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Motivation and motivating in the educational process in the light of transactional analysis theory

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Abstract

In this article selected aspects of motivating others (or lack of it) as well as generating or reducing motivation in oneself by an individual in the educational process are presented in the light of transactional analysis theory constructs, namely the structural model of ego-states, a symbiosis of the first and the second order and the model of structural pathology based on the example of contamination. In reference to this last construct, selected results of own original research are reported. The research was conducted on a sample of 50 teachers working either in kindergarten or primary school. In a diagnostic survey a questionnaire was used as a data collection tool. The analysis of the results indicated that 78% of the total number of responses pointed to being expressed from a contaminated Parent ego-state, while only 22% were expressed from an uncontaminated Adult ego-state. No response coming from a contaminated Child ego-state was registered. Moreover, the kindergarten teachers showed significantly more of their uncontaminated Adult ego-state than the primary school teachers. However, no statistically significant relationship was observed between the age and the length of teaching experience versus the number of displayed contaminations or non-contaminations of the teachers.

Keywords: contaminations, ego-states, motivation, symbiosis, transactional analysis.

Introduction: motivation and motivating in the educational process in the light of the structural model, symbiosis and contamination

The aim of this article is to present selected aspects of motivating others (or lack of it) as well as generating or reducing motivation in oneself by an individual

in the educational process in the light of transactional analysis theory. The notions of motivation and motivating in the educational process (and outside of it as well) are used synonymously sometimes. In this article, they are understood as separate constructs. Following the definition in the *Pedagogical Dictionary of 21 century*, motivation is “the totality of processes of stimulating, maintaining and regulating activities aimed at achieving some goal” (Pilch, 2004, p. 422). Furthermore, the *Dictionary of Psychology* defines motivation as “an intermediary process or internal state of the body that stimulates or drives action (Sillamy, 1994, p. 404). On the other hand, motivating means “to stimulate to action, induce a state of motivation” (Sillamy, 1994, p. 406). Thus, it may be assumed that motivation is an inner process of an individual, while motivating is an outside impact on a person being motivated. In the educational process, the teacher may choose specific stimuli that may, yet do not have to, activate learners’ motivation to learn. It is worth underlining that motivating may be directed towards oneself as well. As a consequence, both the teacher and learners may generate their own motivation, in other words motivate themselves.

The following constructs are presented in turn. First of all, the structural model is introduced, where it can be observed whether an individual activates individual ego-states to stimulate their own motivation or to motivate others. Secondly, the models of symbiosis of the first and the second orders and the model of structural pathology on the example of contamination are presented. They constitute the theoretical basis for explaining the limitations of motivation and motivating. In the further part of the article, selected results of own research on contamination are also discussed.

Godet (2002), who analyses constructs of transactional analysis, draws attention to two types of motivation – external and internal. The first one is “motivation that originates outside a motivated activity, for example, in external reinforcements” (Siuta, 2009, p. 152). Internal motivation, on the contrary, manifests its “source in a motivated activity, [is] unrelated to external reinforcements and – consequently – is autonomous” (Siuta, 2009, p. 152).

According to Godet (2002), internal motivation of an individual may be considered in the light of ego-states in the structural model, that is Parent, Adult and Child that are interacting in synergy, in cooperation. Therefore, stimulating one’s motivation and motivating others could be effective if all ego-states could be activated and could stay in synergy throughout that process. Sometimes, however, for different reasons, an individual does not generate energy in one or even all of their ego-states, leaving them partially or completely inactive. In this case, motivation of that individual may be disadvantaged or insufficient to realise goals; on occasions it is completely absent. It may be also the case that an individual follows their goal, yet does not feel any satisfaction or joy. For example, in the educational process a learner may not invest energy in their Child

ego-state; with that ego-state inactive, the learner may lose enthusiasm for learning, may not be curious or may not feel any pleasure in the learning process. He or she may still follow their learning goals, may even receive good grades, investing energy in other ego-states, for instance, in their Parent. In this case, the learner will get knowledge being motivated by a sense of parental duty or a belief that one must learn. Subsequently, this way of generating motivation to learn may prove to be insufficiently effective or beneficial. It may be important to add that although this article draws attention to the educational process of teaching and learning and, especially, to motivating one to teach or learn from the perspective of activation of all three ego-states being in synergy, motivation and motivating are general terms that apply to all human activities. One may generate motivation to lose weight or to change one's job, for instance.

Accordingly, to generate one's own motivation or to have at least partial influence on motivating others so they could mobilise their own motivation, an individual may need to analyse which ego-states are stimulated (active) and which are blocked (inactive). The analysis may be done focusing on one's answers to the proposed below exemplary questions which aim at energizing specific ego-states. Depending on one's needs or one's context, the questions may be reformulated. For example, a teacher may ask himself/herself: *Does this make me curious? Does this make my students curious?*

To check if motivation in the educational process is generated from the Parent ego-state, one may ask questions regarding patterns of behaviour assumed in childhood. It is vital that the individual becomes aware if what he/she is learning confirms or rejects these patterns, not only the parental ones but also the social or cultural ones. On that account, one may answer the following questions: *In the name of what values do I act? What kind of norms or principles do I follow? What principles support my learning process? Do I believe that the value of a man is also what he knows and is able to do as well as his ability to learn in a specific field? What are the values that encourage me to learn? What are the values that discourage me from learning? Do any of these values diverge?* If knowledge or the learning process are not one's values, probably motivation generated from the Parent ego-state of that person is blocked, inactive.

The next ego-state is Adult. To examine if that ego-state is active regarding generating one's motivation or if it is blocked (when motivation from that ego-state is inactive), the individual may answer the following questions: *Do I understand why I am learning this? Do I understand what I am learning? Do I have skills to learn?* It is crucial to ask (and answer) the question concerning meaning of the learning experience. For instance, when a learner learns some mathematical formula, he/she may ask: *What is the relevance of learning this formula for me? What will it be used for?* These questions may be also asked by the teacher. On account of that, the teacher should actually ask the questions of: *Why will*

this be useful to my students? The answer may sometimes be: *It is not clear; I do not know, yet, this is included in the curriculum.* Hence, acting from their own Adult ego-state, learners may not understand the purpose of a learning specific area of knowledge or skills as the only reason for that is a formal requirement rather than one's personal goal. Respectively, their motivation from that ego-state will stay inactive. For that reason, it is vital that the teacher asks these questions: *Why do I educate my students in this field? What will it bring them? Is the way I educate them adjusted to their level of understanding? Are the methods, forms and teaching aids adapted to my students' ability level?* Naturally, the teacher may ask these questions directed to himself/herself just as well.

On the other hand, if one want to examine if their motivation comes from Child ego-state, they may answer the following questions: *Do I like what I do? Do I want to do this? Do I feel like doing it? Does it make me happy? Does it arouse my interest and commitment? Does it excite me and what excites me in what I do?*

When considering questions that are dedicated to the Child ego-state, it is worth considering three hungers in the light of Berne's (1966) theory, as they refer to three basic needs in transactional analysis: the need for stimulation, the need for recognition, and the need for structure. Berne (1966) claimed that these three hungers affect the way people function in life; both satisfying these hungers or frustration resulting from lack of that satisfaction affect the development of an individual. "Stimulus hunger may have the same relationship to the survival of the human body as food hunger" (Berne, 2007, p. 8).

Frączek and Smelkowska (2016) comment on Berne's stimulation hunger as being a need for sensory sensations, which includes an element of emotional stimulation and sensory stimulation. Moreover, research by Pierzchała (2013) points to the need of stimulation as the least satisfied one among learners. Therefore, in the educational process one may consider various aspects of stimulation including the sensory one. It may be practical to answer the following questions: *Do I like listening to a lecture? Or do I prefer watching the presentation first? Do I need someone to stimulate me by asking lots of questions? Am I most willing to learn being in a relationship with others, alone or maybe in another way? Which teaching aids help me the most in the teaching-learning process: visual, auditory, visual-auditory or automation and why?* According to Berne (1966), apart from sensory stimulation, an individual needs emotional stimulation as s/he is most likely to grow and develop when s/he is in contact with another person.

The second hunger is the need for recognition, or the need for strokes (Stewart & Joines, 2016). This refers to an individual standing out from the general social context. "A smile, a complement, or for that matter a frown or an insult – all show us that our existence has been recognized. Berne used the term recognition-hunger to describe our need for this kind of acknowledgement" (Stewart

& Joines, 2016, p. 97). From the perspective of this hunger, one may search answers to the following questions: *How do I build relationships?* In a school class, the teacher could find Steiner's (1971; 1974) economy of strokes useful, which considers signs of recognition or strokes in five categories: giving them to others, receiving them, asking for them, refusing them, and giving oneself strokes. What could be a potential relation between signs of recognition and motivating? As an example, the following situation could be mentioned. Sometimes a learner reports being successful at school in some subject and even feeling motivated to learn because s/he feels noticed and appreciated by the teacher. This means that the learner received a stroke, was able to notice it and to accept it, which allowed him/her to strengthen own motivation to learn. In case when the learner does not receive any sign of recognition, s/he may ask for it openly or give it to himself/herself when there is shortage of strokes coming from the teacher. To verify which of these five channels are open and which are blocked, one may again refer to a set of questions, for instance: *Do I receive strokes as a teacher/a learner? What types of strokes do I receive? What types of strokes do I give to others and what types of strokes do I give myself? Do I ask for any strokes? What types of strokes do I ask for? Do I refuse any strokes? What types of strokes do I refuse to accept? Are the strokes that I give/receive conditional or unconditional? Are the strokes that I give/receive positive or negative? Are the strokes that I give/receive authentic and adequate or artificial and inadequate? Do I know how to manage negative unconditional strokes in all five areas? What are my tendencies in the economy of strokes? Do I give meaning to particular strokes?*

The third hunger is the need for structure, which allows to feel safe and secure in the world and/or find solutions to problems. For example, a learner has a problem with effective study process or a teacher has a problem with effective teaching process when both do not feel safe in the educational context. Usually, people feel anxious when they do not know or do not see any structure in their social context. The reaction may constitute an individual difference, for instance, some learners become truly stressed when they do not know their timetable or their schedule, while others will not find it problematic. Nonetheless, it may be feasible to recognize that particular need in the educational process and ask the following questions: *What is conducive to my sense of security (or not) in the learning process? What do I need to feel good and safe? Do I use the principles and the rights derived from them regarding the structure in the educational process? Who are the adults who teach me or the children I educate? Will I always have my permanent place in the classroom? What can I do with others and what can I do individually in this context and why? Is there a contract that will guarantee this for me?* „In transactional analysis, it is emphasized that the most important function of the contract is to give structure [...]” (Terlato, 2017, as cited in Przybylski, 2021, pp. 12–13; see also Sills, 2006, p. 9); therefore,

a contract (bilateral, three-cornered, multilateral) may become the answer to the need of structure.

It should also be emphasised here that in the Child ego-state physical needs come before psychological needs. To meet them, one may ask: *Am I cold or warm here? Am I thirsty or hungry? Did I get enough sleep to learn/teach? Did I rest enough to get engaged in the school activities?* Learners sometimes come to school overstimulated by cartoons, movies or computer games. Autonomous adults coming to work may know how to manage their time and stimulation coming from various media, whereas school learners may come to class tired, which affects their effectiveness in the learning process.

Summarising the structural model of ego-states in reference to motivation and motivating, one may observe that “increased motivation for a given action is possible if this action corresponds to the values referred to in the Parent ego-state, with the decision made in the Adult ego-state, and with the sense of security in the context of learning felt in the Child ego-state” (Ramond, 1995, as cited in Chéreau, 2018, p. 37).

Apparently, this perspective is not exclusive when considering motivation or motivating. In transactional analysis there are several other models that may explain limitations that affect either the process of generating own motivation or motivating others. In the further part of this article two of them will be discussed in more detail: the concept of a second-order symbiosis and the model of structural pathology on the example of contamination.

“In Schiffrin theory, a *symbiosis* is said to occur *when two or more individuals behave as though between them they form a single person*” (Schiff et al., 1975, as cited in Stewart & Joines, 2016, p. 267). In other words, in a classroom context it may mean that the teacher and the learner/s do not invest enough energy into all of their ego-states. For instance, the teacher may function in two ego-states: Parent and Adult, with the exclusion of Child, while the learner/s may function solely in their Child ego-state with the exclusion of the other two: Parent and Adult. Consequently, both the teacher and the learner/s together have access to only three ego-states, which is symptomatic of a symbiosis of the first order.

It is worth emphasising that in a school symbiotic relationship both the teacher and the learner/s may be aware of various matters, yet not all of them. Thus, both could invest some of their energy in the Adult ego-state and, at the same time, partially exclude that ego-state. This relation, which is displayed as a modification of how the first order symbiosis is illustrated, can be found in figure 1, following J.P. Godet and A. Noé (personal communication, 02 August, 2022).

On the other hand, „In some symbiotic relationships, there’s a second symbiosis going on underneath the first. [...] This kind of symbiosis is called a second-order symbiosis because it occurs within the second-order structure of the Child

ego-state (Stewart & Joines, 2016, p. 277). That type of relationship is displayed in figure 2.

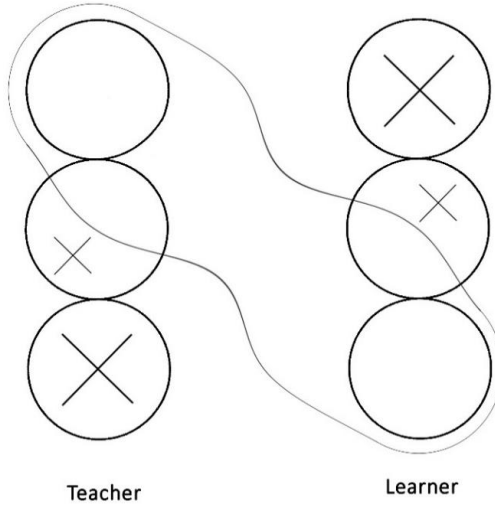


Figure 1
Symbiosis of the first order between a teacher and a learner

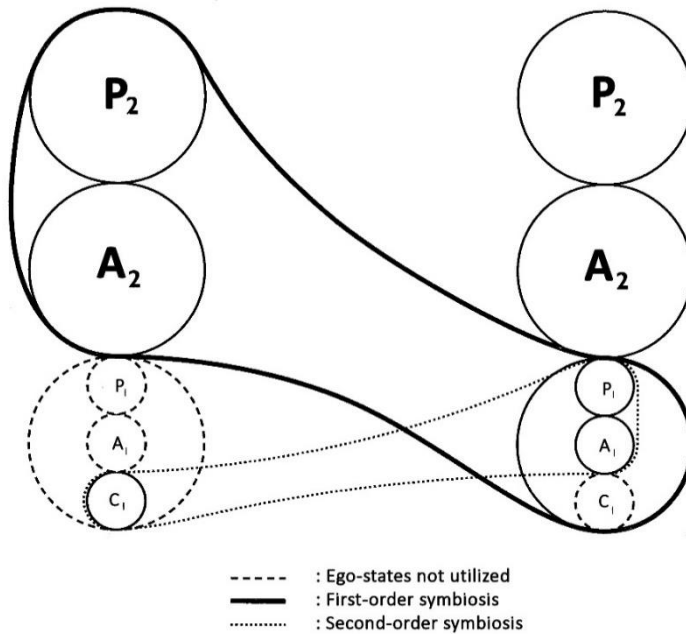


Figure 2
Symbiosis of the second order
Source: Stewart & Joines, 2016, p. 277.

Therefore, when discussing motivation and motivating, in the school symbiotic relation between the teacher and the learner/s, as mentioned above, one may consider that the teacher, according to the model of the first order symbiosis, will invest their energy solely in the Parent and the Adult ego-states. Such a teacher may care about their learners a lot, offering them additional inspirational materials or readings, or may even stop setting boundaries. The teacher may behave in this way not only in the classroom but also in own home, for instance, staying up late at night preparing these additional learning materials (a model of a geographical region, the best presentation of the cosmos, searching for the most interesting videos, designing activating puzzles). He may function interdependently in such a way that the learner/s can activate their Child ego-state and feel motivated to learn and engaged in classes. Simultaneously and subconsciously, the teacher may seek confirmation of own efficiency and effectiveness in motivating others in his/her own Child₁ ego-state. This confirmation would come from the learner/s, who would trigger back their curiosity, commitment and ultimately motivation to learn. This is the mechanism of the second-order symbiosis. The teacher may think that s/he has the power to motivate each student to learn. If this does not happen (and there is a probability that sometime this is the case), s/he may overinvest in this relationship. For instance, the teacher may start giving too many inadequate strokes with a hidden agenda to motivate the learner to learn, or may excessively explain, repeat, or prepare a lot of didactic resources so that the classes are enjoyed very much by the learner/s. Hence, to keep a positive image of self as an efficient and effective teacher, probably s/he needs to harbour a certain illusion, hold a certain belief that s/he will always interest learners and motivate them, and somehow will always be able to reach their inner world. *Ipsa facto*, the teacher is discounting own and learners' abilities and at the same time stops recognising the boundaries of responsibility. Before s/he starts analysing the situation from the learners' perspective – why is the learner bored during the lesson, why does s/he sit unmotivated, what is the real reason for this inactivity – the teacher may notice that tendency in his/her own behaviour, doubting own professional skills and abilities. Instead of performing a thorough objective assessment of the reasons for which the learner stays bored or unmotivated, the teacher goes into self-blame and starts to look for ways to motivate the learner more. However, to solve that problem, it is enough to redirect the questions and ask the learners directly: *What do you need to become interested in the classes? How do you do that that you feel bored?* Moreover, the teacher may try to reinterpret the notion of boredom as a form of aggression directed towards oneself in which an individual does not discover the need to look straight into own inner world to discover something interesting there. Sometimes it is just easier to claim: *I am*

bored, the teacher did not motivate me, instead of observing the source of own boredom and lack of interest.

As it was already mentioned in the article, when the structural ego-states are not in synergy and when some of them or all of them are not activated enough, generating motivation in oneself or motivating others may be hindered or limited. A similar mechanism is present when some of the ego-states are overlooked in relationships, as is the case in symbiosis. Sometimes it may also happen that the contents of two ego-states get mixed. This is then referred to as ego-state contaminations (Stewart & Joines, 2016, p. 70), which may limit generating motivation or motivating others because in this case the Adult ego-state does not function properly. The reality of this ego-state is distorted by the contents of other ego-states. The Adult may be contaminated by contents of the Parent or the Child ego-states or both. This is called Parent contamination, Child contamination or double contamination, respectively (Stewart & Joines, 2016, pp. 70–74).

An example of Parent contamination could be illustrated by limiting beliefs, called by Berne prejudice, like: *Lessons are always boring; Learners are always unmotivated; Learners are lazy*. An individual uses the contaminated Adult that acts in service of the Parent to collect information solely for the purpose of confirming that prejudice (Stewart & Joines, 2016, p. 71).

In Child contamination, on the other hand, “[we] cloud [our] grown-up thinking with beliefs from [our] childhood. These are fantasies, evoked by feelings, that are taken as facts” (Stewart & Joines, 2016, p. 72). “Berne sometimes used the word delusion to describe the kind of belief that typically arises from Child contamination” (Stewart & Joines, 2016, p. 72). An example of Child contamination could be found in such statements as: *Unmotivated learners always annoy me; Learners unprepared for classes irritate me*. An individual uses the contaminated Adult that acts in service of the Child to collect information that allows for rationalisation of the delusion (Stewart & Joines, 2016, p. 73).

Double contamination, on the other hand, “occurs when the person re-plays a Parental slogan, agrees to it with a Child belief, and mistakes both of these for reality” (Stewart & Joines, 2016, p. 73). For instance, *Learners never prepare for classes and they make me angry*. Stewart and Joines (2016) state that “some modern TA writers see all contamination as being double. To them, the content of the double contamination consists of all the outdated, distorted beliefs a person holds about himself, other people and the world. In TA language, these are the *script beliefs*” (p. 73).

The teacher that displays contaminations may not be aware of replaying own childhood experiences and mistakes them for the current reality, or irrationally justifies own beliefs or both. S/he may activate ego-states inadequate to the situation. For that reason, probably s/he will not be able to generate ef-

fective and adequate interventions, for example, in the sphere of motivation, and build healthy interpersonal relationships. To illustrate, a teacher could have learnt easily a foreign language, his/her social context could have been very supportive in this respect, s/he could have been brought up in a bilingual family, thus at present s/he is sure that learning a foreign language is easy for everyone. With this belief s/he does not see any discrepancy between reality that s/he knows and reality that is experienced by his/her learners. Hence, using the concept of contamination, one may understand why it is vital to assume the perspective of the other person, be it in the educational process or in other situations as well.

Teacher contaminations: author's original study and results

The author conducted preliminary research focused on teacher contaminations and their significance in the educational process. The aim of the study was to discover to what extent (if any) teachers use an uncontaminated Adult ego-state or a contaminated Adult (in Parent, Child or double contamination) regarding the educational process. One of the objectives was to investigate the content of the uncontaminated Adult ego-state in teachers and the content and type of contamination in teachers in the educational process. Moreover, comparison was made between kindergarten and primary school teachers to investigate a potential difference in the mean number of contaminations and the use of uncontaminated Adult. Additionally, a relationship between teacher contaminations and their age and years of teaching experience was studied.

Research was conducted in June 2022 with 50 participants – teachers of Greater Poland Voivodeship at the age of 23–46 ($M = 27,08$; $SD = 5,25$), with teaching experience in the range of 1–15 years ($M = 3,04$; $SD = 2,89$), working in kindergarten or primary school (grades 1–3). The number of kindergarten teachers ($n = 31$) was not statistically different from the number of primary school teachers ($n = 19$) ($Chi^2(1; N = 50) = 2,88$; $p = 0,090$). Diagnostic survey was used as a research type with a questionnaire as a research tool.

Research was divided into two phases. In the first phase, teachers were asked to finish sentences in reference to the educational process, for instance: *Modern learners...; Relations with other teachers...; Cooperation with parents in kindergarten/schools...* Furthermore, the author selected the most frequently repeated statements and placed them in the next questionnaire of the survey. Teachers were again asked to answer whether they agreed with the statements contained in the questionnaire. Due to the limited scope of the article, only some of the results will be presented below.

The analysis of the research results showed that 78 percent of the statements with which the teachers agreed could be considered as a Parental contamination, while only 22 percent of the statements came from the level of an uncontaminated Adult ego-state. In other words, it seemed as if their Adult ego-state was largely flooded with content from another ego state. And yet, using one's uncontaminated Adult is necessary for autonomous functioning in both professional and private lives. There was not a single claim in the research that could be considered Child contamination. Possible Child contaminations could, for example, be: *Students are dangerous; The headmaster intimidates teachers; The hierarchy is dangerous.* Although experiences from, for instance, psychotherapeutic offices or private conversations of teachers show that they are familiar with statements coming from Child contamination, in the discussed study this was not revealed. The reason for this could be possible fear of the respondents of being assessed. On the other hand, perhaps the teachers preferred, for example, complaining about students, parents, the system, and therefore being able to play games – like “Judgement” or “The Oppressed”, which could explain a large amount of Parent contaminations observed in the study. At this point, it is also worth noting that sometimes, when analyzing the research results on the basis of only one statement taken from the survey questionnaire, it was difficult to clearly determine whether a given contamination could be classified as Parental or double. This would require further research in the future and the use of an additional research method, for example, an interview with teachers, during which the researcher would have an opportunity to ask respondents additional questions like: *Can you expand on this statement? How do you understand it?*

As for statements from an uncontaminated Adult ego-state that may refer to motivational processes, the following could be pointed out: all the surveyed teachers agreed that student assessment should not be limited to giving grades only; teachers should prepare students also for life, not only for receiving grades. Moreover, 98 percent of the teachers recognized that the educational process is more than just teaching and learning; it is also about supporting and believing in the learner/s.

Below, selected content pointing to contaminations in teachers that may relate to the motivational processes is presented. As the teachers were not interviewed and their statements could not be clarified, it is inferred that the observed contamination was Parental. Ninety percent of the research participants assumed that a teacher's low motivation to work effectively is related to low income. Nevertheless, this matter is more complex. There exist a lot of variables that could affect the level of motivation of an employee. Moreover, 90 percent of the participants assumed that changes and innovations cannot be introduced without monetary investment. Nonetheless, although some changes in fact require investments of the financial nature, yet others do not. Sometimes lack of

finances is not really an obstacle. Thus, it might be interesting to investigate if this contamination is not an excuse to stay unengaged and to avoid introducing changes. “Students’ parents are very demanding and treat the teacher as an intruder” – 90 percent of the teachers in this study agreed also with this statement. Certainly, there are demanding parents, but there are also involved, helpful, and understanding parents. In their responses the teachers seem to prefer seeing only one side of the coin, completely ignoring the other. “Students learn best from their mistakes” – 82 percent of the respondents agreed with this statement. Undoubtedly, sometimes people can use own experience of making mistakes to grow and develop. However, taking into account the specificity of the learning process, it should also be remembered that sometimes eliminating errors takes much more time than assimilating some material from scratch, for example, when a student learns wrong pronunciation of words in a foreign language. As many as 72 percent of the teachers agreed with the statement that “where there’s a will there’s a way”. It is as if the respondents assumed that man is omnipotent, that his only limitation is, for example, being lazy or unmotivated. Meanwhile, a person with, for instance, broken legs – even if s/he wanted to – will not run as fast as a healthy one. A person who has a strong runny nose will not get rid of it in a few minutes – despite sincere intentions. On the other hand, 56 percent of the respondents believed that anyone can be motivated to study. Thus, more than half of the teachers sustain an illusion that every student can be motivated to learn, that it is easy to get into the learner’s inner world, it just requires knowledge how to do it and what motivational strategies to use, which has already been highlighted in this article when discussing the notion of symbiosis.

In order to verify whether the teachers working in kindergarten and primary school differ in the average amount of manifested contaminations or the use of an uncontaminated Adult ego-state, analyzes were carried out using the non-parametric Mann-Whitney test. The analysis of the research results showed that the teachers working in kindergarten exhibited, on average, significantly more of their uncontaminated Adult ($M = 13.39$; $SD = 0.76$) than the teachers working in primary school ($M = 12.63$; $SD = 1.34$), $U = 194$; $p = 0.032$; $r_g = 0.37$. The strength of the effect was moderate. It can be noted that although, in general, teachers working in kindergarten and primary school in grades I-III are educated in a similar way at a university, they may even attend the same classes and/or belong to the same study groups – their professional work differs in many ways. Different professional goals are set for them, they deliver different educational content, they use different organizational forms of education, they apply different teaching methods and use different teaching aids. For example, teachers working in kindergarten spend more time on the carpet with children while teachers working in primary school keep their learners at desks more; in kindergarten, teachers do not deal with checking and measuring school achievements

in the same way as primary school teachers do. Therefore, the obtained research results would need to be treated tentatively and would require their repetition and extension to confirm the observed tendency. Notwithstanding, no statistically significant relationships were observed between the age and work experience of the surveyed teachers, and the amount of contamination they exhibited or the amount of their use of an uncontaminated Adult ego-state. This result would suggest that the manifestation of contamination or their use of an uncontaminated Adult ego-state is rather a matter of a specific mental functioning of the individual or the way of that individual was educated, than a matter of their age or work experience. Therefore, it is possible to imagine a younger teacher with shorter work experience who may use own uncontaminated Adult ego-state more often than an older teacher with longer work experience.

If further research would confirm the above results, it is worth considering how to strengthen the Adult ego-state in teachers, but also in students learning to become teachers in the future. It might be helpful to consider potential decontamination of the Adult ego-state through, for instance, educating students of teaching faculties and in-service teachers how to activate their positive aspects of all ego-states or using therapeutic operations from the Adult ego-state and to this ego-state. Berne (1966) identified eight such therapeutic intervention techniques: questioning, specification, confrontation, explanation, illustration, confirmation, interpretation, and crystallization. Some of them, after prior contracting, could also be used in an educational or a counselling relationship. It could also be helpful to use various methods of education during teacher training and teacher studies, with an emphasis on valorization methods that can stimulate the change of erroneous beliefs. According to Okoń (2003), valorization methods are largely neglected in all school systems, although they have a rich tradition in the Polish education system.

Conclusion

The article presents a look at motivation and motivating from the perspective of the structural model of ego-states, symbiosis and contamination in the light of transactional analysis. Some of the results of the presented research can be considered as having a negative impact on motivation and motivating in the educational process. For example, more than half of the surveyed teachers stated that each student can be motivated to learn. This result proves not only the teachers' manifestation of contamination, but also, in connection with this, probably a tendency to create symbiotic relationships in the discussed area. Similar conclusions were obtained, among others, by Pierzchała (2013). The quantitative and qualitative research she conducted showed that „both students and

teachers have a certain tendency to enter into dependency relationships” (Pierzchała, 2013, p. 325). Moreover, Pierzchała (2013) states that „the modern education system in a way invites to symbiosis” (p. 325). It should be emphasized that although the research results presented in the article refer mainly to contamination, there are many other models in the theory of transactional analysis, not indicated in the article, which could be helpful in understanding motivational processes and constitute a starting point for research in this area. These include, for example, exclusions, discounting, passive behaviors, life positions, transactions, or contracts. The processes of motivation and motivating could be viewed through the prism of almost any model proposed by transactional analysis. Adopting and using such a perspective could be beneficial for the practice of education and conducting systematic research in this area.

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Motywacja oraz motywowanie w procesie kształcenia w ujęciu teorii analizy transakcyjnej

Streszczenie

W artykule przedstawiono niektóre aspekty motywowania innych (lub jego braku) oraz wzbudzania i wygaszania motywacji u siebie przez jednostkę w procesie kształcenia w ujęciu teorii analizy transakcyjnej z perspektywy: modelu strukturalnego, koncepcji symbiozy pierwszego i drugiego stopnia oraz modelu patologii strukturalnej na przykładzie kontaminacji. W zakresie ostatniej koncepcji zaprezentowano wybrane wyniki badań własnych. Ich celem było między innymi rozpoznanie, w jakim stopniu nauczyciele posługują się nieskontaminowanym stanem Ja-Dorosły oraz kontaminacjami (Rodzicielskimi, Dziecięcymi, Podwójnymi) w odniesieniu do procesu kształcenia. Jednym z celów badań było także poznanie treści stanu Ja nieskontaminowanego Dorosłego u nauczycieli oraz treści i rodzaju kontaminacji nauczycielskich odnośnie do procesu kształcenia.

Słowa kluczowe: kontaminacje, stany Ja, motywacja, symbioza, analiza transakcyjna.