Evaluation of Transactional Styles and Ego States among Teachers

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Abstract

Teachers play a vital and multifaceted role in setting the direction for educational institutes that are positive and productive place and vibrant learning environments for children. They should be able to promote good values and behavior in the students. Hence it is essential to identify their interaction styles for the well-functioning of educational institutions. Transactional Analysis is the psychology of human relationships. It is system of techniques designed to help people understand and change their feelings and behaviors. Eric Berne, an American psychiatrist, formulated this theory. The philosophy of transactional analysis begins with an assumption that we are all ok. In accordance with the concept, the present piece of work aimed at studying the teachers' dominant interaction styles and their degree of transactional efficacy. The sample of 60 teachers was selected purposefully from the Maharishi Arvind College of Engineering and Research Centre, Jaipur. Transactional Styles Inventory- Teachers (TSI-Te) by Pareek (2006) was administered to 60 teachers. The results pointed out that the teachers were high on all the styles. Identification of dominant transactional style of teachers helps them to cultivate the healthier transactions among themselves as well as with students which helps in enhancement of quality positive education.

Keywords: Positive Psychology, Positive Education, Teacher, Transactional Analysis, Ego States, etc.

Introduction

Positive psychology, a new branch of psychology that seeks to understand scientifically what makes humans perform exceptionally well, have greater wellbeing and happiness consistently through life and be more resilient to life's difficulties, aims at making a positive difference in the lives of people and motivates to thrive and perform at optimal levels.The goals of positive psychology mirror the goals of quality education. Positive education is a whole school approach for teaching and learning from kindergarten to the final years of higher education. According to Seligman et al. (2009) positive education is defined as education for both traditional skills and for happiness. It aims to increase the experience of positive emotions in students and encourage them to engage their strengths for personal and community goals (Seligman, Reivich, Jaycox& Gillham, 1995).

Teachers are the integral part of the school. They are eagerly involving in everything from deciding the school building to curriculum from text books to extracurricular activities. An effective teacher should have balanced functions such as nurturing, regulating, managing tasks, adaptive, creative and confronting. Positive education at school employs implicit and explicit teaching of positive psychology skills and principles (Gross & Thompson, 2007). Teachers are able to use this learning in their classes and activities and it is in this way that positive education influences every student in the classroom, on the sports field and in their house at each and every day (Steger et al., 2007).

Eric Berne (1964), the pioneer of transactional analysis, made complex interpersonal transactions comprehensible when he acknowledged that the human personality is made up of three "ego states". Each ego state is an entire system of thoughts, feelings, and behaviors from which we interact with one another. The foundation of transactional analysis theory is Parent, Adult and Child ego states and interactions between them form. Ego states are a regular pattern of thinking, feeling and behavior. According to Berne (1961), the Child is a set of feelings, attitudes and behavior patterns that be as relics in the adult person. It is preserved in the exact forms of behavior, emotional reactions, ways of

speaking, mannerisms etc. which the person used to express as a child. The healthy Child is supposed to be the best part of a person, the source of enjoying life, being spontaneous, creative, and sexual. It also induces the activities of the Adult in order to receive most of the pleasure from the successful learning and adaptation. When healthy, the Adult ego state is an autonomous set of feelings, behavior patterns and attitudes adequate for different aspects of the real, external environment. Its function is to regulate learning, adaptation, intelligence skills, and organization of a person, to provide him/her with responsibility, reliability, sincerity and courage. The Parent is a set of feelings, behavior patterns and attitudes formed by a person's re-playing the corresponding features of his parents or other authorities. The function of this ego state is to form certain automatic, habitual behavior and a set of rational prohibitive attitudes through which we save time and psychophysical energy. It also provides people with the capacity to help and protect another individual (Harris, 1967).

Transactional Analysis (TA) is a theory of personality and systematic psychotherapy for personal growth and personal change. It describes how people are structured psychologically. It uses what is perhaps its best known model, the ego-states (Parent-Adult Child) model. This model helps explain how people function and express their personality in their behavior and accordingly various communicative styles have been explained (Stewart, Ian &Joines, Vann., 1987).

Rescuing Style: Such a style indicates a dependency relationship in which the person perceives his main role as rescuing the subordinate, participant trainee or client, who is seen as being incapable of taking care of him. Another characteristic of this style is that support is provided conditionally, contingent on deference to the provider. The general attitude is one of superiority; the person's support constantly reminds others of their dependence. Obviously, this style does not help other people to become independent and to act by themselves (Sandhu, &Gurbaxani, 2013).

Supportive Style: In this style, support is provided when needed. People encourage their subordinates and provide the necessary conditions for continuous improvement. Consultants in this style show patience in learning about the problems of their client and have empathy with them.

Prescriptive Style

People with this style are critical of the behavior of others; they develop rules and regulations and impose them on others. Person using this style make quick judgments and insist that certain norms be followed by all the subordinates. A consultant may give advice and prescribe solutions for clients rather than help clients to work out alternative solutions to their problems.

Normative Style

These people are interested in developing proper norms of behavior for their subordinates and in helping them understand why some norms are more important than others. A consultant with this style not only helps clients to solve a specific problem, also

develops ways of approaching a problem and raises questions about relevant values. Such consultant emphasizes the development of a general approach to the problem and influences the participants through modeling behavior.

Task-Obsessive Style

People with this style are more concerned with the task. Matters not directly related to the task are ignored. They are not concerned with feelings and in fact, fail to recognize them since they do not perceive them as related to the task. They attempt to function like computers. A task-obsessive person is insensitive to the emotional need, personal problems and apprehensions of the participants (Panigrahy, &Mangaraj, 2011).

Problem-solving Style

In this style a person is concerned with solving problems but does not see them as being merely confined to the task. For such persons, the problems have various dimensions. The focus is on dealing with and finding one's solutions to problems. In this process they solicit the help of and involve subordinates, client trainees and participants.

Bohemian Style

The creative child is active in this style. The person has lots of ideas and is impatient with current practices. The person is less concerned with how the new ideas work than with the ideas themselves. Such people are nonconformists and enjoy experimenting with new approaches, primarily for fun. They rarely allow one idea or practice to stabilize before going on to another.

Innovative Style

Innovators are enthusiastic about new ideas and approaches and encourage others too. Unlike the Bohemian they pay enough attention to nurturing their ideas so that they result in concrete action become internalized in the system.

Aggressive Style

People with this style are fighters. They may fight for their subordinates, clients or participants or for their ideas and suggestions, hoping that this will help them to achieve the desired results. Their aggressiveness, however, makes people avoid them and not take them seriously.

Assertive Style

In this style the person is concerned with the exploration of a problem. Perseverance is the main characteristic. Such person confronts the organization to get things done for their subordinates or clients. They are more concerned with confronting problem than with confronting other persons for the sake of confrontation. Such people are frank and open but also perceptive and sensitive. They respect the feelings of others.

Sulking Style

People with this style keep their negative feeling to themselves, find it difficult to share them and avoid meeting people if they not been able to fulfill their part of the contract. Instead of confronting problem, a person with this style avoids them and feels bad about the situation, but does not express these feelings openly.

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Resilient Style

In this style persons show creative adaptability and learning from others, accepting others ideas and changing their approach when required.

Review of Literature

Individuals, irrespective of their biographical, academic and professional qualifications, exhibit themselves to the external world, from either one of the psychological states-parent, adult and child at a point of time. These psychological states manifest themselves in individuals from either an effective or ineffective mode. This may affect their interaction with others positively or negatively. This reflects in their performance in various domains of life, inclusive of the same in their work life as well. The primary constituent of success in an organization is its human interface and it largely depends on their interactive ability with clients as well as among themselves. This has necessitated analyzing the predominantly manifested ego styles among employees. These ego styles influence the performance level of the individual employees to a large extent (Sharma, et al., 2018).

In a study done by Alipieva (2017) low adult state and prominent accommodating and avoiding styles indicate that young people cannot always make adequate decisions and protect their needs and those of organizations in conflict situations. This leads to the need for politics and methods for assessment and development of the skills for identifying and coping with the ego states, leadership, self-awareness and self-control. In another study done by Ezhilarsi et al. (2016) it was found that the youths are not more egoistic with their colleagues.

Objectives

To delineate the teachers' dominant interaction styles and their degree of transactional efficacy.

Hypotheses

The study is an institutional case study and thus descriptive and exploratory in nature. It aims at examining the psychological profile of teachers of given institution on the basis of identified variables as they exist. The study presumes no experimental hypothesis as such.

Sample

The sample of 60 teachers was selected purposefully from the Maharishi Arvind College of Engineering and Research Centre, Jaipur.

Tool Employed

TSI-Te (Transactional Styles Inventory-Teachers) developed by Pareek (2006) is meant to assess teachers' interactional styles and their effectiveness. The habitual way of a person's interacting with others can be called his/her interpersonal style. A consistent pattern of behavior, with quasi-constancy and predictability is called style. A useful conceptual framework to describe an individual's style is based on transactional analysis. Transactional analysis concepts are quite popular and two basic concepts can be used to understand influence styles, the Ego states and the Existential Positions as shown in figure (a).

Figure (a)

Ego States	Styles in two life positions			
	Not-OK		**OK**	
Nurturing Parent	8	Rescuing	1	Supportive
Regulating Parent	10	Prescriptive	3	Normative
Adult	12	Task-obsessive	5	Problem solving
Creative Child	6	Bohemian	11	Innovative
Reactive Child	4	Aggressive	9	Assertive
Adaptive Child	2	Sulking	7	Resilient

Result

The results reveal that the teachers were found high on all the styles. The male teachers scored high on sulking style in comparison to the female ones, who were high on resilient, rescuing and prescriptive styles. An insignificant relationship between the transactional styles

Discussion

of male and female teachers was obtained. The teachers were also found moderately high on all the ego states. The male teachers were significantly high on nurturing ego state whereas females were high on adaptive ego state. A significant negative relationship between ego states of female and male teachers was obtained.

Table -1
Mean, S D, Status of Normality and P Value of Transactional Styles

Transactional Styles	Female		Male		Normality	Test	P Value
	MEAN	SD	MEAN	SD			
Supportive style	16.80	2.78	17.05	1.97	NO	MWU TEST	.987
Sulking style	14.90	3.27	16.78	2.22	NO	MWU TEST	.016*
Normative style	15.50	3.18	14.80	4.01	NO	MWU TEST	.682
Aggressive style	15.20	3.62	13.78	3.84	NO	MWU TEST	.166
Problem solving style	15.85	2.88	15.53	3.28	NO	MWU TEST	.771
Bohemian Style	15.75	3.37	14.13	3.55	NO	MWU TEST	.100
Resilient Style	17.35	2.08	14.45	3.38	YES	t—TEST	.002**
Rescuing Style	17.40	2.01	13.18	3.99	NO	MWU TEST	.000**
Confronting style	15.85	3.81	14.55	3.58	NO	MWU TEST	.129
Prescriptive style	15.80	2.60	13.93	3.48	YES	t—TEST	.042*
Innovative style	14.85	3.21	14.35	3.40	NO	MWU TEST	.648
Task obsessive style	14.30	3.60	14.23	3.42	NO	MWU TEST	.969

** Significant at the 0.01 level
*Significant at the 0.05 level

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To compare transactional styles of the sample under study the mean scores (Table 1.) were tested for normality and data were found not normally distributed for supportive, sulking, normative, aggressive, problem solving, bohemian, rescuing, confronting, innovative and task obsessive styles except resilient and prescriptive styles which were found normally distributed. Accordingly used Mann-Whitney U (MWU) Test and t-test for the purpose showed that sulking, resilient, recuing and prescriptive styles show significant difference between their mean scores in comparison to the mean scores of transactional styles- supportive, normative, aggressive, problem solving, bohemian, confronting, innovative, task obsessive of male and female

teachers which shows no significant difference. The mean scores of male teachers were found high on sulking style in comparison to the female teachers who were significantly high on resilient, rescuing and prescriptive styles. Hellaby (2004) claimed that in primary school application of transactional analysis improves the behavior that leads to more successful educational surroundings because of higher self-esteem and academic standards. She used various models of transactional analysis as rocket strokes and Ego-states. The aim of transactional analysis is to enhance the level of awareness for the benefit of its application in the process of learning, teaching and interactions between students and the teacher (Steward, & Agar, 2011).

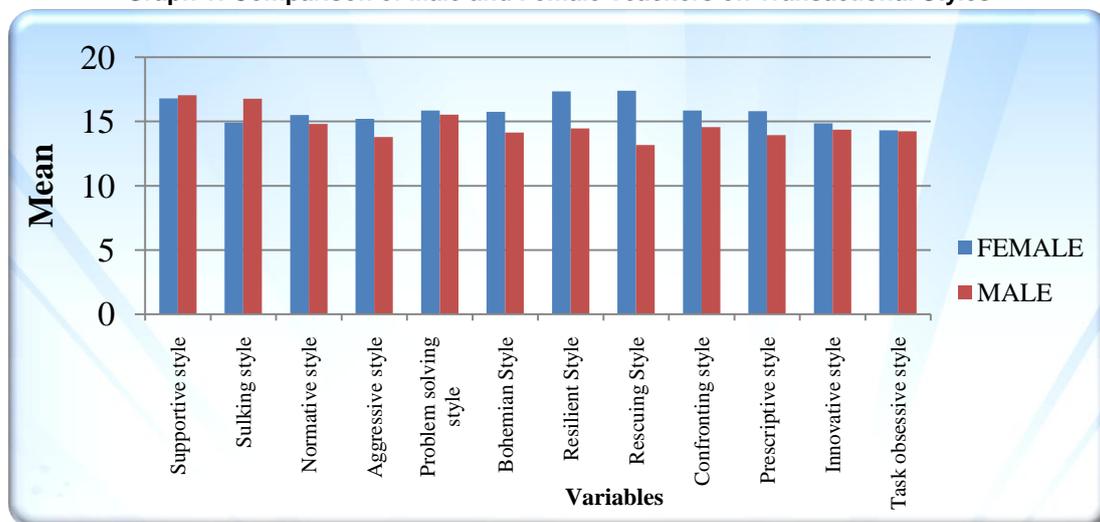**Graph 1: Comparison of Male and Female Teachers on Transactional Styles**

Table- 2 Rank order comparison of Transactional Styles

Transactional Styles	Female		Male	
	MEAN SCORES	RANK	MEAN SCORES	RANK
Supportive style	16.80	3	17.05	1
Sulking style	14.90	10	16.78	2
Normative style	15.50	8	14.80	4
Aggressive style	15.20	9	13.78	11
Problem solving style	15.85	4	15.53	3
Bohemian Style	15.75	7	14.13	9
Resilient Style	17.35	2	14.45	6
Rescuing Style	17.40	1	13.18	12
Confronting style	15.85	5	14.55	5
Prescriptive style	15.80	6	13.93	10
Innovative style	14.85	11	14.35	7
Task obsessive style	14.30	12	14.23	8

To study the rank order of transactional styles of male and female teachers mean scores (Table 2.) were tested and rescuing style was ranked at first position in case of female teachers with the mean score of 17.40 and with mean score of 17.05 supportive style was ranked at 1 position in case of male teachers. The rescuing and task obsessive styles were ranked at 12th position for the male and female teachers respectively.

Table- 3 Spearman's rho for Transactional Styles of Teachers

Spearman's rho between male and female	0.021

** Correlation significant at the 0.01 level
*Correlation significant at the 0.05 level

Table 3 shows the spearman's rho (ρ) for transactional styles between male and female teachers. The result reveals that there is an insignificant relationship between the transactional styles of male and female teachers.

Table- 4 Mean, S D, Status of Normality and P Value of Ego States

Ego States	Female		Male		Normality	Test	P Value
	Mean	SD	Mean	SD			
Nurturing	48.80	7.96	60.15	11.12	NO	MWU TEST	.001**
Regulating	49.50	11.09	52.60	10.64	YES	t-TEST	.307
Task Management	53.60	9.94	52.95	11.10	NO	MWU TEST	.718
Creativity	48.85	13.70	49.80	12.57	YES	t-TEST	.790
Confronting	51.50	8.82	52.28	14.51	YES	t-TEST	.844
Adaptive	56.25	8.85	45.60	11.33	YES	t-TEST	.001**

** Significant at the 0.01 level

*Significant at the 0.05 level

To observe ego states of the sample under study the mean scores were tested for normality and data (Table 4.) were found not normally distributed for nurturing and task management ego states whereas the data was found normally distributed for regulating, creativity, confronting and adaptive ego states. Accordingly Mann-Whitney U Test and t-test was used for the purpose exhibits the significant difference between the mean scores of nurturing and adaptive ego states whereas no significant difference was found between the mean scores of regulating, task management, creativity, confronting ego states of male and female teachers. The male teachers were significantly high on nurturing ego state whereas females were high on adaptive ego state. There is no harmonic distribution between ego states that mean that individuals do not switch their states easily, which could lead often to conflicts and/or inner psychological pressure (Steiner, 1994). This fact maybe is predestined from the unstable identity and self-concept that is affected from value pressure and dynamic change (Alipieva, 2015; Baychinska, 2000)

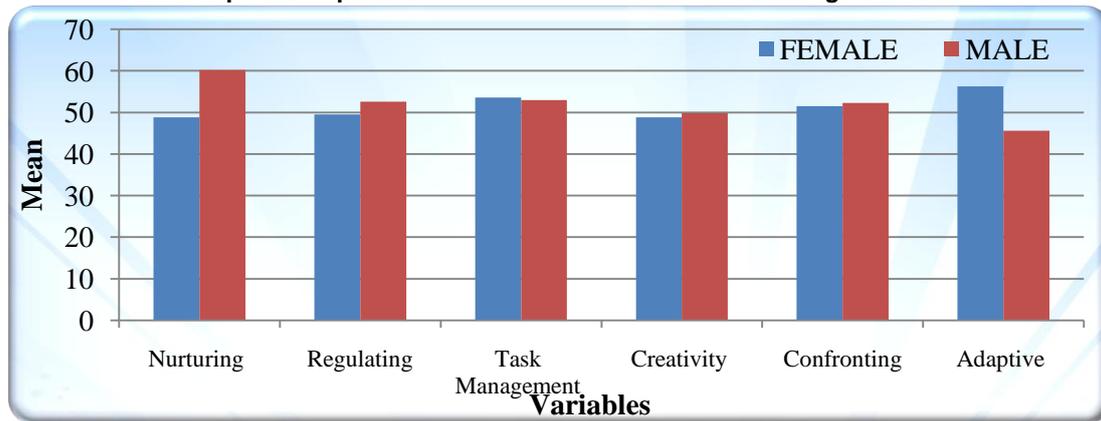**Graph 2.Comparison of Male and Female Teachers on Ego States**

Table -5 Rank order comparison of Ego States

Ego States	Female		Male	
	MEAN SCORES	RANK	MEAN SCORES	RANK
Nurturing	48.80	6	60.15	1
Regulating	49.50	4	52.60	3
Task Management	53.60	2	52.95	2
Creativity	48.85	5	49.80	5
Confronting	51.50	3	52.28	4
Adaptive	56.25	1	45.60	6

To study the rank order of ego states of male and female teachers mean scores (Table 5.) were tested and adaptive and nurturing ego state was ranked at position first with the mean score of 56.25 for female teachers and with mean score of 60.15 for male teachers. The adaptive and nurturing ego states were ranked at sixth position for male teachers with the mean score of 45.60 and for female teachers with mean score of 48.80. These findings are similar with the distribution of ego states for an ideal individual in Dusay's (1984) egogram profile. Mukhopadhyay and Saxena (1981) indicatedthat the ego states that contain the expected behaviors of teacherswere Nurturing Parent, Adult, and Natural Child.

Table-6 Spearman's rho for Ego States of Teachers

Spearman's rho between male and female	-0.486**

** Correlation significant at the 0.01 level

*Correlation significant at the 0.05 level

Table 6 indicates the spearman's rho (ρ) for ego states between female and male teachers. The result evidently points out that there exists a significant negative relationship between ego states of female and male teachers (r = -0.486, p<0.01).

Limitations and Further Research

It is not clear that whether the participants realize and deploy the possessed interactional styles in their life in general. The present study was not a correlational or impact study and therefore its findings

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cannot provide insights on the influence in the work satisfaction, career commitment or personal wellbeing.

For developing an analytical framework for assessing positive education, future researchers should focus on identifying the way in which positive education systems are understood across multiple disciplines. The future research should be done on government and private sector academic institutions. Use of more sophisticated statistical methods may help in thread-ware analysis of the empirical data. For fostering character strengths and virtues, resilience, happiness and effective interpersonal relationship in Indian context, it is essential to draw upon certain strategies to foster the healthy and positive educational environment.

Conclusion

The identification of transactional styles of teachers helps in cultivation of healthier transactions among teachers. Identifying their ego state will help to understand why they are behaving the way they are and assist them to determine which ego state they should use during their interaction for the conducive college climate. The findings of the study also help in recognizing the functional and dysfunctional styles of teachers to develop their interpersonal styles. It is helps in knowing and actively using one's interactional styles in daily life does not only have a positive impact on life satisfaction but can also facilitate positive experiences at work.

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