

Summary

Doctoral dissertation "Students' communication experiences in relationships with parents and coping with difficult situations" is devoted to one of the most important areas of family functioning: communication in parent-child relations.

The main cognitive goal of the undertaken research was to determine the relationship between communication experiences in relations with parents from the perspective of selected communication theories (the transactional analysis, Thomas Gordon's concept) and students' coping with difficult situations.

The theoretical context was on the one hand, the process of socialization in the family seen as a system, the importance of interpersonal communication in relations between parents and children, especially in the perspective of the transactional analysis and Thomas Gordon's concept of "upbringing without failures" and on the other hand the issues of stress and coping with it in difficult situations. This content was included in the first three chapters of the work.

The main research problem concerns the links between parents activating I statements and life positions in conversations with children, and their use of the language of non-acceptance vs the language of acceptance, and the students' (already young adults) adoption of styles and strategies for coping with difficult situations. The independent variable in the conducted research was the communication experiences of students in relations with their parents evaluated retrospectively, and students' coping with stress in difficult situations was the dependent variable. The main problem implied using detailed research questions, and the theoretical foundations of the research (transactional analysis, T. Gordon's concept, and the approach to coping by Lazarus and Folkman) were used to formulate research hypotheses.

Chapter 4 of the dissertation presents the characteristics of the complex research process. The study group consisted of students (406 people) from three universities in Lublin, aged 18-28. In order to obtain research material that could be used to answer the posed research questions and verify the hypotheses, the diagnostic survey method was used. Three questionnaires created by the authors were used to study parental communication from the perspective of the transactional analysis and Thomas Gordon's concept, and the standardized COPE measure to determine the dependent variable: coping with stress. The empirical part of the work, chapters 5 and 6, include presentation, analysis (also statistical) and interpretation of the obtained results.

Data showed that in the studied group there is a correlation between the way parents communicated with the respondents in the past and their current behavior in the face of a difficult situation. The hypotheses resulting from the theoretical assumptions were mostly

confirmed, although the results also showed a greater than expected complexity of the correlation between the variables. The clearest relationship was the one between the positive aspects of parental communication (the activity of the Adult state, the position of *I'm OK - You are OK*, the use of all forms of the language of acceptance (active listening, I messages, the six steps method), the choice of constructive styles and strategies for coping with difficult situations (problem-focused strategies), and limiting destructive avoidance behaviors.

The research presented in the dissertation was also used to empirically verify some theoretical assumptions of transactional analysis and the concept of T. Gordon's communication. During the implementation of the practical goal, conclusions were formulated regarding the improvement of the family environment in the area of shaping proper parental communication.

Keywords: interpersonal communication, family, transactional analysis, Thomas Gordon's concept, coping with stress.

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