



## The Relationship of the Compatibility Level between Self-Perceived Ego States of the Students of Faculty of Health Sciences and the Professional Ego States thought by the Academicians with the Academic Motivation Levels

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### Keywords

Transactional analysis, Ego states, Academic motivation.

### Abstract

This paper aims to show the relationship of the compatibility level between the self-perceived ego states of the students of faculty of health sciences and the ego states necessitated by profession thought by the academicians with the self-evaluated academic motivation levels of students. The sample of the research consists of at least 3 faculty members from each department, total 25 faculty members and 659 students who study in 1st, 2nd, 3rd, and 4th grades of the departments of Health Management, Nutrition and Dietetics, Nursing, Physiotherapy and Rehabilitation, Perfusion, Child Development, and Ergotherapy in İstanbul Bilgi University. Ego State Scale was applied in the attendees within the frame of Transactional Analysis Theory. Moreover, these attendees were asked to fill out a Personal Information Form that was created by the investigators. Both the scales and the forms were filled in face to face interaction environment. The required analyses were conducted after the proper statistical methods determine the compatibility levels discussed in the research. The significance level of all the data within the research is tested at  $p < 0.05$  level. SPSS packaged software, and Microsoft Excel analyzed all the data collected. Besides the question of the relationship of the compatibility level with the academic motivation level, it is also reviewed whether this relationship varies by the variables like if the vocational guidance activity of Psychological Counseling and Guidance Department is taken or not, the level if it is done, grade point average as of the period, the status of being scholar, order of preference for the department to study in, grade and the parents' educational background. It is found at the end of the research that the students mostly perceived themselves as the Nurture Parent regarding the dominant ego state; the Adapted Child ego state is the least perceived ratio. According to the following finding, the academicians think the vocational ego states necessitated by the departments as the Adult Ego state (without any difference between the branches). \*There is not found a statistically significant link between the self-perceived ego states and the gender department to study in, the status of being the scholar, benefiting from the guidance services in high school years, the perceived efficiency degrees of this service. Likewise, no relationship found at the statistically significant level within the context of the same variables regarding the Academic Motivation levels as well. The results are discussed and recommended in each relationship level.

### Article History

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## 1. Introduction

There are occupations and titles in persons' mind's eye that they want to become at various times as the childhood. There are imaginations frequently show alterations by the factors such as the development period, experiences, the professions that are imposed or ascribed to himself, taking someone as the example, etc. However, these changes are accepted as ordinary for the person until generally the last years of high school. But, the student faces the choice of profession when he comes to the high school and especially to the last year of the high school. The business titles that the person has desired to become are actually a part of his ego development (the closest equivalent of the concept of 'Ego' that is one of the main factors of Transactional Analysis Theory' is the 'self-conception.' That's why the word of 'self-conception' seen in the literature reviews below is used by the original form, but it used as the meaning of ego). After the ego is designed, developed and created, the profession that is thought by the person matches with the concept of professional ego. Super et al. explained this as follows;

Self-representation occurs as the result of being formed meaningful wholes by the directly gained perceptions of the person with each other. The goal of the individual is to keep the self-representation. Ego affects the choice of profession because the choice of profession is a life point where the person wants to express the design (representation) on him. In other words, the person means 'I am a person like this or that' when he expresses the choice of profession. So, a specific compatibility is expected between the self-conception and the business the thinks to choose (Kuzgun, 1995;101).

There are several definitions of self-conception that is used as the closest equivalent if the ego that is assumed as closely associated with the choice of profession.

Self-concept is a term belongs to Rogers. According to Rogers, the ego is the set of experiences that we can say 'belong to me' in the phenomenal perception field (Kuzgun, 1995;123).

According to Ohara and Tiedeman, self-conception means evaluation of oneself rather than perceiving oneself (Kuzgun, 1995;102)

To Mead's mind, the ego is a concept comes into existence during the communication process. It is the looking of person to himself with other's eyes during the communication. This person who learns to look at someone by other's eyes, not to look at just himself, starts to create the ego within this interaction network (Öner, 1982;42).

Stevens suggested that the ego is the judgments of the person about himself after several trials and errors. But the individual has difficulty to create the ego (Cüceloğlu, 1993;100)

According to Köknel (1989;70-71), the ego is a whole with the personality as well as carries different characteristics than the character. The person may not be informed about a part or whole of the components such as temperament and personality that are evaluated by the others. Therefore, the ego is the sum of the

impresures of the person relating to his own personality, a form of self-knowledge and evaluation.

When examining the study of Geçtan (1988;119), the ego is a reflection of the attitudes of the elders who are essential for him in the childhood.

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.

According to Binbaşıoğlu (1983;51), each person has to place his own position in the life. This obligation is possible with acquiring a profession. That's who two issues need to be well determined; one of these issues is the personality characteristics, the other one is the features of the profession. Finding a place in life based on the matching these two points.

Öner (1982;41-42) emphasized that realizing oneself hinges upon the personal characteristics with the features required by profession. The academic success will increase, and the person will be able to look at the future with hope in case of being this compatibility high.

Ego states are one of the essential factors of TA hypothesis (Transactional Analysis=Mutual Interaction Analysis). The founder of the theory is Eric Berne. This theory is both the personality, communication, Psychopathology, Psychotherapy and Psychological Counseling theory.

Concerning 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 experience records of this same person.

In compliance with TA theory, the specific occupations provide an excellent opportunity to receive contact messages from certain ego states within the context of contact messages (contact message: each of the stimulus that the person perceives by the five senses from the external world and himself). Each of the occupations necessitates being especially used some certain ego states. It is allowed in a specific occupation to send the stimulus to the certain ego states.

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.

The academic motivation is discussed as an essential factor within the context of the academic success in the department and performing the profession successfully. Academic motivation is shortly described as producing the required energy for the academic affairs (Bozanoğlu, 2004).

No matter what level of education stage is, the teachers and school administrators and notably the parents and the students themselves expect academic success. Therefore, they know the importance of the motivation and try to provide it as far as possible. The studies conducted that the people who are motivated in the academic area set superordinate goals, display high performance during this process and rejoice in this process as well (Kağan, 2009). Moreover, according to the study result of Legault et al. one of the most academic problems of the individuals in adolescence is the lack of motivation relating to the academic activities (cited. Kapkıran and Özgüngör, 2009).

## **2. Literature Review**

### **2.1. Transactional Analysis**

The founder of the Transactional Analysis theory is Eric Berne.

He 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)

This theory is both Psychopathology, Psychotherapy and Psychological Counseling theory.

Berne suggests that the individual lives in an existing 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 regarding 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).

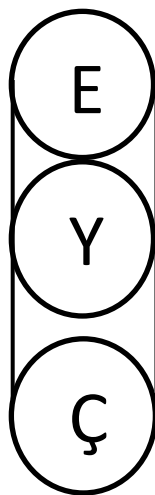
### **3. Ego States**

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 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).

The ego states are the phenomenological indications of three mental organs (extero-psyche, neo-psyche and archeo-psyche) used to organize the internal and external stimulants. Thus, it is not a taxonomy of the behaviors; it is rather a

classification of subjective experiences. Berne entitles each of the subjective experiences as the ego state as of the birth, even before the birth. He also mentioned that the personality occurs by being added to each experience on another. Ego states represent a real person still alive and the past experiences of this person. Since these concepts don't refer to a real parent, real adult and a real child, but refer to feeling, thought and behavior patterns, it is a rule to capitalize of the first letters of each ego state in the TA literature. All the shapes of the theory, including this writing have an international patent. In TA, Ego states are shown via three circles touch each other and symbolized by drawing an eclipse around to mention that it expresses the personality as a whole (figure. 1).

**Figure 1.** Symbolization of Ego states



In this regard, the content of the ego states of each person is idiocratic. The experiences accompany the original life by living as the real right now form the content of the Adult. The common point between the Child and Parental ego states is being belonged to past, differently from Adult ego state. In addition to this, the Parental and Child ego states can be activated at any moment by voluntarily or involuntarily (Steward, and Joines, 2017; Akkoyun, 2011; Dusay, 1977; Jongeward and James, 1993).

According to TA theory, much as the ego states appear like the concepts of id, ego, and superego in psychoanalysis at first view, they are not synonymous with each other. Because, while these concepts of Freud mention a theoretical structure, the ego states refer to the observable behaviors. Moreover, these concepts are a generalization in psychoanalysis while the personal identities are the subjects of the ego states. Furthermore, Ego states are also not the roles that mean the behavioral patterns expected from a person in a certain position. They are not about the chronological age as well. The Ego states develop around 12 years of age (Akkoyun, 2011;15).

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).

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

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

#### **3.1.1. 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 identical to these records.

#### **3.1.2. 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 initial 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.

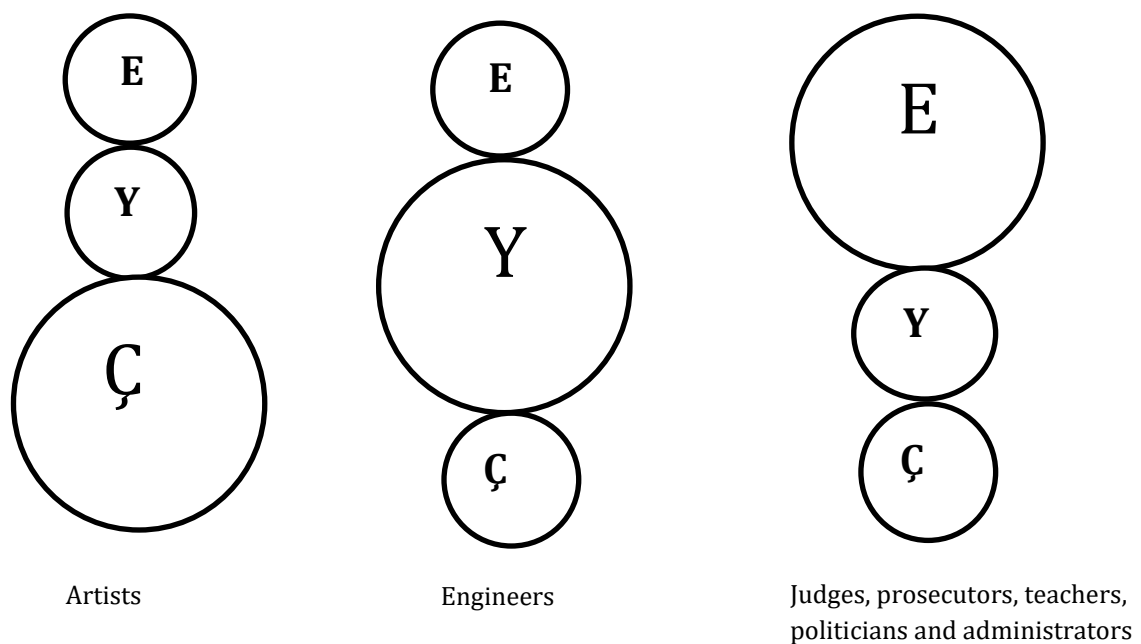
These experiences that create the most original part of the personality persisted for whole life by both being added new experiences and repeated the same ones with the childhood. If someone directs his energy so as to activate these records or is in new experiences similar to the ones in these records 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).

#### **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).

In compliance with TA theory, the specific occupations provide a good opportunity to receive contact messages from certain ego states within the context of contact messages (contact message: each of the stimulus that the person perceives by the five senses from the external world and himself). Each of the occupations necessitates being especially used some certain ego states. It is allowed in a specific occupation to send the stimulus to the certain ego states. There are a large number of contact messages towards Child ego states where the artists exist, towards Adult ego states where the engineers exist, towards Parental ego states where the judges, prosecutors, teachers, politicians, and administrators exist. The exchange of contact messages is mostly mutual in terms of these ego states. Figure 2 shows the ego states symbolization relating to the professions.

**Figure 2.** Ego Symbolization of states

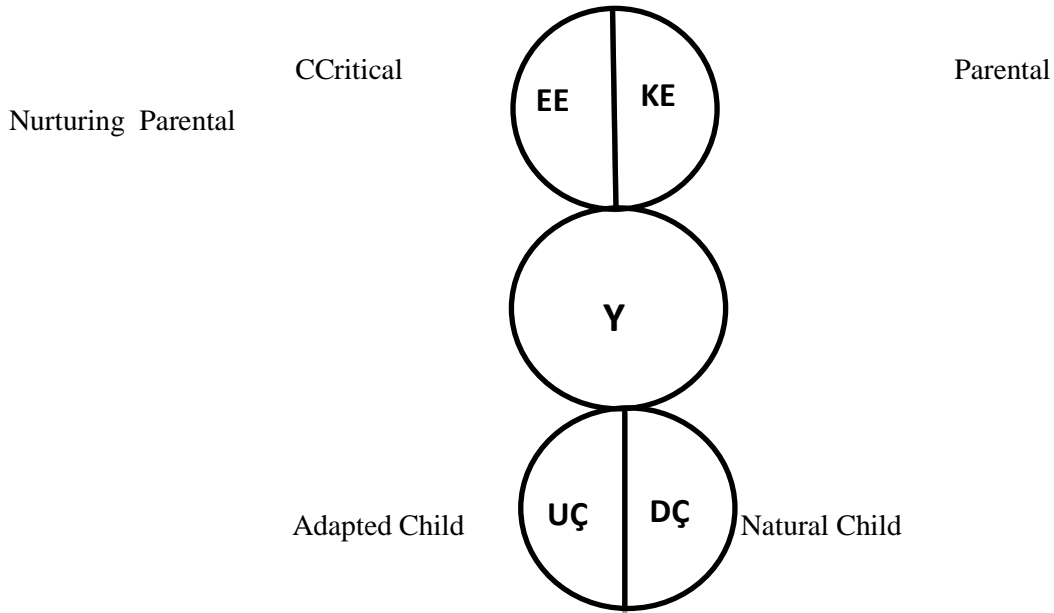


### **Functional Analysis:**

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)

**Figure 3.** Ego Sates Symbolization by the Functional Analysis



- **Nurturing Parent** ego sates is concerned, intensive, 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).

#### **4. Academic Motivation**

The academic motivation is discussed as an essential factor within the context of the academic success in the department and performing the profession



successfully. Academic motivation is shortly described as producing the required energy for the academic affairs (Bozanoğlu, 2004).

Wilkesmann, Fischer, and Virgilito, (2012;4) explains the academic motivation as the willingness of a student to achieve significant academic goals.

The motive is defined especially in social psychology as the internal or external force directs the organism to the move. The ones who are divided into two as the physiologic and social motives; the physiologic ones such as hunger, thirst, sexuality are also called as motive (Krech and Crutchfield, 1948; cited. Güngör, 1980; 46; Cüceloğlu, 1994;229-230)

Cüceloğlu (2005;229) prescribed the motive as a concept includes the desires, wishes, needs, motivations, and interests.

According to Kelley, it is a motive does not only activate the learning activity but also sustain and direct the action. Moreover, it is one of the central factors in the efficient management of the learning (cited. Aggarwal, 2004;202).

It is seen that David McClelland who firstly discussed and create approaches on the academic motivation issue predicated his studies on the achievement motive of Murray. Murray achievement motive is defined as masterfully doing a job, perfectly achievement and doing better than someone (cited. Engür, 2002). McClelland stressed out that the people are motivated to seek pleasant feelings and conditions; to avert from the unpleasant feelings (Onaran, 1981).

Concerning Deci and Ryan, motivation is to take action to do something.

The studies confirm that the academic motivation has a positive relationship with academic success, academic performance, to desire to learn (McClelland, 1953, Entwistle, 1968).

We can also see from several surveys that the academic motivation has a positive relation with academic performance and learning (Kusurkar et al. 2013; Komarraju et al. 2009; Rigby, Deci, Patrick and Ryan, 1992; Wentzel and Wigfield, 1998; Fortier, Vallerand and Guay, 1993)

Research was conducted by Eǧmir et al. (2013) to specify the academic motivation levels of the students have the graduate education. It is seen at the end of this research that even though the academic motivation level doesn't vary by gender and age variables, it shows a significant difference in the occupations and postgraduate educational backgrounds.

Arioǧul (2009) actualized a survey with the teacher candidates. This research analyzed the academic motivations of these students and found that the freshmen and final year students have higher academic motivation than the sophomores and juniors. Arioǧlu discovered in this survey that the academic motivation does not vary by the sexes.

It is observed in Gmleksiz and Serhatlioǧlu's (2013) study on the academic motivation levels of the teacher candidates that the opinions of the candidates vary by the variables of gender, class level, and department. Male teacher candidates have higher academic motivation level in comparison with the female ones. Also,

this research found that the freshmen have higher academic motivation than the students in the last year.

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.

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 phase of university preferences is the stage that the students pay maximum attention while making the career plans. The right decisions cause people to be happy or unhappy with life (Çatı, İstar, and Özcan, 2016).

According to the survey of Karadaş, Duran and Kaynak (2017), 67,5% of 66,7% of the nursing students who preferred the department by finding it acceptable for themselves have a career plan; 68,4% of them don't need support and have enough motivation to plan the career.

It is found that the activities that can increase the awareness of the students about their interests, abilities and vocational values cause to minimize the occupational instability (Bozgeyikli, 2005; Çakır, 2003;97; Durlanık, 1998).

About a study on the academic motivation (Akbay, S. E., and Gizir, C. A.; 2010), it is confirmed that the students who have high academic motivation scores (AMS) also have high academic self-efficacy. Contrary to this, the students who have the less academic motivation and poor academic self-efficacy increase the procrastination behaviors for the academic works.

This paper aims to review the relationship of the academic motivation of the students and compatibility between the self-perceived ego state (or states) of the student study in Health Sciences and the ego states that are thought as required by profession. The goal of the research is to contribute to the students to know themselves in the high school years, know the personal characteristics that are required by profession, choose the department by evaluating all these data, to be also motivated in the department, to provide them to perform a satisfactory profession.

## **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.

The population consists of 659 students study within Faculty of Health Sciences and 25 academicians so as to be three teachers from each of the departments.

The academicians within the Faculty of Health Sciences filled the ego scale. Then, the ego states issue based on TA theory was explained them within the frame of structural and functional analyses by leaguings together with all the academicians from each department.

It is asked academicians to determine the 1st level Ego state, 2nd level Ego state and 3rd level Ego state (unsuitable for the profession) based on the significance level in terms of the ego states that are thought as required by profession. The academicians evaluated the ego states that are required by their fields within the structural analysis; they put the Adult ego state in the first place, Parental ego state in the second place and Child ego state in the third place (unsuitable for the profession). There is an entire agreement on this subject between the academicians. The compatibility levels are called as 'First Level Compatibility' 'Second Level Compatibility' 'Incompatible' based on this alignment.

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

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. Arı (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. Academic Motivation Scale (AMS)**

This research used the (2004) scale that was developed by Bozanoğlu. While the Cronbach Alpha value of the scale changes from .77 to .86, the test-retest correlation is found as .87. It is seen that the scale can separate the students repeat the same year from the students who are enrolled in the super program. The academic motivation scale consists of 20 items; the minimum score for the test is

20, the maximum score is 100. The value of the rating refers to the value of the academic motivation.

### 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 analyses of the data collected. If an attendee has imperfect information in each of the reviews, the data in other variables of this same attendee isn't used as well. 659 students were included in the analysis.

Table 1 Shows the Frequency Distribution of the Attendees in Sample Group Relating to the Perceived Ego states.

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

Groups	<i>f</i>	%	% <sub>gec</sub>	% <sub>yig</sub>
Critical Parent	48	7,3	7,3	7,3
Nurturing Parent	361	54,8	54,8	62,1
Adult	106	16,1	16,1	78,1
Adapted Child	32	4,9	4,9	83
Natural Child	112	17	17	100

54,8% of the students of Faculty of Health Sciences perceive themselves in Nurturing Parent ego state; 17% of them perceive themselves in Natural Child ego state; 16,1% of them perceive Adult ego state in themselves; Critical Parent ego state is perceived in 7,3% of them, and finally 4,9% (least ratio) of them perceived themselves in Adapted Child ego state.

One-way analysis of variance determined whether there is a difference between the Academic Motivation scores in terms of the compatibility level between the self-perceived Ego states of the attendees and the Ego states which are thought as required by profession and aligned by the academicians. Table 2 shows the results. The Results of One-way analysis of variance (ANOVA) Conducted to Determine.

**Table 2.** Whether the Academic Motivation Scores Vary by the Variable of the Compatibility Level between the Perceived Ego States and the Ego States that are Required by the Profession

	Sum of Squares	Sd	Average of Squares	F	p	Post Hoc Tukey
Between groups	1495,448	2	747,724	6,33	,002*	2-3
In groups	68923,673	584	118,020			
Total	70419,121	586				

p<,05

Not: Categories: “First Level Compatibility” =1; “Second Level Compatibility” =2; “Incompatible” =3

Table 2 shows a significant difference ( $F(2-584)=6,33$   $P < .05$ ) between the Academic Motivation scores in terms of the compatibility level between the Ego states and the Ego states required by profession.

Tukey multiple comparisons test determined the groups which are the source of this difference.

Results; there is not a significant difference between the Academic Motivation levels of the groups provide the first and second level of compatibility regarding the Ego states compatibility levels. The motivation level of the group provided the second level of compatibility ( $\bar{x}=70,77$ ) is significantly higher than the group who has incompatible Ego states ( $\bar{x}=66,75$ ) which are their own and the ones required by the profession. In other words, the Academic Motivation scores of the students who perceive themselves in Adult ego state ( $\bar{x}=69,63$ ) are not different from the Academic motivation scores of other two groups (perceive themselves in Parental Ego state and Child Ego state). However, the Academic motivation scores of the students who perceive themselves in Parental Ego state have the highest score among these three groups. These high scores are also higher than the scores of the group perceive Child Ego state.

There is not found a statistically significant difference in terms of the variables such as whether received Vocational Guidance activity by the Psychological Counseling Unit in high school, the level if it was, grade point average as of the period, scholarship status, preference order for the department, gender, department, class level, educational background of the parents, occupation of parents, number of brothers/sisters, order or brothers/sisters based on the variables of compatibility levels and the academic motivation.

The students of Faculty of Health Sciences perceive themselves in the Nurturing Ego state for the first place; then they perceive Natural Child ego state in the second place. They give the third place to the Adult ego state. They perceive themselves in the Critical ego state in the fourth place, and finally, they give the fifth place (the last) to the Adapted Child ego state.

The Academic motivation scores of the students who perceive themselves in Adult ego state are not different from the Academic motivation scores of other two groups in terms of the ego states compatibility levels. But, the Academic motivation scores of the students who perceive themselves in Parental ego state

are the highest among these three groups. This high score is also higher than the scores of the group perceives Child ego state.

## 6.2. Discussion

The findings of this research called 'the students perceive themselves in Nurturing Parent ego state in the first place' matches with the study of Ekşi, Ümmet, and Özoğlu (2017) about the Ego States of the university students.

It can be thought that being higher the total of the students who perceive themselves in Parental Ego state (54,8%) than the total of the students perceive other ego states. In such way that, Özerk (2006;110) founded as the dominant attitude of the parents is the Nurturing, protective attitude. He also mentioned that this attitude matches with the result of the research conducted between 1972-2002 about the parents' attitudes. Also, Dökmen (1994;178-179) states that we are Nurturing Parent-Adapted Child society.

With reference to the findings, there is the difference between the self-perceived ego states and occupational ego states that are thought by the academicians of Faculty of Health sciences. When we consider the agreement of academicians about determining the occupational ego states, it can be concluded that the students make choices by not to knowing the features of ego states that are both perceived in themselves and though as required by profession.

However, this finding is pretty thought-provoking regarding some of the findings. These findings are as follows; 'there is expected a compatibility between the profession and the self-conception within the content of realizing oneself' by Kuzgun (1995;101); 'the achievement and harmony of a person in his career closely associated with being compatible of his self-conception and occupational ego. The compatibility level and the adaptation of the person are directly proportional to each other' by Super et al. (cited. Bacanlı, F. 2003); 'each person has to place his own position in the life. This obligation is possible with acquiring a profession' by Binbaşıoğlu (1983;51); 'if the person choose a profession that does not allow him to reveal and perform his characteristics, the mental disorders called neurosis may occur in him' by Köknel (1989;229), 'it is so important to have a well harmony and consistency between the self-representation and real experiences for a good mental health' by Lecky (cited. F. Baymur, 1978;269)

Öner (1982;41-42) associate this condition with the academic motivation and academic success. He emphasized that realizing oneself is based on the compatibility of the features of ego and the features required by profession The academic success will increase and the person will be able to look at the future with hope in case of being this compatibility high.

It is observed that the highest score regarding the Academic Motivation between the groups belongs to the students perceive themselves in Parental ego state. The Academic Motivation scores of attendees who perceive themselves in Adult ego state rank number two, the Academic Motivation scores of attendees who perceive themselves in Child ego state is in the last place. If this finding is evaluated as part

of the statistics (these statistics are rarely published in the web pages of relevant establishments and the media) given below;

According to the data of Council of Higher Education (CHE), there are 77,723 students study in Faculties of Health Sciences as of 2016-2017 academic year. The number of newly enrolled students will be at least 20,438 (when the 2016-2017 academic year is based on). The number of the students in Health High Schools is 9282 as of 2016-2017 academic year. In other saying, the total number of students in Faculties of Health Sciences and Health High Schools will be approximately 110,000.

With reference to the data of Turkish Statistical Institute (TSI), the unemployment ratio of the graduates of the faculty of high schools was 29,4% on average between 2014-2016. The unemployment ratio of the graduates of health area is 19,5% in average.

Again, regarding the data of Turkish Statistical Institute (TSI), the general unemployment ratio for January-June in 2017 is 11,6%.

TA theory suggests that acting by considering the reality and possibilities are the two most fundamental characteristics of the Adult ego state. The features of Parental ego state are; interested, powerful, principled, task charger. The functions of Child ego state are; rebelliousness, acting freely without considering the social norms and the conditions besides acting based on the parent.

According to findings of the research, the features of Parental ego states may cause being high of the Academic Motivation scores in comparison with Adult ego states. Being lower of the Academic Motivation scores of the students perceive themselves in Child ego states can be an expected and understandable result when the features of the Child ego states as is explained in TA theory as well.

There is not found a statistically significant difference in terms of the variables such as whether received Vocational Guidance activity by the Psychological Counseling Unit in high school, the level if it was, grade point average as of the period, scholarship status, preference order for the department, gender, department, class level, educational background of the parents, occupation of parents, number of brothers/sisters, order or brothers/sisters based on the variables of compatibility levels and the academic motivation. These outcomes match with the similar research findings (Eğmir et al.,2013; Arıoğul, 2009).

## **7. Conclusion and Suggestions**

The students of Faculty of Health Sciences perceived themselves in Nurturing Parent ego state in the first place, Natural Child ego state is placed into the second place, Adult ego state is placed into the third place, Critical Parent ego state is placed into the fourth place, and the last place is given to the Adapted Child ego state.

The Academic Motivation scores of the students who perceive themselves in Adult ego state in terms of the compatibility level are not different from the Academic Motivation scores of other two groups. The Academic motivation scores of the students who perceive themselves in Parental Ego state have the highest score

among these three groups. These high scores are also higher than the scores of the group perceive Child Ego state.

It is so important to think the personal characteristics required by profession before choosing a profession when the approaches emphasize the compatibility of the ego state that is required by the profession and self-perceived ego state for the mental health, happiness, adaptation to the occupation, healthily and efficient existence. Therefore, on the purpose of contributing to the desire for both health person and health society;

The vocational guidance works that is one of the three essential services (of Psychological Counseling and Guidance Unit should be provided for the students as comprehensive, functional and effective in each of the class levels (from a first class of the secondary school to the last year of high school) before selecting the university.

The efficacy of the unit personnel who will actualize the vocational guidance affairs ought to be developed by the training and supervision works (actualized with the universities).

The occupation presentation and career days affairs that are made in the last years of the high school and the second semester should be advanced to the early years. Moreover, the people who are experienced and currently work in this field need to be assigned to explain the details of the professions besides the academicians work in universities. Face to face communication and organization of the workplace tours will be good to see the working conditions in situ.

The activities should be organized to increase the awareness of the parents with the cooperation of notably the school management, local administrations, nongovernmental organizations by considering the role of the parents' attitude in the choice of profession, indecisiveness and not to be autonomic. Even, it can be collaborated with the national and local media organizations by thinking this issue as an education policy of the government.

Even if it is assumed that the vocational guidance works are conducted efficiently model of 'university without departments' should be popularized to enable students to be acquainted with the relevant areas of the profession they think to select and make the profession choice more reliable and well-directed.

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