

## Abstract

The purpose of this research was to study the effects of Eric Berne's transactional analysis training in forming relations among marine cadets. The study was a quasi – experimental research project using pretest – posttest control group design.

The studied participants were first year marine cadets in the deck cadet and engine cadet departments at Merchant Marine Training Centre. Participants were selected on volunteer basis. Each participants completed scored on the Life Position Scale including I'm O.K.-You're not O.K., I'm not O.K.-You're O.K. or I'm not O.K.-You're not O.K. and had moderate to low levels on the Relations Behavior with Friend Scale. Twenty subjects were divided into two groups by simple random sampling: ten in the treatment group and ten in the control group. The treatment group participated in a four – week group in Eric Berne's transactional analysis training program consisting of eight sessions of 90 to 120 minutes, with the researcher performing as the group leader. The control group did not participate in the program. Instruments used in this study were:

1. The Eric Berne's transactional analysis training program, constructed by the researcher.
2. The Life Position Scale of Boholst(2002), translated and developed by the researcher.
3. The Relations Behavior with Friend Scale, constructed by the researcher.

The effects of the program were measured using a statistical nonparametric test; a Mann Whitney Test and a Wilcoxon Signed Ranks Test were conducted to determine significant differences in mean scores between the two groups. Tests were

run between two groups at pretest and posttest and at four-week follow-up for the treatment group. The results of this study were:

The students in the group that participated in Eric Berne's transactional analysis training program had statistically significant higher mean scores on the self (I) in life position scale (good level) and mean scores on the relations behavior with friend scale (high level) in the posttest at .01 level and the others in general (U) in life position scale (good level) at .05 level. In the pretest, the treatment group had mean scores on the self (I) and the others in general (U) in life position scale in the bad level and mean scores on the relations behavior with friend scale in the medium level. Also the analysis of the treatment group at the four-week follow-up revealed statistically significant higher mean scores than the others in general (U) in life position scale than the posttest at .05 level. Furthermore, they had mean scores on the self (I) in life position scale and mean scores on the relations behavior with friend scale not found to be significantly different.

Comparing the two groups at posttest, the treatment group had statistically significant, higher mean scores than the others in general (U) in life position scale and mean scores on the relations behavior with friend scale than the control group at .05 level. However, they did not have a statistically significant increase in mean scores on the self (I) in life position scale. The Control group did not have a statistically significant increase in mean scores on the self (I) and the others in general (U) in life position scale (bad level) and mean scores on the relations behavior with friend scale (medium level) at .05 level between the pretest and posttest.

In conclusion, students who participated in Eric Berne's transactional analysis training program showed changing the self (I) and the others in general (U) in life position scale from bad level to good level and the relations behavior with friend scale from medium level to high level.