TA and Values as the Predictors of Loneliness among Adolescents *

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Abstract

Aim of this study is to examine loneliness in terms of Transactional Analysis ego states, life positions and human values among adolescents. The sample of the study consists of 683 adolescents (405 famele-278 male), who were studying various high schools of Pamukkale and Merkezefendi central districts of Denizli city and accepting to participate in the research voluntarily, during 2014-2015 education year. The participants of the research were administered "UCLA Loneliness Scale", "Transactional Analysis Ego States Scale", "Life Positions Scale" and "Human Values Scale". Data analysis were conducted with SPSS 16.0 statistical package program in .05 and .01 significance levels. All datas were analyzed by correlation and regression.

The study results show that, Transactional Analysis ego states, life positions and human values play a role in loneliness level among adolescents. Implications of these findings are discussed and suggestions are presented within the context of literature.

Introduction

It has been seen that studies which was conducted on loneliness have accelerated in recent years. At the present time, when increases in levels of social mobility and communication facility are considered, contrary to expectations, increase in the number of persons who are acquainted with loneliness reveals the reason of attention to the concept in one sense. Also, because of that loneliness lies behind numerous negative experiences and plays role in derogation of existing state by accompanying this experiences, seriousness of the concept has been noticed.

Feeling of loneliness is related to social relation satisfaction of individual and perception style of relation (Perlman & Peplau, 1984). Peplau and Perlman (1982) described loneliness as an unpleasant experience that occurs when a person's social relationship network is significantly deficient either qualitatively or quantitatively. By Weiss (1973, p. 17), loneliness has been described as a response to the absence of a particular relationship or relationship types needed. While Weiss mentioned of loneliness, he used chronic distress statement which has no positive side.

The research findings reveal that a lot of factor may play role in appearance of loneliness feeling which is felt in different styles such as density, severity and period. For instance, personality traits such as shyness, introversion, lack of assertiveness, lack of social skill (Perlman & Peplau, 1984); cognitive factors which play role in making sense of the current moment (Peplau, 1998; Peplau & Perlman, 1982); unexpected events such as bereavement, divorce, dismission and demographic factors such as time, distance, income status, marital status (Peplau, 1985; Perlman & Peplau, 1998; Perlman & Peplau, 1981). Also, cultural factors and childhood experiences may play role in feeling of loneliness (Perlman & Peplau, 1984).

While Perlman & Peplau (1998) explained loneliness phenomenon, they stated characteristics such as personality traits, lack of social skill, distinctive social behaviours which leave individuals vulnerable to loneliness as predisposing factors. When it is considered that manner of approaching in communication influences loneliness level of individual, it is thought that reflection (Critical Parent, Nurturing Parent, Adult, Adapted Child and Naturel Child) in communication process of personality structure which is conceptualized by TA theory may play role in loneliness.

Transactional Analysis (TA), was developed by Berne (1961), is one of approaches which consider both structural model of personality and attitudes-behaviours in individuals' communication as a reflection of personality. TA which adopt anti-deterministic world-view is based upon ego states. Berne (2001, p. 24) described ego state phenomenologically a coherent system of feelings and as a set of coherent behaviour patterns. Ego states which show up at a given time in relation to thought, feeling and behaviours as a reflection of personelity is triad. Berne (2001) has defined three ego states: "Parent Ego State", "Adult Ego State" and "Child Ego State".

Ego states are evaluated in two ways as structural analysis and functional analysis. According to functional analysis, ego states are divided in five section: "Critical Parent Ego State", "Nurturing Parent Ego State", "Adult Ego State", "Adapted Child Ego State" and "Naturel Child Ego State" (Akkoyun, 2001).

Parent part of personality is enormous collection in the brain of events, rules that are adopted without questioning (Harris, 2014, p. 47). Parent ego state is divided into two section. First part is called Critical Parent ego state; second part is called Nurturing Parent ego state. Critical Parent state is related to messages keeping social values, criticizing persons who dont violate this values and punishing them if required. Critical Parent causes individaul to behave critically, severely, intolerantly, demandingly, opinionatedly, sternly in communication. Nurturing Parent ego state is related to messages keeping health and profits of persons around us. Nurturing Parent causes individaul to behave considerately, forgivingly, helpfully, understandingly, kindly in communication (Akkoyun, 2001, p. 22; Dökmen, 2009, p. 79; Williams & Williams, 1980).

Adult ego state which focus on now and here is related to factual messages that our mind approves. Adult causes individaul to behave logically, realistically, organizedly, efficiently, precisely in communication (Akkoyun, 2001, p. 22; Dökmen, 2009, p. 79; Williams & Williams, 1980).

Child ego state, which is the most naturally who we are, embraces feeling, attitude and behaviours patterns that we have of our childhood experinces (Akkoyun, 2001). Child ego state is divided into Naturel Child and Adapted Child. Naturel Child ego state which is the seat of fun, self-indulgence, spontaneous, authentic is the part of us that experiences the life in a direct and immediate way (Solomon, 2003). Whereas Naturel Child causes individaul to behave spontaneously, adventurously, humorously, energetically, naturally in communication (Dökmen, 2009, p. 82; Kuzgun, 2013, p. 152; Williams & Williams, 1980); Adapted Child causes individaul to behave anxiously, dependently, nervously, complainingly in communication (Akkoyun, 2001, pp. 23-24; Williams & Williams, 1980).

Literature has revealed that individuals who use Nurturing Parent ego state are accepted easier by those around; individuals who use Critical Parent ego state are avoided and this individuals are forgiven less (Şamatacı, 2013). It has been seen that there is negative relationship between compatibility and Critical Parent (Ciucur, 2013). Critical Parent decreases feeling of trust between persons (Çatak, 2012). Also, whereas Nurturing Parent, Adult and Naturel Child ego states are evaluated as healthy, Critical Parent and Adapted Child ego states are evaluated as unhealthy (Stewart & Joines, 1987); when this result is considered, it can be expected that Critical Parent and Adapted Child ego states support loneliness.

Also, another concept, which is considered to be influence on loneliness, is life positions state. Life position, which is decided as result of childhood experiences and a person uses to justify his/her behaviours, decisions and selections, is fundamental stances related to himself/herself and others (Akkoyun, 2001, pp. 59-60). Transactional Analysis identifies four basic life positions: 1. I'm Ok-You're OK, 2. I'm Ok-You're not OK, 3. I'm not OK-You're OK and 4. I'm not OK-You're not OK (Berne, 1962).

I'm not OK-You're OK which is known as the depressive position is a position with inwards projection. People who adopt this life position, when they compare themselves with others, they feel powerless themselves (Corey, 2009). In this position, the feeling that my life is not worth, is dominant (Altıntaş & Gültekin, 2003).

The position of I'm not OK-You're not OK is known as position of comedown and poorness (Harris, 2014, p. 80). The persons who chooses I'm not OK-You're not OK life positions have lost their interest in life and see their life as completely desperate (Corey, 2009). The person believes no-one will hel her/his because they're not OK as well (Stewart & Joines, 1987).

The position, I'm OK-You're not OK, is a position with outwards projection (Akkoyun, 2001). Those in this life position are characterized by criticizing others, preaching continually, being not tolerant of others' mistakes, insulting to others (Wiesner, 2004 as cited in İşgör, Kaygusuz & Özpolat, 2012). In this position, the feeling that your life is not worth, is dominant (Altıntaş & Gültekin, 2003).

Whereas the position of I'm Ok-You're OK is a conscious and linguistic decision, the other life positions are decisions that are choosed consciously at the early years of life. It is believed that those in this position have basic human values, prestige, virtue. Favour point of the person in this position is related to his/her nature rather than his/her behaviour. Those in this position are close to themselves and to persons around them (Corey, 2009). Individuals who adopt this position are reassuring, friendly, objective, productive compassionate, self-confident (Wiesner, 2004 as cited in İşgör et al., 2012).

Life position is existential thought about oneself and others (Corey, 2009). Healthy existential thought is in I'm Ok-You're OK life position. Owned position shapes behaviour of individaul. I'm Ok-You're OK position stresses "why not" (Harris, 2014, pp. 84-85), and persons in this position are individuals who can overcome their problems (İşgör et al., 2012). İndividuals in this position are close to themselves and to persons around them (Corey, 2009) and they have positive affectivity (Özpolat, İşgör, & Akbaba, 2013). Unlike persons in I'm Ok-You're OK position, when it is considered that individuals in the other three positions stres "why" (Harris, 2014, pp. 84-85), don't approach problems positively (İşgör et al., 2012) and have negative affectivity (Özpolat et al., 2013), it can be expected that they feel loneliness at higher level.

Transactional Analysis ego states and life positions are factors that determine communication manner of person. According to this inner structures, while individual behaves also he/she can structure others' approach to oneself. This two-way approach determines level of social and emotional bond between persons. While individuals who behave more positive enlarge social network, individuals who behave negatively can remove persons around them (Perlman & Peplau, 1984). Another important variable that guides approaching of person and is inherited from generation to generation by ego states is value. Value determining behaviours of person is belief system (Schwartz, 1992). One of important concept which determines level and style of relation in interpersonal and plays a role in persons meet in the middle is value. Rokeach (1973, p. 5) defined value as a enduring belief that a spesific mode of conduct or state of existence is personally or socially preferable to an opposite mode of conduct or state of existence. On the other hand, Dilmaç (2007) conceptualized the value concept as a set of beliefs that have basic characteristics to differentiate human from other living creatures.

Values which have the feature of desired among individuals have intersocietal validity. Because values are collaboration tool and values eliminate unwanted behaviours, it can be said that values have function that decrease loneliness directly. Values are the required behaviour standards (Schwartz, 1992), so it can be expected that exclusion possibility of individuals behaving within human values diminishes. Besides, literature has showed that there is a positive significant relationship between human values and desired manners of approaching that may affect level of interpersonal relation positively such as anger-control (Karababa & Dilmaç, 2015), empathy (Reeves, Bowman, & Cooley, 1989; Sağkal, 2011), self-esteem (Traş, 2013); there is a positive significant relationship between human values and unwanted manners of approaching that may affect level of interpersonal relation negatively such as aggression (Çokdolu, 2013), violence (Avcı, 2010), trait anger, anger-in, anger-out (Karababa & Dilmaç, 2015), bullying (Kakçı, 2009). When literature is considered, it can be expected that human values are negatively associated with loneliness.

The period in which feeling of loneliness is felt at most is adolescence (Brennan, 1982; Rubenstein & Shaver, 1982). Loneliness is a social relation-based experience (Weiss, 1973). In adolescence, individuals participate in a intense socialization and communication especially with their friends (Santrock, 2012, p. 304). In this period, ways of adolescents to start interaction and to maintain it, whether they are in pro-social behaviour, their manners of approaching, their manners of self-introduction, shortly their styles of self-expression may shape their social environments (Wentzel, 1997). Transactional Analysis ego states, life positions and human values are dynamics that can influence directly level of social distance and guide communication manner of person. In this context, the purpose of the study is to examine whether loneliness vary according to Transactional Analyis ego states, life positions and human values in period which loneliness is felt at most. It is thought that the results of the study offer an insight into prevention and intervention studies against loneliness and contribute to accumulation of the literature by filling gap in the literature.

Method

Study Group

In line with purpose of the research, the study was conducted by relational screening model. The sample of the study consists of 683 adolescents (405 famele-278 male) studying in ten different high schools of Pamukkale and Merkezefendi central districts of Denizli city and accepting to participate in the research voluntarily, during 2014-2015 education year.

Data Collecting Instruments

UCLA Loneliness Scale: In order to determine loneliness levels of participants in the research, the UCLA Loneliness Scale, which was developed by Russell, Peplau, and Ferguson (1978), was revised again by Russell, Peplau, and Cutrona (1980) after two years and was adapted to Turkish by Demir (1989), was used. The scale consists of 20 items, scored between 1 and 4. Whereas the lowest score to be obtained from the scale is 20; the highest score is 80. As score that is obtained from scale rises, level of loneliness rises. In revise the study of the scale, the internal consistency coefficient was found as .94; the test-retest reliability coefficient that was carried out in two-mounths interval was calculated as .73 (Russell et al., 1980). In study of adaptation to Turkish, while the internal consistency coefficient of the scale was calculated as .96, the test-retest reliability coefficient that was carried out in five-weeks interval was found as .94. In this research, the internal consistency coefficient of the scale was calculated as .90.

Life Positions Scale: In order to determine levels of life positions of participants, the Life Positions Scale, which was developed by Boholst (2002) and was adapted to Turkish by İşgör et al. (2012), was used. The scale has four subscales: 1. "I am not OK-You are OK", 2. "I am not OK-You are not OK", 3. "I am OK-You are not OK" and 4. "I am OK-You are OK". The scale which is a 5 points likert consists of 20 items. Every subscales has 5 items. In study of adaptation, internal consistency coefficient of the scale was found to be .84 for the whole scale, .96 for I am not OK subscale, .94 for You are not OK subscale, .97 for I am OK subscale and .94 for You are OK subscale. The test-retest reliability coefficients are .81 for the whole scale, .73 for I am not OK subscale, .72 for You are not OK, .75 for I am OK subscale and .80 for You are OK subscale. In this research, the internal consistency coefficient was found to be .70 for I am not OK subscale, .70 for You are not OK subscale, .80 for I am OK subscale and .65 for You are OK subscale.

Human Values Scale: The scale was developed by Dilmaç (2007). The Human Values Scale has six subscale: 1. Responsibility (7 items), 2. Friendship (7 items), 3. Reconciliation (7 items), 4. Respect (7 items), 5. Tolerance (7 items) and 6. Honesty (7 items) and it consists 42 items. It is 5 point likert scale which has gradation as 1. Never, 2. Rarely, 3. Sometimes, 4. Often and 5. Always. Score-rise in the scale show that individuals has higher humanistic values. In reliability study of the scale, internal consistency coefficient (Cronbach Alpha), that was calculated for every subscale, was found to be .73 for responsibility subscale, .69 for friendship subscale, .65 for reconciliation subscale, .73 for respect subscale, .69 for honesty subscale and .70 for tolerance subscale. Also, it was stated that internal consistency coefficients of whole scale was .92. The test-retest reliability coefficients which was carried out in twenty-days interval were calculated to be .73 for responsibility subscale, .91 for friendship subscale, .80 for reconciliation subscale, .88 for respect subscale, .75 for honesty subscale, .79 for tolerance subscale and .87 for whole scale. In this research, the internal consistency coefficient was calculated to be .75 for responsibility subscale, .80 for friendship subscale, .70 for reconciliation subscale, .74 for respect subscale, .72 for honesty subscale, .76 for tolerance subscale.

Transactional Analysis Ego States Scale: The scale, which was developed by Arı (1989), consists of 95 adjectives which characterize human. Each of adjective in the scale has standard five different values changing in the range of 0-4. These values are mean of scores which group of six referees give to each of adjectives for every ego state. Participants mark adjectives as own a characteristic without number of restriction with tecnique of free selection. Because calculation of the

scale by hand is take a long time, computer programme has been developed for calculation by computer in BASIC environment.

Studies of convergent validity was conducted with "Gough and Heilbrun The Adjective Check List" which was adapted to Turkish by Akkoyun and Bacanlı (1988 as cited in Arı, 1989). Correlation coefficients of convergent subscales in both of the scales were calculated to be .87 for Critical Parent, .91 for Nurturing Parent, .93 for Adult, .76 for Natural Child and .70 for Adapted Child. Reliability studies of the scale was conducted with two different method as consistency among expert reviews and test-retest. Consistency coefficients between expert reviews were calculated to be .95 for Critical Parent, .93 for Nurturing Parent, .96 for Adult, .89 for Natural Child and .91 for Adapted Child. The test-retest reliability coefficients was found to be .78 for Critical Parent, .83 for Nurturing Parent, .81 for Adult, .77 for Natural Child and .74 for Adapted Child (Arı, 1989).

Procedure

Datas of the research was obtained from high school students on a volunteer basis in 2014-2015 academic year. The data collecting instruments were administered to a total of 683 participants. Before application process, issues of study's aim and answering of the data collecting instruments were explained and application process was carried out by researcher in the class environment. Before data analysis, the scales was revised and incomplete and inaccurate forms were eliminated. Data analysis were conducted with SPSS 16.0 statistical package program in .05 and .01 significance levels. All datas were analyzed by correlation and stepwise multiple regression.

Findings

In this part of the research primarily, correlations among loneliness, Transactional Analysis ego states, life positions and human values are given and after by stepwise multiple regression anaysis, it is tested whether variables of Transactional Analysis ego states, life positions and human values predict loneliness.

Correlational Findings Among Loneliness, Transactional Analysis Ego States, Life Positions and Human Values

Table 1. Correlations Among Loneliness, Critical Parent, Nurturing Parent, Adult, Adapted Child, and Naturel Child Variables

Variables	1	2	3	4	5	6
1. Loneliness	1.00					
2. Critical Parent	,314*	1.00				
3. Nurturing Parent	-,302*	-.905*	1.00			
4. Adult	-,242*	-,200*	,347*	1.00		
5. Adapted Child	,296*	-,136*	,268*	-,154*	1.00	
6. Naturel Child	-,205*	-,169*	-,157*	-,418*	-,686*	1.00

*$p < .01$

Taking into account results of analysis in Table 1, it is seen that loneliness was found to be significantly and positively correlated with Critical Parent (r= .31, p<.05) and Adapted Child (r= .30, p<.05); was found to be significantly and negatively correlated with Nurturing Parent (r= -.30, p<.05), Adult (r= -.24, p<.05), and Naturel Child (r= -.21, p<.05).

Table 2. Correlations Among Loneliness, I am not OK-You are OK, I am not OK-You are not OK, I am OK-You are not OK, and I am OK-You are OK Variables

Variables	1	2	3	4	5
1. Loneliness	1.00				
2. I'm not OK-You're OK	,159*	1.00			
3. I'm not OK-You're not OK	,560*	,387*	1.00		
4. I'm OK-You're not OK	-,022	-,041	,385*	1.00	
5. I'm OK-You're OK	-,514*	,238*	-,508*	,355*	1.00

*p< .01

Taking into account results of analysis in Table-2, it is seen that loneliness was found to be significantly and positively correlated with I am not OK-You are not OK (r= .31, p<.05) and I am not OK-You are OK (r= .30, p<.05); was found to be significantly and negatively correlated with I am OK-You are OK (r= -.30, p<.05). Also, a significant correlation between loneliness and I am OK-You are not OK was not found (r= -.02, p>.05).

Table 3. Correlations Among Loneliness, Responsibility, Friendship, Reconciliation, Respect, Tolerance, and Honesty Variables

Variables	1	2	3	4	5	6	7
1. Loneliness	1.00						
2. Responsibility	-,254*	1.00					
3. Friendship	-,457*	,309*	1.00				
4. Reconciliation	-,250*	,337*	,259*	1.00			
5. Respect	-,224	,459*	,331*	,555*	1.00		
6. Tolerance	-,261*	,229*	,303*	,425*	,345*	1.00	
7. Honesty	-,154*	,409*	,275*	,202*	,346*	,180*	1.00

*p< .01

Taking into account results of analysis in Table-3, it is seen that there is a negative and significant correlation between loneliness and human values of resposibility (r= -.25, p<.05), friendship (r= -.46, p<.05), reconciliation (r= -.25, p<.05), respect (r= -.22, p<.05), tolerance (r= -.26, p<.05) and honesty (r= -.15, p<.05).

Findings on Whether Variables of Transactional Analysis Ego States, Life Positions and Human Values Predict Loneliness

In research, assumptions in relation to regression equation were tested. On Transactional Analysis ego states, life positions and human values, tolerance values were calculated between .47 and .93; VIF values were calculated between 1.07 and 2.14; CI values were calculated between 7.40 and 25.52. Taking into account values, when it is considered that tolerance values are above .20; VIF values are under 10; CI values are under 30, it can be said that conditions are met (Büyüköztürk, 2009).

Table 4. Results of Stepwise Multiple Regression Analysis on Prediction of Transactional Analysis Ego States to Loneliness Among Adolescents

Model	Predictor Variables	B	SH$_B$	Beta	t	p	F	R	R²
1	(Constant)	21,070	1,654		12,740		74,408	,314	,10
	Critical Parent	8,329	,000	,314	8,626	,000			
2	(Constant)	-5,424	3,054		-1,776		93,217	,464	,22
	Critical Parent	9,574	,000	,361	10,520	,000			
	Adapted Child	,000	,000	,345	10,054	,000			
3	(Constant)	42,551	9,835		4,326		73,194	,494	,24
	Critical Parent	-4,610	,000	-,017	-,214	,831			
	Adapted Child	,000	,000	,408	11,376	,000			
	Nurturing Parent	,000	,000	-,427	-5,122	,000			
4	(Constant)	,40,565	3,265		12,424		109,92	,494	,24
	Adapted Child	,000	,000	,406	11,731	,000			
	Nurturing Parent	,000	,000	-,411	-11,881	,000			

*p< .01

Taking into account results of analysis in the Table-4, it is seen that regression analysis completes in the four steps. In the first step, Critical Parent ego state explains 10% of the total variance (R=.31, R²=.10, F$_{(1-681)}$= 74,408, p<.01). In the second step, when Adapted Child ego state get involved in analyis, total variance explained is 22% (R=.46, R²=.22, F$_{(2-680)}$= 93,217, p<.01). In third step, when Nurturing Parent ego state get involved in analyis, total variance explained is 24% and it is seen that Critical Parent haven't significant contribution to this rate (R=.49, R²=.24, F$_{(3-679)}$= 73,194, p<.01). In the fourth step, Critical Parent ego state get out of analysis and as it has been in third step it is seen that Adapted Child and Nurturing Parent ego states explain together 24% of the total variance (R=.49, R²=.24, F$_{(4-678)}$= 73,194, p<.01). Considering directions of intervariables correlations, Critical Parent and Adapted Child ego states positively predict loneliness and Nurturing Parent ego state negatively predicts.

Table 5. Results of Stepwise Multiple Regression Analysis on Prediction of Life Positions to Loneliness Among Adolescents

Model	Predictor Variables	B	SH$_B$	Beta	t	p	F	R	R²
1	(Constant)	13,92	1,237		11,248		310,433	,560	,31
	I'm not OK- You're not OK	,835	,047	,560	17,619	,000			
2	(Constant)	37,67	2,923		12,886		212,251	,620	,38
	I'm not OK- You're not OK	,600	,052	,402	11,508	,000			
	I'm OK- You're OK	-,502	,057	-,310	-8,869	,000			
3	(Constant)	36,96	2,909		12,704		147,414	,628	,39
	I'm not OK- You're not OK	,467	,065	,313	7,164	,000			
	I'm OK - You're OK	-,625	,067	-,386	-9,318	,000			
	I'm not OK- You're OK	,305	,091	,130	3,363	,001			

*p< .01

Taking into account results of analysis in the Table-5, it is seen that regression analysis completes in the three steps. It is seen that I'm not OK-You're not OK life position explains 31% of the total variance in the first step (R=.56, R²=.31, $F_{(1-681)}$= 310,433, p<.01). In the second step, when I'm OK-You're OK life position get involved in analyis, total variance explained is 38% (R=.62, R²=.38, $F_{(2-680)}$= 212,251, p<.01). In third step, when I'm not OK-You're OK life position get involved in analyis, total variance explained is 39% (R=.49, R²=.24, $F_{(3-679)}$= 73,194, p<.01). Considering directions of intervariables correlations, I'm not OK-You're not OK and I'm not OK-You're OK life positions positively predict loneliness and I'm OK-You're OK life position negatively predicts.

Table 6. Results of Stepwise Multiple Regression Analysis on Prediction of Human Values to Loneliness Among Adolescents

Model	Predictor Variables	B	SH_B	Beta	t	p	F	R	R²
1	(Constant)	63,479	2,151		29,511		179,890	,457	,21
	Friendship	-1,010	,075	-,457	-13,412	,000			
2	(Constant)	69,074	2,540		27,199		100,097	,477	,23
	Friendship	-,929	,077	-,421	-12,054	,000			
	Reconciliation	-,302	,075	-,141	-4,034	,000			

*p< .01

Taking into account results of analysis in the Table-6, it is seen that regression analysis completes in the two steps. it is seen that friendship human value explains 21% of the total variance in the first step (R=.46, R²=.21, $F_{(1-681)}$= 179,890, p<.01). In the second step, when reconciliation human value get involved in analyis, total variance explained is 23% (R=.48, R²=.23, $F_{(2-680)}$= 100,097, p<.01). Considering directions of intervariables correlations, friendship and reconciliation human values negatively predicts loneliness.

Discussion

Relationship of Loneliness-Transactional Analysis Ego States

Finding of the research has showed that there is a positive significant relationship between loneliness and ego states of Critical Parent and Adapted Child; is a negative significant relationship between loneliness and ego states of Nurturing Parent, Adult and Naturel Child. Also, finding of the research has indicated that Critical Parent and Adapted Child ego states predicted loneliness positively; Nurturing Parent ego state predicted loneliness negatively. In line with finding of the research, it can be said that as levels of Critical Parent and Adapted Child ego states rise; level of Nurturing Parent ego state decreases among adolescents, level of loneliness which is frequently felt in adolescence rises.

Result of the research has indicated that Critical Parent ego state plays role in loneliness among adolescents. Critical Parent ego state is related to messages keeping social values, criticizing persons who dont violate this values, punishing them if required. Critical Parent ego state causes individaul to behave critically, severely, intolerantly, demandingly, opinionatedly, sternly in communication (Akkoyun, 2001, p. 22; Dökmen, 2009, p. 79). After Critical Parent, in finding of the research, it has been seen that Adapted Child ego state plays role in scores of adolescents' loneliness too. Adapted Child ego state is characterised by attitude and behaviours which have destructive effects such as anxious, nervous, awkward, argumentative, inhibited, moody, complaining in interpersonal relations (Williams & Williams, 1980). Analysis result in the research has showed that last ego state which contributes loneliness among adolescents is Nurturing Parent. Unlike Critical Parent and Adapted Child ego sates, Nurturing Parent ego state is associated with messages keeping health and profit of persons. Nurturing Parent ego state causes individaul to behave considerately, forgivingly, helpfully, understandingly, kindly in communication (Akkoyun, 2001, p. 22; Dökmen,

2009, p. 79). Since others approve more positive individuals who show a approach from Nurturing Parent ego state, possibility that they experience situations such as their nonadmission, nonrecognition and social exclusion decreases. Therefore, it can be expected that this individuals do not experience loneliness. Within the frame of Critical Parent and Adapted Child ego states, when taken into account communication style of individual, it can be sait that it is in a point that is away from constructive communication. With attitudes and behaviours exhibited in accordance with Critical Parent and Adapted Child ego sates, it can not be expected that individual have desired social communication network and emotional intimacy. Also, in case of any conflict or dispute, unlike Nurturing Parent ego state, behaviours that Critical Parent and Adapted Child ego states reveal such as critical, obstinate, pessimist, nervous, insolent may hinder persons to meet in the middle.

When the literature investigated, a research which is directly connected to above mentioned the research findings, has not been reached. It can be said that findings of research which indicate a positive relationship between Nurturing Parent ego state and positive-constructive variables and a negative relationship between ego states of Critical Parent and Adapted Child and positive-constructive variables support indirectly the result of the present study. Because of limited of researches in the literature, the result of the present study has been evaluated with studies conducted on different sample groups. In Ciucur's (2013) study, which he investigated relationship between ego states and personality traits, finding of negative relationship between Critical Parent and compatibility supports the result of reserach. In study conducted on adolescents, Keler (2008) revealed that there is positive relationship between Critical Parent ego state and fearful attachment and there is negatively relationship between Adapted Child ego state and secure attachment. In Şamatacı's (2013) study, two important findings supporting result of the present research was reached: First, as tendencies that individuals percept their partners from Critical Parent ego state in their relations with opposite sex increase, levels of their forgiveness decrese, levels of their avoidance increase; secondly, as tendencies that individuals percept their partners from Nurturing Parent ego state increase, levels of their forgiveness increase, levels of their avoidance decrease. Ümmet (2012) investigated relationship between ego states and altruism behaviour and Ümmet has got result that positive single predictor of altruism behaviour is Nurturing Parent ego state.

Literature has showed that behaviour patterns that strengthens social and emotional bond between persons have negative relationship with Nurturing Parent; have positive relationship with Critical Parent and Adapted Child. Thus, unlike Critical Parent and Adapted Child, the pretictable result is that persons who behave Nurturing Parent-oriented is accepted by others at higher level, so it is not surprising that their level of loneliness is at the lower level.

Relationship of Loneliness-Life Positions

Finding of the research has showed that there is a positive significant relationship between loneliness and life positions of I am not OK-You are not OK and I am not OK-You are OK; is a negative significant relationship between loneliness and life positions of I am OK-You are OK. A significant relationship between loneliness and I am OK-You are not OK life position has not been determined. Also, finding of the research has indicated that I am not OK-You are not OK and I am not OK-You are OK life positions predicted loneliness positively; I am OK-You are OK life position predicted loneliness negatively. In line with finding of the research, it can be said that whereas adopting I am not OK-You are not OK and I am not OK-You are OK life positions among adolescents raise level of loneliness; I am OK-You are OK life position reduces level of loneliness.

It is seen that I am not OK-You are not OK life position plays role in loneliness among adolescents. The position of I'm not OK-You're not OK is known as position of comedown and poorness (Harris, 2014, p. 80). The persons who chooses I'm not OK-You're not OK life positions have lost their interest in life and they may see their life as completely desperate (Corey, 2009). Also, when it is considered that persons in I am not OK-You are not OK life position are characterised by features such as irresponsible, unhappy, paranoid, aggressive, negligent (Corey, 2009; Wiesner, 2004 as cited in İşgör et al., 2012), finding of the research is not surprising. It is not likely that Individual who has not

positive perception both himself/herself and others starts the communication healthfully and maintains it. After I am not OK-You are not OK life position, finding of the research has indicated that the other life position which plays role in loneliness of adolescents is I am OK-You are OK life position. It is believed that those in this position have basic human values, prestige, virtue. Those in this position are close to themselves and to persons around them (Corey, 2009). Individuals who adopt this position are reassuring, friendly, objective, productive compassionate, self-confident (Wiesner, 2004 as cited in İşgör et al., 2012). Possibility that a social, self-confident and alturist individual have a problem to start a healthy communication and to maintain it is low. Finding of the research has indicated that the last variable which plays role in loneliness is I am not OK-You are OK life position. I'm not OK-You're OK which is known as the depressive position is a position with inwards projection. When persons who adopt this life position compare themselves with others, they feel powerless themselves (Corey, 2009; Harris, 2014, p. 77). In this position, the feeling that my life is not worth is dominant (Altıntaş & Gültekin, 2003). Although yet persons in this position have positive evaluation about others, they have negative outlook on themselves. Therefore, it can not be expected that a lack of self-confidence, depented-others in relationship individual can not maintain a balanced relation in his/her social and emotional frienships.

When the literature investigated, studies which is directly connected to the research findings have not been reached. When canonical correlation between life positions and attachments styles is considered (Boholst, Boholst, & Mende, 2005); it can be said that findings of positive correlation between fearful attachment-preoccupied attachment and loneliness (Goossens, Marcoen, Hees, & Woestijne, 1998; Erözkan, 2004), and negative correlation between secure attachment and loneliness (Erözkan, 2004; Karakuş, 2012; Haliloğlu, 2008) support result of the research indirectly.

Relationship of Loneliness-Human Values

Finding of the research has indicated that there is a negative significant relationship between loneliness and human values. Also, findings of the research has showed that human values of friendship and reconciliation are a significant predictor of loneliness. In line with finding of the research, it can be stated that as level of human values among adolescents rise, level of loneliness decreases. By human values' nature, when it is considered that human values are standards of behaviour which constitute joint integrity among persons and in public, this result of the research is not surprising. In general, values are described as tendency which is to prefer a situation to another (Erdem, 2003). Human values which consist of aggregation of values such as respect, honesty, love, justice, frienship can enhance level of sharing among persons by providing harmony among persons with the more positive communication channels (Dilmaç, 1999).

When the literature investigated, although a study which directly support finding of the research has not been reached, studies which have parallels with the finding of this research, have been reached. In experimental study conducted in 8th grade students, Izgar and Beyhan (2015) got a finding that values training programme contribute to democratic attitudes and behaviours of students positively. Çokdolu (2013) examined effect of character training programme on aggression level of elemantary school students. Finding of the research indicated that character training programme plays role in decrease of aggression level of students. In his study that participant group is adolescents, Avcı (2010) determined negative relationship between aggression and violence, and moral attitude. Karababa and Dilmaç (2015) got a result that there is positive relationship between human values and positive expression of anger in their study conducted on adolescents. The findings of the research showed that human values provide individual to have the more positive an attitude and behaviour in communication. For this reason, because individuals who use healthier channel of communication are accepted easier by the public or person, it can be said that possibility of these individuals experiencing loneliness is lower.

Finding of the research has indicated that the most significant predictor of loneliness is friendship human value. Friendship is that persons who get along with each other in terms of emotion and thought support each other in good days and in bad days (Çelik, 2008). Person as a social being always need another man's existence. Particularly, individual being aware of existence of person like this his/her in bad days feels safer. In a period in which individual makes approaches to his/her friends rather than his/her parents, he/she feel more the need of persons with features such as compassionate, faithful, confidential, charitable, graceful and so on around him/her. Therefore, it can be sait that possibility of individaul with friendship value experiencing loneliness may be lower.

After friendship human value, finding of the research has indicated that the strongest value which plays role in loneliness of adolescents is reconciliation. Reconciliation means that individuals try to solve together their problems with positive styles, respect principles of justice, value the human rights. Live in peace includes to respect honour of people disinterestedly (Harris & Morrison, 2003, p. 12 as cited in Sağkal, 2011). When it is thought that human value of reconciliation directs individual to solve his/her problems positively to respect each other, possibility of individuals meeting in the middle rises. Since studies directly supporting finding of the research have been reached, the result has evaluated with studies indirectly supporting finding of the research. In his studies conducted in 6th and 9th grades students, Sağkal (2011, 2015) got a results that peace-centered training programme reduced tendencies of aggression and violence, developed ability of social problem-solving, enhanced level of empathy and provided formation of positive class atmosphere. Likewise, studies resulting in positive contribution to conflict resolution and communication skills among 7th grade students (Damirchi, 2014), in positive contribution to conflict resolution skill among 8th grade students (Tapan, 2006), in decrease of aggression among 5th grade students (Coşkuner, 2008) and in decrease of aggression tendency among adolescents (Shapiro, Burgoon, Welker, & Clough, 2002) have indicated positive reflections of peace-centered training programme. It is seen that whereas reconciliation human value decreases levels of negative approaches such as aggression, anger, violence in interpersonal communication, it enhances positive approaches such as empathy, problem-solving skill, conflict-solving skill. When it is thought that use of positive communication channels enlarge social network among persons and decreases emotional distance, decrease in level of loneliness may be expected.

Conclusion and Suggestions

Consequently, this research focusing on predictors of loneliness among adolescents shows that Transactional Analysis ego states of Critical Parent, Nurturing Parent and Adapted Child, life positions of I am not OK-You are not OK, I am not OK-You are OK and I am OK-You are OK, and human values of friendship and reconciliation are significant predictor of loneliness. The present research has some limitations. These limitations can be stated in a few points. First, the datas of research were obtained only from Pamukkale and Merkezefendi central districts of Denizli city. Secondly, the datas were got through self-reports instruments. Finally, the participants of the research is limited with students attending high-school. The limitations of the research have an important role in interpretation of the results. Therefore in the later researches, it is important that concept of loneliness is evaluated with different variable, analysis and sample. Findings of research showed role of Transactional Analysis ego states in level of loneliness among adolescents. Therefore, it is important that individuals get an awareness of his/her personality structure and, his/her attitude and behaviours in communication as a reflection of personality. Educational institutions, particularly psychological counselors can concentrate on works enhancing an awareness of students. Adolescents-oriented, communication seminars on TA ego states can be conducted by psychological counselors. One of findings of the research is role of values in level of loneliness. More specifically, friendship and reconciliation human values have effect. It is clear that human values have function in formation of healthy communication channels among individuals in communication. It is important that educational institutions are sensitive to works of values educations. Also, studies having training programs on friendship and reconciliation-themed is needed.

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