

## The Effect of Transactional Analysis (TA) Group Training on the Components of Teacher-Student Interactive Style in Elementary School

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### Introduction

One of the theories of psychology in the field of communication is Transactional Analysis (TA) which helps people to know their emotional states and think about them (children, parents, adults), in different communication situations, to have the most appropriate behavior to form constructive interactions. One of the jobs that are formed based on an interaction between people is the job of a teacher. The interactions between teachers and students in elementary school are much more important considering the needs of students. Therefore, the present study was aimed to investigate the effectiveness of Transactional Analysis (TA) Group Training on the teacher-student Interactive style (eight components of leadership, helping/friendly, understanding, student responsibility/freedom, uncertainty, dissatisfaction, punishment, and strictness) to test the degree of the effectiveness of this training on the components of teacher-student Interactive style.

### Method

This research is applied in terms of purpose and true-experimental in terms of a method with pretest, posttest, and control group design. The statistical population of the study was female elementary school teachers in Tabas in the academic year of 2019-2020. Thirty people were selected by

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convenience sampling method and randomly divided into experimental and control groups. Inclusion criteria include a commitment to attending all sessions on time, not receiving psychotherapy and counseling during the workshop, not having drug-controlled psychological problems, and earning a score below 160 on the Teacher-Student Interaction Style Questionnaire from Lourdasamy and Khine (QTI). Intervention sessions were held two days a week, each session lasting 90 minutes and a total of 10 consecutive sessions over 5 weeks. The intervention, the Teacher-Student Interaction Style Questionnaire (QTI) from Lourdasamy and Khine was used to collect data. Data analysis was performed by Multivariable Analyze of Covariance (MANCOVA) using SPSS18 software.

### Results

The results showed that Transactional Analysis group training had a significant effect on the components of leadership ( $p < 0.05$ ), helpful/friendly ( $p < 0.01$ ), understanding ( $p < 0.05$ ), dissatisfaction ( $p < 0.05$ ), and admonishing ( $p < 0.01$ ) and there was no sign in the component of Responsibility/Freedom, Uncertain and Strict.

### Conclusion

Findings indicated the effect of Transactional Analysis group training on teachers' interaction style with students. Therefore, it can be concluded that by teaching interaction analysis to teachers, they can be helped to better understand their own and students' emotional states. This can also lead to more effective leadership and empathetic support for students, and reduce the level of harmful punishments in their interactive style with students. As a result, they feel more satisfied with the conditions of their class and activities.

**Keywords:** Transactional analysis, Interactive style, Group training, Elementary

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**Author Contributions:** The current article was compiled and analyzed by Neda Ashrafian. Dr. Keyvan Salehi participates in the design of the general framework and content analysis. All authors discussed the results, reviewed and approved the final version of the manuscript.

**Acknowledgments:** The authors thank all dear teachers who have helped us in this research and those who have contributed to the completion of this research through critique, consultation and collaboration.

**Conflicts of Interest:** The authors declare there is no conflict of interest in this article.

**Funding:** This article did not receive any financial support.

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