

INTRODUCTION

One of the most dynamic relationships in individual's life is "teacher-student relationship". As well, one of the important teacher's roles is to create a helpful relationship that address the students' difficulties with self-respect, problem-solving and autonomy. All kinds of relationships need some kind of communication to occur. Improper communication can lead to disturbed relationship and vice versa (*Hedlund & Jeffery 1993 and Wilson & Kneisl 1996*).

In this respect, teachers can make a good use of the Transactional Analysis theory (TA), as a theory of personality that gives a picture of how people are structured psychologically using the three-part ego-state model, called "Parent" (that represents values), "Adult" (that represents rationality), and "Child" (that represents emotions and creativity). It also provides a theory of communication that can be extended to analyze systems and organizations (*Stewart & Joines 1996 and Steiner 2000*).

Eric Berne, the founder of the theory proposed that dysfunctional behavior is the result of self-limiting decisions made-may be-in childhood or some time later, in the interest of survival. Such decisions culminate in what is called the life script, the pre-conscious life plan that governs the way life is lived out (*The International Transactional Analysis Association 2002 and Steiner 2002*).

The life script makes the person holds in consciousness of self, others and the world, an attitude towards these factors of life that constitutes one's basic identity or valuation, which is called, the

existential position. Based on that position, the individual relates to himself and others as "OK", or "Not ok" (*O'Meara 1997*).

Since TA, regards people as basically "OK" and thus capable of change, growth, and healthy interactions, so teachers' messages whether permissions (positive messages or licenses to make students make the full use of their potentials), or injunctions (the negative prohibited messages that limit students' potentials) can have an effect on maintaining and asserting that position or changing it (*Steiner, 2000 & 2002*).

TA, can provide teachers with the tools to help students replace the violent, uncooperative, unproductive scripting, with non-violent, cooperative, productive behaviors. As well, it can help teachers and learners to stay in clear communication and avoid setting up unproductive confrontation (*Steiner 2000*).