

The Role of Narrative Therapy in Reducing Social Anxiety and Improve Social Interactions

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Abstract: One of the disorders that afflict today been widespread and especially teenage population, is called of social anxiety. The main symptom of social anxiety, anxiety is permanent and is excessive. People with this disorder fear being judged constantly, evaluation, criticism, contempt and ridicule on them. The aim of this study was to investigate the effect of narrative therapy in reducing social anxiety and improve social interactions teenagers junior high schools in Shiraz. In this quasi-experimental study was conducted using two experimental and control groups, 90 students selected by convenience sampling and randomly assigned to experimental and control groups.

The findings suggest that social anxiety and social interaction scores of the experimental group was changed after Narrative Therapy. This means that narrative therapy reduces for social anxiety and strengthen social interactions experimental group compared to the control group.

Key words: narrative therapy, social anxiety, social interactions, teens

Introduction:

We are social beings and transactional who spent much of their lives in social groups and always in terms of emotional and material needs of communication and interaction with his fellow human beings. But this connection is not possible for all to easily and factors such as lack of confidence, the others idea about the person, fear of rejection, criticism and other factors cause people to feel anxious in social situations. In the case of severe anxiety disorder called social anxiety or panic becomes fear symptoms include severe and continuous social situations or performance that may be in this position embarrassed person, Prediction confrontation or dealing with these situations that cause anxiety response can be immediate, Person understands your fear is irrational, This condition is caused avoid such situations or situations with fear that this tolerance is high. Finally, the anxiety will interfere in the functioning and social relations (Pourfaraj imran, 2011). In other words, social anxiety, specific chronic fear of one or more of your social status a person sees scrutiny by others and is not afraid lest it that embarrass or humiliate him. This disorder is caused by the belief that the person in this position will act in a way embarrassing or humiliating. Thus, such negative evaluations of their lack of self-esteem and self-acceptance and, on interactions patients with this disorder affects more durable and cause this disorder (Ginsburg, et al, 1998). social anxiety is the third most common psychiatric disorders (Bayani, et al, 2011). And evidence shows that approximately 7 to 8 percent of people suffer from this disorder and social anxiety disorder prevalence rate is higher in women than in men. The disorder is usually at the end of 11 years (the end of childhood and early adolescence) starts (Mahmodi, et al, 2013). That some teens feel their shyness and shyness, In addition to the intensity of the dialogue are afraid and ashamed of their. Because the adolescent years overriding socio-psychological growth and development is; The young person needs in this period intensely emotional balance, understanding the value of existential self-awareness (recognizing the talents, abilities and willingness) to choose real goals in life, emotional independence from parents to establish healthy relationships with others, social skills. Adolescents who feel confident enough to not have to deal with these problems, news in the future than things in this period will be more sensitive to them was problematic. Especially those who are naturally a little shy than their peers, so that

they feel uncomfortable addressing the center of attention. Often for them, request an appointment, talking in front of or even sitting on the table with those who do not know them well, work is stressful and anxiety. Thereby helping such people to grow and develop the skills required in later life, for social harmony and create or enhance the confidence to deal with problems and solve them, it seems necessary. Clark and colleagues (1997) found that anxiety and depression due to negative consequences for the mental health of adolescents, Believe it is better to use treatments that are not drug-induced side effects. So one of the ways that psychologists have been used to solve social phobia, is narrative therapy. Narrative Therapy healed in the past, increased patience for today and the future we imagined a new start. their experiences. There are stories full of problems lead to psychological problems and changes and solve problems through narrative may be problematic (Tirtashi and Kazemi, 2012). In fact, the process of helping individuals to overcome their problems through dialogue engaging in treatment. The talks involve cross-tiny problem, extracting outcomes, highlighting the new map and connect it to the past. The key question is how research can be reduced through narrative therapy for social anxiety and social interactions teenagers strengthened them? Social anxiety as a marked and persistent fear of one or more defined social position that person sees themselves to scrutiny by others and fears lest it that embarrass or humiliate him. In explaining the mechanisms underlying social anxiety disorder, several theoretical models have been proposed mainly emphasize on the role of cognitive processes. Factors underlying the problem, estimating extreme negative consequences community events and cognitive processes associated with negative evaluation of their important role in social anxiety play. People with this disorder and express more negative beliefs about yourself and have her own value(Masoudnia, 2013). For the treatment of social anxiety disorder has various methods used, and each of these treatments have been successful to some extent in the treatment of this disorder. That is in addition to medication, psychological therapies have been developed numerous consecutive years. The first generation of behavioral approaches in contrast to the approach of psychoanalytic perspectives on classical conditioning and operating in the 1950s and 1960s were raised. The second generation of this treatment as "behavioral therapy - cognitive", until the 1990s, with more emphasis is on cognitive aspects came into existence This type of treatment that emphasized the role of beliefs, knowledge, information processing system schemas and mental disorders and that psychotherapy should be made with different techniques in changing or modifying them or remove them altogether. Today, the third generation of this type of treatment which we can be called under the general acceptance-based models; Such as mindfulness-based cognitive therapy advertising; Acceptance and Commitment Therapy in the treatment of cognitive impairment, instead of trying to make contact with a person's psychological thoughts and feelings increase(Pourfaraj imran, 2011). Therefore, narrative therapy is a novel therapeutic approaches aimed at helping clients to revise internalized stories. This process makes the clients feel that they can predict and control their lives (Ghavami, et al, 2014). In other words, this approach to professional people and problems of their lives as separate sections of the public sees. Sees and thinks people have a lot of skill, beliefs, values and abilities that will help them reduce the effects of problems in his life. The key concept is that the problem in narrative therapy, individual and family problem and not the problem (Nori and Kazemi, 2012). Therapists in the process of narrative therapy sessions to help families build new stories and it empowered them to get specific results and unparalleled express. Treatment, to investigate how the analysis of their own life story and the main focus is on the creation of new meanings in life. Problems are considered for stories that people have accepted. Therapists stories narrated less objective and more attention to social benefits are expressed in individual life stories, are interested. In narrative therapy can be found living in a different way and in a new perspective. In fact, the ultimate goal of the process of rewriting the author's review of narrative therapy and life will change (khodabakhsh, et al, 2014). In this approach, the client and the therapist, in fact, editors and treatment of autobiographical references, editing is autobiographical. In this way, the person learns to assume responsibility for relief and improve your mental issues and practice. Because when writing the story of life, the same person that thinks, parts of it are selected and dispenses parts not so important. In fact, one editor treated her story. This is what is emphasized in this approach means that individuals should be arranged and edited to her story (Banker,

et al, 2010; McAdams, 2013). The aim of narrative therapy, according to people in dysfunctional beliefs and change them, externalization and it exhausts the problem, Create an external view the problem from different angles and as a result, changed the interpretation and compilation of re-creating the narration is This in turn reduces the thoughts and negative emotions such as fear, anxiety and especially social anxiety and the subsequent strengthening of group and social interaction will lead to the person being treated. The researchers Bruce theory and colleagues (2010) for the efficacy of narrative therapy is used to reduce social anxiety. According to this theory Social anxiety can cause a variety of communication disorders such as depression and lead to isolation.

Research Methodology

The research method used in this study, quasi-experimental and pretest - posttest control group and witnessed. The study population consisted of all secondary school students of Amir Kabir was the third of Shiraz in the academic year 94-93(N=300). The sample consisted of 90 subjects were selected by multistage cluster sampling and randomly assigned to experimental and control groups. Data collection for this study library resources (for preliminary studies and literature) quasi-experimental methods (for narrative therapy programs) and field method (for the questionnaire), respectively. The field data using the for social anxiety questionnaires Alpha 0/858 and social skills and behavioral questionnaires with alpha 0/785 were collected. On the basis of this quasi-experimental study was conducted using two experimental and control groups, Initially, social anxiety and social connections on both groups were measured before intervention(Pretest), And after the intervention, the experimental group in 8 sessions, questionnaires were administered to both groups again on (post-test). With the help of descriptive and inferential statistics data using spss software were analyzed.

Findings

This section presents the results of descriptive and explanatory variables are derived from relationships. The data showed that the number of students accountable for instance, 15 years of age and a minimum number of students accountable for instance, are 11 years of age. In terms of academic grade point average variable data shows that about 38 percent of respondents between 16-14 have a Grade Point Average and about 32 percent is the average of the top 16 The numbers indicate that more than 70 percent of students accountable for their grade average from moderate to high. *Testing hypotheses:* Given that in this study there were two groups of experimental and control, analysis of covariance was used to analyze the data of this study. To use this method, first the basic assumptions of normality of this method, the variable scores, the same as the slope of the regression line, homogeneity of variances and linearity of the relationship between covariates (Pretest) and the dependent variable (post-test) were evaluated, According to all the requirements that make it possible to test the hypothesis using analysis of variance was established.

☒ *The first hypothesis:* It seems significant relationship between narrative therapy and reduction of social anxiety are teenagers.

Table 1. One-way analysis of variance for the relationship between narrative therapy and reduce social anxiety

Source changes	Sum of squares	Df	The mean sum of squares	F	Sig
Model	۲۱۰/۹۲۷	۲	۱۰۷/۰۶۸	۱۹۱/۱۹	./۰۰۰
Constant	۰/۳۱۴	۱	۰/۳۱۴	۰/۰۲۰	./۸۰۷
Pretest	۶۸/۲۱۴	۱	۶۸/۲۱۴	۴/۸۰۷	./۰۰۰
group	۱۲۸۴/۳۸۶	۱	۱۲۸۴/۳۸۶	۰/۶۴۲	./۰۰۰
Error	۲۸۳۲/۴۸	۸۷	۱۴/۷۰۴		

Reducing social anxiety variables in the control group		Reducing social anxiety variables in the experimental group
۴/۳۷۷		۴/۷۲۴

As can be seen in the table above, since the level of significance of variables adjuvant (Pretest reduce social anxiety) was 0.000 And the smaller amount of the test (0/05) is, Be a link between the dependent variable (social anxiety reduce post-test) and there is a significant relationship covariate. If the effect of pre-test variables controlled reduction of social anxiety (in the row for Group) It can be seen that smaller group variable because of the significance level (0.00) of the test (0/05) was significantly associated with variable reduction of social anxiety at post-test. after proving the existence of the relationship between independent variables and variable reduction of social anxiety; The mean scores achieved by reducing social phobia variables in the control group 4/37 and the experimental group 4/72, it can be argued that Reduction of social anxiety among students in the experimental group was significantly higher than the control group narrative therapy has been applied, In other words, narrative therapy has a positive effect on the reduction of social phobia among teens, so the first research hypothesis is confirmed by 95 percent.

The second hypothesis: It seems the narrative therapy and improve social interactions teenagers there is a significant relationship.

Table 2. Analysis of variance (ANOVA) for the relationship between narrative therapy and improve social interactions

Source changes	Sum of squares	Df	The mean sum of squares	F	Sig
Model	۲۲۸/۳۸۵	۲	۱۱۴/۱۹۲	۶/۷۰۵	۰/۰۰۶
Constant	۰/۰۶۷	۱	۰/۰۶۷	۰/۶۲۵	۰/۴۳۱
Pretest	۲۰۴/۳۷۹	۱	۲۰۴/۳۷۹	۱۲/۹۰۹	۰/۰۰۰
group	۱۸۵/۳۲۵	۱	۱۸۵/۳۲۵	۱۰/۰۸۸	۰/۰۰۰
Error	۱۵۳۶/۳۱۳	۸۷	۱۷/۶۵۵		
Improve social interaction variables in the control group			Improve social interaction variables in the experimental group		
4/231			4/455		

As can be seen in Table 2, since the level of significance of variables adjuvant (pre-test and improve social interaction) was 0.000 and the smaller amount of the test (0/05) is; It can be a link between the dependent variable (posttest improve social interaction) and there is a significant relationship covariate. If the effect of pre-test variables to be controlled improving social interaction (in the row for the group), It can be seen that the variable smaller groups due to the significance level (0.00) of the test (0/05) to significantly improve social interaction in the post-test variables are related. Thus, after establishing the relationship between independent variables and variable improve social interactions, The mean scores achieved by improving social interactions between control (4/23)and experimental group(4/45), it can be argued that Social interactions after the imposition of narrative therapy students in the experimental group than the control group, In other words, narrative therapy have a positive impact on improving social interactions teenagers and therefore the second hypothesis is confirmed by 95 percent.

Discussion and Conclusion

This study aimed to investigate the role of narrative therapy in reducing social anxiety and improve social interactions teenagers was conducted in Shiraz. No doubt every man for satisfaction in their social life,

need to communicate and interact with his peers. But sometimes there are some emotional or psychological factors such as fear inhibitor, anxiety, shame, inferiority complex social interactions avoids people. Studies have shown that such disorders often referred to as social anxiety; Particularly among young people is strongly and the disorder despite the fact that the young person in communicating with friends and even teachers are in trouble; Could undermine her future life. One of the meta-narrative therapy is used to treat this disorder that was used in this research. The first hypothesis of the study that the relationship between narrative therapy and reduction of social anxiety. The results of variance analysis confirms this hypothesis And this result with previous results Pour Faraj imran, 2011; Beirami et al, 2013; Ghavami et al., 2014; Ross and Shipiro, 2002; Silverman et al., 2006 match. The second hypothesis claims study the relationship between narrative therapy and improve social interactions. The results of variance analysis confirms this hypothesis And this result with previous results Pour Faraj imran, 2011; Karami et al., 2012; Beirami et al., 2013; Ghavami et al., 2014; Ross and Shipiro, 2002; Silverman et al., 2006; Bruce et al, 2010 were consistent. The mean scores of experimental and control groups after treatment showed that the average score for social anxiety narrative in the experimental group were lower than the control group. Such narrative therapy strengthens social interactions experimental group compared to the control group. Therefore, these results suggest the impact and importance of narrative therapy in the treatment of social anxiety.

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