Abstract

The school needs hard working and devoted teachers to build up the future of the child. A teacher should be an excellent communicator and should fulfil the demands of the students. He/She should be able to promote good values and behavior in the students, because it is the teacher who makes or marks the life of the student. It is true that teacher who constitutes the real dynamic force in the school and the educational system. Hence it is essential to identify their ego state for the well-functioning of school. Hence in this article percentage analysis has been applied to recognize the transactional function of 570 school teachers in Dharmapuri District. The result indicated that almost 55.3% of teachers hold adaptive child ego state.

1. Introduction

Teachers play a vital and multifaceted role in setting the direction for schools that are positive and productive place for colleagues, principal, parents and vibrant learning environments for children, but existing knowledge on the best ways to develop these effective leaders is insufficient. There are three types of people, firstly, those who make things happen, and secondly, those who watch things happen, thirdly, those who wonder what has happened. The first category is our main concern, Leadership which becomes an imperative for all social groups - small or large. Dynamic leaders are able to motivate people. Teachers are the integral part of the school. They are the leading part in some action. They lead the school and guide the students from time to time. They are the motivating force behind the well-functioning of school. The quality of education also depends on them. If they don’t work appropriately the school loses its name. Teachers are eagerly involving in
everything from deciding the school building to curriculum from text books to extracurricular activities. It is true that effectiveness of teachers depends upon their interpersonal communication style. An effective Teacher should be balanced the entire six functions-nurturing, regulating, managing tasks, adaptive, creative and confronting. Hence this paper accentuates transactional functions of school teachers.

2. Transactional Analysis

Eric Berne 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. Berne’s tripartite model is an explanation of three main events that happen to all of us, they are

- Childhood,
- The development of rational,
- Logical thinking and exposure to parental or significant influences of others.

It is the idea that each person has the potential of these three functioning of ego states that separates TA from other approaches. There are two more basic models of ego states, the structural and the functional model. The differences between these models are

i) Structure
It denotes the building blocks/content of the ego states, answering questions like – what are they; and how and they made up?

ii) Function
It indicates a description and process of the ego states and their individual ways of behaving. A basic concept of TA is that a knowledge and understanding of these ego-states provides choice over which to activate.

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. (Ego states-model - Berne, 1961, 1966b; Steiner, 1974; Klein, 1980; Stewart, 2000.) so, TA portray simply three ego state as

1. ADULT – behaving, thinking, feeling in response to what is going around individual in the here and now.
2. PARENT - behaving, thinking, feeling in ways that are a copy of one of our parents or other parent figure.
3. CHILD - behaving, thinking, feeling that I used when I was a child.
   (Ian Stewart and Vann Jones, 1996)

When observes the structural model, shows us generally what there is in each ego state. While looking at the functional model, which divides the ego-states to show us how we use them. While looking at how people use and express their ego-states, that mean there is a need to focus on their observable behavior. For that reason, the names on this model are sometimes also called behavioral descriptions.

3. Ego states

3.1 Child Ego State
In the functional model, the Child ego-state is divided into Adapted Child and Free Child, as shown.

a) Adapted Child
Most of the time when I was a child, I was adapting to the demands of parents or parent-figures. When I behave, think and feel in ways that I decided on as a child, I am supposed to be an Adapted Child. The Adapted Child ego state denotes human response which has some negativity in it, some resistance, some reaction and some deeper hostility. A disobedient child, a rebellious teenager and a person with a personality disorder may be said to be “in the Adapted Child ego state.”

b) Natural (Free) Child
There were times in my childhood when I behaved in ways that were independent of parental pressures. At these times, I was simply acting as I myself wanted to. When I am behaving in behave in these uncensored childhood ways, I am said to be in Free Child. The Natural (Free)Child is spontaneous, intuitive, creative and pleasure seeker. The Natural Child ego state exhibits a playful and spontaneous part of human behavior, from infancy to an old age. A person may be 5 years old or 50 years old but throughout life he or she plays or can be playful or thinks playfully and joyously. That is the Natural Child doing its own thing. It is very strong and healthy when adopted naturally playful and to sometimes be strongly adapted to life or situational circumstances. Too much of indulgences in either or both can be a problem. If a person is too playful on the job he can get fired. If people are too adapted, like being inappropriately defiant, withdrawn, unhappy, rebellious or resistant, they can decide behaviors that are suitable for them to possess instantly.

In the functional model, the Parent ego-state is divided into Controlling Parent and Nurturing Parent, as shown above.

3.2 Parent Ego State
a) Critical (Controlling) Parent
Some times when I was a child, my parents were telling me what to do, controlling me or criticizing me. When I behave, think and feel in ways I have copied from my parents, I am said to be with Controlling Parent (sometimes called Critical Parent). Critical Parent behaviors generally represent the corrective behaviors of real parents and the prohibitive messages of society.
b) Nurturing Parent
Nurturing Parent represents more affirming and more pleasant qualities of what parents and society do for a person.
Both Controlling and Nurturing Parent are satisfactory, but could be disgustingly overdone. Positive aspects of CP and NP are evident in people’s ability to extract right from wrong, to make decisions supported within and fix mistakes without guilt. Negative aspects of CP and NP could damage psychological health where people repeat messages from childhood, negative or overly protective.

iii) Adult
The Adult in the functional model is usually not subdivided. Any behavior, thoughts and feelings that are a response to the situation, using the entire person’s developed resources, is classed as that of the Adult ego state.
This ego state is associated to the developmental state and not to the person’s age. It is a logical, rational way of getting in touch with reality. The Adult ego state is “principally concerned with transforming stimuli into pieces of information and processing and filing that information on the basis of previous experience” (Berne, 1961). It is quite similar to a data-processing computer. The Adult ego state is constantly updating its own processing and storage guidelines. Ultimately, the Adult ego state (the central core computer of the personality) is able to incorporate all the three ego states with reality.

<table>
<thead>
<tr>
<th>Clues from</th>
<th>Controlling Parent</th>
<th>Nurturing Parent</th>
<th>Adult</th>
<th>Free Child</th>
<th>Adapted Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words</td>
<td>Should, must, don't, good, bad</td>
<td>Don't worry, let me help you, there there</td>
<td>How, when, where, I understand</td>
<td>I wish, wow, love, hate</td>
<td>Please, sorry, I can't, try</td>
</tr>
<tr>
<td>Tones</td>
<td>Harsh, abrupt, authoritative</td>
<td>Soothing, consoling, loving</td>
<td>Calm, clear, even</td>
<td>Joyful, noisy, energetic</td>
<td>Complaining, surly, monotone</td>
</tr>
<tr>
<td>Gestures/mannerisms</td>
<td>Finger pointing, arms crossed</td>
<td>Pat on arm, nodding encouragingly</td>
<td>Level eye contact, absence of fidgeting</td>
<td>Exaggerated movements, uninhibited</td>
<td>Head tilted to one side, fidgeting, slouching</td>
</tr>
<tr>
<td>Facial expressions</td>
<td>Rolling eyes, furrowed brow, scowling</td>
<td>Smiling, proud eyes</td>
<td>Open, thoughtful</td>
<td>Bright-eyed, smiling freely</td>
<td>Pouting, downcast, not engaged</td>
</tr>
</tbody>
</table>

Table 1: Ego states and its characteristics

4. Objectives of the study
i.) To assess the transactional function of school teachers.
ii.) To find the dominant transactional function of school teachers

5. Method
The present study tries to describe various characteristics related to transactional function. Hence the study followed descriptive research design and the normative survey method is used for collecting data. The sample for the Present Study is drawn from 28 high school and higher secondary schools located within Dharmapuri district, Tamil Nadu. The researcher applied stratified random sampling method to select a sample of 570 respondents from the universe. Percentage analysis has been used to identify dominant transactional function of school teachers. 

**Tool**

The inventory used for the study was Transactional styles inventory – Teachers (TSI-Te). And it was developed by Udai Pareek (2003). Test and retest method was carried out to establishing reliability of the inventory. The reliability value was 0.81.

**Table -2: Distribution of the school teachers by their Dominant transactional function**

<table>
<thead>
<tr>
<th>Transactional Function</th>
<th>No</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurturing</td>
<td>16</td>
<td>2.8</td>
</tr>
<tr>
<td>Regulating</td>
<td>15</td>
<td>2.6</td>
</tr>
<tr>
<td>Task</td>
<td>46</td>
<td>8.1</td>
</tr>
<tr>
<td>Creative</td>
<td>47</td>
<td>8.2</td>
</tr>
<tr>
<td>Reactive</td>
<td>92</td>
<td>16.1</td>
</tr>
<tr>
<td>Adaptive</td>
<td>315</td>
<td>55.3</td>
</tr>
<tr>
<td>More than one function</td>
<td>39</td>
<td>6.8</td>
</tr>
</tbody>
</table>

6. Result and Discussion

From the table.1-2 it has been found that 55.3% of teachers prefer Adaptive transactional function as their first choice. It is the uppermost option prefer by the teachers while 16.1% of teachers favor reactive transactional function as their second option and 8.2% of teachers choose creative transactional function as their third option and 8.1% of teachers utilize task function as their fourth choice also 6.8% of teachers follow more than one function as their fifth preference, regarding nurturing function 2.8% of teachers choose as their sixth choice and 2.6% of teachers follow regulating function as their least option.

The present study denotes that 55.3% of teachers stick to adaptive transactional function which is the highest level when compared to other transactional functions. Adapted teachers demonstrate actions in relationships that are reactions to parental figures either by obedience and submission or in sulking and defiance. When the teacher operates from this function they will talk politely and show courtesy. The school teachers may agree to do something just to please others and then feel resentful later. The increase in adaptive child ego state represents that these teachers show creative adaptability and they are able to handle negative feelings within themselves. Teachers should avoid behaving from the adapted child ego state because this type of behavior often leads to the students and colleagues becoming emotional and behaving in a similar manner. When teachers are transacting with students in this ego state, they should not pursue this behavior, but should be in the adult for promoting healthy relationship with others.

7. Conclusion

The study highlights the importance of identifying the transactional functions of school teachers in order to cultivate the 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 school climate. The findings of the study can also be extended to recognize the functional and dysfunctional styles of school teachers to develop their interpersonal styles.

8. References