Research Paper

Impact of Occupation on Ego States: A Transactional Analysis between Teachers and Non-Teachers

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ABSTRACT

Purpose- The researchers aim to study the ego states of teachers and non-teachers to understand whether there is any significant difference in their ego states due to the impact of occupation. Hypothesis for the current study, based on Transactional analysis framework, says that, occupation influences the communication pattern which would accumulate the psychological energy in a particular ego state. This depends on the response to a situation, as perceived by the individuals, due to their job profiles. **Methodology-** A questionnaire called "My ego states on a typical day" (based on structural analysis of ego states by Eric Berne using an ego gram) was shared with two independent groups of respondents. They include 30 teachers working in a private degree college and 30 corporate employees, both working in Hyderabad. The results were analyzed using Mann-Witney U Test. **Findings-** The results show that there is a significant difference between teachers and non-teachers in Parent, Child and Adult ego states. The findings are further discussed and interpreted. **Originality-** The findings are based on the analysis of the responses from a questionnaire and by generating Egograms based on the raw scores.

C ommunication is at the core of all human relationships and social interactions. The ego states and personality of people impact the nature of interpersonal communication. Any interpersonal conflict can be a result of these factors. Transactional Analysis proposed by Eric Berne is a model of communication for people and relationships. It is a technique to help people understand interpersonal behaviour in a better way. It provides a framework for understanding how we communicate, relate to others, and navigate social situations. Transactional Analysis theory proposes that individuals encompass three roles or ego states, known as the Parent, the Adult, and the Child, which they switch through in different situations. Berne postulates that while Adult to Adult interactions are largely healthy, dysfunctional interactions can arise when people take on mismatched roles such as Parent and Child or Child and Adult. The ideal line of communication is the one between equals (Berne, 2015). The ego states describe the internal structure of personality of an individual.

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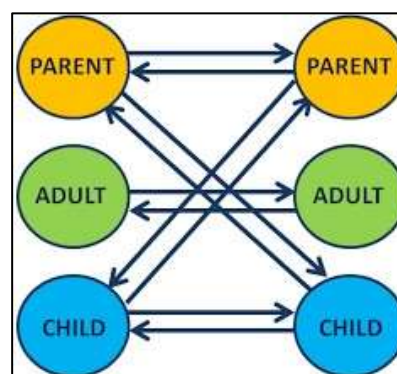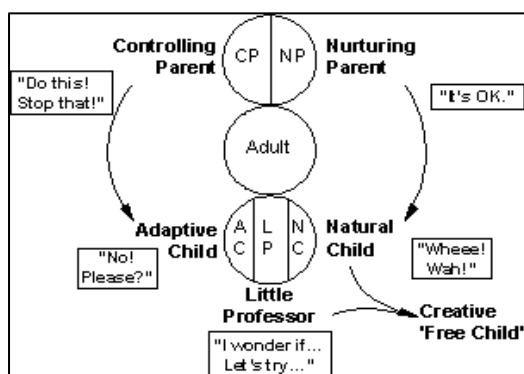*Corresponding Author

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Personality of an individual is aligned with his/her personal identity. Personal identity guides the social behavior and this in turn impacts occupation. Occupation can influence the dominance of ego states and the transitions between them (Schneider & Smith, 2004). For example, a person in a high-stress job such as a surgeon may rely heavily on his Adult ego state to perform complex procedures, leading to less frequent transitions to the Parent and Child ego states. Conversely, a person in a creative field such as a writer may experience frequent transitions to the Child ego state to access their imagination and emotions. Research is needed to determine the specific impact of different occupations on ego states' transition patterns, but this hypothesis suggests that an individual's work environment and demands can have a significant impact on their personality and behavior.

One among the many concerns with personality assessment is that most of them are dominated by self-reports. It is important to highlight the distinction between the individual's and the observer's view of personality. An individual will be under conscious efforts to control his/her reputation in self-report (Schneider & Smith, 2004, pp.9). Berne's ego states help to classify the cluster (Parent, Adult, Child) though which the psychological energy influences the behavior and communication of a person. The foundation of Berne's theory is based on Freud's psychoanalytical theory which believes that social behaviour of adults reflects the childhood experience and how children adapt to parents' authority.   The motivating factors for transaction (behavior and communication) are dependent on two impulses: Eros and Thanatos. Eros concerns with developing bonds like friendships, teams, affection and Thanatos concerns with need to dominate, aggression and competitiveness (Schneider & Smith, 2004 pp.11).

Theoretical Support
Transactional Analysis Theory and Ego Gram – Transactional Analysis is a technique to help people understand interpersonal behaviour in a better way. It is a theory developed by Dr. Eric Berne in the 1950s. He said that verbal communication, particularly face to face, is at the centre of all human social relationships. Complex interpersonal transactions are understandable as people interact from one of three "ego-states": 1. Parent, 2. Adult, 3. Child. Each one of the ego states is a system of communication with its own language and function. The Parent's is a language of *values*, the Adult's is a language of *logic and rationality*, and the Child's is a language of *emotions*.

An ego state for Berne is: 'a system of feelings accompanied by related set of behaviour patterns. For example, spontaneous feelings, compliance and rebellion are all features of the child ego state and may be activated by the individual at any time throughout his life. Berne recognised that three such ego states must be therein everyone and that together they make

up the unique individuals Personality. When two people communicate, each exchange is called a transaction. Many of our problems come from transactions which are unsuccessful. Complementary transactions occur when both people are at the same level i.e., Parent talking to Parent, who are often thinking in the same way and communication is easy. Problems usually occur in Crossed transactions, where the other person is at a different level. In simple terms we say that there is a clash of egos. The ideal line of communication is the mature and rational Adult-Adult relationship or between two matured individuals.

The Ego gram is a bar graph showing the amount of energy within the ego structure of the person and how he will re-distribute his energy within the different egos at one given time. Here, it is important to mention the constancy hypothesis. As John Dusay suggests in his book on Ego grams, when the energy in one Ego state increases, the energy in another Ego state decreases, which means that one can successfully distribute one's energy from one Ego state to another.

REVIEW OF LITERATURE

Understanding ego states is crucial in various fields, including psychology, education, and organizational management, as they provide insights into individuals' inner dynamics and interpersonal interactions. This literature review critically analyzes four research papers that delve into the development, evaluation, measurement, and application of ego states in different contexts.

Rossini et al.2022, address the need for a culturally relevant and psychometrically sound instrument to assess ego states, particularly in the Brazilian context. The researchers developed a new Ego States Inventory (ESI) and validated its Portuguese version. The study employed a rigorous methodology involving item generation, expert validation, pilot testing, and factor analysis using a sample of Brazilian participants. The results indicated satisfactory psychometric properties of the ESI, supporting its reliability and validity for assessing ego states in the Brazilian population. The development of a culturally appropriate inventory contributes to the advancement of research and practice in transactional analysis within the Brazilian context.

Laghi et al.2020, focus on evaluating the psychometric properties of the Italian translation of the Revised version of the Ego State Questionnaire (ESQ-R-I). The study aims to assess the reliability and validity of the questionnaire in measuring ego states in an Italian sample. Through comprehensive factor analysis and reliability testing, the researchers demonstrate the sound psychometric properties of the ESQ-R-I, supporting its utility as a valid measure of ego states in the Italian population. The findings contribute to the cross-cultural validation of ego state measures and facilitate research and clinical applications in Italy, enhancing our understanding of ego states in diverse cultural contexts.

Alipieva's 2017, research explores the influence of ego states on the professional choice of teachers. Grounded in transactional analysis theory, the study examines how ego states of Parent, Adult, and Child influence teachers' career decisions and professional identity. Through qualitative analysis of interviews with teachers, the findings reveal complex interactions between ego states and career choices. The study underscores the importance of understanding ego states in educational contexts and suggests implications for career counseling and teacher training programs. By recognizing the impact of ego states on

professional choices, educators and policymakers can better support teachers in their career development and enhance the quality of education.

Jain's paper 2010, discusses the application of transactional analysis, specifically the concept of ego states, in managing employee behavior in organizational settings. The author emphasizes how understanding employees' ego states can enhance communication, conflict resolution, and leadership effectiveness. By utilizing TA tools and techniques, such as ego state analysis and transactional mapping, organizations can promote a conducive work environment and improve employee performance and job satisfaction. Jain advocates for the integration of TA principles into management practices to foster healthier workplace dynamics and achieve organizational goals. Recognizing and addressing employees' ego states can lead to a more engaged and productive workforce, ultimately benefiting the organization as a whole.

The reviewed papers offer valuable insights into the significance of ego states in various contexts, including psychological assessment, cross-cultural validation, career decision-making, and organizational management. By continuing to study and apply the principles of transactional analysis, researchers and practitioners can facilitate personal growth, interpersonal effectiveness, and organizational success.

METHODOLOGY
Description of the Sample/ Respondents
The sample consisted of two groups, including both male and female respondents in the age group of 25-35 years. One group consisted of 30 teachers working in a private Degree college in Hyderabad. The other group consisted of 30 corporate employees working in different MNCs in Hyderabad. The names and personal details of the respondents are kept anonymous, to maintain confidentiality of the information shared since the data collected is very sensitive in nature.

Questionnaire used and its analysis for data collection
Sample Questionnaire

Egogram Inventory

'My Ego States on a Typical day' is an inventory with 36 questions to understand the ego strength of the respondents. [Source: From Choosing Success: Dorothy J Jonward and Philip Seyer (1978)].

A google doc was shared to the participants. They were asked to mark their choices and the responses are recorded in an excel sheet. A five point scale was used for options. Later the scores were collated using a score card and marking them on an Ego gram. An Ego gram is a bar graph showing the relationship of the parts of the personality to each other and the amount of psychological energy emanating outward. It shows graphically, the kind of person you are and will show you the way you can positively change to be the person that you want to be in your life.

36 Questions -6 Categories

Control	Caring	Balance	Reacting	Thinking	Submissive
CP	NP	A	NC	LP	AC
Q.no	Q.no	Q.no	Q.no	Q.no	Q.no
3	2	4	7	6	1
10	13	19	9	8	5
20	14	21	16	11	15
24	22	25	17	12	18
35	30	28	33	23	26
36	32	31	34	29	27

Questionnaire Options: Likert Scale – 5 point

Frequency	Almost Never	Rarely	Sometimes	Frequently	Very frequently
Score Value	5	4	3	2	1

Scores can be interpreted by converting the options into numbers.
Number scores can be used to make ego grams.

METHODOLOGY

To understand the transient states of ego and deposition of a dominant style under the influence of occupation, the present study tested 2 independent groups. Group 1. Teachers and Group. 2 non. The sample of thirty Teachers along with thirty non-teachers (software engineers) has been collected to compare the difference in the means using Dusey's ego states scales.

The scales have 6 items categories into 6 states:
1. Control Parent   2. Nurturing Parent   3. Adult

4. Natural Child   5. Little Professor   6. Adapted Child

*Tools used for analysis of responses / Graphs*
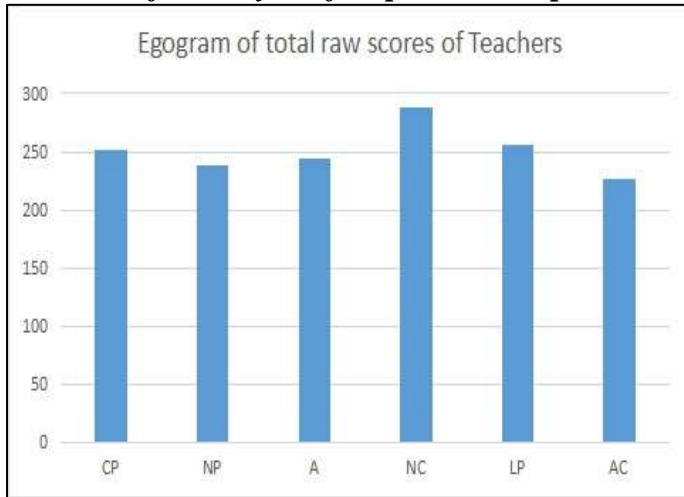
Mann-Witney U test- The Mann-Whitney U Test, is a non-parametric statistical test used to compare two samples or groups. It assesses whether two sampled groups are likely to derive from the same population, and whether the groups are drawn from populations with different levels of a variable of interest. Mann-Whitney U Test has two hypotheses. The null hypothesis (H0) is that the two populations are equal. The alternative hypothesis (H1) is that the two populations are not equal.

The ego gram is generated using the ratings on each statements, which demonstrates the relationship among different ego states and dominance of psychological energy in one ego state over the others. This means the psychological energy is always constant, I.e., if the energy is increased in one state it is decreased in all other states.

The rating scales uses Likert's rating scale with 5 as never and 1 as always. The present study explores to understand if there is any difference in dominant ego states between two groups using Mann-Witney U test.

Analysis of Data
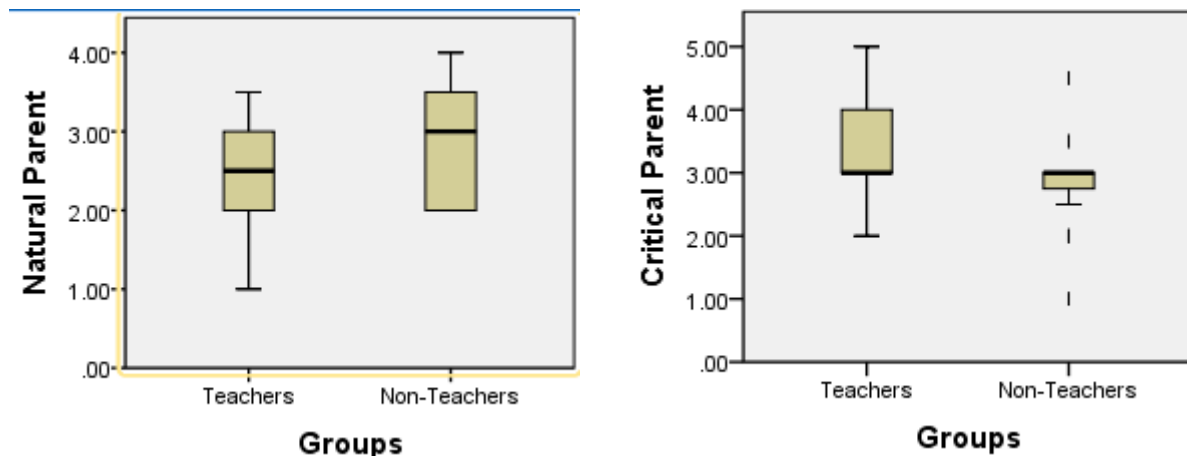
Impact of Occupation on Ego States: A Transactional Analysis between Teachers and Non-Teachers
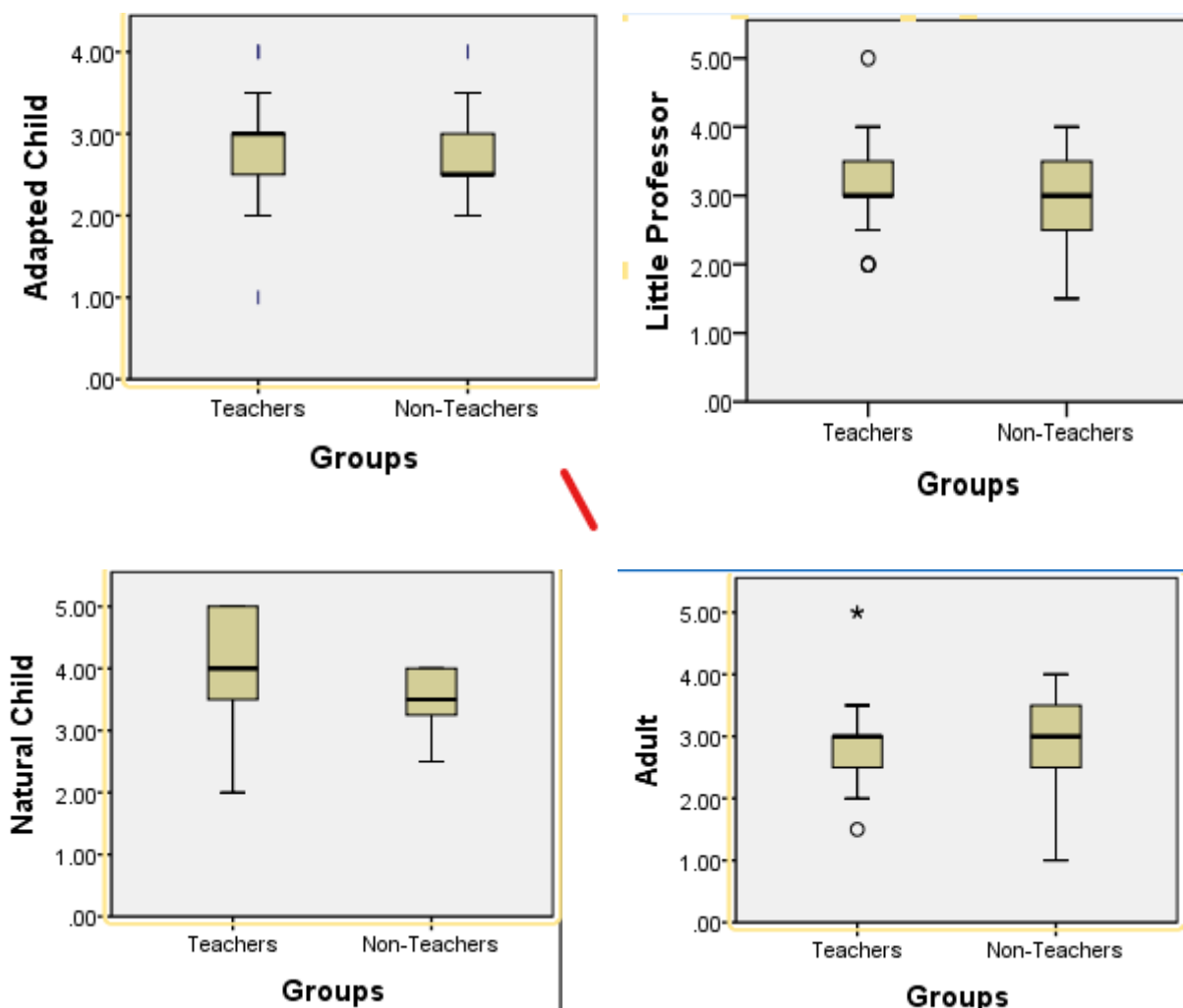
Category	Item	Teachers		Non-Teachers		Mann Witney-U
		N	Median	N	Median	
Control parent (CP)	3.I expect people to do what I say.	34	3.00	31	2.00	Indicates that the control is dominating in Teachers (Mdn=3) than in non-teachers (Mdn=2) U=365.5 and p=0.26
	10. I insist that things be done my way.	34	3.50	31	3.00	Indicates that the control is dominating in Teachers (Mdn=3.5) than in non-teachers (Mdn=3) U=276 and p=0.001
	24. I put people down without thinking.	34	5.00	31	4.00	Indicates that the control is dominating in Teachers (Mdn=5) than in non-teachers (Mdn=4) U=379 and p=0.35
Caring Parent (NP)	13. I find ways to make a boring task interesting.	34	2.00	31	3.00	Indicates that ways to make boring task interesting is dominating in Non-Teachers (Mdn=3) than in teachers (Mdn=2) U=867 and p=0.00
	14. I attend classes, programmes, seminars and so on to improve my skills.	34	2.00	31	3.00	Indicates that self-improvement programs are dominating in Non-Teachers (Mdn=3) than in teachers (Mdn=2) U=727 and p=0.006

Category		Teachers		Non-Teachers		
	Item	N	Median	N	Median	Mann Witney-U
	30. I gather necessary information and then use my sixth sense to make an accurate interpretation.	34	3.00	31	3.00	Indicates that gathering information and use intuition is dominant in Non-Teachers (Mdn=3) than in teachers (Mdn=3) U=699 and p=0.015
(NC) Reacting	7. I play a hunch (guess) without bothering to gather factual data.	34	4.50	31	4.00	Indicates that heuristic thinking is dominating in-Teachers (Mdn=4.5) than in non-teachers (Mdn=4) U=278 and p=0.001
	16. I plan ways to do things that might be considered harmful, illegal or unethical.*	34	5.00	31	4.00	Indicates that moralistic superiority is dominating in Teachers (Mdn=5) than in non-teachers (Mdn=4) U=382 and p=0.035
	17. I say (or think) things like: 'what would you do without me?*	34	4.00	31	4.00	Indicates that moralistic superiority is dominating in Teachers (Mdn=4) than in non-teachers (Mdn=4) U=366 and p=0.026
	33. I answer the phone in a well-modulated voice, giving my name or the name of my company (or unit).	34	2.00	31	2.00	No Significant Difference
	34. I slyly (cunningly) work out a way to avoid doing a job that's been assigned to me.	34	5.00	31	5.00	No Significant Difference
(AC) Adapted Child	1.I give people reasons why work isn't done.*	34	3.00	31	3.00	Indicates that social conformity is dominating in Teachers (Mdn=4) than in non-teachers (Mdn=4) U=363 and p=0.023
	18. I do a little dance steps when walking.*	34	4.00	31	3.00	Indicates that social conformity is dominating in Teachers (Mdn=4) than in non-teachers (Mdn=3) U=346 and p=0.011
	27. I say (or think) things like: 'I'll do it for them: they can't be expected to handle it'.*	34	3.00	31	3.00	Indicates that social conformity is dominating in Teachers (Mdn=3) than in non-teachers (Mdn=3) U=381 and p=0.042

Both the groups show no difference in "Thinking" (A) and "Little Professor" (LP). This ego state is introjection of parent's adult ego state into the child.

Findings
Each ego state consists of six items measuring that ego state. A Mann-Witney U test shows significant difference between Teachers and non-teachers' group in "critical parent" "Nurturing parent" "reacting child" and "Adapted child" ego states, where Teachers dominated "control parent" ego state over non-teachers approaching the significance; z = -2.56, p = 0.02. Non-Teachers' group dominated "Nurturing parent" ego state over Teachers' group approaching significance; z=-3.07, p=0.007. Again "reacting child" and "adapted child" ego states were dominated by teachers' group over Non-teachers' group with significance approaching; z= -2.58, p=0.03 and z= -2.27, p=0.02.

The study shows no difference in "Adult" and "Little Professor" ego states in both groups. This ego state is introjection of parent's adult ego state into the child. Parent and child ego states are dominant in teachers and Adult ego states are dominant in non-teachers.

CONCLUSION

The results of the present study can be interpreted, that the opportunities of communication style in teaching profession is mostly dominant in crossed transactions than non-teachers where there are chances of parallel transactions, hence we see that our hypothesis that occupation has a significant impact the way psychological energy is deposited in a particular ego style in teachers differ from non-teachers. So, occupation influences the communication pattern of an individual in response to a situation. All human beings possess all three Ego States in their conscience. Personality is a result of one's cumulative life experiences. One's identity as a Parent, Adult, or Child is a function of these experiences, no matter how one may wish to depart from them.

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