

Summary

This is an Experimental Study on a group of adolescents: girls and boys, in the Demashq Al-Wataneea School and Aareef Al-kanadi School in Damascus city. The sample of the study consists of 72 students (boys and girls) distributed equally into two groups: experimental and control.

The purpose of this research was to study the effect of training program based on Transactional analysis theories to develop adult ego state and its impact on the Emotional Stability. It also aimed to measure the differences between variables of the research according to the age and gender variables in the pre-and post-tests, taking into account the age and gender changes.

The experiment battery was used to achieve the research goals: it consists of the following instruments:

- ✓ Ego-State wheel.
- ✓ Geneva Emotional Wheel.
- ✓ Ego-State and Emotional Stability Brief Measure.
- ✓ Adult Solved Problems scale.
- ✓ A Note Card and a Training Program of 20 sessions.

The Program was applied on three Samples:

Group1: (11) boys in early adolescents.

Group2:(12) boys in middle adolescence phase.

Group3: (13) girls in early and late adolescence phase.

(60) training-sessions were concluded on these three sample groups; (20)session for every group The most important results have showed differences between *Pre and Post Test* of each of the Adult Ego, The Free Child Ego-State and the emotional stability of this experimental sample. And there were also differences between the experimental and control groups in the Post Test in favor of experimental group on the Adult and the Free Child Ego-State changes. On the other hand, there was a difference in the Pre Test between Boys and Girls on Natural Parent Ego-State and Adapt Child Ego-State in favor of the Girls.

Furthermore, there were also differences between *Early and Middle Adolescence* on each of the Control Parent Ego-State, and Adapt Child Ego-State in favor of *Middle Adolescence* stage, 10th grade students.

The impact of this training program of the Post Deferred Application was clearly indicated: continued to a large extent. The Accordingly, this research set the feasibility of Transactions Analysis Theory on Adult Ego-State Development and Emotional Stability. Finally, a number of suggestions emanating out of this research were proposed.

Kay Word: Transactional Analysis - Adult Ego state - Emotional Stability - Adolescents- Ego States.

1- Introduction:

Emotional Stability is an essential component of adolescents' development. Some scholars believe that adolescents experience more negative emotions (such as stress, anxiety and depression) compared to their childhood, Morris (2006) noted that adolescence is an opportune time to provide transactional analysis programs. TA was introduced by Berne in 1957. It is a theory concerning personal growth and also for improving interpersonal relationships (Riggall, Churches, & Elwick, 2014; Morris,2006).

According to Berne, personality is made up of three ego states called Parent, Adult, and Child. Each ego state is recognized by a set of behaviors, thoughts, and feelings.

Psychology examines and studies the individual behavior in the environment in which he lives and interacts. These mental, emotional and sensual activities, constitute the subject of human-psychological study.

This interaction led to the appearance of multiple patterns of social relation varying in periods and objectives (Al-Khafaji.2.2015). Therefore, the transactional Analysis Theory emerged within the Psychological Adjustment approach to present some abstract facts about: why we do what we do? the answer lies in what it's called The Transactional Analysis Theory by the American Psychiatrist *Eric Berne* (1952), who considered the self-psycho consists of many different systematizations with its each behavioral features standing out in three Ego-States which control our interactions:

- Child Ego-State which reflect auto, simple, and imaginary behavior (Hares.14.1992).
- Parent Ego-State which contains the absolute data: criticism, threat, care and support, punishment and guidance.
- Adult Ego: equal fellowship situations that contain exploratory data without making any verdict and tends to solve in an emotionally neutral and cooperative way (Chicks & McCracken 2010.18).

Accordingly, Transaction Analysis reflects the interaction method between Ego-States of each individual. The applications of this theory started in 1950s to be used in Psychiatry and Psychotherapy, then in

1970s circulated to include various education fields, Social-Relations, Administration and Communication.

Therefore the training according to the Transaction Analysis is an intervention for social and psychological changes through attending to psychological adult growth of individuals (Barrow & Newton.2016.182) and this is what the present research trying to do through an Experimental Study, and to find out its impact on adult development and on emotions which is considered an important aspect of the Transaction Analysis Theory.

The Emotional Stability is considered an important aspect of each individual's life, and it is also one of the five major factors of personality. This reflects the value of this training program to develop the Adult Ego, and how this is turned out to improve the emotional stability for adolescents. This program is an interactive training framework, which includes experiences and instructions in an integrated designed manner, which is subject to a specific period of time during a series of sessions, where it explains Ego-States function on both personality and dealing with others.

2 - Research Problem:

Most adolescents are susceptible to exhibit emotional disorders due to rapid changes that occur during adolescence (Rudolph, 2002). To cope with such an issue, it is required to apply intervention programs in order to develop their competencies (Viner et al., 2012).

Through Researcher's work with (PSS) Psychological- Social Support and Psychotherapy, lots of complains have been noticed of adults behaving in a childish limited mature way. At the Psychiatric Clinic, Moms often complain of their children reckless or rebellious attitudes: on the other hand, Adolescents emotionally complain of their parents excessive control, which appears as a result of their Parental or Child Ego-States conflicting with their Parental Ego-States.

This reflects the wide range of differences and psychological problems that hinder psychological and social Stability.

According to previous studies: "To prove that the individual is treated in one Ego-State ignoring the role of other Ego-States, reflects negatively on this individual feeling, life path and his personality development".

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The simplified explanation of the three Ego-States (Child, Parent, and Adult) was a supportive role to help individuals discover themselves more toward an oriented change. From the practical experience of training in applying the theory in the treatment and counselling field, it was found to be useful in solving individual's problems, especially adolescents.

Adolescents have turbulent physical changes, energy levels, and higher needs for sleep, activity, sexual relations, music, philosophical questions, attitudes and sexual identity, displaying rebellion, breaking rules, balancing values or separating them from needs (Graham,2003,11). This in itself is what causes instability in the most important stage of adolescence which is one of the most critical stages in the formation adolescents tend to be independent, have a sense of personality and emotional changes give rise an independence streak, self-assertion and identity crises. Adolescents are also subjected to many traumatic psychological crises, making their emotional stability less stable which is reflected negatively on their social and academic lives and their social communication. And this is where the research problem emerges; *Proliferation of Negative Transaction that Generate UnStability of Emotions in society, especially among Adolescents.*

In order to avoid a just treatment experiment, an exploratory study was carried out to appreciate the need of a Training Program to develop Adult Ego.

For more in- depth look at the affecting factors, an exploratory study was carried out to monitor the highlighted psychological and social problems through the perspectives of Adolescents, and superintendents in some elementary schools (second stage) and secondary education in Damascus, where superintendents remarks were about the emotional problems prevalence among adolescents: Bullying and Hyperactivity are increasing generation after generation not to mention the uprising of educational drop out and the misuse of electronic devices. In addition to new problems caused by the crisis such as adjustment difficulties and increasing of risk factors.

As to the adolescents, their problems stemmed from social family instability, a feeling of vulnerability of emotional understanding, diminished accesses to development opportunities for hobbies and skills available under unstable conditions.

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Out of these observations, the most prominent results reflected in previous studies illustrate the complex problem of the personality and the adolescent feelings.

The problem can be formulated by answering the following question:

"What is The Effect of a training program using Transactional Analysis Theory on Adult Ego State development among Adolescents?"

Does this training program and Adult Ego State development affect the Emotional Stability of a sample of adolescents?

Does that have an impact on age and gender variables?"

3 - The Importance of Research:

The importance of this research stems from the following:

- ✓ It is considered to be the first local attempt to address the theory of transaction analysis through an experimental study, to the best of researcher's knowledge.
- ✓ The use of various tools to measure Ego States and evaluate its development in several ways.
- ✓ Use the application of this research by taking advantage of the proposed program if and its usefulness for similar samples.
- ✓ The importance of training and social and emotional skills that are developed in the experimental research sample.
- ✓ It is rich with practical development trainings which are applicable on many age levels.
- ✓ It is adopting modern and global sources of emotions translated into Arabic for the first time.
- ✓ It strives to increase the Adult Ego State development that affects positively the lives of individuals.
- ✓ It strives to strike a balance between the relative weights of Ego State in personality.
- ✓ The importance of the age level presented by this program, a sample of adolescents who have a need to develop the Adult Ego.

4 - Research Goals:

The main objective of this research is to prepare a training program to develop the Adult Ego based on the theory of Transaction Analysis and its impact on the emotional stability of adolescents by training them on the concepts of the Basic Theory according to TAPACY Program; The concept of Ego States, Transactions Forms, Drama and Educational triangle, (Emotional Awareness, Empathy, Emotional Management, Self-Motivation and Social Skills).

Sub-objectives are derived from this objective:

- Measuring the effectiveness of the training program in the development of the Adult Ego and its impact on the emotional stability of an early stage adolescents of the 8th grade students of basic education; and on the middle stage adolescents of 10th grade students of the second secondary stage in both the pre and post-tests.
- Measuring the effectiveness of the training program in the development of the Adult Ego and its impact on the emotional stability by comparing the differences between the experimental and control groups in the Pre and Post-tests.
- Studying the differences in Ego States according to the gender and age variables in Pre-and Post-tests.
- Studying the differences in emotional stability according to the research variables (sex, age) in in Pre and Post-tests.

5 - Research questions and hypotheses:

Research questions:

Question 1: Does the training program have a developmental impact on personality? Does it reflect on any of the ego states?

Question 2: Is there an impact on the use of a training program based on the theory of transaction analysis on the development of adult ego state and the emotional stability of adolescents?

Question 3: What is the size effect of the proposed training program according to theory of human transaction analysis on a sample of adolescents?

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Question 4: What is the shape of the growth index of the three groups according to the note card?

Research hypotheses:

To verify the objectives of the research, the following hypotheses were tested at a significance level (0.05):

1. There are statistically significant differences between the average scores of the experimental group students in the pre and post-tests on the ego-state scale.
2. There are statistically significant differences between the average scores of the experimental group students in the pre and post tests and their average scores in the post-test on the emotional stability scale.
3. There are statistically significant differences between the average scores of the students of the experimental and control groups in the post test of the ego state scale.
4. There are statistically significant differences between the average scores of the experimental and control group students in the post test of emotional stability scale.
5. There are statistically significant differences between the average scores of Boys and Girls on the scale of ego states in the pre-test for the experimental group.
6. There are statistically significant differences between Boys and Girls average scores on the emotional stability scale in the pre-test for the experimental group.
7. There are statistically significant differences between the average scores of Boys and Girls on the measure of ego states in the post-test for the experimental group.
8. There are statistically significant differences between the average scores of Boys and Girls on the measure of emotional stability in the post test for the experimental group.
9. There are statistically significant differences between the average scores of the eighth and ten grade students on the scale of the ego state in the pre-test .

10. There are statistically significant differences between the average scores of the eighth and the tenth grade students on the measure of emotional Stability in the pre-test.

11. There are statistically significant differences between the average scores of the of the eighth and the tenth grade students on the scale of the ego states in the post test of the experimental group.

12. There are statistically significant differences between the average scores of the experimental and control groups on the adult ego scale.

13. There are statistically significant differences between the average scores of the control group in the pre and post tests on the measure of ego state and emotional Stability.

6 - Research limits:

Human limits: A sample of adolescents (72 of both sexes) in the early stages adolescence of the eighth grade and in the middle- stage of adolescence (the tenth grade students).

Time Limits: The training program was applied on the experimental group in the first semester at the end of September 2017, till the end of December 2017. The delayed test ended in mid-February 2018.

Spatial boundaries: The experimental and control groups were selected from the Damascus National Private School for boys and the Aref Al Nekdi School winter courses.

7 - Research Methodology:

This research uses the experimental method, by addressing an experimental variable (training program) that adopts both: *SEAL* (Social and Emotional aspects of learning) and *TAPACY* (Transactional Analysis Proficiency Award for Children and Young people).

And at the same time, the other variables (age, sex, grade, achievement, emotional state, social environment) were controlled to determine the effect of the independent variable on the dependent variable (the adult ego and the emotional Stability of the sample).

8 - Research Terms:

The Training Program is a set of organized and planned activities aimed at developing the knowledge and experiences of trainee students, which help to renew their knowledge, raise their competencies, solve their problems, and develop their performance (Shibli, 2017, 13).

Transactional Analysis: A theory developed on the basis of clinical experience by the psychologist Eric Berne. It considers that people can move between different interpersonal interactions, sometimes in the same conversation and certainly in different parts of their lives. These mental states are grouped into three types that present parent, adult and child models (Marchant, 2015). the official definition of the International Association for Transaction Analysis 2017) [ITAA] states that, "Transaction Analysis" is the "theory of personality and methodological approach to personal development and personal change."

Adult Ego State: Tudor (2003) defines an adult ego as the pulse of personality, which is the integrated treatment of feelings, attitudes, ideas and actions in accordance with the principle of "here and now", at all ages (Widdowson, 2010, 351).

Emotional Stability is one of the basic dimensions of a personality that extends, in a continuous form, the positive pole represented by the emotional equilibrium to the negative one represented by the empiric, and that anyone can be on this continuum (Hamdan, 2010, 35).

Emotional equilibrium is defined procedurally as the degree to which trainees receive their performance on the Geneva wheel scale of emotions in their sub-dimensions (positive emotions, negative emotions, emotional control) used in the present study, and the overall degree trainees receive in their performance on the short-lived emotional equilibrium scale.

Adolescence: A period of comprehensive growth through which the individual moves from childhood to adulthood. It is the stage of preparation for maturity extending between (11-21 years). It include early adolescence (11-14 years), mid- adolescence (15-18 years), and late adolescence (18-21 years) (Makhoul, 2003, 266-266).

9 - Research Sample:

At the beginning, a random sample of 200 adolescents was chosen to test their ego state from several basic and secondary schools. A purpose of cluster sample of 72 students was then selected taking into account the distribution of age, sex, achievement, and social and academic convergence. Their age range extends from 13-16 years. The sample was divided into two groups; experimental (36) and control (36).

10 - Research Tools:

To verify the objectives of the research, a battery of tests similar to the global training curriculum was designed. This battery includes:

1 - List of monitoring ego state designed in the wheel ego state shape prepared by the researcher.

2. Geneva Emotional wheel which consists of 20 phrases, version 3.

3 Adult solving problems scale which consists of 24 phrases prepared by the researcher.

4 - The training evaluation test which consists of 35 phrases prepared by the researcher.

5 - Test of emotional Stability (short form) which consists of 19 phrases.

6 – Ego state test of 30 phrases – Translated by research.

7- A training program according to the theory of transaction analysis, which was designed by the researcher according to the theory of the analysis of developmental and training transactions. It was designed on many of the theoretical and practical foundations in addition to similar programs, especially the Tapalcy of two programs of training on the analysis of transactions for adolescents in Europe, and the SEEL Program for Emotional and Social Training for Adolescents in Europe and America.

The program consists of 20 training sessions covering basic theoretical axes related to growth and education. The program was refereed by specialists in education, training, psychotherapy, and superintendents, parents and even adolescents.

8 - Monitoring and Note Card for the researcher to measure the most important methods of verbal and nonverbal communication after each session to each trainee and to measure the collective interaction atmosphere, in addition to the final evaluation cards distributed at the

end of each training session on the trainees in groups that test the outcomes of each session.

11 - Research Variables:

Independent variable: The independent variable in the present study is the training program based on the theory of humanitarian transaction analysis.

The dependent variable is the variable that shows the effect of the independent variable. Thus, the dependent variable in the present research is the adult ego and the emotional stability.

12 - Research Results:

The results of the study were the following:

1. The effectiveness of a training program according to the theory of transaction analysis in the development of the adult ego state and the increased emotional stability among adolescents.

2. There are simple developmental differences on the most variables of the research, especially the Free Child, Adult Ego State and positive feelings.

3. Training has had a slight developmental effect on most ego states, especially adult and free child ego State. This development continued after training in the delayed test. Development indicators maintained their values with a slight decrease of only 4%. This means that the training achieved a developmental effect ranging from 2-10%. This effect after 45 days, remained more than 95% above its level.

4. There are statistically significant differences between the average scores of the experimental and control groups in the post-test on the scale of the ego state on the both (the adult and the free child ego state).

5. There were statistically significant differences between the average scores of the experimental and control groups in the post-test on the positive feelings dimension, and the absence of differences on the negative feelings, on the Geneva Emotional wheel, tool to measure the emotional stability.

6. There are statistically significant differences between the average scores of the experimental group students on the adult ego state and the

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free child in the pre and posttests, due to the effect of the training program, attributed to the post test.

7. There are statistically significant differences between the average scores of the experimental group individuals on the adult and the free child ego State in the pre and post applications due to the application of the training program for the benefit of the post application.

8. There are statistically significant differences between the average scores of the experimental group students on the positive and the negative feelings, and the overall degree of the Geneva Emotional wheel and the shorten emotional Stability scale due to the application of the training program in favor of the post application.

9. There are statistically significant differences between the average scores of the experimental group students and the average score of the control group individuals in the post-application on the “Adult solving problems scale” in favor of the experimental sample.

10. The existence of developmental differences before the application of the program in the critical Parent Ego state and the adapted Child Ego state, with negative feelings for the benefit of adolescent students in the tenth grades in the mid- stage adolescence. There was an absence of any significant differences between the eighth and tenth grade students in the post test of the ego states and emotional stability variables.

11. There are differences between the sexes on the variables of the Natural Parent Ego State, for the benefit of Girls only in the pretest, and the absence of any significant differences on the emotional Stability scale between the sexes on the variable of emotional Stability.

12. There are no statistically significant differences between the average scores of the control group students on the variables of the ego states and the emotional stability in the pre and post-test.

13. Comparison of the general profile (Egogram) of each group according to the three ego states through the observation card. The first group consisted of students of the tenth grade of Boys in mid adolescence, characterized by interaction according to the young professor, Adult Ego and caring parent ego state, child ego, and the free child ego.

The second group, which includes eighth grade students, interacted with early adolescence, with the free child ego state, the young professor, the critical parent, the adult and the Nature parent, and the adapted child ego state.

The Girl group interacted with the tenth grade as characterized by the subject child ego, Nurturing parent, the adult, critical parent and then free child ego state.

The group of Girls from the eighth grade of early adolescence interacted according to the adaptive child, the Nurturing parent, and the free child and then the adult and then critical parent ego state.

13 - Research Suggestions:

- Activating training on the theory of transactions Analysis in primary and secondary schools.
- Making further researches on the use of many theoretical concepts in experimental studies.
- Conducting training programs involving adolescents and parents in order to raise the awareness of many age groups about the theory.
- Training teachers and superintendent in schools on the concepts of the transactions analysis theory and familiarizing them with their educational exercises for their benefit in general and students in particular.
- Constructing standardized legal tests in the Syrian society to test ego states.
- Conducting similar studies on the effectiveness of these exercises and others on different samples (adults, children).
- Conducting correlative studies to discover the internal relationships between ego states and the five major factors and other personality variables.

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**The Effect of Training Program Based on
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Adult Ego State and its impact on the
Emotional Stability of Adolescents**

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