

TA RESEARCH IN HUNGARY

The book

Járó, K. (Ed) (1999, 2001): Játszmák nélkül, Tranzakcióanalízis a gyakorlatban (Without games, Transactional analysis in practice), Helikon, Budapest

The book begins with an introductory chapter by **Katalin Járó and Erzsébet Juhász** on 150 pages, in which the route marks on the map of TA and a TA-guide with the main concepts are detailed. The book ends with an Appendix, which contains a bibliography, index and information about the authors and the TA organizations. Here we give summaries of the articles in between.

In the chapter *Education, school and the TA* (pp. 371-528) five authors in eight articles give account on their work.

The article by Katalin Járó on “Bullies and Slaves is a quantitative research on dramatic roles in the classroom.

Katalin Járó, Zsuzsanna Oláh: To influence at masters degree

In their introductory study the authors analyse the communication process in child rearing, parent-child and teacher-student relation, the information mediation and direction of students' group. This communication process can become more efficient by applying the professional tools of psychology. The authors review the way how humanistic psychology breaks its path in the Hungarian public education and training of educators. They emphasize the script matrix as a socializing model, the role of early decisions and life position from the aspect of parental responsibility. The educational contracts, the prevention and interruption of games (Ramond, 1990) are stressed in directing classroom processes and in making contact with parents.

Judit Szamosi: Armour against troublemakers

The three troublemaking heroes of the study came from the school of a children's home: they are the untreatable professional rebel, the student, who failed and becomes mute because of his inhibitions and anxiety, the calmless, continuously attention provoking, fidgeting boy. The author presents a successful project, which enabled the institution to effect on a corrective and preventive way. The educators cooperated with the psychologist, who treated the students individually, and they helped the youngsters change their life position by the acquired knowledge and capabilities, i. e. by true successes. Meanwhile the teachers had to teach, fill up gaps, realistically evaluate the performance and maintained self-esteem, the psychologist helped the boys understand the irrationality of their games and be able to strengthen their positive ego-states decreasing the energy invested in their Rebellious and Submissive Child.

Mária Nábrády: Family background in flames: family therapy and TA

Nábrády's study is about a family therapy carried out with the help of TA tools in a children's home. The story is about a 15 year-old boy, who left school and home, his bewildered father, who brings up his two sons alone and the defensive elder brother. The author describes the steps of the therapy, the clarification of the problems, the contract; the use of the stroke-profile, redecision, frame of reference, symbiosis and script in the therapeutic process. Finally she gives an account of the closing procedure of the therapy.

Judit Szamosi: Keeping together even after disappointment

The author describes the work with an aggressive, antisocial adolescent, who has been adopted in his 2,5 year of age, but in spite of his loving and acceptant mother very serious behavioral problems arose. Szamosi J. gives a detailed analysis of the initial state of the relations, the contract-making, the therapeutic process through which the adolescent has become a cooperative, autonomous, tolerant youngman, who has been able to return to his family.

Judit Magyar: Teachers and parents, or who is afraid of whom?

Magyar J. examines the cooperation of adults taking into account the disturbing factors as well as good solutions. Lively examples from the rich storehouse of the school psychologist's cases illustrate what kind of fears, shifting the responsibility on others, competitions, beliefs and prejudices drift to games the relation of those, who otherwise would strive for common goals: success of their children. The OK-OK position and mutual trust can be built by mastery.

Zsuzsanna Oláh: Trespassers – games in schools

The writing of Oláh Zs. shows the educators' work, relational field, difficulties and results in the light of TA. She offers anchoring points to recognize transactions, games and dramatic roles through examples of scenes and phrases. She wants to help teachers develop a kind of sensitivity towards the communicational events in the classroom, what later will make them masters of ruling the processes and preventing and dealing with stressful episodes. The author presents what kind of hidden motives drift the teacher-student communication into games. She gives an original categorization of school games, analyses the relation of educational conflicts and games.

Katalin Járó: Bullies and slaves in the classroom

The author found connection between students' (n=367) sociometric and dramatic roles. She analysed her earlier (1985, 1992) empirical sociometric findings mapping role-hierarchies of secondary classes in the light of Steiner's (1974) thoughts concerning education for autonomy. She differentiated the three dramatic roles from the comparable but constructive problem solving behaviors statistically. Járó K. draws attention to the social roles of place-seekers, withdrawers, bystanders, diligents and outspokeners. These roles evolve on the ground of scripty originated gaming behavior. To create harmonic relation with peers is severely obstructed for these students. The study sheds light on the aspect of the school psychologist's work, supporting the functioning of the form-masters as group leaders. The program for development aims the discussion of the explored situation and the unfolding of tolerance with each other. Along the restructuration of group imago (Clarkson, 1991) the relation poisoning games decreased, the atmosphere ameliorated.

Judit Magyar: The school as an organisation – stability in the change

The author analyses the relational system of the teachers in connection with their professional practice and the conditions influencing the students' development from a broader aspect, when she deals with the organisation. She applies the concepts of symbiotic chain (Ramond 1990) and passivity on the part of every partner to describe the traditionally characteristic helplessness of certain schools. She analyses the worries of students, educators and directors, accentuates that the professionals at school – as other helping professionals – are vulnerable to burn-out and so need training to maintain mental health. Magyar J. describes the typical prescriptions of teachers which she considers as motives of their game initiation. The way of unfolding is in the growth of teachers' self-awareness and through the transformation of the organizational culture of schools that give way to permissions for autonomy, creativity, joy of work – says the author.

Articles:

Nábrády, Mária (2002): The impact of racket feelings on the recognition of emotions: Research report I., TAJ Vol.32, No.2 April (pp. 76-85)

Abstract: Two tests were developed for measuring racket feelings and emotion recognition. These tests along with an IQ test were administered to 142 Ss of 11-14 ages. The results indicate, that the ability to accurately recognize emotions is positively related to general intelligence and in the case of certain racket feelings, a perceptual distortion toward these feelings is present in emotion recognition tasks.

Nábrády, Mária (2002): The relationship between racket feelings, coping strategies, and emotional intelligence: Research report II. TAJ Vol.32, No.2 April (pp. 86-91)

Abstract: This study aims to compare the racket feeling concept of TA with two similar psychological concepts: coping strategies and emotional intelligence. Three tests were developed to measure racket feelings, coping strategies, and emotional intelligence. These tests together with an intelligence-test were administered to 142 subjects ages 11-14. The results indicate that racket feelings are mainly correlated with emotion centered coping strategies and that hostile racket feelings are inversely correlated with emotional intelligence.