

THE EFFECT OF TRANSACTIONAL ANALYSIS TRAINING ON POSITIVE AND NEGATIVE AFFECT

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ABSTRACT

The present research was performed with the purpose of surveying the effect of transactional analysis training on positive and negative affect of working women. This research has been an applied research in a quasi experimental research group (pre-test, post-test design with an unequal control group). 40 working women were selected to participate in the study applying convenient sampling method among which 20 were in control group and 20 were put in experimental group. The numbers of the experimental group were reduced to 16 persons after falling. First, these persons were tested to measure the positive and negative affect. Then, the control group was trained transactional analysis for 8 sections (once a week and for 90 minutes in each section). After the completion of the training course, post test were performed to measure the positive and negative affect rate in two groups. The results demonstrated that transactional analysis method of training could have a significant effect on negative affect ($p > 0.05$).

Keywords: Transactional Analysis, Positive Affect, Negative Affect

INTRODUCTION

Today, mental health issues and its main elements, i.e. positive and negative affect, have been interesting for many psychologists and mental health professionals. Paying attention to mental health became such important that particular indicators have been specified for that (Diener, 2000). Affections have been one of the aspects of behavior playing significant role in human life. Human life could be almost tedious and pointless without affections. It has been through these affections that human finds the world full of meanings and emotions (Harris; as quoted by Yamini and Davoudi, 2001). Mental health has been defined as the positive affect maximum and the negative affect minimum (Diener and Emmons, 1984). The positive affect would indicate one's enjoyable interactions with the surroundings and consequently this person would feel more energetic and enthusiasm within, while; the negative affect would indicate one's negative interactions with the surroundings and also a high rate of mental confusion for the person. However, the terms "positive affect and negative affect" might suggest that these two mood factors are strongly negatively correlated in an opposite way, but, these two factors are in fact produced as distinct dimensions in factor analysis (Watson and Clark, 1988). In some conditions, both positive affect and negative affect might be independent or dependent in some other conditions. These boundary conditions would include the sampling intervals, type of the applied scale, type of the particular motions being surveyed and the also the subjects (Diener, 1990). The affection's most effect would be clarifying our thoughts and reactions. When we feel good, we would like to see the world optimistically and when we are depressed, everything could appear sad and gloomy to us (Rasran, 1940). Affections not only would affect the content of the cognition and behavior (what we think and what we do) but also would affect the cognition process, i.e. the way of thinking (Felder, 2001).

Tellegen (1985) argues that these two factors are also conforming to the trait dimension of the affection, i.e. being emotionally positive or negative. The trait positive or negative affect would almost conform to basic personality factors, i.e. extroversion and neuroticism (quoted by Watson and Clark, 1988). Researches show that positive and negative affect have been related to different levels of variables; negative affect has been related to stresses and cope with them, complaints about health and the frequent undesirable events while the positive affect has been related to social activity, satisfaction and the

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frequent desirable events (Brennan *et al.*, 2006). Among different psychological approaches, the transactional analysis theory has been very prominent theoretically and considering its wide and varied application (Stewart and Joins, 1997).

The purpose of transactional analysis has been to help people challenging themselves in order to recognize their role and become aware of taking their own responsibility and leading their own lives (Corey, 2008). In transactional analysis, human relationships with each other have been mostly considered and it is believed that individuals must have healthy, satisfying and positive relationships instead of having negative, destructive and pejorative relationships so that they could reduce their own and other's mental pressures and enjoy the life (Kalantary, 1994). Transactional analysis therapeutic approach had been established by Eric Berne and practically it has been recognized as the best group therapy method (George and Christiania, 1998). This method has brought fruitful results for treatment of many family and relationships problems, parent's problems with the teens, group conflicts, moral perversions and alcohol and drug abusers (Bern, 1994). Transactional analysis as a personality theory provides a picture of human psychology structure (Stewart and Joins, 1997). Transactional analysis method is a rational approach helping people in analyzing and understanding their behavior as well as in becoming aware of responsibility considering what is happening at the present time (Corsini, 1973). Perhaps, personal well-being is a central concept according to the popular believes or individual's deep ideas of their lives general satisfaction, positive emotions and the absence of negative emotions (Diener *et al.*, 1999). Feeling the health and being good have been specified and accepted by all scholars in the field of life satisfaction and thus human, having this feeling, could be energetic, active, productive and reveal his creativity (Amin *et al.*, 2009). While life satisfaction could have its own consequences and influences on individual's mental health, it would be also under the influence of different factors. Each person's evaluation of his position in the life would be under the influence of the cultural context, value system, goals, expectations and the standards he considers for himself (Camfield and Skevington, 2008).

Since positive and negative affect have been factors playing an effective role in people life quality, mental health, life satisfaction and their efficiency and considering the fact that no research has been up to now conducted to specify whether the transactional analysis training would have influence on positive and negative affect or not, thus; we have conducted a research to clarify the existence or absence of this effect.

Literature Review and Related Works

In a study, Kamman and Flett (1983) found that people who show a high positive affect would feel closer to others, feel confident, being loved and they assert that they are interested in communicating with others and that they don't feel alone. These people not only have more social interactions with others but also have higher communication quality in relation to those who have less positive affect. On the contrary, those with a high negative affect don't have enough confidence in their social interactions and they are not satisfied with their lives and since they are not able to gain proper experiences, they are bewildered. These people always feel alone and cannot communicate with others.

Watson and Clark (1988), in a study, found that positive affect shows person's enjoyable interaction with his surrounding, consequently; he feels active and enthusiasm and would experience life satisfaction. On the other hand, those with a high negative affect would experience stress and more dissatisfaction in their interactions. These people cannot have physical security and those consider life conditions insecure, uncomfortable and dangerous. In a study, Diener *et al.*, (1999) found that social support could increase compatibility in individuals through improving their positive affections and would increase their self confidence, self control and personal satisfaction. Social support has a positive relation with mental health including happiness and positive affect. Ito *et al.*, (1998) conducted a research entitled "Arousal and its relationship with positive and negative affect". In this research, student's reaction to a set of 427 colorful slides had been surveyed considering the arousal of positive and negative affect and the arousal rate regarding each stimulus. The result showed that both positive and negative affect are in relationship with arousal. But, the negative affect had a strong and positive relation and the positive effect had an inverse but significant relation.

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According to the reports of Csikszentmihalyi (1999) objective characteristics such as age, gender, education, outcome and marital status have been among mental health prediction variables. McCullough, Huebner and Loughin (2000) surveyed the relationship between general self-concept, life events and mental health of 92 high school students. The results of the survey illustrated that life events have a significant effect on positive affect, negative affect and life satisfaction. The daily events effects were also more significant than the main life events. They found that daily negative events have a significant relationship with positive affect and negative affect. While, only daily positive events have a significant relationship with life satisfaction. Pinquart (2001) conducted a research entitled "positive affect, negative affect and affect balance in middle ages and old ages". Combining the results of 125 other independent studies, Pinquart conducted a Meta analysis on this topic. He found that the positive affect and the affect balance would reduce as age increases and the negative affect would slightly increase as the age increases. Totally, the results of this study had illustrated that among the elderly, the positive affect decrease would be more significant and the negative affect would increase further. The results of this study also showed that positive and negative emotions with high arousal (such as excitement or confusion) would decrease as age increases, and the negative and positive excitements with lower level of arousal (such as feeling relaxed or depressed) would increase with aging. Researches had showed that group differences have been found between the two sexes both in positive affect and in negative affect (Ryan and Deci, 2000). However, women showed higher levels of negative affect in comparison with the men, their positive affections also have been higher comparatively. Nevertheless, the natures of the emotional experiences have become more reliable and thus the gender differences between the two groups would decrease as the time passes (Diener *et al.*, 1999).

Brennan *et al.*, (2006) conducted a research entitled "Positive affect and negative affect and oral health-related quality of life". They found that both negative affect and positive affect explain additional variance in life quality scores illustrating that personality factors have independent effects on life quality self evaluations related to the health.

Furthermore, adding the positive and negative affect revealed that decrease in oral health status effects, socio - economical status and dentist referring pattern indicate that some relationships of these variables with health related life quality could reflect the mood main status. However, positive and negative affect have not significantly taken the effect of the explanatory variables formed away including oral health status, socio - economical status and dentist referring pattern and this fact has confirmed their independent effects on oral health related life quality. They found that people with high negative affect have been more sensitive to health status, so; it would be more probable for them to complain about health related concerns. This problem could have a bad effect on their life quality and could probably cause to increase complains about health related concerns.

In a study, Sohrabi and Hosseini (2002) applied PANAS test for the first time to assess the relationship between the family relationships type and the positive and negative affect in university students. The results of the study showed that there has been a significant negative relationship between family relationships and negative affect and also a significant positive relationship between family relationships and positive affect. In a study entitled "the relationship between physical pleasure and positive and negative affect in students of Isfahan University" Soltanizadeh *et al.*, (2008) came to the result that the more the physical pleasure is in students, the more positive affect is in students. Also, pleasure and enjoyments with positive affect at the past time could be in relationship with general positive affect and could significantly predict 6/08 percent of general positive affect but increase in physical pleasure hadn't any relation with negative affect rate. It seems that positive affect has been something different from merely deal with physical needs. Probably, those activities have not been performed merely for satisfying physical needs could cause positive affections to be expressed.

MATERIALS AND METHODS

Research Method

Methodology

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The present research has been an applied research in a quasi experimental research group (pre-test, post-test design with an unequal control group) to evaluate the effect of experimental variable (transactional analysis training) on dependent variables (positive affect and negative affect) through comparing the unrelated interfering factors.

Statistical Universe and Sampling Method

The statistical universe of the present research has been all working women in Neishabour Education Organization. The sample of the study has been 40 single and married working women in Neishabour Education Organization (2012 to 2013) which were selected through available sampling method. The sample individuals had been voluntarily selected by informing letters sent to Neishabour schools and they had been randomly divided to a control group (20 persons) and an experimental group (20 persons) which have been decreased to 16 people after falling.

Data Collecting Tools

The data have been collected through laboratory method applying pre test, post test, control group and experimental group. Two questionnaires would be used to collect data.

Positive Affect and Negative Affect Scale (PANAS): This scale has been presented by Watson and et al. in 1988. Positive affect and negative affect measuring tool has been a scale in which 20 feelings have been expressed (10 positive feelings and 10 negative feelings). For this scale, in Sohrabi and Hosseini's research (2002) the reliability coefficient based on Cronbach alpha has been 0/85 indicating the scale inner stability. Abolghasemi (2003) obtained component's inner correlation coefficient and the total scale between 0/74 and 0/94 which all has been significant.

Also, the reliability coefficient of the tool in Abolghasemi's research has been 0/65. The validity of the tool has been provided by calculating the correlation between positive affect and negative affect with research tools assessing the structures related to these two scales, e.g. anxiety. For example, the correlation between negative affect and Hopkins symptom check list (HSCL) has been reported to be 0/79 and the correlation between positive affect and manifest anxiety scale has been reported to be -0/35 (Watson *et al.*, 1998).

Method

After the informing letters have been sent to the schools, 40 applicants were selected for the research sample all of which were randomly placed in experimental and control group. At first, the pre test (positive affect and negative affect test and life values test) was conducted in the two groups and the results were recorded. After the pre test had been conducted for both control and experimental group, the experimental group received 8 sessions group training with transactional analysis approach. The training sessions were held once a week and each session was 90 minutes.

Session's manual

First Session: Saying welcome to members, a brief introduction of the group, explaining about how the sessions would be held, explaining the group rules, explaining obligations and commitments to group, introducing parent - adult - child (features and functions), and the task

Second Session: Checking previous session tasks, interactive analysis of sensual states, obedient and compatible child, free or natural child, authoritarian controlling parents, kind and nutrition parents, mature and the task.

Third Session: Checking previous session tasks and trouble shooting, defining the transactional relation, types of transactional relations, the rules of implementing a relation, using role - playing and the task.

Fourth Session: Checking previous session tasks, fondling defining, types of fondling, ways to receive fondling / fondling and improving behavior / fondling economy / desiring fondling / false and dishonest fondling / fondling filtering / good and bad fondling, using role - playing and the task

Fifth Session: Checking previous session tasks, playing the previous session role, how to have a more active mature? Scheduling and the task.

Sixth Session: Checking previous session tasks, recognizing 4 situations in the life in relation to oneself and others, task.

Seventh Session: Checking previous session tasks, life draft, making decision again, task

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Eighth Session: Practical application of transactional analysis, evaluation and implementation of post test, introducing a book for further studies.

After the independent variable had been implemented in experimental group, post test (positive affect and negative affect test) were performed for both two groups to determine the independent variable effect.

Data Analysis Method

After collecting the data, descriptive statistic indexes (such as mean, standard deviation, and histogram) were used to describe the data and inferential statistic indexes (t test and covariance analysis) was applied for data analyzing. Data analysis have been done using SPSS software (19th version).

RESULTS AND DISCUSSION

Findings

Descriptive statistics have been presented in table 1 for control group and experimental group in pre test stage.

Table 1: Mean and standard deviation of the positive affect and negative affect questionnaire pre test scores (control group and experimental group)

Saliency coefficient	Coefficient of skewness	Standard deviation	Mean	Range of variation	No.	Pre test for the control group	Affect
-1.123	-.021	6.00417	25.5500	21.00	20	Negative affect	
1.827	1.191	5.53737	21.4375	21.00	16	Negative affect	
-.915	-.301	5.11036	31.7000	18.00	20	Positive affect	
-.425	-.614	5.63878	32.0625	20.00	16	Positive affect	

Results of the above table have been indicating that subjects have been responded to all sub-scales and that 20 persons had been participated in control group, pre test stage and in the training course. Saliency coefficient in the next column has been a criterion for stretching the observations in relation to normal distribution and this index has negative for positive and negative affect. Thus, score distribution saliency has been less than normal distribution in these two cases indicating more stretch of the observations in relation to normal distribution. The experimental group had 4 persons falling and considering that the information has been recorded completely for all components, so; there would be no lost observation. Saliency coefficient has been positive for positive affect components and therefore the observation distribution saliency has been more than normal distribution in these cases.

Table 2: Mean and standard deviation of the positive affect and negative affect questionnaire post test scores (control group and experimental group)

Coefficient of skewness	Standard Deviation	Mean	Range of variation	No.	Post test of the control group	Affect	
-.507	.009	5.02729	25.7000	19.00	20		Negative affect
-0,852.	0,521	4,89898	18,5000	15,00	16		affect
.446	-.419	5.61460	31.4500	23.00	20		Positive affect
-0,193	-0,574	3,40343	33,1250	12,00	16		

After a descriptive investigation of the observations to specify a suitable method for comparing the scores in control group, experimental group, pre test and post test stage observations need to be examined in terms of distribution. Kolmogorov - smirnov test conducted to assess the normality of the observations (pre test and post test). The results of the above mentioned test revealed that the significance level has been more than 0/05 in all cases and therefore assuming zero would be accepted in Kolmogorov -

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smirnov test indicating normality of the observations for the mentioned cases in all groups ($p - \text{Value} > 0/05$).

Table 3: Kolmogorov - smirnov test for assessing normality of the observations (pre test)

Test result	Experimental Group		Control Group		Pre test	
	Significance level	Test statistic	Test result	Significance level		
Normal	0,917	0,556	Normal	0,910	0,562	Negative affect
Normal	0,603	0,764	Normal	0,920	0,553	Positive affect

Table 4: Kolmogorov - smirnov test for assessing normality of the observations (post test)

Test result	Experimental Group		Control Group		Pre test	
	Significance level	Test statistic	Test result	Significance level		
Normal	0,772	0,663	Normal	0,797	0,647	Negative affect
Normal	0,974	0,482	Normal	0,938	0,534	Positive affect

H1: through transactional analysis method would influence on positive affect of women working as teachers.

The statistic corresponding to the positive affect index has been ($t_{(0/866 \text{ df}=34)} = -0/202$) for the pre test scores and less than the statistic corresponding to t student table, so; there has been no significant difference between the subject's positive affect scores to a 95% certainty.

Table 5: Covariance analysis related to the transactional training effect on positive affect

Significance level	statistic F	Mean of sum of squares	Freedom degree	Sum of squares	
0,000	2851,213	73202,284	1	73202,284	Constant coefficient
0,400	0,719	18,451	1	18,451	Group (control, experiment)
0,736	0,114	2,934	1	2,934	Test type (pre test, post test)
0,587	0,298	7,656	1	7,656	Transactional effect of the test type and group
		25,674	68	1745,837	Error
			71	1773,944	Total

The results of the above table have been indicating that Fisher statistic value corresponding to the differences examined between the two groups ($F_{1,68} = 0/719$) have been less than the corresponding value

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in Fisher table ($F_{0,95,1,68} = 3/98$), therefore; the assumption stating that there has been no significant difference between the control group and the experimental group would be accepted for the two samples to a 95% certainty.

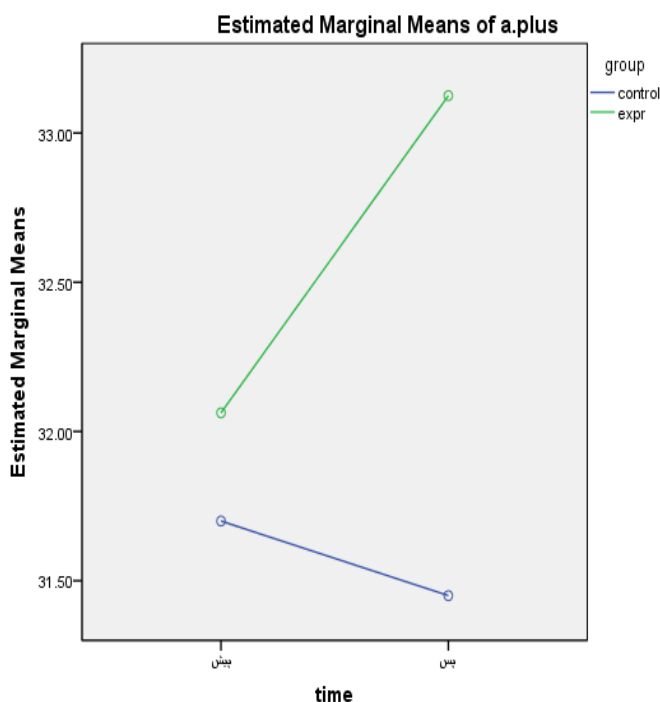


Figure 1: Comparative linear graph related to the process and difference of the positive affect

H2: training through transactional analysis method would influence on negative affect of women working as teachers.

T test has been applied to assess the homogeneity of the groups for the negative affect pre test scores at the beginning of the training. The statistic corresponding to the negative affect index for the pre test scores has been ($t_{(0,098, df=34)} = -1/143$) and less than the statistic corresponding to the t student table, thus; there has been no significant differences between the subject’s negative affect scores to a 95% certainty.

Table 6: Covariance analysis related to the transactional training effect on negative affect

Significance level	statisticF	Mean of sum of squares	Freedom degree	Sum of squares	
0,000	1265,952	36956,267	1	36956,267	Constant coefficient
0,000	19,483	568,767	1	568,767	Group (control, experiment)
0,281	1,183	34,534	1	34,534	Test type (pre test, post test)
0,232	1,451	42,367	1	42,367	Transactional effect of the test type and group
		29,192	68	1985,087	Error
			71	2623,111	Total

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The results of the above table have been indicating that Fisher statistic value corresponding to the differences examined between the two groups ($F_{.1,68} = 19/483$) have been more than the corresponding value in Fisher table ($F_{0,95,1,68} = 3/98$), so; the assumption stating that "training through transactional analysis would influence on negative affect" has been accepted.

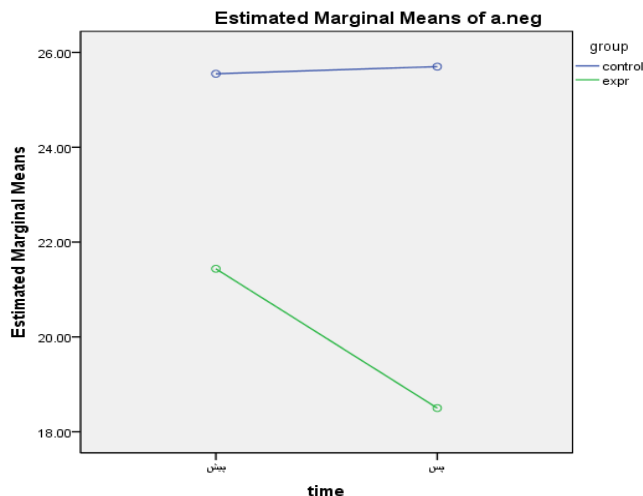


Figure 2: Comparative linear graph related to the process and difference of the negative affect

Discussion and Conclusion

The present research has been conducted to examine the effectiveness of transactional analysis training on positive affect and negative affect in working women. The first hypothesis of the research has been indicating that "training through transactional analysis method would influence on positive affect of women working as teachers". The results derived from data analysis illustrated that transactional analysis approach hadn't influenced on the positive affect and thus the first hypothesis of the research has been rejected. This result has not been compatible with the findings of Akbari *et al.*, researches (2012) which showed that transactional analysis group treatment would have influence on positive emotions and cordiality, and also in compatible with the findings of Ahmadpour (2013) research which showed that transactional analysis would have influence on every component of happiness and psychological well being. It seems that the above result has been due to the subject's features differences, mood and the conditions at the time of filling the questionnaires.

The second hypothesis has been stating that "training through transactional analysis method would influence on negative affect of women working as teachers." The results of the research data approved the above mentioned hypothesis. The negative affect has been including negative emotions and excitements such as guilt, shame, sadness, anxiety, fear and anger. Negative affect represents an annoying motivational system raising its punishment. People with a lower rate of negative affect would remain in a state of tranquility but people with higher negative affect would reflect a state of emotional pain. Low levels of depression and high pessimism would be characterizing people with negative affect. High stress levels would decrease the information processing so that stress would decrease the positive information and increase the negative affect to deal with the situation. It seems that the transactional analysis theory would have influence in improving the relationships through transactional relations and life draft identifying techniques and also through providing strategies to change the life draft. Through broadening the human views, changing their life styles and life drafts, people could reduce their negative affect and also anger, sadness, depression and so on. Hejri's research (2010) which had been indicating the transactional analysis approach effect on decreasing aggressiveness could be pointed to approve this hypothesis. Also, Khodai's research (2004, as cited by Farhangi, 2006) which founded transactional analysis approach effective in reducing anxiety, and Hashemi's research (2008) indicating transactional

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analysis approach effective on decreasing the depression among women with diabetes could be pointed to confirm this hypothesis.

At the present research, the effect of training through transactional analysis method had been surveyed on positive affect and negative affect and it has been founded that the effect of training through transactional analysis method had been significant on affection.

Suggestions

- It is suggested to train school's advisers and teachers the transactional analysis approach to apply this treatment method to solve student's problems.
- Transactional analysis training, as a treatment method, could be applied to improve children and teens confrontation techniques
- Since training through transactional analysis could affect on decreasing negative affections such as anger, sadness and so on, it has been recommended to provide families with trainings to control these affections.

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