

## Transactional Analysis Model Used by Faculty Members in Their Interaction with Nursing Students

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**Abstract:** Background: the concept of transaction analysis model has played a vital role in nursing education. Communication between faculty members and students in teaching learning process is important to be able to learn desired behaviors because the communication process will affect both individuals. Healthy communication needs to be established and maintained particularly in enhanced environment. **Objective:** The present study determines different ego estates used by faculty members in their interaction with nursing students. **Material and methods:** This followed a descriptive research design. The study was carried out at Faculty of Nursing, Tanta University. The subjects of study consisted of 47 members of nursing educators that employed Faculty of Nursing Tanta University, and 225 members of nursing students<sup>4th</sup> years registered at the same faculty. Two tools were used: 1- students' interview schedule. 2- Faculty members' interview schedule. **Results:** the main reveal that, the adult ego state was most often by faculty members in their relation with students, and there were a significant difference between faculty members and nursing students toward their perception about different ego states of faculty members. **Recommendations:** this study recommended that developed workshop to develop the faculty members' awareness of their behaviors that produced during interactions with students. Developed educational analysis approach in the relation with students and developed conferences about the important of faculty members- interaction and their influences on education process.

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**Key words:** Transection analysis, Parent ego state, Adult ego state, Child ego state

### 1. Introduction

Nursing education is a process that based on theoretical and practical teaching learning experiences. In this process, it is proposed that professional knowledge is given to students and reflected to their behaviors that help to develop them, and provide to communicate effectively with health or ill person, family and society, other professional members and friends<sup>(1)</sup>.

Communication between faculty members and students in teaching / learning process is important to be able to learn desired behaviors. Because the communication process will affect both individuals, healthy communication needs to be established and maintained particularly in enhanced environment<sup>(2)</sup>.

Education today, particularly professional and university level education is defined as interactive process. Through this process professional nursing education is desired to train students in creative problem solving, critical thinking and decision making. Failure to have reciprocal relationship in this interaction process will have a negative effect on education. Otherwise positive communication between nursing educators and students support students' learning and provide them with the opportunity to build necessary interpersonal and team building skills<sup>(1,2)</sup>.

Studies suggested that students reports higher level of engagement and learning at institution where the faculty members use active and collaborative learning techniques, and engage students in experiences, emphasize higher order cognitive activates in the classroom interactive with students, challenge students academically, and value enriching educational experiences. So that positive communication between nursing educators and students support students learning and provide them with the opportunity to build necessary interpersonal and team building skills<sup>(3)</sup>.

In this respect, *Eric Bern's* was developed transactional analysis model in th1950s, to explain communication between people, and how this affect on their relations, so that they may improved communication and human relationships. Transactional analysis model suppose that, people are seen to have a basic core which is loveable and all in individuals have the potential and desire for growth and self-actualization. All people have worth, value and dignity<sup>(4)</sup>.

Otherwise, people have the capacity to think, and able to decide their own behavior, thoughts and feelings, and ultimately their own destiny. People therefore carry ultimate responsibility for living with the consequences of their decisions<sup>(5)</sup>.

Transactional analysis assumes that the conditioning of people in infancy and childhood is an important determinant of their lifelong propensities to respond to situations in the ways that they do. Each person decides upon a plan for their life or life-script which has a clear-cut beginning, middle and ends <sup>(4)</sup>.

The infant's life-script develops as a best strategy for surviving and getting needs met in response to a world that often seems hostile. However, the child's life-plan is not determined solely by external forces, parents or the environment, but instead is a decisional response to these external pressures. It follows that two children exposed to the same environmental pressures may compose different life-scripts in response <sup>(6)</sup>.

Understanding the script allows to determine which ego state person may manifest the strongest in particular situations, and indicates the life position that they have chosen <sup>(5)</sup>. In this respect **Berne** defined an ego state as "a consistent pattern of feeling and experience directly related to a corresponding consistent pattern of behavior <sup>(5, 6)</sup>.

**Eric Bern** advocates that all the various ways that each of us behaves, thinks, and feels may be put into three large categories of ego states called **Parent, Adult, and Child**. The three ego-states are all conscious phenomenological states. They are all actually in awareness or accessible to awareness <sup>(4, 6, 7)</sup>.

The first ego state is **Child ego -state** represents the recordings in the brain of internal events associated with external events the child perceives. Stated another way, stored in the Child are the *emotions* or *feelings* which accompanied external events, that recordings in the Child from childbirth up to the age of approximately 5 years old. The Child ego-state contains our feelings and provides access to spontaneity, creativity and intuitive power. It is demanding, self-centered, loving, spontaneous, honest, and uninhibited structurally <sup>(4, 8)</sup>.

The Child ego-state is seen to function in two basic ways. These are known as **Free Child** and **Adapted Child** and may behave in both a positive and negative way. The Free Child expresses spontaneity without concern for the reactions of the parents of the world, while the Adapted Child behaves with much more restraint as if a parent were watching or listening. The Adapted Child may be compliant, industrious, rebellious, or act in any other way that advantages them with parent figures <sup>(9)</sup>.

The second ego state is **Parent ego state**: The parent represents a massive collection of recordings in the brain of external events experienced or perceived in approximately the first five years of life. Since the majority of the external events experienced by a child are actions of the parent, It is worth noting

that, while recording these events, the young child has no way to filter the data; the events are recorded without question and without analysis. One can consider that these events are imposed on the child. <sup>(10)</sup>

**Eric Bern** states that a person who is currently in their Parent ego-state behaves, thinks and feels in ways which is a copy of their parents or of others who were parent figures to them. The Parent state is composed of the unquestioned or imposed external events experienced by individuals during their early years, and is replete with opinions, judgments, values, and attitudes <sup>(9)</sup>. The Parent is also seen to consist of two structures namely the *Controlling* and the *Nurturing* Parent and they too may exhibit behaviors that are both positive and negative. The Controlling Parent is opinionated, powerful, strongly protective, principled, punitive and demanding while the Nurturing Parent on the other hand is caring, concerned, forgiving, reassuring, permissive, warmly protective and worried <sup>(6,9,10)</sup>.

The last ego state is *the adult*. **The Adult** Close to one year of age, a child begins to exhibit gross motor activity. This is the beginning of the Adult in the small child. Adult data grows out of the child's ability to see what is different than what he or she observed (Parent) or felt (Child). In other words, the Adult allows the young person to evaluate and validate Child and Parental data <sup>(11)</sup>.

**Berne** describes the Adult as being "principally concerned with transforming stimuli into pieces of information, and processing and filing that information on the basis of previous experience <sup>(12)</sup>, **Harris** describes the Adult as "a data-processing computer, which grinds out decisions after computing the information from three sources: the Parent, the Child, and the data which the adult has gathered and is gathering. One of the key functions of the Adult is to validate data in the parent <sup>(10, 13)</sup>.

The Adult ego-state is response to the here-and-now situation and contains the facts and skills gained from the objective environment <sup>(14)</sup>. It is without feeling and evolves out of our awareness of autonomy and independence. The Adult state files, updates, transforms, and processes information from the parent and child states in order to make decisions <sup>(15)</sup>. It is therefore not a fully autonomous ego state, but mostly functions at the request of the other ego states.

Essential to this process is the awareness not only of which of the three ego-states a person is employing most, but also the ego-state of the other person that is being communicated with. Each ego-state perceives the environment differently in accordance with its function, and encourages the individual to react differently to the same set of cues <sup>(14)</sup>. This study uses a transactional analysis approach

(TA) to investigate faculty members' ego state by determine how the faculty members and nursing students perceive the faculty members interaction during nursing education.

**Aim of the study:**

This study aims to determine different ego estates used by faculty members in their interaction with nursing students.

**Research questions:**

- 1- According to students' perception, which ego estates are mostly used by the faculty members during interaction?
- 2- According to faculty members, which ego estates are mostly used during their interaction with students?

**2. Material and Methods**

**Material:**

**Design:**

The study used descriptive research design.

**Setting:**

The study was carried out at Faculty of Nursing, Tanta University.

**Subjects:**

The study comprised of two main groups:

- 1- All nursing educators that employed Faculty of Nursing Tanta University, but some of them didn't agree to participate, so the nursing educators who already participate in this study were 47 members.
- 2- Nursing students' 4<sup>th</sup> years, registered at the same faculty (n= 225 students).

**Tools:**

Tools of this study were developed by the researcher after review of literature, and comprised of two tools:

**Tool (1):**

Structured interview schedule: to determined students' perception of ego state used by faculty members. This tool consisted four parts: Adult's ego estate (22 items), critical parents' ego estate (18 items), Nurturing parents' ego estate (18 items) , child ego estate ( 19 items) .Child ego estate was divided in 3 sub-items (free child, adaptive child, defensive child). The total numbers of tool items was 77.

This tool was summated adjective rating scale It was used a five ordinal responded format to measure frequency of different ego estate of faculty members. Each item had four possible responses: (1) never, (2) rarely, (3) sometimes, (3) frequency, (5) usually.

The score of each part of this tool will calculated to determine level of agreement by nursing students about using of faculty members four ego states. 50 % of total score of each part was interrupted as mind agreement, <50%-75% referred to moderate agreement, more that 75% considered strangely agreement

**Tool II:**

Structured interview schedule: to determine the faculty members' perception toward their ego states that used during their interaction with students. This tool consisted of Ego state Questionnaires was listed of 77 adjectives that involved behaviors and characters of faculty members used during their interaction with students. It was involved the same items of the tool (1), but there were a matching between statements that carried different ego states , this questionnaire were developed by this way to encourage spontaneously during answering and avoid bias that may be occurred from faculty members who selected consciously positives characterizes that present of them self , and ignore the negative

Each items had five possible responses (1) never, (2) rarely, (3) sometimes, (3) frequency, (5) usually. It used a five ordinal responded format to measure frequency of characters or behaviors of faculty members. The score was calculated to determine level of agreement by faculty members about using four ego states, and interpreted as the same of tool (1).

**Methods:**

An official letters clarifying the purpose the study was obtained from the faculty of Nursing, Tanta University to contact the study and collect the necessary data.

The tools were developed by the researcher after extensive review of the related and recent literature.

The study tools were tested for content validity by a group of five experts in the psychiatric medicine, and psychiatric nursing field.

Informed consent was taken from nursing educators and nursing students after explained the purpose of the study and their right to withdrawal from the study.

A pilot study was carried out on 5 nursing educators and 10 nursing students were selected randomly and excluded from the study subjects to ensure the clarity of the questionnaire. Modification was done based on the finding as the following:

- Add rating "never" and deleted "not know".
- Two statements were confused and need some clarification.
- There were two similarities statements in meaning, one of them were excluded from checklist.

The average of time needed to complete the questionnaire ranged from 20 to 25 minutes. Collected data covered a period of 2 months. (March – April, 2012).

**Statistically Analysis:**

Data were collected, organized, tabulated and statistically analyzed with SPSS software computers statistical version 18. Data were presented a numbers and present. Differences in distribution of responses of faculty members and nursing students were statistically analyzed. For qualities data (frequency and proportion), chi-square ( $\chi^2$ ) test was used. For quantities data (mean and standard deviation) was used. t-Test was used to compare between 2 variables. The level of significant was adopted at  $< 0.05$ .

**Reliability test:**

Tools were tested for its' reliability by test - retest methods to measure the internal consistency. The reliability was assessed by A personal test.

Staff	Total	
	r	P-value
Adult	0.695	0.000
Critical parent	0.488	0.001
Nurturing parent	0.819	0.000
Free child	0.747	0.000
Helplessness child	0.420	0.003
Defensive child	0.386	0.007

Student	Total	
	r	P-value
Adult	0.818	0.000
Critical parent	0.641	0.000
Nurturing parent	0.894	0.000
Free child	0.765	0.000
Helplessness child	0.597	0.000
Defensive child	0.738	0.000

**3. Results**

Table (1) shows the comparison between agreement of faculty members and nursing students toward using faculty members an adult's ego estate during their relation with students. From this table appears that all of faculty members strongly agree about their using of adults ego estate during their relation compared with 45.78% of nursing students. And also around half of students responded by moderate agree compared with no response from faculty members. There are statistically significant difference was found between both responses of faculty members of nursing students. ( $\chi^2 = 63.875, p = < 0.001$ ).

**Table (1):** Comparison between the levels of agreement of faculty members and nursing students toward using faculty members an adult's ego estate during their relation with students

Degree of agreement about using faculty members Adults' ego estate	Staff (No=47)		Students (No=225)		Chi-square	
	N	%	N	%	$\chi^2$	P-value
Mild	0	0.00	6	2.67	63.875	<0.001*
Moderate	0	0.00	116	51.56		
Strong	47	100.00	103	45.78		
Total	47	100.00	225	100.00		

Table (2) reveals the comparison between levels of agreement of faculty members and nursing students toward using faculty members a critical parent ego estate during their relation. It was found that round half faculty members reported rarely using a critical parent ego estate compared with 20.89% of

nursing students. Otherwise 48.94% of faculty members have average agree compared with 68% of nursing students. There are statistically significant differences was found between responses of faculty members and nursing students ( $\chi^2 = 23.094, P = < 0.001$ ).

**Table (2):** Comparison between the levels of agreement of faculty members and nursing students toward using faculty members a critical parent's ego estate during their relation with students

Degree of agreement about using faculty members a critical parent ego estate	Staff (No=47)		Students (No=225)		Chi-square	
	N	%	N	%	P-value	$\chi^2$
Mild	24	51.06	47	20.89	23.094	<0.001*
Moderate	23	48.94	153	68.00		
Strong	0	0.00	25	11.11		
Total	47	100.00	225	100.00		

Table (3) represents the comparison between agreement of faculty members and nursing students toward nurturing parent's ego estate of faculty members. It appears that almost of faculty members 95.74 % strongly agree about their using of nurturing

parents ego estate compared with. 23.56 % of nursing students reported mild agree, and around half of them responded by average. There are statistically significant differences was found ( $X^2 = 91.306$ ,  $P = < 0.001$ ).

**Table (3):** Comparison between the levels of agreement of faculty members and nursing students toward using faculty members a critical parent's ego estate during their relation with students

Degree of agreement about using faculty members a nurturing parent ego estate	Staff (No=47)		Students (No=225)		Chi-square	
	N	%	N	%	X <sup>2</sup>	P-value
Poor	0	0.00	53	23.56	91.306	<0.001*
Moderate	2	4.26	116	51.56		
Good	45	95.74	56	24.89		
Total	47	100.00	225	100.00		

The deference between responses that reported from faculty members and students toward free child ego estate of faculty members shown in table (4), This table shows that around one third of faculty members reported by strong agree about using of free child ego estate during their relation with

students compared with 12.89% of nursing students. While 68.09 % of faculty members replayed moderate agree compared with 61.33% of nursing students. There are statistically significant differences was found ( $X^2 = 29.491$ ,  $P = < 0.001$ ).

**Table (4):** Comparison between the levels of agreement of faculty members and nursing students toward using faculty members a free child ego estate during their relation with students

Degree of agreement about using faculty members a Free child ego estate	Staff (No=47)		Students (No=225)		Chi-square	
	N	%	N	%	X <sup>2</sup>	P-value
Mild	0	0.00	58	25.78	29.491	<0.001*
Moderate	32	68.09	138	61.33		
Strong	15	31.91	29	12.89		
Total	47	100.00	225	100.00		

Table (5) appears the comparison between levels of agreements between faculty members and nursing students toward helpless child ego estate. This table shows that 65.96 % of faculty members and 79.56 % of nursing students have moderate agree about using

faculty members a helpless child ego estate as a characters during their relations. There are statistically significant differences between two responses was found ( $X^2 = 14.638$ ,  $P = < 0.001$ )

**Table (5):** Comparison between the levels of agreement of faculty members and nursing students toward using faculty members a helpless child ego estate during their relation with students

Degree of agreement about using faculty members a helpless child ego estate	Staff (No=47)		Students (No=225)		Chi-square	
	N	%	N	%	X <sup>2</sup>	P-value
Mild	4	8.51	33	14.67	14.638	<0.001*
Moderate	31	65.96	179	79.56		
Strong	12	25.53	13	5.78		
Total	47	100.00	225	100.00		

The deference between opinion of faculty members and nursing students toward defensive child ego estate of faculty members appear from table (6). 63.83 % of faculty members compare with 69. 78

% of nursing students reported moderate agreement toward using faculty members a defensive child ego estate during their relations. ( $X^2 = 13.366$ ,  $P = < 0.001$ )

**Table (6):** Comparison between the levels of agreement of faculty members and nursing students toward using faculty members a defensive child ego estate during their relation with students

Degree of agreement about using faculty members a defensives child ego estate	Staff (No=47)		Students (No=225)		Chi-square	
	N	%	N	%	X <sup>2</sup>	P-value
Poor	14	29.79	24	10.67	13.366	<0.001*
Moderate	30	63.83	157	69.78		
Good	3	6.38	44	19.56		
Total	47	100.00	225	100.00		

Table (7) summarized the comparison between means of agreements among faculty members and nursing students toward faculty member's ego estate. It was found that the higher means of agreements among faculty members were related to adult 88.215 %, and nurturing parents 87.376 %, and free child ego estate.71.017% respectively. And lower agreements related to critical parent's ego estate (50.875 %). In the same line the

higher means agreements among nursing students toward faculty member's ego estate were adult ego estate 72.836%, defensive child 64.302 % , and nurturing parents 63.027 % respectively , and lower means of agreements rotated to free child 58.222 %. There are statistically significant differences between means of agreements of faculty members and nursing students related six different ego estate.

**Table (7):** Comparison between mean of agreement between faculty members and nursing students toward the relation of faculty members: using different ego estate.

Different ego estate	Staff (No=47)			Students (No=225)			T-test	
	Mean	±	SD	Mean	±	SD	t	P-value
Adult	88.215	±	5.286	72.836	±	13.950	7.438	<0.001*
Critical parent	50.875	±	6.383	59.309	±	12.180	-4.612	<0.001*
Nurturing parent5	87.376	±	7.649	63.027	±	17.600	9.292	<0.001*
Free child	71.017	±	8.197	58.222	±	12.387	6.773	<0.001*
Helpless child	66.043	±	10.446	60.231	±	10.058	3.579	<0.001*
Deafness child	56.170	±	11.343	64.302	±	12.247	-4.191	<0.001*

#### 4. Discussion

Nursing faculty are charged with educating nursing students to inter the workforce as competent and safe entry level nurse. staff nurses are an integral piece of nursing students' education process<sup>(15)</sup>. Staff nurses play a vital and key role in the learning process<sup>(16,17)</sup>. The ability to teach effectively is of prime concern to educators<sup>(18)</sup>. It is difficult to identify specific teaching skills that are considered effective, but the relationship between the students and the professor is an important component. This relationship can impact education in the three ways. First, a strong student - professor relationship enhances enjoyment of the educational experiences

for both parties, second, a strong relationship improve students evaluation of faculty. Finally, a strong relationship enhances students learning.<sup>(19)</sup>

In research titled "Teaches' interaction with students and students' learning response", *Hargie* found out that there is a significant association between teachers' interaction with students and students learning and better knowing the teacher improves students learning<sup>(20)</sup>

*Metcalf et al.* found out that students believed instructors interpersonal skills, and preparedness were important factors contributing to quality of educational experiences<sup>(21)</sup>

The present study interested with faculty members and nursing students' perception toward their relation in educational process and using transactional analysis model in this approach by determine different ego states using by faculty members in their interaction with nursing students.

The result of the present study indicate that the adult ego state used most often in communication, further there are a statistically significant difference between the perception of faculty members and nursing students regarding the all different ego state used by faculty members in their relation.

This finding was similar to the results of *Kececi*, who found the adult ego state was dominant in communication. Although quantitative findings reveal that there were some differences between the opinion of faculty members and students concerning prevalence of other ego states, *Kececi et al.*, found these differences statically. <sup>(22)</sup>

In this respect *Akbag and Deniz*, found the nursing students thought that the ideal faculty member used the adult ego state the most and the critical parent ego state the least. <sup>(23)</sup> These finding may smaller to the present study, whereby the most mean of agreement of nursing students (82.836) about using faculty Adult ego state and least about using of Critical parent ego and Free child state (59.309),(58.222) respectively. Furthermore, the most mean of agreement of faculty members, (88,215%) and (87.376%) about using Adult ego state and Nurturing parent during their relation with nursing students.

As *Eric Bern* state "all people behave from three ego state, adult - parent, child at different times. A healthy person has a personality that maintains a balance among all three, Adult, Nurturing parent, and Happy Child <sup>(24)</sup>. This means that the faculty members are able to lead the Adult ego state take over and think very rationally and engage in problem solving. At other times they are able to free the child ego state and be spontaneous and emotional. At other time faculty members are able to defer to the parent ego state and learn experiences. Also *Eric Bern* emphases that a balance among all three ego state seems to be most healthy, this is especially a problem when the Adult ego state is not in the executive position and peoples' personality is being dominated by the Critical parent or the destructive child. <sup>(24)</sup>

In this respect the results of the present study show that the most characteristics described by nursing students as an adults' ego state of faculty members were active listening to students questions, try to answer students requests, and willing coming to give any information., While the most characteristics described by faculty members on themselves were active listening, good prepared

before lecture, discussed students in learning class, and using more that way of communication. There were statistically significant deference was found between both responses of faculty members and nursing students. *Balachandran*, state that the Adult is the source of rational thought, which analysis, evacuates and understands the factors revenant to a situation, necessary for planning, problem solving and managerial decision, put too much of the Adult makes a person totally insensitive to feeling and concerns of others, he is like a computer , not friendly <sup>(25)</sup>.

The majority of students and faculty members in the present study agree about the most characteristics of faculty members as Critical parent were: not accepted any errors and demanding that avoiding do it again, concerned with good work.

Critical parent ego state described by *Balachandran*, as a necessary to enforce discipline, to correct, to administer, it is firm and give clear direction. It is Ego state that frightens, makes people servile, unthinking, and mechanical workers. <sup>(25)</sup> Critical parent behavior attacks people s' personalities as well as behavior. When people are in their Critical parent ego state they are very evaluates and judgmental <sup>(25)</sup>.

In regarding to the characters of nurturing parent ego state that described by students as personality traits that used by faculty members in their relation the most students reported that faculty members act as helpers to recognize what is really correct if they doing error. While the faculty members state that they show care and concerned for students as human, guider and advisor, and encourage the students to achieve their duties.

Some researcher show that the Nurturing parent encourages trains, develop, comfort others at times of stress , and also become too liberal , and lenient, indulgent, allowing people to neglectful, of the requirement of work. It may take for granted, loved but not respected <sup>(11)</sup> Behavior coming from the Nurturing parent may set limits on, and provide direction for people behavior. It not put the people down and make then for not OK as individually. <sup>(24)</sup>

Along the same line the main character, that described by faculty members as child ego state were enjoyment with their work, sincere, and spontaneously. While the nursing students reported rebellious, independent, temper tantrum. There significant difference between the behaviors and characters that describe by students and faculty members in themselves. In this respect *Eric Bern* state that the child ego state is associated with behaviors that appear when a person is responding emotionally. However, two kinds of ego state happy (free) child and destructive (defense) child are

commonly relevant in behavior. People behaving from their happy child are doing things they want to do it but is not destructive others. However, people in their defense child are also doing things but their behavior is either destructive to others or to themselves, or their environment. It is healthy for people to have a functioning child ego state. i.e spontaneous, emotional and sometimes dependant<sup>(23)</sup>.

In the same line, *Balachandran* stated that learning, creativity, humor, and wit happen only in Free child. This is the ego state which accepted change and challenge and cope comfortably with stress. But the Free child also lead to one to blunt and tactless, to imagine unrealistically to be bohemian, socially unacceptable.<sup>(25)</sup>

Although there are some similarity between responses of faculty members and nursing students in this present study, the statistically significant differences were found regarding to different ego state of faculty members. This result may be explained by denial of faculty members to some of their behaviors to avoid facing a negative aspects of themselves, or faculty members may be ignore their behaviors that producing in their relation with students. Or may be intentionally focus on the positive characteristic and avoid negative. In this respect *Felman*, suggested that teacher may act outside of their personality in the classroom and work. For instance, a normally shy professor may be gregarious in the classroom.<sup>(26)</sup>

*Walsh and Maffei*, assessed students and faculty perceptions of behaviors, that affected the students - professors' relationship. The top five behaviors that students identified as enhancing the students - professor relationship include treating students equally regardless of race and sex, learning the students' names quickly, and showing patience in explaining points to students, treating students as equal, and smiling and displaying a friendly demeanor. The behaviors identified by faculty as affecting the students - professor relationship are similar to the behaviors identified by student. Faculty believe that encourage equally, preparing thoroughly for class, showing patience the relationship.<sup>(27)</sup>

#### Conclusion:

In the present study, the adult ego state was most often by faculty members in their relation with students, and there were a significant different between faculty members and nursing students toward their perception about different ego states of faculty members.

#### Recommendations:

Based on the results of the present study the following recommendations are suggested:

- 1- Developed workshop to develop the faculty members' awareness of their behaviors that produced during interactions with students.
- 2- Developed educational program about how using transactional analysis approach in the relation with students
- 3- Developed conferences about the important of faculty members - student's interaction and their influences on education process.

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