

SUMMARY

Transactional analysis is one of the most important theories which introduces a new way to study , understand and improve the quality of communication. The theory introduces some concepts which are useful specially in the education field and generally in life such as : permissions , injunctions , script , and the existential positions.

The theory suggests that through the common role of parents and teacher, the student needs many important permissions through each age stage. Giving these permissions in proper way and in the proper time helps in growing youth to be able to face the present and future challenges. On the other hand, ignoring giving these permissions is accompanied with some forbiddances or inhibitions (injunctions). Indirect injunctions are additional to the direct and in intended injunctions, both help in growing of a psychically chained, restricted , feeble person who, has no skills to face life challenges i.e a scripted person.

A student arrives to college stage having his own opinion about himself , and all the whole world. The teacher has a pivot role to stress this opinion or to deny it and contribute in making the student change it.

The aim of the present study was to identify the effect of the teachers' negative messages (injunctions) and positive messages (permissions) on the students' decisions and explore the relationship between teachers' messages and the existential positions of the students.

The study was conducted at Benha Faculty of Nursing, Zagazig University. The studied sample comprised the fourth year students (199).

The tool of this study was named “teacher-student communication” which is a semi structured questionnaire that is composed of three parts, the first part assessed the general characteristics of the study sample, the second part included various proposed situations that present a teacher-student communication. In the third part students were asked to recall in writing two actual situations that they experienced with their teachers.

The following are the main results:

- The majority of students were rurals, aging 22 years or less, Muslims, singles and spent 4 years or less studying at the faculty. Their fathers’ and mothers’ education was basic or below basic, their mothers were not working and their fathers’ work were farmers/technicals, their family size ranged between 6-8 members and belonged to nuclear families and were ranked “the middle”.
- The students’ age and their mothers work were the only two factors of the sociodemographic data which made real significant differences related to students’ perception of the proposed injunctional and permissional situations. Since students aging 22 years or less tended to perceive both of the injunctional messages and most of the injunctional and permissional messages appropriately as they are while those whose mothers were not working showed more tendency to perceive most of the injunctional and permissional messages as they are.
- The present study showed that, the results of both the proposed and the actual situations were almost the same.

Since in both of the proposed and the actual injunctive situations around two thirds in the proposed situations and about three-quarters in the actual situations the students took the decision “I’m OK” about themselves, while the majority of students in both of situations took the decision “she is not OK”. Consequently, students followed the same order in their existential positions, which are presented as, “I’m OK – she is not OK”, “I’m not OK – she is not OK”, “I’m OK – she is OK” , then “I’m not OK - she is OK”, respectively.

- As well, in the proposed and the actual permissive situations, the majority of students took the decision “I’m OK” about themselves and the decision “she is OK” about their teacher. Consequently, the majority of students took the position “I’m OK” - “she is OK”.

In the light of the results of the present study the following recommendations are suggested:

- 1- A system of “academic counseling” may be initiated in our universities. This will overcome the problem of students’ overpopulation with its negative impacts on the student – teacher relationship. It will have the following advantages:
 - Each staff member will be responsible for definite limited number of students.
 - It can render a better understanding of the student - teacher relationship.
 - Through this “academic counseling”, staff members can easily detect scripted students,

understand them, help them discard their scripts and regain their autonomous personalities.

2- Those who are involved in teaching new generations can be trained in Transactional Analysis, in order to:

- Appreciate the value of giving permissions.
- Help students stop resisting to accept permissions.
- Discover scripted students.
- Help scripted students change their unhealthy decisions.
- Support students and assert their new decisions.

3- Mass media may indirectly/ directly help parents in better rearing of their kids by presenting T.V and radio programs/drama, that analyze transactions between family members that value permissions and disvalue and correct injunctions

4- Replication of the study is recommended in the following areas:

- The present study may be replicated on actual/real situations to get more accurate results.
- Replication of the study on different university students to see whether they differ from nursing students before generalizing the results of the present study.

5- Further studies are also needed to determine the appropriate and needed permissions for each developmental stage and the appropriate way of delivering them.