

DOES ROLE EFFICACY INFLUENCE TRANSACTIONAL STYLE?

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Research Committee
Research and Consulting Service Department
Nepal Administrative Staff College

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ABSTRACT

This study examined the influence of perceived role efficacy and socio-demographic variables (Age group, work experience, and academic discipline) on interpersonal transactional style of senior level bureaucrats (ministerial secretaries) serving in different provincial governments of Nepal. Transactional Style Inventory Manager (TSI-M) and Role Efficacy Scale (RES) constructed by Pareek (2002b) have been used to assess the influence of perceived role efficacy (the predictor) and transactional style. Descriptive-cross-sectional survey design was adopted, and the influence was analyzed using the Operational Effectiveness Quotient (OEQ) norms as suggested by Pareek (2002b) and substantiated through multiple regression analysis. The results of the study revealed that work experience of senior bureaucrats at provincial governments has positive significant influence to determine their interpersonal transactional style. On the contrary, academic discipline has significant but negative influence to determine their interpersonal transactional style. However, the influence of perceived role efficacy and age group was not significant to determine the interpersonal transactional style of senior bureaucrats at provincial governments.

Keywords: Transactional style, ego states, transactional analysis, role efficacy

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CHAPTER I

INTRODUCTION

1.1 General Background

All organizations are nothing but a plethora of experiences that are the result of interpersonal communications between people in the organization. Whether as individuals or in social organizational roles, humans interact with others in relation to the tasks being performed or to be performed. They also interact in relation to values and norms which are or should be followed or are violated. They also adopt certain life positions over a life span. Therefore, meaningful participation and engagement of human resource are pivotal for an organization to accomplish its mission and objectives. Since organizations are the composition of diverse human resources, they need to manage relationships between different types of groups and individuals either at the same level or different level with the exchange of ideas, opinions, commands, communication and information. This requires effective communication; a habitual way of a person's interaction with others which is often known as a transactional style. A transaction is the act of communication or verbal and non-verbal interaction between two people in exchange of words for the functioning of the organization. Wrong or ineffective transactions consistently hamper work and growth of the organizations.

Nepali public sector, especially bureaucracy comprises diverse kinds of workforce in which the interaction and communication approach of bureaucrats differs in different professional settings. The approach of exchange of ideas, commands, comments and suggestions in between individuals is a crucial phenomenon of the bureaucratic system for obtaining higher performance. As the senior level bureaucrats are involved in the policy formulation, implementation, and making decisions, their habitual way of interaction has always been crucial for smooth functioning of the organization.

The Constitution of Nepal (2015) has listed the exclusive and concurrent functions and powers for the three tiers of governments. To be specific, the provincial government has been mandated to render backstopping functions to support the local governments, deliver development results at provincial level, and also act as a liaison authority to link local governments with the Central Government. Senior bureaucrats, working at provincial government, play a vital role to support the notion of cooperative federalism (i.e. cooperation, coexistence and coordination). Furthermore, to fulfill the mandates and objectives of provincial government, senior level bureaucrats have to demonstrate the high level of performance and this, to a large extent, is determined by their ability to communicate via healthy and balanced transactional styles. Therefore, analysis of the transactional style of top-level bureaucrats working at provincial governments is important to enhance their work efficacy in provincial governments.

1.2 Problem Statement

The healthy and balanced transactional style enhances mutual trust and understanding between supervisors and subordinates thereby enhancing the overall performance of provincial governments. Top level bureaucrats working at different ministries of provincial governments face challenging work dynamics where effective people management is very relevant to enhance performance of the ministries. The researchers found some relevant international studies in the areas of public as well as private sector and identified mixed results in transactional styles. However, no study on the transactional style of bureaucrats in federal Nepal, especially focused on the provincial government, has been found. In this notion, this study aimed to identify transactional styles of top-level bureaucrats working at provincial governments and examine its relationship with their perceived role efficacy. Furthermore, this paper intends to study the impact of the demographic variables of top-level bureaucrats on their transactional styles.

1.3 Research Objectives

The objectives of this study are to:

- i. Identify various transactional styles exhibited by top level bureaucrats working at provincial government.
- ii. Assess the impact of the demographics of bureaucrats on their transactional style.
- iii. Examine the relationship between role efficacy of bureaucrats and their transactional style.

1.4 Limitation of the Study

This study mainly focused on the identification of the transactional styles of top-level bureaucrats at different ministries of seven provincial governments and examined the impact of role efficacy and demographic factors on the transactional styles.

REVIEW OF LITERATURE

2.1 Transactional Style Theory

Transactional Analysis is a model developed by Dr. Eric Berne in 1960s. According to Corey (2009) "Transactional analysis (TA) is both a theory of personality and an organized system of interactional therapy". Ego States and Life Positions are the basic concepts of this theory that influence the styles of individuals. This theory emphasizes that each individual involved in transaction with others has the following three ego states: the parent, the adult and the child. Each ego state leads to distinct behaviors depending upon the Existential or Life positions.

The transactional style of an individual depends on the person's combination of ego states with life positions. The four general interaction styles can be elaborated by combining them with the ego states. Two dimensions of the parent ego state (critical or regulation and nurturing), three of the child ego state (adaptive, reactive and free or creative) and the adult ego state are used. All three-ego states and the sub-ego states are important; and they perform distinct functions. According to Berne (1961), the Child shows the exact forms of behavior, emotional reactions, ways of speaking, mannerisms etc. that the person used to express as a child. The Adult ego state is an autonomous set of feelings, behavior patterns and attitudes adequate for different aspects of the real external environment. The Parent ego state is formed by a person's re-playing the corresponding features of his parents or other authorities.

This theory analyzes the transactions between two individuals. There are three types of transactions named Complementary Transactions, Crossed Transactions and Ulterior Transactions. In the complementary transactions, ego state responding is complimentary to the ego state offering the stimulus. Similarly, in the crossed transactions, ego state addressed is different for the one responding. Ulterior transactions have social level and ulterior level transactions. Transactional Analysis Theory involves many structured or unstructured activities that facilitate the participants' awareness of themselves and others. Such awareness, then, offers the participants a chance to change maladaptive behaviours and helps them to achieve spontaneity and intimacy (Corey, 1985).

2.2 Transactional Analysis (TA)

Transactional Analysis (TA) is one of the popular theories of personality and human development originated by Berne (1961). Transactional Analysis explains the dynamics of interpersonal communication in terms of transactions between ego states of individuals. A transaction is the act of communication or interaction between two people.

There are three main areas of their interpersonal interactions. Human beings interact in relation to the tasks being performed or to be performed. They also interact in relation to values and norms which are or should be followed or are violated. Four life positions may be obtained I'm OK, You're OK (healthy position); I'm OK, You're not OK (paranoid position); I'm not OK, You're OK (depressive position) and I'm not OK, You're not OK (schizoid position).

Ferrari (1979) states that adopting key features of the transactional analysis topics at the organizational staff development training program, as implemented in developed countries, can enhance better ego states. Employees' behaviour will improve by applying different transactional analyses. Organizational communication enhances trust and is related to safety, dynamism, and expertise in mass communication. Parent, child, and adult have affiliation with these qualities (Blakeney, 1986, Pareek, 1984). Bureaucrats, while trying to improve the performance of the employees, often commit the mistake of meeting their ego needs by assuming a parent-to-child posture while dealing with their subordinates (Wissink, 1994). They need to uphold a level of respect and honest understanding of the employees. They must optimistically deliberate the issue and encompass the employee in the conversation and help them to find a solution to the problem (Pareek, 2007).

2.3 Theoretical Background of TA

Ego states model is the key concept of Transactional Analysis. It signifies a human character in three distinct ego states, viz. parent, adult, and child (P-A-C model). As defined in theory, transaction as a unit of social exchange that takes place between two different individuals. These individual exchange transactions, from one ego state to another, i.e., from parent to child, can be balancing, spanned, or covert (Mikkonen, 2006). Similar to this conceptual observation, the other classifications of ego states are the parent ego state, which is sub-divided into controlling parent and nurturing parent. The free child and adopted child are the two classifications of child ego state (Platt, 2009). The personalities, according to TA, has been conceptualized in terms of five functional ego states such as critical parent (CP), nurturing parent (NP), adult (A), free child (FC), and adoptive child (AC) (Williams & Williams, 1980). The ego state influences the way we intermingle with others and conversely, others' communication also touches our awareness and in how we reply to them (Hargaden & Sills, 2014). The 'critical parent' is the central point of the problem and relaxation of tension, and the 'nurturing parent' presents positive interest. The type 'adult' shows the central point of the problem, positive interest, and relaxation of tension, and the 'free child' shows relaxation of tension, positive interest, search for social support, indifference, and the central point of problem, and at the same time, 'adoptive child' shows hopeful aspect, indifference, and the central point of the problem (Won & Kim, 2002).

2.4 Ego states

Ego-state model of transactional analysis claims that through our conscious or preconscious life, individuals operate from one of the three different ego states. Each ego state is important. However, the functional or dysfunctional role of these ego states depends on the general life position a person takes. It leads to the concept of OK and Not OK positions. Harris (1969) states

the four primary Existential or Life positions; I am OK- You are OK; I am Not OK- You are Not OK; I am OK- You are Not OK; and I am Not OK - You are OK. The ego states may be identified by the behavioral, social, historical and phenomenological modes of the ego states-diagnosis (Berne, 1961). According to Berne (1961), an ego is a phenomenon of coherent system of feelings related to a given subject, and operationally as a set of coherent behavior patterns; or pragmatically, as a system of feelings which motivates a related set of behavior patterns.

2.4.1 Parent ego states

The parent ego states are recognized as a set of regulations and rules, standards, norms and codes, preconceptions, and assessments taken from an individual's parents or noteworthy individuals. It is a continued version of one's massive collection of childhood memories and experiences, which are stored, even though they are not logically meaningful. Parent ego is seen to consist of two classifications, such as the nurturing parent and the controlling parent who show both positive and negative aspects.

Parents' decisions and behaviors can be nutritive, supportive, and warm. This may result in the constructive part of the nurturing parent. If the nurturing parent becomes coddling and discouraging individual personal growth, then it shows its negative aspect. The controlling parent is opinionated, powerful, punitive, principled, and strongly protective.

2.4.2 Adult ego states

The individual in adult ego state offers and seeks information based on data and makes decisions. In this ego state, the individual practices logical thinking to solve difficulties, and this ego is also an intermediary between the child and the parent ego state (Joines & Stewart, 2007).

According to Berne et al. (1996), adult is being "principally concerned with transforming stimuli into pieces of information, and processing and filing that information based on previous experience" (Joines & Stewart, 2007). To make decisions, the adult ego state records, appraises, transmutes, and processes information from the parent and child states to make decisions (Jones, 2010). It is, therefore, not a completely autonomous ego state but typically aims at the request of the other ego states.

2.4.3 Child ego states

The child ego state is an individual's involvements or experiences, reasons, performances, and textures heard and reacted to in various situations and instances in his/her childhood and it follows that experience in the present day. The child ego state means individual life events, which are sieved through his/her personal experiences. It represents the brain's recordings of the inner measures connected with outside events that a child observes. It is the source of moods, perception, creativity, needs, conception, reproduction, and life energy (Wadsworth & DiVincenti, 2003). The child ego state is classified in three basic ways, such as creative child, rebellious child, and adaptive child, which may act both optimistically and undesirably.

2.5 Role-efficacy

Bandura (1994) defined the perceived self-efficacy as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided (Bandura, 1994). Role efficacy would mean potential effectiveness of an individual occupying a particular role in an organization. Role Efficacy occurs when an employee can produce the expected result being clear with his/her authority or responsibility. Brayet al. (2002) demonstrated that team members' beliefs about their capabilities to carry out interdependent formal role functions (role efficacy) were related to, but distinct from, their self- efficacy beliefs about skills they performed independently. Role efficacy beliefs were also found to be distinct from team members' shared beliefs about their team's collective efficacy, with role efficacy showing evidence of statistical independence across individuals while collective efficacy showed non-independence. The conceptual uniqueness of role efficacy focuses on the interdependence characteristic of team member behaviors within groups. Role efficacy perceptions represent beliefs about an individual's capabilities to successfully carry out the interdependent behaviours that make up their formal role on the team. We hypothesized that role efficacy would account for significant variance in role performance after controlling for the effect of task self- efficacy.

Role efficacy can be regarded as an optimistic and self-confident view of one's capability to deal with certain life stressors. Gardner and Pierce (1998) state that self-efficacy can be viewed from both a specific and a general angle such as task-specific self-efficacy, which can be seen as an expectation or judgement about the likelihood that a task will be successfully performed. It is a powerful motivator of behaviour, as efficacy expectations determine the initial decision to perform a task, the effort that gets expended and the level of persistence that emerges in the face of adversity.

According to Eden and Zuk (1995), "Self-efficacy can also be viewed as a general, stable cognition or trait that individuals hold with them that reflects the expectation that they possess the ability to perform a task successfully in a variety of situations. Self-efficacy gradually can impede or enhance motivation. People with high self-efficacy choose to repeatedly perform more challenging tasks (Bandura, 1997). General self-efficacy has been hypothesized to be a strong determinant of specific self-efficacy (Eden, 1988). Sadri and Robertson (1993) argue that enhanced task performance is the major consequence of high levels of specific self-efficacy perceptions. Wood and Bandura (1989) suggested that inefficacious thoughts could cause stress and depression, which could also lead to the reduced levels of satisfaction.

According to Bandura (1989), employees with a low level of self-efficacy shy away from difficult tasks, doubt their own capability and are not very committed to the goals and aspirations they set for themselves. Bandura (1977a) suggested that efficacy expectations also influence the choice of the environment. For example, if all other factors are being controlled, an employee with high self-efficacy might choose to apply for an advertised vacancy that offers more challenge and

pay, while an employee with low self-efficacy might choose to remain in a dead-end position (Gist, 1987).

2.6 Transactional Styles

According to Pareek (2002), there are 12 transactional styles which are explained as follows:
Supportive style: In this style, support is provided when needed. Supervisors encourage their subordinates and provide the necessary conditions for continuous improvement.

Sulking style: People with this style keep their negative feelings to themselves, find it difficult to share them, and avoid meeting people if they have not been able to fulfill their part of the contract.

Normative style: These managers are interested in developing proper norms of behaviors for their subordinates and in helping them to understand why some norms are more important than others.

Aggressive style: People with this style are fighters. They may fight for their subordinates, clients or participants and for their ideas and suggestions, hoping that this will help them achieve desired results. Their aggressiveness, however, makes people avoid them and not take them seriously.

Problem-solving style: In this style the manager is concerned with solving problems, but does not see them as being merely confined to the task. For such persons, problems have various dimensions. The focus of the manager, consultant or trainer is on dealing with and finding solutions to problems.

Bohemian style: The creative child is active in this style. The person has lots of ideas and is impatient with current practices. The person is less concerned with how the new ideas work than with the ideas themselves. Such people are non-conformists and enjoy experimenting with new approaches.

Resilient style: In this style, persons show creative adaptability- learning from others, accepting others' ideas and changing their approach when required.

Rescuing style: Such a style indicates a dependency relationship in which the manager, trainer or consultant perceives his or her main role as rescuing the subordinate, participant, trainee or client, who is seen as being incapable of taking care of himself or herself.

Confronting style: In this style, the person is concerned with the exploration of a problem. Such persons confront the organization to get things done for their subordinates or clients.

Prescriptive style: People with this style are critical of the behavior of the others; they develop rules and regulations and impose them on others. Managers using this style make quick judgments and insist that all subordinates follow certain norms.

Innovative style: Innovators are enthusiastic about new ideas and approaches and enthruse others, too. Unlike the bohemian, they pay enough attention to nurturing their ideas so that they result in concrete action and become internalized in the system.

Task-obsessive style: People with this style are more concerned with the task. Matters not directly related to the task are ignored; they are not concerned with feelings and in fact fail to recognize them since they do not perceive them as related to the task.

2.7 Role Efficacy and Transactional style

An important predictor variable assumed to show relation with transactional styles is role-efficacy that refers to an individuals' belief that he or she is capable of performing a task. In addition, individuals, high in self-efficacy, seem to respond to negative feedback with increased effort and motivation, those low in self-efficacy are likely to lessen their effort when given negative feedback and this will also affect their transactions (Pareek, 2002). Moreover, role efficacy and interpersonal relations that prevail in the organization depend on the type of transactions that the bureaucrats make with their employees (Pareek, 2002a). Various studies indicate important association of role efficacy with other equally important variables. Rusch (2009) examined leadership behaviors of

U.S. Army Sergeants and Majors. Predictors of Transactional Styles 328 Leadership behaviour creates a pervasive social context that positively affects employees' attitudes and behaviour. Such leader's behavior provides situational cues from which followers interpret and understand their environment (Takeuchi, Chen, & Lepak, 2009). The major part of role efficacy will be sorted out by the types of transactions that are carried out in the organizations. Role Efficacy, i.e., the degree to which one believes that he/she is capable of performing a task, will be the main predictor variable (out of the two) in determining transactional styles as Life Satisfaction also depends on many other aspects and is situational. It can also be the other way that an employee who is satisfied with his/her life will be smooth in his transactions, interactions and will use appropriate transactional styles.

There is no significant relationship between Life Satisfaction and Total Transactional Styles however, a significant but negative correlation is found between Role Efficacy and transactional styles (Sandhu, 2013). Furthermore, role efficacy is found to have significant positive correlations with Rescuing and Supportive Transactional Styles whereas significant negative correlations with Normative, Innovative, Aggressive, Sulking and Resilient Transactional Styles. Out of this,

Supportive, Normative, Innovative and Resilient Styles are OK styles whereas Rescuing, Aggressive and Sulking Styles are Not OK styles. Todd and Kent (2006) stated that self-efficacy was positively associated with an employee's propensity to engage in organizational citizenship behavior, which means they will show less of Aggressive Transactional Style.

2.8 Conceptual Framework

2.8.1 Bureaucrats and Transactional styles

In a supportive style, the bureaucrats offer support when needed. James (1975) uses the term 'supportive coaches' for bureaucrats with this style. These kinds of bureaucrats extend their

concerns and encourage their subordinates by providing necessary recommendations and suggestions for continuous improvement. The sulking kind of bureaucrats retain their negative feelings and avoid sharing with others. They avoid people's interaction in case they are unable to fulfill the task assigned to them. Bureaucrats of this kind, instead of confronting the problems, often avoid the situation and feel bad about it, and do not express their feelings openly. The normative style bureaucrats are concerned with appropriate norms of behaviors for their subordinates and in helping them to understand why some norms are more important than others. Such bureaucrats have their perceptions and beliefs, which they expect their subordinates to follow. The aggressive style bureaucrats are known to be fighters. They may fight for the interest of their subordinates, and their ideas and suggestions, hoping that this will help them attain the anticipated outcomes. In the child ego state, the interpersonal style of the manager's aggressiveness is considered as not OK, which makes people avoid them and not take them seriously.

The problem-solving style of bureaucrats are worried about resolving the difficulties, but do not consider those problems as part of the task. For such bureaucrats, difficulties have various magnitudes. These bureaucrats aim to deal with those problems and find suitable solutions. In Bohemian style, creative child is active. This kind of manager has many ideas and is unhappy and annoyed with the current practices. They are also less concerned with how the new ideas work and with the idea of themselves. These bureaucrats are creative and take risks to implement their ideas and approaches and enjoy it. More interestingly, they rarely allow one idea to establish before the implementation of others. Resilient style bureaucrats are OK style of creative child. In this style, bureaucrats show creative adaptability and often learn from others' ideas and suggestions. They are willing to change their approach when required. These bureaucrats are creative and accept innovative ideas of subordinates and the team. Rescuing style bureaucrats encourage the dependency relationship and often perceive their role as rescuing their subordinates. They consider their subordinates as incapable of taking care of themselves and they require frequent intervention. These dependency behaviors of bureaucrats fall under 'not OK - nurturing parent' category. Confronting style bureaucrats are rebellious and are considered for being active to explore issues and problems in an organization. They are friendly to their subordinates and confront their organization on behalf of their colleagues and subordinates to get things done. They are more concerned with confronting with the problems than confronting others just for the sake of confrontation. Prescriptive style bureaucrats are known to be critical of other's behaviors and develop rules, guidelines, and protocols to impose on others. They often make a quick judgment and insist that all should follow the norms and regulations developed. The prescriptive style bureaucrats are not OK regulating parent ego state holders.

Innovative style bureaucrats are innovative and passionate about new thoughts and ideas. They attempt new things and enthuse others. Unlike the Bohemian, innovative style bureaucrats pay enough attention and consideration while nurturing new ideas which they are very particular about; and when they are serious about the accomplishment of results and become co-opted in the system. Innovative style bureaucrats are OK creative child ego state holders. Task obsessive style bureaucrats are more concerned with their tasks, and any matter or assignment is not

directly related to either their or their team's task is ignored. They are not much worried about the feelings and facts of others and are unable to identify the same since they are focused more on only the tasks. They often function like machines and are insensitive to individual/personal issues and emotional needs.

The bureaucrats using Supportive Style encourage their subordinates and provide necessary conditions for continuous improvement. The bureaucrats who use Prescriptive Style are critical of the behaviors of others; they develop rules and regulations and impose them on others. The bureaucrats who use Normative Style are interested in developing proper norms of behavior for their subordinates and in helping them understand why some norms are more important than others. The bureaucrats who make use of Task-Obsessive Style are more concerned with the task. In Problem-Solving Style, a manager is concerned with solving problems but does not see them as merely confined to the task. The focus of the bureaucrats is on dealing with and finding out solutions to problems. In this process, they solicit the help of and involve subordinates, client trainees and participants (Pareek, 2002b). The bureaucrats that make use of the Bohemian Style have lots of ideas and are impatient with current practices. In Innovative Style, the bureaucrats are enthusiastic about new ideas and approaches and strive to enthuse others about the same. Bureaucrats with Aggressive Style are fighters. They may fight for their subordinates, clients, or for their own ideas and suggestions, hoping that this will help them to achieve their desired results. Their aggressiveness, however, makes people avoid them and not take them seriously. In Assertive Style, the person is particularly concerned with the problem that needs to be resolved. They are more concerned with confronting the problems than confronting with other persons just for the sake of confrontation. The bureaucrats who make use of Sulking Style keep their negative feelings to themselves, find it difficult to share them, avoid meeting people if they have not been able to fulfill their part of the contract. Instead of confronting problems, a person with this style avoids them and feels bad about the situation, but does not express these feelings openly. In Resilient Style, persons show creative adaptability – learning from others, accepting others' ideas, and changing their approach when required (Pareek, 2002).

2.8.2 Gender and transactional styles

The study revealed that there is significant difference between the transactional styles of male and female officers (Chatterjee, 2012). It shows that the transactional styles of male differ from the transactional styles of female. The gender of the respondents impacts on the ego state of the individual (Rahiman and Kodikal, 2020). According to Rahiman and Kodikal (2020), the attitude and ego states of the male and female differ as their issues and challenges are different. The parent ego of both nurturing and regulating parent of female respondents is high, but male respondents have lower nurturing parent and average regulating parent ego states. This reveals that women managers are more caretaking and concerned about the norms and regulations to be followed in an organization. The adult ego of male and female respondents was also found to be average. This study also found that, in child ego state, both male and female respondents have lower child ego state, but female respondents are highly reactive and adaptive, whereas male respondents possess average reactive and adaptive child ego state. The overall results show that

gender has an impact on the ego states of the respondents. Similarly, Shrivastava and Midha (nd.), found that there is a significant difference in the said style between the female and the male. With regard to all other styles, both male and female participants were found to be more or less the same.

2.8.3 Work experience and transactional styles

In the study of Rahiman and Kodikal (2020), the ego states of managers change based on their experience. In parent ego states, young managers with experience of ten years were found to have lower nurturing parent ego, while respondents with 30 years and more experience showed high nurturing parent ego states. In adult ego state, the respondents were found to be average in all the categories of experienced managers. In child ego state, all the respondents showed low creative child ego. In addition, the study found that respondents with experience of more than ten years showed average reactive child ego state, and those with less than ten years of experience showed high reactive child ego state. The adoptive child ego state of respondents with the experience of thirty years was found to be high, and of those with the experience above thirty years was average. Considering these analyses, the experience of the respondents was found to differ significantly.

Based on the review of literature, the following conceptual framework is proposed.

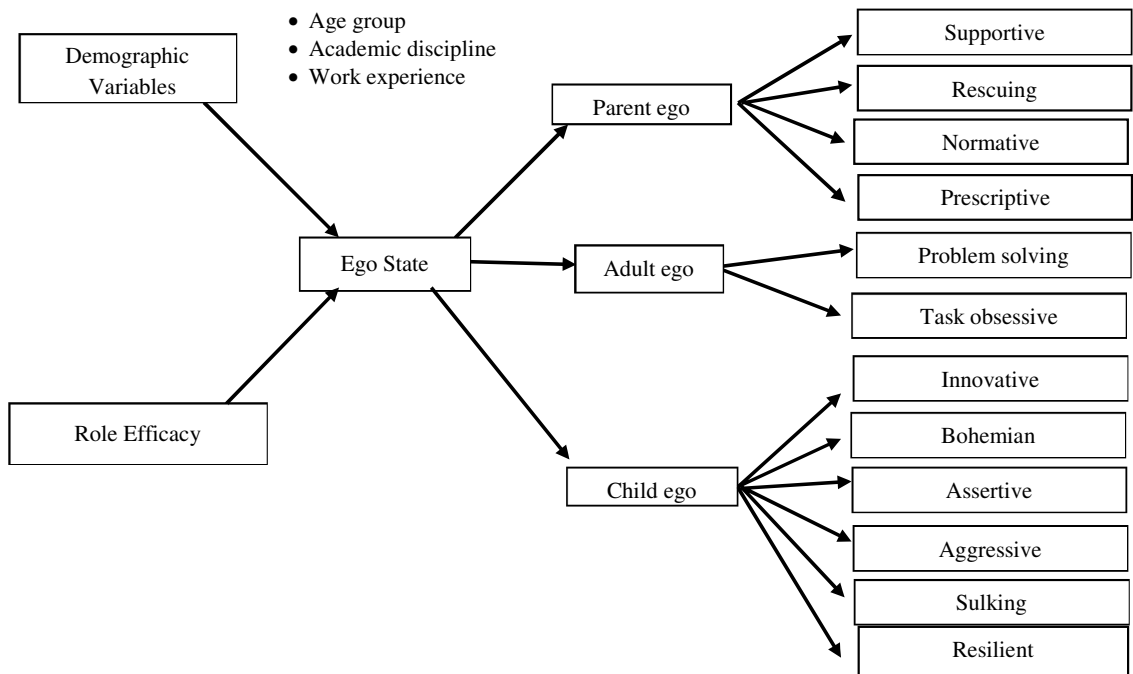


Figure 1: Conceptual Framework of Transactional Styles

RESEARCH METHODS

In this chapter, research methodology of the research work is presented. This chapter explains the research design of the study followed by methods of data collection, the sampling technique, and the data analysis tools.

3.1 Research Design

To examine the influence of role efficacy in transactional style of bureaucrats working at provincial governments of Nepal, this study followed post-positivist paradigms (Creswell, 2003), where quantitative path was adopted as a mode of inquiry. Within quantitative path, survey method was used. Within survey method, descriptive cross-sectional research design was used. The survey was conducted in six out of total seven provinces of Nepal.

3.2 Nature and sources of Data

This study was mainly based on primary sources of data obtained through structured questionnaire of Transactional Style Inventory for Managers (TSI-M), Role Efficacy Scale (RES), and Operational Effectiveness Quotient (OEQ) norms as suggested by Pareek (2002b).

3.3 Population and Sample of the Study

Among seven different provinces of Nepal, this study obtained response from the six provinces namely province 1, Bagmati, Gandaki, Lumbini, Karnali, and Sudurpashim. However, we could not obtain responses from Madhesh province. The unit of the analysis of this was senior bureaucrats working at provincial governments. We sent the structured questionnaire through Google form to all 61 senior bureaucrats (ministerial secretaries) at seven provinces, however, only 37 of them responded. The response rate of this survey was 60.65 percent.

3.4 Data Collection Techniques and Tools

Role Efficacy Scale (RES) that is composed of 20 pre-weighted items (2 statements for each of 10 dimensions of Role Efficacy with the scoring pattern +2, +1 or -1) and Transactional Style Inventory for Managers (TSI-M) consisting of 36 pre-weighted items constructed by Pareek (2002b) was used as means of data collection tools.

3.5 Data Management and Analysis

Data management and analysis are the important components of the research. The data cleaning process was done as soon as the data were received from the field. In this process, data

were cleaned to ensure the consistency and accuracy. After this, data were entered into SPSS (Version-26) software to generate descriptive and inferential statistics. Within descriptive statistics, frequency, percentage and mean were used, while in inferential statistics multiple linear regression was used, because this study followed normal distribution as shown in Table 3.1.

Table 3.1 Shapiro-Wilk Test of Normality

Variables	Shapiro-Wilk		
	Statistic	Df	P Value
Parent Ego State	.953	37	.122
Adult Ego State	.926	37	.017
Child Ego State	.971	37	.425
Overall Ego State	.952	37	.112

3.6 Reliability and Validity

The reliability of the scale was checked with the Cronbach's alpha. As rule of thumb of the reliability is that value less than 0.60 is considered to be poor, 0.70 is acceptable, and the value over 0.80 is good (Sekaran, 2005). Table 3.2 shows the Cronbach's alpha value for each of the variables used in this study. The overall alpha for each subscale is more than 0.87, which indicates good degree of reliability.

Table 3.2 Reliability Analysis

Scale	Cronbach's Alpha	Number of Items
Role Efficacy Scale	.873	10
Transactional Style	0.903	12

Validity is defined as the extent of measurement of what is intended to measure (Creswell, 2003). In the study, content, construct and internal validity were ensured. For the content validity, the instrument was tested by correlations of the five ego state scores on the egogram with the style score. Four correlations were in the predicted direction. However, the Nurturing Parent ego state was found correlated not with the Supportive Style but with the Rescuing Style. Construct validity was ensured by linking objective, research question and hypotheses. And finally, internal validity was confirmed by applying linear regression to check cause and effect relationship between variables.

3.7 Ethical Standards

Permission for information collection was taken from the concerned authorities along with the consent from the potential respondents prior to the collection of responses. For this, an authorized cover letter was sent for the disclosure of a brief information about the research topic, the research objectives, the confidentiality and anonymity policy, and the potential benefits and the risks involved in the study.

ANALYSIS AND RESULTS

This chapter deals with the presentation and analysis of primary data collected through questionnaire survey. Here the collected data are tabulated, presented and analyzed using various statistical tools. The aim of this chapter is to present the characteristics of the research variables and the findings based on the primary data obtained from the survey. Pursuant to the scope and objective of the study, the whole chapter has been organized into different sections.

4.1 Socio-demographic Profile of Respondents

Table 4.1 illustrates the age group of the respondents involved during the research study. On the basis of age, majority of the respondents belong to the age group between 50 and 55 years followed by the age group between 40 and 45 years. As the study targeted the senior bureaucrats at the provincial governments, the majority of the cohort represents senior age group.

Table 4.1 Respondents' Distribution by Age Group

Age Group	Frequency	Percent
Between 35-40 Years	2	5.4
Between 40-45 Years	11	29.7
Between 45-50 Years	6	16.2
Between 50-55 Years	16	43.2
Between 55-60 Years	2	5.4
Total	37	100.0

Table 4.2 Respondents' Work Experience

Work Experience	Frequency	Percent
Below 2 Years	18	48.6
Between 2-5 Years	10	27.0
5 Years and Above	9	24.3
Total	37	100.0

As depicted in Table 4.2, among the total 37 senior bureaucrats involved in this study, about 47 percent had below 2 years of work experience as ministerial secretary of provincial government whereas about 24 percent had at least 5 years of experience for the same.

Table 4.3 Academic Discipline of the Respondents

Academic Discipline	Frequency	Percent
Master in Development Studies	2	5.4
Master in Public Administration	6	16.2
Master in Law	4	10.8
PhD Degree	4	10.8
Others	21	56.8
Total	37	100.0

As normative clause, in order to be the ministerial secretary at provincial government, a person needs to have a master's degree in any academic discipline. All the respondents had master degree. However, the nature of academic discipline is different as shown in Table 4.3.

Table 4.4 Respondents' Distribution by Province

Province	Frequency	Percent
Province 1	8	21.6
Bagmati Province	2	5.4
Gandaki Province	6	16.2
Lumbini Province	10	27.0
Karnali Province	8	21.6
Sudurpaschim Province	3	8.1
Total	37	100.0

Table 4.4 shows the respondents' distribution by province. Majority of the respondents are from Lumbini province, Province 1 and Karnali Province followed by Gandaki province. However, there were no respondents from the Madhesh province in this study.

4.2 Analysis of Transactional Style with Role Efficacy

Role efficacy, as one of the predictor variables in this study, has been measured through 10 different dimensions. The overall average score of perceived role efficacy was calculated and the mean score was compared with that of individual transactional styles of parent, adult and child ego states. The score was then compared with the Operational Effectiveness Quotient (OEQ) norms for each transactional style. The result of the analysis has been presented in Table 4.5. As depicted in Table 4.5, all ego state transactional styles are average or balanced except for two out of three sub-dimensions of child ego state.

Table 4.5 Role Efficacy and Transactional Style

Ego States	Interpersonal Style	N	Role Efficacy			
			Mean	OEQ	Remarks	
Parent Ego	Ok Regulating Parent	Normative Style	37	12	53	Average
	Not Ok Regulating Parent	Prescriptive Style	37	11		
	Ok Nurturing Parent	Supportive Style	37	13	53	Average
	Not Ok Nurturing Parent	Rescuing Style	37	12		
Adult Ego	Ok Adult	Problem Solving Style	37	13	55	Average
	Not Ok Adult	Task Obsessive Style	37	11		
	Ok Creative Child	Innovative Style	37	12	60	Low
	Not Ok Creative Child	Bohemian Style	37	9		
Child Ego	Ok Reactive Child	Assertive Style	37	10	58	Average
	Not OK Reactive Child	Aggressive Style	37	8		
	OK Adaptive Child	Resilient Style	37	13	71	High
	Not Ok Adaptive Child	Sulking Style	37	7		

The creative child (innovative and bohemian) transactional style with the OEQ of 60 is found to be low, whereas the adaptive child (resilient and bohemian) transactional style with the OEQ of 71 is found to be high. This might be because of the work culture prevailing in bureaucracy in general; where there is little room for thinking outside the box, and compliance to rules and regulations is perceived as utmost priority rather than being creative. Similarly, high OEQ score (i.e.71) of adaptive child (resilient and sulking) transactional style with role efficacy implies that adherence to the chain of command and compliance with structural hierarchy and decision making prevail in provincial governments no matter how an individual perceives his/her level of perceived role efficacy is.

4.3 Analysis of Transactional Styles with Work Experience

Work experience was another predictor variable of this study. The influence of work experience across respondents’ transactional style has been calculated and the mean score was compared to the OEQ norms. Table 4.6 presents the OEQ scores for each transactional style across work experience of bureaucrats. The average OEQ score for both the regulating parent (normative and prescriptive) transactional style and the nurturing parent (supportive and rescuing) transactional style across bureaucrats’ work experience in this role at the provincial government has been observed.

Table 4.6 Work Experience and Transactional Styles

Ego States	Interpersonal Style	N	Below 2 Years			Between 2 to 5 Years			5 Years and Above			
			Mean	OEQ	Remarks	Mean	OEQ	Remarks	Mean	OEQ	Remarks	
Parent Ego	Ok Regulating Parent	Normative Style	37	12		13			13			
	Not Ok Regulating Parent	Prescriptive Style	37	11	53	Average	12	53	Average	11	55	Average
	Ok Nurturing Parent	Supportive Style	37	12		13			14			
	Not Ok Nurturing Parent	Rescuing Style	37	11	53	Average	13	50	Average	14	50	Average
Adult Ego	Ok Adult	Problem Solving Style	37	13		14			13			
	Not Ok Adult	Task Obsessive Style	37	10	59	Average	10	61	High	12	53	Average
Child Ego	Ok Creative Child	Innovative Style	37	12		12			14			
	Not Ok Creative Child	Bohemian Style	37	9	60	Low	9	60	Low	11	58	Low
	Ok Reactive Child	Assertive Style	37	9		10			12			
	Not OK Reactive Child	Aggressive Style	37	7	60	Average	9	54	Low	9	60	Average
	OK Adaptive Child	Resilient Style	37	12		13			13			
	Not Ok Adaptive Child	Sulking Style	37	7	69	Average	7	71	High	8	67	Average

The OEQ score of Adult (problem solving and task obsessive) transactional style is high for bureaucrats having work experience of between 2 and 5 years. Similarly, the OEQ score of creative child (Innovative and bohemian) transactional style is low across bureaucrats with different levels of work experience at provincial governments. It implies that bureaucrats hardly think, act, and decide outside the box moving beyond existing rules, norms, practices, and regulations. The OEQ score of the reactive child (Assertive and aggressive) transactional style is found to be low in the bureaucrats with the work experience of between 2 and 5 years whereas the adaptive child (resilient and sulking) transactional style is found to be high for the same cohort. Remaining two cohorts of work experience of bureaucrats have average or balanced score on the same dimension.

4.4 Analysis of Transactional Style with Age Group

Age group was another predictor variable used in this study. The influence of age group across respondents' transactional style has been calculated and the mean score was compared to the OEQ norms. Table 4.7 presents the OEQ scores for each transactional style across different age groups of bureaucrats. Within the parent ego state, both the regulating and nurturing parent transactional style is found to be high (OEQ 60 and 57 respectively) in bureaucrats who are at the age between 55 and 60 years, whereas nurturing parent transactional style is found to be low (OEQ 44) in bureaucrats who are at the age between 45 and 50 years. All remaining OEQ scores are average and thus can be said that the transactional style is almost balanced across different age groups of bureaucrats. Similarly, the adult transactional style is found to be average across all the age groups of bureaucrats.

Table 4.7 Age Group and Transactional Style

Ego States	Interpersonal Style		N		Between 35-40 Years			Between 40-45 Years			Between 45-50 Years			Between 50-55 Years			Between 55-60 Years		
					Mean	OEQ	Remarks	Mean	OEQ	Remarks	Mean	OEQ	Remarks	Mean	OEQ	Remarks	Mean	OEQ	Remarks
Parent Ego	Ok Regulating Parent	Normative Style	37	10	54	Average	12	53	Average	12	53	Average	12	50	Average	15	60	High	
																			Not Ok Regulating Parent
	Ok Nurturing Parent	Supportive Style	37	11	53	Average	14	52	Average	11	44	Low	12	50	Average	15	57	High	
																			Not Ok Nurturing Parent
Adult Ego	Ok Adult	Problem Solving Style	37	13	53	Average	13	55	Average	13	59	Average	13	59	Average	15	52	Average	
																			Not Ok Adult
Child Ego	Ok Creative Child	Innovative Style	37	11	50	Very Low	12	56	Low	12	59	Low	12	64	Average	15	63	Average	
																			Not Ok Creative Child
	Ok Reactive Child	Assertive Style	37	7	50	Low	10	64	Average	11	61	Average	10	58	Average	11	42	Very Low	
																			Not OK Reactive Child
	OK Adaptive Child	Resilient Style	37	9	67	Average	13	67	Average	12	64	Average	13	71	High	14	73	High	
																			Not Ok Adaptive Child

Within the child ego state, creative child transactional style is found to be low (OEQ 50,56, and 56) in bureaucrats with the age groups between 35 and 40 years, 40 and 45 years, and 45 and 50 years respectively but it is observed to be average or balanced (OEQ 64 and 63) for bureaucrats with the age group between 50 and 55 years and 55 and 60 years respectively. Similarly, the reactive child transactional style was low (OEQ 50) and very low (OEQ 42) for bureaucrats with the age groups between 35 and 40 years and between 55 and 60 years respectively. On the other side, the adaptive child transactional style is high (OEQ 71 and 73) for bureaucrats with the age groups between 50 and 55 years and between 55 and 60 years respectively. All the remaining age groups had balanced or average OEQ score for adaptive child transactional style.

4.5 Analysis of Transactional Style with Academic Discipline

Academic discipline was another predictor variable used in this study. The influence of academic discipline across respondents’ transactional style has been calculated and the mean score was compared to the OEQ norms. Table 4.8 presents the OEQ scores for each transactional style across different academic disciplines of bureaucrats. Within the parent ego state, both the regulating andnurturing parent transactional style was found to be average and balanced for bureaucrats with the Master Degree in Development Studies, Master in Public Administration and a PhD degree. However, in this ego state; nurturing parent transactional style is found to be low (OEQ 42) for

bureaucrats who have done master degree in law. All remaining bureaucrats have average or balanced transactional style in this ego state. Bureaucrats who have pursued other degrees apart from development studies, public administration, law, and PhD have high regulating parent (OEQ 56) transactional style, whereas their nurturing parent transactional style is average or balanced.

Table 4.8 Academic Discipline and Transactional Style

Ego States	Interpersonal Style			Masters in Dev. Studies			MPA			Masters in Law			PhD Degree			Others		
	Mean	OEQ	Remarks	Mean	OEQ	Remarks	Mean	OEQ	Remarks	Mean	OEQ	Remarks	Mean	OEQ	Remarks	Mean	OEQ	Remarks
Parent Ego	Ok Regulating Parent	Normative Style	37	12	53	Average	14	55	Average	14	52	Average	13	53	Average	12	56	High
	Not Ok Regulating Parent	Prescriptive Style	37	11			12			13			12			10		
	Ok Nurturing Parent	Supportive Style	37	15	54	Average	12	47	Average	11	42	Low	11	50	Average	13	53	Average
	Not Ok Nurturing Parent	Rescuing Style	37	13			13			14			11			12		
Adult Ego	Ok Adult	Problem Solving Style	37	15	54	Average	14	61	High	13	50	Average	12	53	Average	13	53	Average
	Not Ok Adult	Task Obsessive Style	37	13			10			13			11			10		
Child Ego	Ok Creative Child	Innovative Style	37	15	60	Low	11	57	Low	14	58	Low	11	53	Low	12	60	Low
	Not Ok Creative Child	Bohemian Style	37	11			9			11			10			9		
	Ok Reactive Child	Assertive Style	37	9	33	Very Low	11	61	Average	13	59	Average	10	70	High	9	60	Average
	Not OK Reactive Child	Aggressive Style	37	15			8			10			6			7		
	OK Adaptive Child	Resilient Style	37	15	70	Average	13	77	High	12	60	Low	14	65	Average	13	71	High
	Not Ok Adaptive Child	Sulking Style	37	8			6			9			9			7		

In the same way, adult transactional style in bureaucrats with Master degree in Public Administration (MPA) is found to be high (OEQ 61) and all remaining bureaucrats have average or balanced adult transactional style. Within the child ego state, all the bureaucrats had low creative child transactional style regardless of their academic discipline. Similarly, bureaucrats with Master degree in Development Studies had very low (OEQ 33) reactive child transactional style, where as those with PhD degree had high (OEQ 70) reactive child transactional style. Similarly, bureaucrats with a Master in Public Administration and other academic disciplines, except the master degree in development studies, law, and PhD, had high adaptive child (OEQ 77 and 71) transactional style, whereas those with a master in law had low adaptive child (OEQ 60) transactional style.

4.6 Analysis of Overall Ego States and Transactional Styles

One of the objectives of this study was to identify the transactional style of senior bureaucrats who are leading the line ministries of the provincial governments of Nepal. Based upon the 37 responses, the overall transactional style was assessed by calculating the mean value of each of 12 different interpersonal styles under Parent, Adult, and Child ego state dimensions. Two sub dimensions of parent ego state (Regulating and Nurturing) transactional style had 'Ok and Not-Ok sub-dimensions' based on the possible life positions or value assumptions of respondents. Similarly, adult ego state had one Ok and one Not-Ok dimension (problem solving and tasks

obsessive). Likewise, child ego state had three sub dimensions formed after combining Ok and Not-Ok life positions: creative child (innovative and bohemian), reactive child (assertive and aggressive) and adaptive child (resilient and sulking). With this, the individual mean scores of Ok and Not-Ok styles for each ego state were calculated and approximated to the nearest round of natural number as shown in Table 4.9.

Table 4.9 Overall Transactional Style of Bureaucrats

Ego States		Interpersonal Style	N	Mean	Calculated as	OEQ	Remarks
Parent Ego	Ok Regulating Parent	Normative Style	37	12.30	12	53	Average
	Not Ok Regulating Parent	Prescriptive Style	37	11.08	11		
	Ok Nurturing Parent	Supportive Style	37	12.59	13	53	Average
	Not Ok Nurturing Parent	Rescuing Style	37	12.32	12		
Adult Ego	Ok Adult	Problem Solving Style	37	13.03	13	55	Average
	Not Ok Adult	Task Obsessive Style	37	10.73	11		
Child Ego	Ok Creative Child	Innovative Style	37	12.19	12	60	Low
	Not Ok Creative Child	Bohemian Style	37	9.19	9		
	Ok Reactive Child	Assertive Style	37	9.97	10	58	Average
	Not OK Reactive Child	Aggressive Style	37	8.00	8		
	OK Adaptive Child	Resilient Style	37	12.73	13	71	High
	Not Ok Adaptive Child	Sulking Style	37	7.46	7		

Then the respective Ok and Not-Ok scores are calculated with OEQ norms to obtain the effectiveness quotient value and interpreted as per the OEQ transaction style calculation matrix. As shown in Table 4.9, all other transactional styles of senior level bureaucrats at provincial governments are average or balanced except for high adaptive child transactional style and low creative child transactional style.

4.7 Analysis of Significant Association Between Variables

Descriptive statistics (sample mean score) of predictor variables (role efficacy, age group, work experience, academic discipline) and criterion variable (transactional style) and comparison with its respective OEQ scores allowed us to analyze the influence of predictor variables in determining the transactional style. With the aim to analyze whether this association or influence of predictor variables over the criterion variable is statistically significant to generate information of the population, Pearson correlation coefficient was conducted which is presented in Table 4.10.

Table 4.10 *Pearson Correlation Coefficient Matrix*

		1	2	3	4	5
1. Overall Ego State	Pearson Correlation	1	0.124	0.080	.399*	-0.297
	Sig. (2-tailed)		0.464	0.639	0.014	0.075
	N		37	37	37	37
2. Role Efficacy	Pearson Correlation		1	-.445**	0.304	-0.134
	Sig. (2-tailed)			0.006	0.068	0.428
	N			37	37	37
3. Age Group	Pearson Correlation			1	-0.240	0.116
	Sig. (2-tailed)				0.152	0.496
	N				37	37
4. Work Experience	Pearson Correlation				1	-0.002
	Sig. (2-tailed)					0.992
	N					37
5. Academic Discipline	Pearson Correlation					1

Note: *. Correlation is significant at the 0.05 level (2-tailed), **. Correlation is significant at the 0.01 level (2-tailed).

The significant moderate positive relationship ($r = 0.399$, $P < .05$) between overall ego state (the transactional style) of the bureaucrats and their work experience has been observed. Similarly, significant moderate negative relationship ($r = -.445$, $P < .01$) between overall ego state (the transactional style) of the bureaucrats and their academic discipline has been observed. All other relationships, as observed and presented in Table 4.10, are not statistically significant.

4.8 Factors Influencing Sub-dimensions of Transactional Styles

In order to further substantiate the OEQ score-based decision of each transactional style of bureaucrats at provincial governments, multiple regression analysis of each of the sub-dimensions, such as nurturing parent and regulating parent for parent ego state, the adult ego state, and reactive child, creative child, and adaptive child for child ego state, has been done against each of the predictor variables. The multi-model multiple regression summary of the same has been presented in Table 4.11. The significant p values of standardized coefficients beta for each of the criterion variables have been marked with * and ** in Table 4.11, which means that the relationship is significant at 5 and 1 percent level of significance respectively. The value of Adjusted R² for each model explains the extent to which predictor variables are able to explain percent of variability in the corresponding criterion variable.

Table 4.11 Summary of Multi Model Regression Analysis

Predictors	Dependent Variables (<i>Standardized Coefficient Beta</i>)							
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8
	NP	RP	Parent	Adult	RC	CC	AC	Child
Role Efficacy	.125	.040	.095	.057	.193	-.088	-.188	.009
Age Group	.177	.462	.353*	.081	.457**	.032	.133	.280
Work Experience	.489**	.328*	.465**	.237	.504**	.504**	.371*	.543**
Academic Discipline	-.073	-.415	-.266	-.323	-.397**	-.189	-.045	-.280
Adjusted R ²	0.175	0.296	0.240	0.060	0.446	0.169	0.039	0.282

Note: *. P value is significant at the 0.05 level (2-tailed), **. P value is significant at the 0.01 level (2-tailed). NP: Nurturing Parent Ego, RP: Reactive (Critical) Parent Ego, RC: Reactive Child Ego, CC: Creative Child Ego, AC: Adapted Child Ego

As presented in Table 4.11, since the p value is significant for work experience of bureaucrats at provincial governments across all the sub-dimensions of transactional style except for adult ego state, it can be concluded that the transactional style of bureaucrats at provincial government varies across their work experience except for adult ego state (problem solving and task obsessive) transactional style. Similarly, significant p value for age group in parent and reactive child implies that these two transactional styles of bureaucrats at provincial government significantly vary across their age group. Negative but significant p value for reactive child in academic discipline implies that reactive child transactional style of bureaucrats at provincial government decreases with the increase in academic discipline of the bureaucrats. However, the p value is not found to be significant for role efficacy, and there is no sufficient evidence to claim that the transactional styles of bureaucrats at provincial government significantly varies along with their perceived role efficacy.

4.9 Factors Influencing Overall Transactional Style

Consolidating the 8 sub-dimensions of transactional styles to generate single criterion variable (i.e. overall transactional style), the predictor variables (role efficacy, age group, work experience, and academic discipline) are regressed with the single criterion variable (i.e. overall transactional style). The value of F indicates that most of the variations in dependent variable are explained by the regression equation and that the model is useful. As presented in Table 4.12, the value for F ($p=0.021$) is significant at 5% level of significance. Therefore, there are adequate evidences to infer that the model is useful in predicting the value of the criterion variable for the given set of predictor variables within the range of values in the sample data. As presented in Table 4.12, the p-values of role efficacy, age group, work experience and academic discipline are 0.735, 0.147, 0.08 and 0.043 respectively. The cases in which the value of p is less than 0.05 ($p<0.05$) suggest the significance of the value in the given statistic. Higher p value ($p>0.05$) of role efficacy (0.735) and age group (0.147) imply that bureaucrats' transactional style is not significant with their age group and perceived role efficacy. However, the p-value of work experience (0.008) and academic discipline (0.043) is found to be significant in determining the transactional style of bureaucrats at provincial governments.

Table 4.12 Summary of Overall Multiple Regression Analysis

Predictors	Standardized Coefficients	
	Beta	P Value
(Constant)	9.554	.000
Role Efficacy	.058	.735
Age Group	.248	.147
Work Experience	.440	.008**
Academic Discipline	-.317	.043*
Adjusted R ²	0.209	
F	3.37	.021*

Note: * P value is significant at the 0.05 level (2-tailed), ** P value is significant at the 0.01 level (2-tailed).

The value of adjusted R square ($R^2 = 0.209$) means that predictor variables are able to explain 20.9 percent of variability in criterion variable. Lesser the value of the correlation coefficient, lesser will be the percent of variation explained and lesser will be the association between the variables. Similarly, the value of standardized coefficients beta indicates how much criterion variable varies with the predictor variable if all other predictor variables remain constant. For example, the standardized coefficients for work experience are 0.440 which means that when every other predictor variable was held constant, 1 percent change in work experience will lead to 0.44 percent change in transactional style of bureaucrats in the same direction. Similarly, the standardized coefficients for academic discipline are -.317 which means that when every other predictor variable was held constant, 1 percent change in academic discipline will lead to 0.31 percent change in transactional style of bureaucrats in the opposite direction.

4.10 Test of the Hypotheses

Based upon the statistical output presented in Table 4.12, the test of hypotheses has been done, and the decision is made on the basis of significant value (p-value less than 0.05) and the standardized coefficient beta. The overall results are summarized in Table 4.13. Among the total four hypotheses of this study, Hypothesis 1 and Hypothesis 2 are rejected whereas Hypothesis 3 and Hypothesis 4 are accepted. The decision implies that the perceived role efficacy and the age group of bureaucrats, leading the line ministries of provincial government of Nepal, do not determine their interpersonal transactional style. However, there is sufficient evidence that work experience and academic discipline of bureaucrats significantly determine their interpersonal transactional style. Negative and significant value of standardized coefficient beta for academic discipline (-.317, P=0.043) implies that higher the variation in the academic disciplines of bureaucrats, lower will be their average or balanced interpersonal transactional style.

Table 4.13 Summary of Hypothesis Testing and Results

Hypotheses	Testing method	Results
H1: Perceived role efficacy significantly determines the transactional style of bureaucrats	Regression	Rejected
H2: Age group significantly determines the transactional style of bureaucrats	Regression	Rejected
H3: Work experience significantly determines the transactional style of bureaucrats	Regression	Accepted
H4: Academic discipline significantly determines the transactional style of bureaucrats	Regression	Accepted

DISCUSSION AND CONCLUSION

This chapter is the concluding part of the study which presents the outcomes of the study. It has been divided into two sections. The first section presents the discussion followed by the conclusion in the second section.

5.1 Discussion

Provincial government has been formed under the provision of constitution of Nepal, (2015) and is mandated to render backstopping functions to support the local governments and act as a liaison authority to link local and federal government. In order to fulfill these specific roles, the role of the senior bureaucrats is pivotal and is also a mandatory prerequisite. If given the mandate, the senior bureaucrats, who have prominent role efficacy, are more likely to use healthy and balanced transactional styles, that could contribute to effective communication of provincial government.

In principle, the bureaucrats who have higher role efficacy have healthy and balance interpersonal transactional styles. However, the study of Sandhu (2013) showed that role efficacy negatively influenced transaction styles. The finding of present study is consistent with the finding of Sandhu, which implies that perceived role efficacy does not determine the interpersonal transactional style of senior bureaucrats at provincial governments.

Another determinant of transactional style is work experience of bureaucrats. The study of Rahiman and Kodikal (2020) showed that the transactional styles vary with works experience. The finding of the present study is consistent with Rahiman and Kodikal which implies that the work experience positively governs the interpersonal transactional style of senior bureaucrats working at provincial government. It is assumed that age of the bureaucrats influences their transactional style, however, the study of Rahiman and Kodikal (2020) showed age does not matter for transactional styles, which is aligned with the finding of this study.

Conclusion

The role efficacy cannot be ignored in the transaction styles of bureaucrats. The high level of role efficacy positively contributes to transactional styles of the bureaucrats. However, the present study showed perceived role efficacy does not determine the interpersonal transactional style of senior bureaucrats at provincial governments. Although age is an important determinant of the transactional style of senior bureaucrats, this study showed that age does not have anything to do with the transactional styles of senior bureaucrats working at provincial government. The work experience positively governs the interpersonal transactional style of senior bureaucrats working

at provincial government, whereas academic discipline negatively governs their interpersonal transactional style. Therefore, the concerned authorities should deploy experienced bureaucrats at the provincial governments of Nepal for enhancing healthy and balanced communications to deliver the specific constitutional mandates entrusted to the provincial governments.

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APPENDICES

Appendix 1 Transactional Styles Inventory Managers(TSI-M) Scale

Write 1 if you rarely or never behave this way.

Write 2 if you occasionally behave this way.

Write 3 if you sometimes behave this way.

Write 4 if you often behave this way.

Write 5 if you almost always behave this way.

Statements

1. _____ I assure my people of my availability to them.
2. _____ I delay doing things that I do not like.
3. _____ I raise questions with my people about what should or should not be done.
4. _____ I communicate strong feelings and resentment to my colleagues/seniors without caring whether this will affect my relationships with them.
5. _____ I collect all the information needed to solve various problems.
6. _____ I discuss new ideas with my people without working out the details of these ideas.
7. _____ I respect and follow organisational traditions that seem to give the organisation its identity.
8. _____ I provide my people with the solutions to their problems.
9. _____ I take up the cause of my department/people and fight for them.
10. _____ I admonish my people for not acting according to my instructions.
11. _____ I think of new and creative solutions.
12. _____ I collect information and data even when these are not immediately needed or used.
13. _____ I help my people to become aware of some of their own strengths.
14. _____ I avoid meeting my seniors and colleagues if I have not been able to fulfil their expectations.
15. _____ I help my people to see the ethical dimensions of some of our actions.
16. _____ I champion my people's cause even at the cost of organisational effectiveness.
17. _____ I think out many alternative solutions to problems before adopting one for action.
18. _____ I overwhelm my colleagues with new ideas.

19. _____ I accept others' suggestions that appeal to me.
20. ____ I instruct my people in detail about work problems and their solutions.
21. ____ I zealously argue my point of view in organisational meetings.
22. _____ I give clear instructions to my people about what should or should not be done.
23. _____ I try out new things.
24. _____ I go into all the details of the specific work to be performed.
25. _____ I reassure my people of my continued help.
26. _____ I do not express my negative feelings during unpleasant meetings but continue to be bothered by them.
27. _____ I help my people and colleagues to examine the appropriateness of proposed actions.
28. _____ I express strong resentment to my seniors or colleagues about things that have not been done as promised.
29. _____ I continuously search for various resources from which needed information can be obtained in order to work out solutions to problems.
30. _____ I try out new ideas or methods without waiting to consolidate the previous ones.
31. _____ I accept help from others and appreciate it.
32. _____ I encourage my people to come to me frequently to seek my advice and help.
33. _____ I express my feelings and reactions frankly in meetings with seniors and colleagues.
34. _____ I clearly prescribe standards of behaviour to be followed in my work unit.
35. _____ I enjoy trying out new ways and see a problem as a challenge.
36. ____ I work primarily on organisational tasks, sometimes at the cost of sensitivity and attention to the feelings of people.

Style	State	Items
Supportive	(OK nurturing parent)	1, 13, 25
Rescuing	(Not-OK nurturing parent)	8, 20, 32
Normative	(OK normative parent)	3, 15, 27
Prescriptive	(Not-OK normative parent)	10, 22, 34
Problem-solving	(OK adult)	5, 17, 29
Tasks-obsessive	(Not-OK adult)	12, 24, 36
Innovative	(OK creative child)	11, 23, 25
Bohemian	(Not-OK creative child)	6, 18, 30
Assertive	(OK reactive child)	9, 21, 33
Aggressive	(Not-OK reactive child)	4, 16, 28
Resilient	(OK adaptive child)	7, 19, 31
Sulking	(Not-OK adaptive child)	2, 14, 26

Appendix 2 Operational Effectiveness Quotient Index and Norms

Source: Pareek and Purohit (2018).

		OK scores												
		3	4	5	6	7	8	9	10	11	12	13	14	15
Not OK scores	3	0	100	100	100	100	100	100	100	100	100	100	100	100
	4	0	50	67	75	80	83	85	87	89	90	91	92	92
	5	0	33	50	60	67	71	75	78	80	82	83	85	86
	6	0	25	40	50	57	62	67	70	73	75	77	78	80
	7	0	20	33	43	50	55	60	64	67	69	71	73	75
	8	0	17	28	37	44	50	54	58	61	64	67	69	70
	9	0	14	25	33	40	45	50	54	57	60	62	65	67
	10	0	12	22	30	36	42	46	50	53	56	59	61	63
	11	0	11	20	28	33	38	43	47	50	53	55	58	60
	12	0	10	18	25	31	36	40	44	47	50	53	55	57
	13	0	9	17	23	28	33	37	41	44	47	50	52	54
	14	0	8	15	21	27	31	35	39	42	45	48	50	52
	15	0	8	14	20	25	29	33	37	40	43	45	48	50

Table A2. OEQ norms

Source: Pareek and Purohit (2018).

Functions	Mean	SD	Very low	Low	Average	High	Very high
Nurturing	50	10	Below 36	36 to 45	46 to 55	56 to 65	Above 65
Regulating	50	10	Below 36	36 to 45	46 to 55	56 to 65	Above 65
Task	55	10	Below 41	41 to 50	51 to 60	61 to 70	Above 70
Creative	65	10	Below 51	51 to 60	61 to 70	71 to 80	Above 80

Appendix 3 Role Efficacy Scale (RES)

1. ____ a. My role is very important in this organisation; I feel central here.
 ____ b. I am doing a useful and fairly important work.
 ____ c. Very little importance is given to my role in this organisation; I feel peripheral here.
2. ____ a. My training and expertise are not fully utilised in my present role.
 ____ b. My training and knowledge are not used in my present role.
 ____ c. I am able to use my knowledge and training very well here.
3. ____ a. I have little freedom in my role; I am only an errand boy.
 ____ b. I operate according to the directions given to me.
 ____ c. I can take initiative and act on my own in my role.
4. ____ a. I am doing usual, routine work in my role.
 ____ b. In my role, I am able to use my creativity and do something new.
 ____ c. I have no time for creative work in my role.
5. ____ a. No one in the organisation responds to my ideas and suggestions.
 ____ b. I work in close collaboration with some other colleagues.
 ____ c. I am alone and have almost no one to consult in my role.
6. ____ a. When I need some help, none is available.
 ____ b. Whenever I have a problem, others help me.
 ____ c. I get very hostile responses when I ask for help.
7. ____ a. I regret that I do not have the opportunity to contribute to society in my role.
 ____ b. What I am doing in my role is likely to help other organisations or society.
 ____ c. I have the opportunity to have some effect on the larger society in my role.
8. ____ a. I contribute to some decisions.
 ____ b. I have no power here.
 ____ c. My advice is accepted by my seniors.
9. ____ a. Some of what I do contribute to my learning.
 ____ b. I am slowly forgetting all that I learnt (my professional knowledge).

- _____c. I have tremendous opportunities for professional growth in my role.
10. ___a. I dislike being bothered with problems.
 _____b. When a subordinate brings a problem to me, I help to find a solution.
 _____c. I refer the problem to my boss or to some other person.
11. ___a. I feel quite central in the organisation.
 _____b. I think I am doing fairly important work.
 _____c. I feel I am peripheral in this organisation.
12. _____a. I do not enjoy my role.
 _____b. I enjoy my role very much.
 _____c. I enjoy some parts of my role and not others.
13. _____a. I have little freedom in my role.
 _____b. I have a great deal of freedom in my role.
 _____c. I have enough freedom in my role.
14. _____a. I do a good job according to a pre-decided schedule.
 _____b. I am able to be innovative in my role.
 _____c. I have no opportunity to be innovative or to do something creative.
15. _____a. Others in the organisation see my role significant to their work.
 _____b. I am a member of a taskforce or a committee.
 _____c. I do not work on any committees.
16. ___a. Hostility rather than cooperation is evident here.
 _____b. I experience enough mutual help here.
 _____c. People operate more in isolation here.
17. ___a. I am able to contribute to the company in my role.
 _____b. I am able to serve the larger parts of society in my role.
 _____c. I wish I could do some useful work in my role.
18. ___a. I am able to influence relevant decisions.
 _____b. I am sometimes consulted on important matters.
 _____c. I cannot make any independent decisions.
19. ___a. I learn a great deal in my role.
 _____b. I learn a few new things in my role.
 _____c. I am involved in routine or unrelated activities and have learnt nothing.
20. ___a. When people bring problems to me, I tend to ask them to work it out themselves.
 _____b. I dislike being bothered with interpersonal conflict.
 _____c. I enjoy solving problems related to my work.

#Scoring Key for RES

Dimension	Item	A	b	c	Item	a	b	c
Centrality	1	+2	+1	-1	11	+2	+1	-1
Integration	2	+1	-1	+2	12	-1	+2	+1
Proactivity	3	-1	+1	+2	13	-1	+2	+1
Creativity	4	+1	+2	-1	14	+2	+1	-1
Inter-role linkage	5	-1	+2	+1	15	+2	+1	-1
Helping relationship	6	+1	+2	-1	16	-1	+2	+1

Dimension	Item	A	b	c	Item	a	b	c
Superordination	7	-1	+2	+1	17	+1	+2	-1
Influence	8	+1	-1	+2	18	+2	+1	-1
Growth	9	+1	-1	+2	19	+2	+1	-1
Confrontation	10	-1	+2	+1	20	+1	-1	+2

Appendix 4 Overall Multiple Regression Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.545 ^a	.297	.209	1.39950

a. Predictors: (Constant), Academic Discipline, Work Experience, Age Group, Role Efficacy

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.447	4	6.612	3.376	.021 ^b
	Residual	62.676	32	1.959		
	Total	89.123	36			

a. Dependent Variable: Overall Ego State

b. Predictors: (Constant), Academic Discipline, Work Experience, Age Group, Role Efficacy

Coefficients ^a						
Model B		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		Std. Error	Beta			
1	(Constant)	9.554	1.696		5.632	.000
	Role Efficacy	.096	.282	.058	.342	.735
	Age Group	.360	.243	.248	1.484	.147
	Work Experience	.835	.298	.440	2.806	.008
	Academic Discipline	-.229	.108	-.317	-2.110	.043
a. Dependent Variable: Overall Ego State						

Appendix 5 Sample of Correspondence made to Provincial Governments

मिति: २०७८/१२/२७

श्रीमान् प्रमुख सचिव ज्यू
..... प्रदेश

बिषय: प्रश्नावलि भरी सहयोग गरिदिनुहुन ।

महोदय,

प्रशिक्षण, परामर्श तथा अनुसन्धान कार्य मार्फत नेपाल सरकार तथा सार्वजनिक संस्थानको प्रशासकीय तथा ब्यवस्थापकीय क्षमता विकास गर्ने उद्देश्यले यस नेपाल प्रशासनिक प्रशिक्षण प्रतिष्ठान, जावलाखेल, ललितपुरको स्थापना भएको हो । समुहकार्य, अन्तरव्यक्ति सम्बन्ध तथा संस्थागत कार्यसम्पादनमा महत्वपूर्ण भूमिका रहने Transactional Style को विश्लेषण गरी प्रशिक्षण कार्यक्रमहरूलाई अझ प्रभावकारी तथा सिकाई उन्मुख बनाउने उद्देश्यले “Understanding Transactional Analysis of Top Level Bureaucratic in Provincial GovernmentM An Empirical Study of Nepal” शिर्षकमा यो शोध कार्य गर्न लागिएको हो । अतः यस सर्वेक्षण कार्यको लागि त्यस प्रदेशमा कार्यरत सचिवज्यूहरूलाई उल्लेखित लिंकमा गई फाराम भरिदिनुहुन अनुरोध गर्दछु ।

Link: <https://forms.gle/QfMC4fs8izVKDoqo8>

शोध टोली सदस्यहरू

प्रमोद निरौला - ९८७९२९८८९२

शैलेन्द्र प्रसाद भट्ट - (९८४८४९३७३७)

पुनश्च: कृपया अनुकूल समय ब्यवस्थापनको लागि अनुरोध गर्दछु ।

भवदीय्

प्रमोद निरौला

