

Editorial

It is our pleasure to present to our Readers the fourteenth issue of the annual journal *Educational Transactional Analysis*. The articles collected in this volume reflect both the continuation of the classical threads of Eric Berne's theory and its dynamic resonance with contemporary phenomena.

The authors address a wide range of topics – from issues of education and upbringing, through interpersonal relations in the digital world, to explorations of the spiritual dimension of therapy. Alongside theoretical and reflective papers, a significant place is given to empirical research reports, which demonstrate that transactional analysis remains not only a theory but also a practical tool for diagnosis, development, and change. These include studies on youth education, personality functioning, academic relations, and emerging research areas such as online safety and students' emotional well-being.

Another value of this issue lies in the expansion of reflection into areas *at the crossroads of disciplines* – where transactional analysis meets art therapy, spirituality, the theory of sustainable development, and new technologies. This diversity of perspectives confirms that transactional thinking, grounded in the ideas of dialogue, contact, and mutual understanding, continues to inspire researchers, therapists, and educators alike.

The Editorial Board hopes that the texts presented in this volume will serve as an impulse for further research and practice based on transactional analysis – open to interdisciplinarity, sensitive to the context of contemporary transformations, and faithful to the humanistic values on which it was founded.

Finally, we are pleased to inform our Readers that with this issue, the position of Editor-in-Chief of *Educational Transactional Analysis* has been assumed by Dr. Zbigniew Łęski. Beginning with the next issue, a new publication procedure will also be introduced, implementing an *online first* system. This means that articles submitted to our Journal will no longer await publication until the end of the year but will be processed, reviewed, and published on an ongoing basis as they are received. We believe that this system will make our Journal even more attractive to both Authors and Readers.

Editorial Board of "Educational Transactional Analysis"