

The Impact of Training of Transactional Analysis on Psychological Well-Being of the Married Women in Tehran City

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ABSTRACT

Present study was aimed at investigating the impact of training of transactional analysis on Psychological well-being of the married women in Tehran city in 1991. Procedure was semi-experimental with pre-test & post- test with control group. Research society consisted of the entire married women of Tehran City who had been referred to Education and training counseling center; seeking counseling services. Sampling (30 subjects) were randomly selected from among qualified volunteers and were randomly assigned in experimental and control groups. Training sessions were done in 10 sessions. At the end of sessions, both groups were asked to take the test again. A tool was: questionnaire of Ryff's Psychological well-being with 18 questions. The coefficient of internal consistency test was. /50. In order to analyze the data, descriptive and ANOVA was used. The results of this study showed training of transactional analysis has increased Significantly Psychological well-being in women in post- test and follow up ($p < .001$). Taking into consideration the survey's data, it could be concluded that training transactional analysis can be implemented to increase Psychological well-being of the married women.

Keywords: Transactional analysis, Psychological well-being, women.

Introduction

One of effective Psychotherapeutic approaches to demonstrate healthy interpersonal relationships and

development of intrapersonal skills is Transactional Analysis (Murakami & etal, 2006). In the (TA) theory by examination

and also Script Life we realize that our methods and practices in adult life are a playback of our childhood methods. In fact, we have written this play's scenario in our childhood and we see how these plays are susceptible to change. By this method, we become familiar with our own characteristic system and also with our relationships with the people and try to rebuild these relations (Stewart & Joins, translated by Dadgostar, 2007). The basic concept of TA is Ego-State. Bern (1988) has defined Ego-State as a feeling and consistent pattern of thinking which are associated with the behavioral model of relationships (Keçeci & Tasocak, 2009). Based on the Structural Model, every individual's personality is divided into three modes of parental, adulthood and childhood. Parental Ego-State is a set of feelings, attitudes and behavioral patterns which has similar ones among parents. Childhood Ego-State is set of a feelings, attitudes and behavioral patterns which survives from the individual's childhood. Since a child in the critical period of early life lacks speech, most of his/her reactions are recorded as feelings. In the early years of life, the child reaches the conclusion that he/she is not okay. The mature Ego-State is defined as a set of autonomous feelings, attitudes and patterns of behavior which are adaptive to and are consistent with reality. The mature Ego-State is required for survival. It puts the data into the stream, and makes analyses and calculates the possibilities that are necessary for effective resolution in the external world (Harris, 2002).

Following the advent of the Positive Psychology Movement which emphasizes on the existence of positive abilities and personal growth while taking mental health into consideration, a group of psychologists instead of the term Mental Health, used Psychological Well-Being

because they believe this term mostly reflects positive aspects that come to mind (Reef, 1988 quoted by Mikaili 2010).

Reef model is considered one of the most important models in the field of psychological well-being. Reef takes psychological well-being as striving for perfection in order to realize the true potentials of individuals. In such a perception, well-being means efforts to attain promotion and enhancement which are crystallized in manifestation of one's talents and abilities. Reef and his colleagues worked on the philosophical foundations of the life of people like Aristotle and Russell to determine and categorize the criteria for an ideal life or the so-called "Good Life." Accordingly, they determined these six factors as components of psychological well-being: Self-Acceptance (SA) (the ability to see and accept your strengths and weaknesses), Purpose in Life (in the sense of having purposes and goals that give direction and meaning to the person's life), Personal Growth (the feeling that the individual's potential talents and abilities will be realized over time and throughout life), Positive Relationships With Others (PR) (in the sense of having close and valuable relationship with important people in your lives), Environmental Mastery (EM) (the ability to regulate and manage daily issues especially problems of everyday life) and Autonomy (the ability and the will power to pursue demands and act based on personal desires even if they are contrary to customs and social demands) (Reef, 1988 quoted by Mikaili 2010). Farhangi and Agha-Mohammedian SharBaf (2006), in a research entitled "The Impact of Group Psychotherapy with the Transactional Analysis Approach on the Methods of Dealing with Stress among Teenagers", concluded that with a 95% possibility the above-mentioned

procedures were effective in methods of dealing with the teenagers and reducing emotion-orientedness and increasing problem-orientedness methods of dealing. Khodabakhshi (2006) has examined the Effectiveness of group training of Transactional Analysis on reducing occupation-related stress of staff at the International Engineering Company of Iran. A comparison of mean scores of the experimental group's occupation-related stress (pre-test and post-test) showed a significant difference. While in the control group there was no significant difference (quoted by Shamlou, 2009). Saghati, Shafi Abadi, Sudani (2009) carried out a study with the objective of analyzing the effectiveness of group training based on Transactional Analysis in reducing aggressive behavior of the female first grade students at Rasht high school. The results of the study showed that an experimental intervention decreased aggressiveness and its components in the experimental group. Shamlou (2009) examined the effectiveness of group education with Transactional Analysis approach on increasing self-esteem and creativity of female first grade students at the middle schools of District 8 in Tehran. A comparison of mean scores for self-esteem and creativity of test group in the pre-test and post-test showed a significant difference, while there was no significant difference in the control group. This result means that the group training based on Transactional Analysis method enhances the self-esteem of students, and includes these components: basic, academic, family, physical and social self-esteem. This method significantly enhances the students' creativity. Fathi-pour and *et. al.* (2009) examined the impacts of training of Berne in Transactional Analysis on enhancing performance of parents of high school male students in Rafsanjan. It was

found out in the study that the mean scores of post-test in the experimental group had a significant increase in comparison to the control group. It means that the Transactional Analysis Training improved the parents' performance. Based on the findings of this study it can be concluded that the Transactional Analysis Training of Berne can be a practical method for establishing adult communication and improving weak communication. Chen (2002) investigated the effects in the parent-child communication and the parenting style with mothers of elementary school students. Subjects were 12 mothers who have children in middle and high grades in elementary school. The members attended 10 weekly group transactional analysis sessions. According to the result after the discuss process, members learned to satisfy requirement each other with complementary communication. They esteemed children's unique personality, and listened attentively to interior voice by Adult way. and also there were some changes in parenting style, such as members set down standard and responsibility, no longer beat and scold children by control-parent way. Additionally, they adopted Adult- Adult conversation, to believe that children had ability to deal with their problems. Lawrence (2007) conducted a research to teach pharmacy students how to apply transactional analysis and personality assessment to patient counseling to improve communication. According to the result students were able to apply the techniques and engage patients based on adult-to-adult interaction cues, and find the ability to adapt the interactive patient counseling model to different personality traits and communicate more effectively with patients. Keramati (2011) in a study titled the Effectiveness of Group Education

of Transactional Behavior on Increased Differentiation and Self-Efficiency of Consultants concluded that the degree of differentiation among counselors who had received further training on Transactional Analysis was higher than the counselors who had not received any training. But there was no significant difference in self-efficiency between control and experimental groups. Ghaseri (2010) conducted a research on the efficacy of group therapy with Transactional Analysis approach on enhancing the marital satisfaction of married students at Ferdowsi University of Mashhad. The results showed significant improvement in post-test of the experimental group.

Taking into consideration the Transactional Analysis method steps towards increasing the inner attitudes of person and finally those of others, so as the name implies interaction, analysis and optimization of the relationship can be established between the two individuals. There was no significant difference in efficacy between the experimental and control groups. This study aims to evaluate the effectiveness of training Transactional Analysis on the psychological well-being of married women in Tehran.

Research Hypotheses

- 1 - Teaching Transactional Analysis is effective in psychological well-being of married women in Tehran.
- 2 - The Impact of Transactional Analysis training on psychological well-being of married women in Tehran remains stable after a certain period of training.

Methodology

The research method was quasi-experimental of pretest post-test with control group. The study's statistical population consisted of all married women in Tehran, who had referred to Family

Counseling Center (No. 2), District 9 of the Education Ministry in 2012 and had asked for counseling services. In order to take a sample through a general call, they were enrolled. The criteria for inclusion and exclusion for the study were: Having 20 to 45 years of age, having at least a high school diploma, no severe mental disorders, no personality disorders or chronic physical illness, not participating in other treatment programs at the same time, and not receiving individual counseling or drug therapy. 30 individuals were randomly selected from the volunteers and they were randomly assigned to experimental and control groups. Individuals within the experimental group were 24 to 43 years of age with a mean of 33.18 and were high school graduates or bachelor's or master degree holders. Individuals in the control group were 24 to 45 years of age with a mean range of 36.23 years and were high school graduates or associate degree or bachelor's degree holders. For both groups, a pre-test was held before the session and a post-test session was held at the end of the sessions. In order to comply with ethical considerations, participants were coded and confidentiality as well as privacy principles were observed. The program for the experimental group was to improve transactional analysis skills and to the test group in 10 two-hour sessions – one session each week – but the control group received no education. The curriculum for this research was selected from the books namely transactional analysis by Stewart & Joines translated by Dadgostar, 2007 and transactional analysis by Berne translated by Fasih, 1994. Each week some homework was assigned for practicing until the next week.

A brief description of the sessions is as follows:

First Session: Performing pre-test; introducing members to each other, assessing purposes of education,; outlining the group's rules and regulation, describing the Advantages of Knowing Transactional Analysis Theory.

Second Session: Different divisions of Ego-State and its components, the clues to each of the Ego-States, the Goal: recognition of the Ego-States by members.

Third Session: Training on Ego-gram, self-concept and its resources.

Fourth Session: The Master Key to Transactional Analysis Theory: Ok, different meanings of Ok, examining the living status (1 - I'm not Okay, you're Okay: isolated position, isolation, inferiority complex. 2 - I'm no good, you're no good: the futility and emptiness status . 3 - I'm good, you're not good: megalomania condition. 4 - I'm OK, You're OK: good condition.

Fifth Session: Caress: a master key to communication in TA, different types of caressing (verbal or non-verbal, positive or negative, conditional or unconditional), plastic caressing, caressing filter, caressing container, self-caressing.

Sixth Session: Steiner's view of caressing spells (economics of caressing), the practice of breaking the spells.

Seventh Session: Mental health, damage and disease from the perspective of behavior analysis, rejection and infection: two types of illness, different types of exclusion, dual exclusion, different types of infection, the practice of recovering "pollution source" (free from prejudice and bias), the practice of recovering from "child contamination" (opinion polls about the reality)

Eighth Session: Definition of communication and its components. Different types of communication based on the Transactional Analysis Theory are: parallel (supplementary), intersecting, and

complex relationships and different types of supplementary relationship, the option to chose, exercising cutting abusive relationships.

Ninth Session: Training on Inhibitors (message of "no" or "don't") and impellents (the messages of "yes" or "do"), examining parent messages, destructive feelings, modification and replacement messages.

Tenth Session: The goals of changes in Transactional Analysis, holding post-test.

Tools

Ryff Psychological Well-Being Scale

The original version of psychological well-being scale with 84 questions was produced by Ryff in 1989. Afterwards the abridged version with 54 items and the short form with 18 phrases were designed. The short version of the questionnaire assesses 6 principal components of the psychological well-being model. Hence, it contains 6 subscales. In this questionnaire which is designed for adults, the respondent should determine on a 6-degree Likert Scale (fully disagree = 1 to strongly agree = 6) the extent to which they agree or otherwise disagree with any of the items. To obtain a score for each subscale, you can add up the scores for all the relevant statements and their subscales. By adding up the 18 items, the overall psychological well-being score is obtained. Each subscale consists of these questions: 1 - Self Acceptance subscale (10-8-2), 2 - Positive Relationships With Others subscale (13-11-3), 3 - The Autonomy subscale (18-12-9) , 4 - Environmental Mastery subscale (6-4-1), 5 - Purpose in Life subscale (16-14-5), 6 - Personal Growth subscale (17-15-7). Questions (17-16-13-10-9-5-4-3) are graded inversely. The coefficient of internal consistency of the short form

scales of psychological well-being subscale and the internal consistency coefficient for the entire test is reported to be about 0.50. Evidence for convergent validity tests of psychological well-being indicates that six factors of psychological well-being are in direct relationship with life satisfaction,

self-esteem, creativity and are in reverse relationship with depression, chance and the external locus of control (Huang, 2009).

Statistical analysis

Table 1. Mean and standard deviation of two groups in Psychological well-being

Variable	Experimental group		Control group	
	M	SD	M	SD
Psychological well-being				
Pre test	69.8000	6.80546	70.4000	5.81623
Post test	77.7333	7.66687	69.4000	6.81175
Follow up	75.5333	6.71743	69.4000	6.81175

Table2. Results of Levene's tests to examine homogeneity of the variance within a data

Variable	Levene's test			
	F	df ₁	df ₂	sig
Psychological well-being	.474	1	28	.497

Table 3. Results of ANOVA on Psychological well-being of experimental and control groups in pre-post tests

Source	SS	df	MS	F	Sig	Eta square	Observed Power
Psychological well-being							
Group	598.533	1	598.533	9.626	.004	.256	.850

Table 4. Results of ANOVA on Psychological well-being of experimental and control groups in pre and follow up tests

Source	SS	df	MS	F	Sig	Eta square	Observed Power
Psychological well-being							
Group	340.033	1	340.033	5.962	.021	.176	.654

Results

Descriptive statistics indices such as: Frequency, Percentage, Mean, Standard Deviation, Minimum and the Maximum were taken into concern. Findings related to the research hypotheses testing: Analysis of covariance (ANCOVA). The results were reported significant at the P value less than 0.001($p < 0.001$). As shown

in table 1 the mean scores of the entire control group in the dependent variable (Psychological well-being) during the post-test processes and following the pre-test show these changes. As indicated in table 2 the rate of $F = .474$ with $\alpha = 0.05$ is not significant, so the use of test analysis of covariance to examine the hypotheses of

covariance with presumption of variance homogeneity was permitted. Taking into consideration the data on Table 3, since the $F=9.626$ in the component of Psychological well-being, and also based on factors such as the $\text{Eta}=.256$ it could be said that the changes in the Psychological well-being variable results from the impact of transactional analysis training. Statistical power of .850 indicates the sufficient sample size for analysis. In accordance with the table 4, the statistical characteristics of the $F =5.962$ is significant. And the results of follow-up test show that the post-test and follow-up scores of the Psychological well-being of the individual have increased compared with pre-test scores of the individual. The effects of training of transactional analysis on Psychological well-being of the marital women in Tehran city remain stable after a certain period of training.

Discussion

This study aims to investigate the effects of training Transactional Analysis on psychological well-being of married women in Tehran. The results indicated that there is a significant difference between the mean score of psychological well-being post-test and pre-test in the experimental and control groups (Hypothesis 1). The results indicate the effects of training Transactional Analysis on psychological well-being of married women in Tehran. Meanwhile, experimental interventions have maintained their effects in the follow-up phase (Hypothesis 2). Actually people using the techniques of the theory learn how to control their relationship with others and establish complementary relationship and gain more satisfaction with the relationship. The theory also teaches people to be honest with themselves and their needs, be more

honest and friendly in their communication and instead of establishing complicated relationships and resorting to psychological games, attain their objectives directly and without any deception. Sadeghi and et al quoted by Keramati (2011) in a research surveyed the effects of training Transactional Analysis on communication models of couples. The sample comprised of 30 couples (60 individuals) who had referred to the Counseling Center of Khorram-Abad city in 2010). The results indicated that this approach can equip the couples with the skills to effectively communicate, in a way they could recognize their own and their spouses' Ego-State and make appropriate communications by paying attention to verbal and non-verbal clues. Rafiee (2009) has made a research on the effectiveness of training communication skills. The results indicate the training is effective in the quality of life and psychological well-being of infertile women. Sin and Lyubomirsky (2009) in a research in line with the findings of this study have shown that positive psychotherapy is effective in increasing the participants' psychological well-being. Meanwhile, Mitchell, Stanimirovic and Klein (2009) in a comparative study between the positive psychotherapy and group psychotherapy based on problem solving the groups which receive placebo, identified that even though positive and negative feelings may not have changed during the therapy period, positive psychotherapy can increase the degree of psychological well-being of participants compared to the other two therapies. McKimm and Forrest (2010) used TA to improve clinical and educational supervision and explained that the supervisor-trainee relationship could play an important role in ensuring the best continuing education for all trainees. All

supervisors will have had a 'heartsick moment' before meeting a known trainee. The models can be used to explain these situations and what exactly is happening to the communication. The models provide methods of breaking free from these frustrating encounters and moving on with the relationship with the trainee. The models also help them understand the ways in which they can easily be pulled into games and offer insight into their own behaviors and relationships, not only with trainees, but also with patients, careers and colleagues. According to this study and taking into consideration the importance of the Transactional Analysis approach in improving interpersonal and interpersonal skills, taking part in training sessions can help people in interpersonal relationships, better understanding of themselves and friends and planning for appropriate communication techniques, therefore results in increased self-awareness to take responsibility for their behavior. The training makes the participants realize their own importance and value themselves highly and gain success, encourage themselves more often and take mistakes as opportunities to learn and criticize themselves less frequently so the grounds would be prepared for personal growth and self-actualization would lead to increased psychological well-being.

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