

Abstract

The present cross-sectional research was conducted to explore Transactional Analysis ego states, self-control and emotional behavioral problems (EBPs) among secondary school students in Pakistan. The study was carried out into two phases. In the first phase, Ego States Questionnaire-Revised (ESQ-R) was translated into Urdu yielding a 40-item Urdu version ESQ-R-U with adequate psychometric properties. The second phase dealt with data collection and analyses. The sample of 1062 regular secondary school students (63.2% females, 36.8 % males) within ages 14-19 years ($M = 15.5$ years, $SD = 1.1$) was taken from various public/government and private schools of different cities using Non-Probability Purposive Convenient and Snowball sampling techniques. Urdu versions of ESQ-R ([Lofredo et al., 2004](#)) and Brief Self-Control Scale ([Tangney et al., 2004](#)) along with School Children's Problem Scale ([Saleem, 2011](#)) and a demographic datasheet were administered for data collection. The findings of Pearson correlation revealed statistically significant medium to strong associations in different directions between five functional ego states, self-control and EBPs. Multiple Hierarchical Regression Analyses highlighted self-control as a significant partial mediator with medium to strong strength in the relationships between ego states and EBPs while explaining direct and indirect effect of ego states on EBPs through self-control as a mediator. One-way MANOVA results proved significant group differences in few study variables across gender, school type, residential area, optional subjects and family type. Hence, all the research hypotheses were approved fully vis-à-vis correlation among variables and partially vis-à-vis mediation and group differences in Ego states, Self-Control and Emotional Behavioral Problems (EBPs) among secondary school students.

Keywords. Ego-states, Self-Control, Emotional Behavioral Problems (EBPs)