalışmanın benzeri farklı örneklem grupları üzerinde gerçekleştirilebilir. Ancak sadece nicel verilere ve ölçeklerin ölçme gücüne bağlı olarak sağlanan bu bulguların yeni bulgularla desteklenmesine ve karma desenli araştırma modelleriyle her iki kavramın yeniden incelenmesine ihtiyaç duyulduğu da söylenebilir. Bern'ün ego durumları teorisi literatürde farklı kapsamlarda ele alınmaktadır ancak toplulukçu kültürlerde insanlar arası ilişkileri inceleyen bu teorinin farklı çalışmalarda da kullanılması Transaksiyonel Analiz konusundaki çalışmalara da katkı sağlayabilir. TA ve öz denetim arasındaki ilişkilerin incelendiği bu çalışmanın farklı değişkenlerle çalışılması alana daha farklı katkılar sunabilecektir.

Anahtar Sözcükler: Ego durumları, öz denetim, yaşantısal öz denetim.