

The effectiveness of transactional analysis counselling to increase self-esteem

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ABSTRACT

The research aims to describe and test the effectiveness of transactional analysis counselling to increase students' self-esteem. A low self-esteem-based measurement instruments on self-esteem. Numerical data were analyzed utilizing two independent-sample test Mann Whitney-u test. While verbal data utilizing method of conversation analysis through recording counselling (verbatim). The result of analysis from the experimental group shows that transactional counselling can to increase to self-esteem students of junior high school. Research recommendations are: (1) school counsellors progressively will receive transactional counselling training specially to improve the low self-esteem of learners, (2) principals; it is advisable to provide adequate counselling services phenomenon in schools, (3) transactional analysis can be used to avail improve other psychological aspects such as self-efficacy. Transactional analysis counselling proved effective enough to improve self-esteem students with low self-esteem. Transactional analysis counselling is effective enough to improve self-esteem in all three aspects striving, self-evaluation, and learning. Specifically, the aspect of self-evaluation has the facility to increase self-esteem.

Keywords: *transactional analysis, counselling, self-esteem*

In one's individual life, the term self-esteem has a very paramount role. Self-esteem is interpreted as a person's opinion of himself which is realistic and appreciative. Realistic denotes that the individual can veraciously and accurately realize the advantages and disadvantages that subsist in him. While appreciative is the facility of individuals through a good feeling in looking at others.

Self-esteem is formed through the interaction of individuals with the environment. Among other things, the family environment. If the environment provides a commodity congenial, then self-esteem will be positive, but if the environment is not fun then self-esteem will become negative. Self-esteem affects motivation, functional behaviour, and life gratification, and is significantly associated with lifelong well-being. Universal human behaviour wants to maintain and enhance self-esteem by virtue of as a basic need. What is chosen to do and how they do it may depend on self-esteem. Low self-esteem has prevailed shown to be associated with many negative phenomena, including high rates of teenage pregnancy, drug

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abuse, alcoholism, violence, depression, convivial anxiety, and suicide. Factors such as family, gender, race, economic level, sexual orientation, seem to affect the level of self-esteem.

There are two categories of self-esteem, self-esteem positive (high self-esteem) and self-esteem negative (low self-esteem). Positive self-esteem customarily manifests when an individual gets an award, wins in a race, can solve complicated quandaries, and possess skills and skills to be proud of. In essence, the individual will feel has self-esteem when getting recognition from the convivial environment. Negative self-esteem customarily arises when individuals are humiliated and humiliated, work that is not appreciated by others, suffers from bankruptcy, is not recognized, excommunicated and socially rejected, physically disabled, fails in achievement, and so on. In general, self-esteem is positively beneficial by virtue of it refers to self-evaluation, whereas negative self-esteem creates negative feelings that are self-defeating.

Positive self-esteem plays a paramount role in the lives of individuals. But what needs to be observed is a negative self-esteem (low self-esteem), by virtue of it will cause anxiety and discomfort. Fuller in his research mentions some of the consequences of low self-esteem, namely: the emergence of anxiety, facile stress, feeling empty and lonely, increasing the risk of depression, experiencing quandaries in relationship, sexual dysfunction. The effects of negative self-esteem that can undermine academic and career achievement, inadequacy, increase the risk of drug and alcohol abuse.

Individuals who have a negative self-esteem image often feel that they are incompetent, not pulchritudinous / handsome and meaningless, have the view that they are unworthy to be doted, not perspicacious, unable to move on, feeling depressed and helpless, always cerebrating of failure afore endeavour, facile to despair and give up. The results concluded that individuals who have negative self-esteem often accept discriminatory attitudes from those around them. Instead the individual, who has a positive self-esteem image, is believed to have a happier life, an fascinating personality, feel more popular and proud of all the achievements in his life. A high self-esteem is part of a healthy ego. Master and Johnson verbally expresses self-esteem affects a person's posture toward his or her status as a teenager. A teenager who has a positive self-esteem, then he will not be carried away by the temptations offered by the environment and can express and take what posture he genuinely wants to do, which will ultimately eschew negative behaviours.

Self-esteem is withal proximately related to personality factors and psychological factors in drug abuse. These personality factors can be distinguished into intrapersonal, interpersonal and cognitive aspects. The intrapersonal aspects identified to play a paramount role in drug abuse in adolescents are low adolescent self-esteem. The results show that adolescents with low self-esteem feel themselves alienated, depressed and lack the courage to do a commodity. They incline to be more apprehensive, facilely depressed, and pessimistic about their future and facilely fail. Furthermore, adolescents with these characteristics facilely get the influence of the environment to consume drugs. Signal and Gould describe individuals who have positive self-esteem will always be motivated to behave; including not involving themselves in drug abuse by virtue of they understand the negative effects of the substance that can damage their lives. Self-esteem withal influences learning motivation for learners. According to research conducted, self-esteem is aspects of personality that can rudiment ally develop. Lack of self-esteem in learners can lead to sundry quandaries, both in the field of academic, sports and convivial appearance. It withal can cause interference in the process of

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celebrating in the concentration of learning, and interact with others, especially those who still follow the education so that it affects the motivation to learn.

The things that are disclosed above are currently mostly found in schools both at basic, intermediate and even in college. Referring to the results of interviews with counselling teachers, it was found that students' self-esteem was low (negative), as illustrated by the gaps among students for their self-confidence. Students with high self-esteem often become brave to harass their low self-esteem friends, thus making them feel puissant in school and making low self-esteem students discriminated against by their circumstances. Some of the causes of such discrimination, such as the origin of residence, the socio-economic conditions of the family, and physical deficiencies.

From some precedent research results, expound that the importance of handling or assistance in students who have self-esteem negative. So that required attention and special handling of teaching staff, as well as counsellor. The existing handling must be able to neutralize the causes of negative self-esteem and develop it into a positive self-esteem. One effort that can be done is by counselling transactional analysis, as one of psychotherapy techniques in counselling. Transactional analysis is a psychotherapy approach that emphasizes interactional relationships. Transactional analysis can be used in individual counselling, but preferably for group counselling. Based on the description and explanation above, the purport of this research is to test the effectiveness of transactional counselling to improve student self-esteem in students.

THEORETICAL FRAMEWORK

Concept of Self-Esteem

Maslow argues that humans are motivated to meet every hierarchy of needs. Self-esteem needs arise after the fulfilment of convivial needs, and the need for self-esteem, afore the needs of self-actualization. This view implies that self-esteem deserves a necessity that must be fought for its fulfilment through convivial interaction afore stepping on the fulfilment of subsequent needs.

Reasoner reveals that self-esteem can be defined as "the experience to be able to overcome the obstacles in life and to become worthy of bliss". Reasoner withal notes that the feasibility is a psychological aspect to obtain self-esteem whiles the competence, as a supposititious succedaneum challenge in a meeting, as a sociological aspect. This view affirms the acquisition of self-esteem through the facility to optically discern and learn from experience, the striving of overcoming obstacles to achieving success. From the view of Maslow, Adler, Reasoner and Mosak about self-esteem, it can be concluded that self-esteem consists of several, namely: self-evaluation, struggle to overcome challenges and facility to learn from experience.

Transaction analysis counselling in self-esteem improvement

Transaction analysis counselling is based on the Berne concept of theory relevant to individual and convivial life, taking into account the appropriate concept of ego state parent (ego state adult and ego state child). Impuissant use of celebrating that departs from facts leads to problematic life positions that **I M OKAY- YOU ARE OKAY; I M NOT OKAY- YOU ARE OKAY; AND YOU ARE NOT OKAY- I M OKAY.**

In some cases, the counselee needs a process that makes it possible to realize that his or her view of you is erroneous. The incorrect view and / or decision of the self needs to be

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rejected and resolved with the correct decision in accordance with the results of the effort. The observations of success are built on to feel what a successful person feels by saying to himself: if I can do what will make me successful, then I will withal be jubilant to be rewarded. A business and a result of effort are going to be ready to change a false initial decision. Consequently, the counselee needs to be given a stroke for he can use the adult state appropriately, and not often use the juncture to play. Counselling, self-criticism appropriately (on the basis of consideration) is withal compulsory in order to gain success.

This counselling withal illustrates life as a game, which will end with the term game over. Game over shows a defeat in a match. This defeat points to a step in a place that cannot progress. Similarly, what is associated with the message either from within or from outside or others must be responded according to the contents of the message. If the message received is responded inappropriately then it can lead to defeat as a supposititious succedaneum game over. Failure shows there are things that progressively will be learned, evaluated to be transmuted and / or updated to be the appropriate replication to success. Every individual does not progressively will to fail but instead all expect a success. Success as a hope may be a self-message that has got to be responded appropriately by choosing the state used (ego parent, adult and child). If the message is responded with inappropriate action, then it can be a game over which resulted in failure. Wilbum explains that children who don't receive encouragement and support, in behaving compensate themselves for improper or inappropriate selection of goals, which ends up in their inadequacy become excessive, desperate to cause depression.

The view emphasizes that the stroke of the edifier, the counsellor for the learners is very indispensable for the learners. So the counsellor authentically needs to edify the use of each ego state appropriately while providing the obligatory strokes. The opportune use of the ego state and the appropriate stroke will sanction the counselee to be cognizant of what he must do to achieve his goals and be increasingly compelled to strive for success. Berne's views mentioned above suggest that in addition to education in the family environment in which individuals are raised, withal in transactional analysis counselling the convivial interest is very useful in: the formation and development of character, develop convivial awareness and cooperative life to give each other strokes, advice appropriately for the good of others include giving each other messages to be responded in behaviour as striving to find success, mutually reinforcing, respecting, as a supposititious succedaneum contributing each other, for personal and collective purposes denotes human life to revive another human.

Hypothesis

Based on a research framework based on theoretical, phenomenal and empirical studies, the hypothesis of this study is as follows: there is a difference in increasing effective transactional counselling to improve student self-esteem.

RESEARCH METHOD

This research uses quantitative approach with pristine experimental research design and research design from Fraenkel & Wallen. The design form used in this research is the randomized pre test post test design with control group. The design of the study was selected with the consideration that:

Transactional analysis theory: the basics Solomon carol. The design of this study as an appropriate design for experimental research including experiments in education and

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psychology; the design is appropriate to test the hypothesis and can provide adequate control so that the variables can be judged appropriately

Group	Random	Pre test	Treatment	Post test
Experiment Group	R	O1	X	O2
Control Group	R	O3	-	O4

(Experimental design with pre-test-post test design with control group)

(The population in this study were all students.)

Variable and Operational Definition

Variables to be studied in this study consisted of two types of variables, namely:

The independent variable is transactional analysis counselling, defined as the overall interventions that include:

Initiation stage, which includes: communicating the intent and purport of counselling of transactional analysis, experience or failure in each member's life that makes self-esteem low, changes to be achieved through counselling; and concur on changes to be made by all members through transactional counselling activities.

Stage of work, which includes: analysis of the ego structure by looking back at the verbal and non-verbal behaviours used, observing the attitudes of each person when mixing with others, recalling the condition of self as a child, and checking self-esteem that causes low self-esteem ; script analysis to avail group members become cognizant of the interaction process since childhood and the success standards that have prevailed planted in life; transactional analysis to analyze how members respond to the ego-state of others, as a supposititious succedaneum vice versa; and game analysis is performed as a role-changing medium that will be played by group members in transactional situations.

Final stages, which include: group members (counselees) realize action plans, and decisions to achieve expected behavioural changes.

The dependent variable, self esteem, is defined as the individual's facility to evaluate and judge himself, his life and others that leads to the formation of a belief that gives elevate to a sense of worth and worthiness. The self-esteem aspect consists of three aspects: (a) striving, (b) self-evaluation, (c) and learning from experience.

From the type of data required, this study develops on a self-esteem scale, which takes a self-esteem picture afore and after the counselling process through a transactional analysis approach.

The student self-esteem instrument is developed from the operational definition of the variable. This instrument contains statements about self-esteem that refer to three aspects, namely: (a) striving, (b) self-evaluation, (c) and learning from experience.

The validity test indicates the extent to which the gauges measure what is measured. Utilizing product moment correlation formula, with the avail of spss software application program 16. Criteria valid when value or significance value correlation result.

RESULTS AND DISCUSSIONS

Implementation of the research through the process of counselling transactional analysis (KAT) in the group to improve self-esteem junior high school students. Each counselling process is conducted for ten sessions.

Problem of Behaviour life position I M- OKAY YOU ARE -OKAY (PROB<M: LOW SELF ESTEEM) PROB<_ M OF BEHAVIOUR LIFE POSITION I M OKAY-YOU ARE – OKAY (PROB<_M: LOW SLF ESTEEM) PROB <_ M O BEHAVIOUR LIFE POSITION I M- NOT OKAY- YOUAR ARE NOT OKAY (PROBLEM: LOW SELF ESTEEM) .

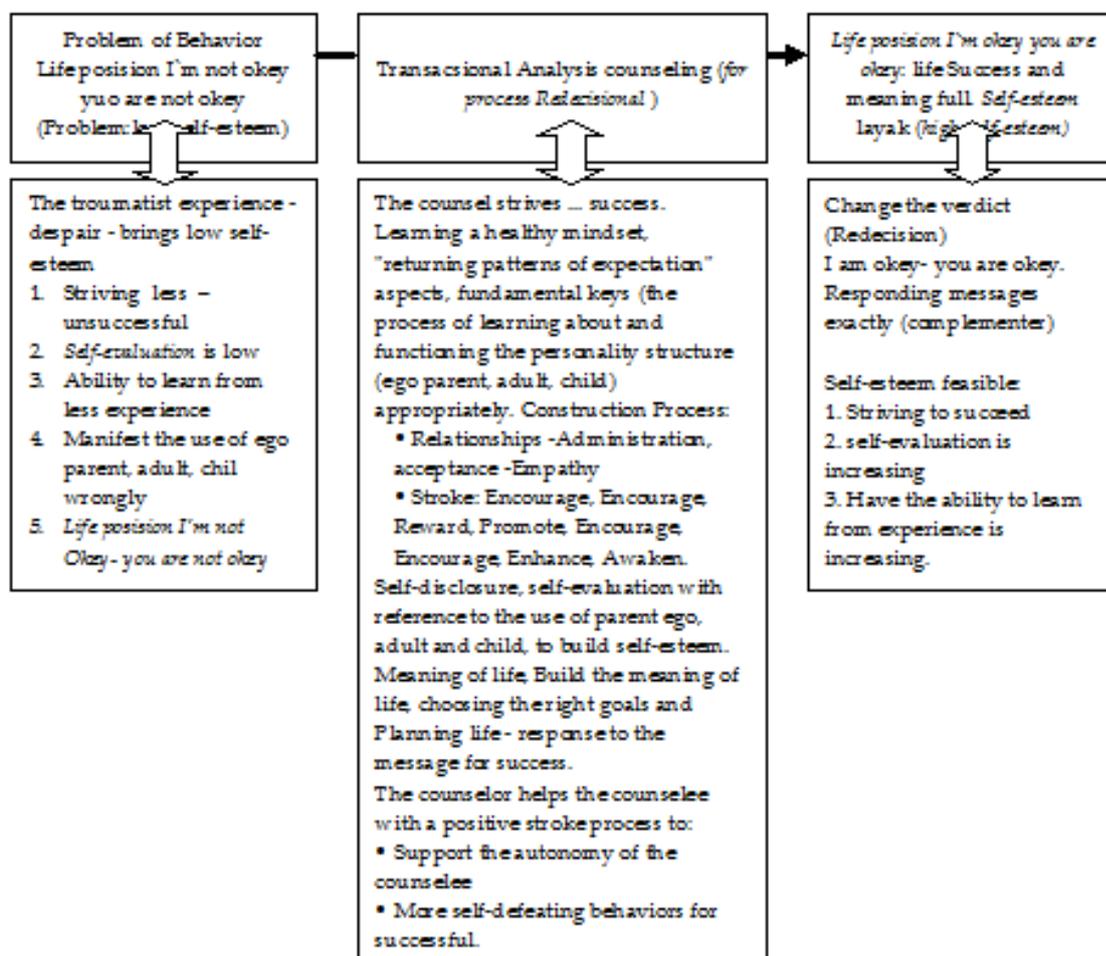
Transactional analysis

Counselling (for process Redecisional) Life position I'M OOKAY YOU ARE OKAY: Life success and meaning full. Self-esteem (high self-esteem) life position I; M OKAYS YOU AREOKAY: life success and meaning full.

The counsel strives. Success Learning a healthy mindset, "returning patterns of expectation" aspects, fundamental keys (the process of learning about and functioning the personality structure (ego parent, adult, and child) appropriately. Construction process: relationships - administration, acceptance -empathy• stroke: encourage, encourage, reward, promote, encourage, encourage, enhance, and awaken. Self-disclosure, self-evaluation with reference to the use of parent ego, adult and child, to build self-esteem. Meaning of life, build the meaning of life, choosing the right goals and planning life - replication to the message for success. The counsellor helps the counselee with a positive stroke process to: support the autonomy of the counselee more self-defeating behaviours for successful. The counsel strives. Success Learning a healthy mindset, "returning patterns of expectation" aspects, fundamental keys (the process of learning about and functioning the personality structure (ego parent, adult, and child) appropriately. Construction process: relationships - administration, acceptance -empathy• stroke: encourage, encourage, reward, promote, encourage, encourage, enhance, awaken. Self-disclosure, self-evaluation with reference to the use of parent ego, adult and child, to build self-esteem. Meaning of life, build the meaning of life, choosing the right goals and planning life - replication to the message for success. The counsellor helps the counselee with a positive stroke process to:• support the autonomy of the counselee• more self-defeating behaviours for successful. The traumatise experience - despair - brings low self-esteem striving less – unsuccessful self-evaluation is low ability to learn from less experience manifest the use of ego parent, adult, child wrongly life position I'm not okay- you are not okay the traumatise experience - despair - brings low self-esteem striving less – unsuccessful self-evaluation is low ability to learn from less experience manifest the use of ego parent, adult, child wrongly life position I'm not okay- you are not okay Change the verdict I am okay- you are okay. Responding messages precisely (complementary) self-esteem feasible:

1. Striving to succeed
2. Self-evaluation is increasing
3. Have the facility to learn from experience is increasing.

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Result of Statistic Analysis

Test of Statistic	Pre-test	Post-test	Difference Pretest and Post test
Total	875	1565	690
Mean	43,75	78,25	34,5
Standard deviation	9,301245	5,68354	7,236603
Minimum score	30	65	20
Maximum score	65	85	50
Variance	86,51316	32,30263	52,36842

Summary of Pre-test

In table 2 shows that the average pre-test result in the experimental class is 4375 a minimum score of 30 is obtained and an increase in the average of the experimental class's post test results to 7825 with a minimum score of 65 then in table 3, it shows that the average pre-test result in the control class is 455 a minimum score of 60 is obtained and there is an increase in the mean post test result of control class to 75 with a minimum score of 65 after the normality and homogeneity test of variance are met, the t-test statistic may be perpetuated

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based on the criteria of hypothesis testing is reject if static test-t, on the authentic level obtained t count = 240645, while t table = 202107 thus, it is concluded that t count > t table this denotes statistically, H_0 is rejected, and H_1 is accepted ie: $\mu_1 > \mu_2$ this denotes that: average results indicate differences in improving student self-esteem by treatment through transactional analysis counselling.

Implications

Transactional analysis counselling (KAT), which is counselling used in the experimental group based on the results of research turned out to further improve self-esteem. The use of short juncture in the counselling process turned out to have an effect of self-esteem change. Thus, KAT can be an alternative counselling, especially in improving self-esteem.

The effectiveness of the transactional analysis counselling (KAT) can be the basis for expanding its use in dealing with sundry aspects of undeveloped psychological aspects, as well as to better understand the psychological meaning and well-being of adolescents (counsellors in junior high school age), so counselling as an educational implication can be done to avail adolescents developing holistically on their body, mind, and soul in exploring into the adult world. It concerns self-esteem, self-acceptance, the importance of life meaning and commitment to personal life gratification and psychological health. However, the expansion of the use of the results of this study should be balanced with in-depth research so that it is more effective. Implementation of KAT requires the understanding of the counsellor about the structure of personality related to the forms of transactions, especially how to form complementary transactions in the process of changing life script, life position as a process of redecision change.

CONCLUSION

Based on the purport of this study is to test the effectiveness of transactional counselling to improve self-esteem learners, the research conclusions are: transactional analysis counselling proved effective enough to improve self-esteem students with low self-esteem. Transactional analysis counselling is effective enough to improve self-esteem in all three aspects (striving, self-evaluation, and learning from experience). Specifically, the aspect of self-evaluation has the facility to increase self-esteem in the learners. This is illustrated by the quantitative results in the experimental class. This denotes that the use of transactional counselling analysis is quite effective in improving the self-esteem of students.

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Conflict of Interest

The author declared no conflict of interest.

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