

Effect of Transactional Analysis in Enhancing Secondary School Students' Self-Esteem in Enugu North Local Government Area, Enugu State, Nigeria

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ABSTRACT

The study investigated the effect of effect of transactional analysis in enhancing secondary school students' self-esteem in Enugu North local government area, Enugu state. Two research questions and two hypotheses tested at 0.05 level of significance guided the study. Quasi-experimental research design was adopted for this study. The population for this study was a total of 1286 students. These comprised of all the SS 2 students from Enugu North Local Government Area of Enugu State. The sample of the study is 100 secondary school students with very low self-esteem selected through purposive sampling technique. The instrument that was used for measurement of student's self-esteem is Hare Self-esteem Scale (H.S.E) originally developed in 1985 but revalidated in Nigeria by Anumba in 1995. Data collected from the study were analyzed using mean and ANCOVA. Results obtained from the study indicated that Transactional analysis is an effective treatment in reducing low self-esteem of secondary school students. The study also found no significant difference in the mean post-test score of male and female students. Based on the findings of this study, some recommendations were noted. The researcher recommended, among others that Schools' Guidance Counselors should be empowered to make good use of the transactional analysis, in counseling students found to have low self-esteem.

Keywords: Transactional analysis therapy, Self-esteem, secondary school, counselling.

INTRODUCTION

The way an individual views and feels about oneself has a profound effect on how those individual lives. Seeing oneself as inferior or superior would go a long way in determining one's level of performance in any given task and relationship one has with others. Individual's opinions are shaped by experiences in the family, at school, from friendship and in the wider society. Parents can be tough taskmasters in seeking the best for their children as well as the various personnel in the educational system; urging students to be the best at all times and giving no room for failure. All these put together may have profound effects on the development of one's consciousness of one's self either in a positive or negative manner. In the view of [1], what students in school feel about themselves are not based solely on what they do only but usually involves their relationship with other students, whether they feel worthwhile as individuals or worthless as

individuals. Self-esteem is an individual's subjective evaluation of their own worth. Self-esteem encompasses beliefs about oneself as well as emotional states, such as triumph, despair, pride, and shame [2]. According to [3], self-esteem is a person's subjective appraisal of himself or herself as intrinsically positive or negative in thought, feeling and action. Self-esteem is a person's positive or negative evaluation of self-based on individual's feeling, ability and cognition. Self-esteem refers to a person's overall evaluation of his or her own worth. It encompasses beliefs such as "I am competent", emotions such as triumph, despair, pride and shame. It can also apply to a particular dimension such as "I believe I am a good writer and I feel proud of myself or I believe I am a good person and I am proud of that." Self-esteem can be equated to self-worth, self-regard, self-respect, self-love, and self-integrity. In the mid-1969, Morris Rosenberg, a social learning theorist defined self-esteem in

terms of a stable sense of personal worth or worthiness. Self-concept therefore, is a concept of personality and for it to grow, we need to have self-worth, and this self-worth will be sought from embracing challenges that result in the showing of success. Low self esteem is defined as the negative evaluation of one's abilities, feelings and actions as a result of one's pessimistic thoughts [4]. [5], low self-esteem among students may result from various factors such as; physical appearance, weight, socio-economic status or peer pressure and being bullied by other students. Students with low self-esteem display the following characteristics in the school setting; heavy self-criticism and dissatisfaction, hypersensitivity to criticism with resentment against critics, chronic indecision and exaggerated fear or mistake, excessive will to please others, perfectionism, dwelling on the magnitude of past mistakes, pessimism and a general negative outlook [6].

According to [7], low self-esteem can be a terminal condition resulting in death through suicide, murder, drug abuse, food disorder, and health related disease. This claim is supported by a study carried out by [8] in Delta State, who identified adolescent male with low self-esteem as becoming school drop-out, engaging in social vice and also the female adolescent as becoming teenage mother due to low self-esteem. And this could jeopardise their educational attainment. Since it can result to a deadly end, there is therefore need to give special treatment to students suffering from low self-esteem that will be of great help to them. There are definite treatments modalities, if applied can reduce or eliminate the problem associated with low self-esteem among students.

[9] used classical conditioning as a technique in enhancing self-esteem of secondary school's students through a devised computer game, to repeat self relevant information with positive social feedback to create an automatic anticipation of secure social acceptance and consequently enhance self-esteem.

An improvement in self-esteem was found from their study, but their study tends to be expensive, that is, it is costly to write a computer program language, and even purchase computer, not all schools and counsellors could afford using their approach in helping students with low self-esteem. The techniques being identified by the researcher which other researchers such as [10] have been used in enhancing self-esteem is transactional analysis therapy. There is a need to combat these destructive thoughts and behaviour associated with low self-esteem, and transactional analysis therapy will be of great help to students suffering from low self-esteem. The researcher is interested in the use of transactional analysis therapy in enhancing low self-esteem among secondary school's students.

Transactional Analysis (TA) has been reported as useful tool in the treatment of behavioural behaviour [11]. Transactional Analysis (TA) Counselling Technique was originally developed and defined by [12], it is a theory of personality and communication as well as social action. It is used where there is need to understand the people and their interpersonal relationships and a clinical method of psychotherapy based on the analysis of all possible transactions between two or more people on the basis of specially defined ego state. It provides a rational method of analyzing and helping the individual to understand his/her behaviour, acquire knowledge and responsibility. The analysis is accomplished in the four domains of personality, interaction, games and plays and aims at the relationship between adults.

However, [13] maintained that TA have being used in study to help the socially withdrawn students develop or improve on their self-esteem and self-concept as well as establish strong and effective interpersonal relationships with people around them. Transaction Analysis (TA) is a widely recognized form of modern psychology that involves a set of practical conceptual tools designed to promote personal growth and changes. It is

considered a fundamental therapy for well-being and for helping individual to reach their full potential in all aspects of life. In counselling, Transactional Analysis therapy is very versatile, for it can be used in wide range of areas and incorporates key themes of humanistic, integrative, psychoanalytical and psychodynamic therapies.

It is against this background that this study is aimed to determine the effect of transactional analysis effect of transactional analysis in enhancing secondary school students' self-esteem in Enugu North local government area, Enugu state.

METHODOLOGY

The researcher adopted a pre-test and post-test control group quasi-experiential design. It investigated the possible cause

and effect relationship by exposing one treatment group and one control group (not exposed to treatment).

Table I: The quasi-experimental design is graphically presented as follows:

Group	Pre-test	Research condition	Post-test
Experimental	O ₁	X ₁ (treatment)	O ₂
Control	O ₁	X ₀ (no treatment)	O ₂

Here,

O₁ stands for the pre-test that was given to all the pupils

X₁ stands for the treatment (TA) which was given to the experimental group.

X₀ stands for treatment that was not given to the control group.

O₂ stands for the post-test which was given to both the experimental and control groups.

Population of the Study

The population of the study was secondary students with low self-esteem (1286), which consisted of S.S.S II students in the 9 public secondary school in Enugu North local government area managed by the Post Primary School Management Board(PPSMB,2021). In order for the researcher to get the population of students with low self -esteem in the region, he visited the 9 government secondary schools and administered the Hare self-esteem instrument. A total of 3000 copies of questionnaire were administered in the 9 schools with the help of the school counsellors. This was how the researcher got the population of secondary school students with low self -esteem.

Sample and Sampling Technique

The sample of the study is 100 secondary school students with very low self-esteem. A purposive sampling technique was used in selecting two secondary schools out of nine schools because they have the highest number of students with low self-esteem. Through the Hare Self-esteem questionnaire, secondary school students with low self-esteem were identified in each school. Male scores that were below 87 and female scores that were below 91 were identified as secondary school students with low self-esteem. Fifty students each were selected from the two schools, from the fifty students in each school twenty five students are male students and twenty five are female students.

Instrument for Data Collection

The instrument that was used for measurement of student's self-esteem is Hare Self-esteem Scale (H.S.E) originally developed in 1985 but revalidated in Nigeria by Anumba in 1995. Hare Self-esteem Scale is a self esteem report psychometric scale which was developed to measure individual's self -esteem as it relate to peer interaction, homes and schools. The test is one page and contains thirty items. The instrument is on a four

point scales, ranging from strongly agree, agree, disagree and strongly disagree. The researcher adopted the instrument.

Validation of the Instrument

The instrument Hare Self-esteem Scale was revalidated in Nigeria by Anumba in 1995. The instrument has both face and constructs validity.

Reliability of the Instrument

Hare in 1985 obtained 0.83 reliability coefficient by correlating Hare Self-esteem Score with Rosenberg Self-esteem. Hare in 1985 reported a test-retest reliability coefficient of 0.74 in an interval of three months. In Nigeria Anumba used HSS obtained a reliability coefficient of 0.82. This study is adopting the Nigeria version whose reliability coefficient of 0.82 has been determined, there was no need for further reliability estimation.

Experimental Procedures

This was the procedure the researcher adopted to ensure a successful implementation of the programme of transactional analysis therapy. The researcher visited the schools, solicited for the cooperation of the school principals so as to build in the programme in the schools' activities. The researcher explained the purposes and benefits to be derivable from the treatment to the principals of the schools. After obtaining the permission, the researcher also got two guidance counsellors in the schools to assist in the study. The guidance counsellor introduced the researcher to the group as a guest counsellor during the period of the treatment.

Prior to the commencement of the treatment, Hare Self-Esteem Scales (HSS) questionnaire was administered on the students in the experimental and control group. The tests were administered by the research assistants with the researcher monitoring the exercise, making sure that

Research Question one

What is the effect of transactional analysis in enhancing secondary school

the test was taken under the same conditions and then collected the entire completed questionnaire.

The researcher administered the experimental treatment, while the research assistants handle the control group and administered copies of the questionnaire. The treatment was designed to last for eight weeks using the normal school timetable that allocated 40 minutes for guidance and counselling. A total of eight sessions were run. The control group were exposed to conventional counselling with the school counsellors providing the services to the students with low self-esteem. This also continued for eight weeks, and then the students were post-tested.

For the experimental group, transactional analysis therapy was designed to last for eight weeks. Each session started with the counsellor's introduction to the issues to be addressed in the session and samples questions to elicit students' participation in the session.

After the treatment, the Hare Self-Esteem Scales (HSS) questionnaire was re-administered to the experimental and control groups. The instrument was disguised by reshuffling before they were re-administered. This was done the eight week treatment. The researcher monitored the exercise and made sure the students were under the same conditions and then, collected all completed questionnaire. The students' responses were scored and data generated were collected for statistical analysis.

Method of Data Analysis

The data collected for this study were organized in tables and analyzed. Mean was used in answering the research questions and analysis of covariance (ANCOVA) was used in testing the hypotheses at 0.05 levels of significance.

RESULTS

students' self-esteem in Enugu north Local Government Area?

Table 1: Pre-test and Post-test self-esteem mean scores of students treated TA and those in the control group

Source of Variation	N	Pretest Mean	Posttest Mean	Gained Mean	Remark
TA	50	68.94	98.86	29.92	Effective
CONTROL	50	67.28	70.14	2.86	

Table 1 shows that the students treated with transactional analysis therapy had pretest mean score of 68.94 and posttest mean score of 98.86 with gained mean 29.92 in their self-esteem, while the students in the control group who received conventional counselling had pretest mean score of 67.28 and posttest mean score of 70.14 with gained mean

2.86. Therefore, TA is effective in enhancing the students' self-esteem.

Research Question two

What is are differences in pre-test and post-test scores of male and female secondary school students who are exposed to transactional analysis therapy?

Table 2: Pre-test and post-test self-esteem mean scores of male and female students treated with TA

Source of Variation	N	Pretest Mean	Posttest Mean	Gained Mean	Remark
Male	25	72.17	102.26	30.09	
Female	25	69.04	101.52	32.48	More Effective

Table 2 indicates that male students treated with transactional analysis therapy had pre-test mean score of 72.17 and post-test mean score of 102.26 with gained mean 30.09 in their self-esteem, while the female students in the group had pre-test mean score of 69.04 and post-test mean score of 101.52

with gained mean 32.48. Therefore TA is more effective in enhancing the female students' self-esteem.

Hypotheses One

There is no significant difference between students treated with transactional analysis (TA) and those in the control group.

Table 3: ANCOVA on the post-test self-esteem mean scores of students treated with CBT and those who received conventional counselling

Source of variation	SS	Df	MS	Cal.F	Crit. F	P ≥ 0.05
Corrected Model	11836.132	2	5918.066			
Intercept	11901.834	1	11901.834			
Pretest Scores	42.172	1	42.172			
Treatment Models	10696.528	1	10696.528	444.19	3.94	S
Error	2335.868	97	24.081			
Residual	842272.000	100				
Corrected Total	14172.000	99				

In table 3, it was observed that at 0.05 level of significance, 1df numerator and 99df denominator, the calculated F 444.19 is greater than the critical F 3.94. Therefore, the first null hypothesis is rejected. So, there is significant difference in the effectiveness of transactional analysis therapy in enhancing secondary

school students' low self-esteem when compared with those in the control group.

Hypotheses two

The effect of transactional analysis (TA) in enhancing secondary school students' self-esteem in Enugu north Local Government Area will not differ significantly due to their gender.

Table 4: ANCOVA on the posttest self-esteem mean scores of male and female students treated with TA

Source of variation	SS	Df	MS	Cal.F	Crit. F	P ≥ 0.05
Corrected Model	61.592	2	30.796			
Intercept	7158.107	1	7158.107			
Pretest Scores	54.748	1	54.748			
GENDER	.900	1	.900	.03	4.03	NS
Error	1252.428	47	26.647			
Residual	520087.000	50				
Corrected Total	1314.020	49				

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Table 4 showed that at 0.05 level of significance, 1df numerator and 49df denominator, the calculated F 0.03 is less than the critical F 4.03. Therefore, the second null hypothesis is upheld. So, there is no significant difference in the effectiveness of Transactional analysis therapy in enhancing low self-esteem of male and female students.

Discussion of Findings

The findings of this study showed that transactional analysis therapy is effective in enhancing secondary school students' self-esteem when compared to those in the control group. Specifically, the finding indicated that students in both experimental and control group possessed low self-esteem before the commencement of the study as measured by their score on the pre-test. The finding also indicated that the magnitude of the mean difference between the experimental and control group was significant in the post-test.

Moreover, the experimental group reported a significantly increased in their self-esteem than the control group. This may indicate that secondary school students in the treatment group gained a better understanding of the self-esteem as a result of receiving transactional therapy. This finding is consistent with prior researches that suggested that TA

group-training had a significant effect on self-esteem [14]

Another finding of this study is that there was no significant gender difference on the effects of transactional analysis therapy on secondary school students' self-esteem. In particular the increase in self-esteem of female students was higher than that of male secondary school students after they had participated in TA therapy treatment. This suggests that female students benefited more from TA therapy than male students did, but the difference was very insignificant for both male and female students. It is important to note that the observed difference in the effects of treatment due to gender was not significant in this study. This is because the test of null hypothesis two showed that there was no significant difference between male and female students that received TA therapy. This indicated that although the present study found a difference in the mean post-test score of male and female students, this difference was only marginal and not significant. The difference male and female student in the experimental group was not due to gender per se. The difference may be due to chance. Being male or female is not a determinant of the effectiveness of TA therapy, rather both male and female students actually benefitted equally from the technique.

CONCLUSION

The study investigated the effect of transactional analysis in enhancing secondary school students' self-esteem in Enugu north local government area, Enugu state. In accordance with the findings of this study, the following conclusions have been drawn:

- That TA is really an effective treatment in reducing low self-esteem of secondary school

students. As such, its usage should be encouraged.

- The increase in self-esteem of female students was more than male students after the treatment. The study also found no significant difference in the mean post-test score of male and female students.

RECOMMENDATION

Based on the findings, the following recommendations are hereby made:

1. Schools' Guidance Counselors should be empowered to make good use of the transactional analysis, in counseling students found to have low self-esteem

2. The use of transactional analysis therapy should be commenced in full force in secondary schools irrespective of students' gender and age as a way of enhancing student self-esteem.

3. School guidance counsellors should form a self-esteem club, this club will serve a training

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ground for helping students to develop a healthy self-esteem.

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