

The Effectiveness of Narrative Therapy with Adlerian Approach on Self-Esteem Children with Physical-Motor Disable in Mashhad of Iran

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Abstract

Background: The frequent Comorbidity of psychological disorder and physical disability is well- documented. The present study was to investigate the effect of metacognitive therapy on self-esteem physical disability in Mashhad.

Methods and materials: Of the 120-child sample were included 40 participants who were assigned by random sampling in experimental (N=20) and control group (N=20). Children were completed Cooper Smith Self Esteem Inventory (SEI) in the pre-test, post-test. Data were analyzed by the SPSS 16 and presented with covariance (ANCOVA) test. Alpha level less than .05 was considered significance (p<0.01).

Findings: Analysis of ANCOVA showed that there are significant differences between the experimental and control group based on self-esteem in the post-test stage.

Conclusion: Results suggest that narrative therapy could be a short and effective treatment

Keywords: Narrative therapy • Self-esteem • Physical-motor disable

Introduction

According to the progress of developing countries and the increase of congenital abnormalities and accidents, which result in disability so that according to WHO, the most important psychological principle of disability is comorbidity self – esteem. Self- esteem is part of self - conception and an index of self, including cognitive and behavioral and emotional dimensions [1]. Today’s research showed the narrative therapy is the most effective remedy

for neurotic child disorders [2] believes that the inferiority complex at the age of 2 to 7 is mainly affected by the growth of individuals that can contribute to 3 dimensions: body and mind and social, and hence Milton Erickson has shown the narrative therapy on children at semi-conscious level The story help to the development of the child 's personality Children love short stories and listen to it all their sense in this context, and some phrases in starting stories create an extraordinary fascination to the listener. Thus, the existence of such positive field can help the coach succeed in teaching the child the ethical and moral principles of the child [3].

Method

A group therapy with Adler’s approach was held twice a week in a 45-minute for the experiment group. These meetings were guided by the therapist and the therapist’s help. After reviewing the tasks of each session, the group rested for 15 minutes, then performed a related story with culture. The expressed feelings and thoughts were centered on the increase in self-esteem and social interest and a decline of inferiority.

Measures

Cooper Smith Self Esteem Inventory (SEI): Coopersmith [4] provides a measure of self - esteem based on the theoretical revise on the Dymond-Rogersscale, which has 58 items, 8 of which are 8-13-20-34-48-48. A total of 50 items have been divided into community, family, and education. The method of this test is zero and one. That does mean that the answer yes to 2-4-5-5-14-18-18-23-23-23-30-32 give 1 and other questions are reversed. the minimum points a person may take is zero and a maximum of 50. If human subject scores more than 4, it means that the validity of the test is low and human subject tries to look better than it is [3] the validation of the validity of this test in Iran is reported in four weeks and twelve days, respectively, 77 % and 80 % The internal coefficient reported between 89 % and 83 % in different studies was variable and reported the method of splitting 0.87% the validity of the test with the test method for girls and boys is 90 % and 92 % respectively [5-6].

Results

in this study, the statistical sample of 40 children of physically disabled students of centers of Mashhad is random in two test groups (20), and (20) were investigated. (Table 1) The frequency of the participants is random in two groups of testing and control which is 50% in each group. (Table 2) The minimum and maximum data were the standard deviation of self-esteem and in pre-test post-test the two groups of experiments and control groups (Table 3).

Table 1. The Frequency of the participants is random in two groups of testing and control groups.

	Group	Pre-test				Post-test			
		Min	Max	M	SD	Min	Max	M	SD
SEI	Experimental	7	11	45/9	05/1	8	15	90/11	80/1
	Control	7	11	9/30	17/1	8	12	75/9	11/1
Family	Experimental	3	7	45/5	35/1	4	8	10/6	29/1
	Control	3	8	10/5	41/1	3	7	35/5	26/1
Social	Experimental	2	7	75/4	48/1	8	12	85/7	98/1
	Control	1	7	25/5	58/1	1	7	20/5	47/1
Academic	Experimental	0	6	60/2	23/1	2	8	80/4	57/1
	Control	1	4	65/2	93/0	2	5	10/3	02/1
Personal	Experimental	16	22	45/20	35/1	18	30	80/25	05/3
	Control	16	22	90/19	77/2	17	24	45/23	23/2

Table 2. The minimum and maximum data were the standard deviation of self - esteem and in pre-test post-test the two groups of experiments and control groups.

Group	Frequency	Frequency percentage
Experimental	20	50
Control	20	50
Total	40	100

Table 3. The Kolmogorov - Smirnov test results.

	z-ks	Sig
Pre-test	1/458	0/150
Post-test	1/254	0/086

Table 4. Mbox test results for the analysis of homogeneity of variance matrix - covariance matrix the results of the table show that the homogeneity of the variance-covariance matrix is established.

MBOX	F	Df1	Df2	Sig
380/107	6/135	15	5/81	0/ 0001

Table 5. Results of the multivariate covariance analysis.

	Value	F	DF	errorDF	Sig	Eta
Group Pillai's Trace	50/60	964/6	5	34	0001/0	506/0
Wilks' lambda	49/4	964/6	5	34	0001/0	506/0
Hotelling's T Test	02/41	964/6	5	34	0001/0	506/0
Roy's Largest root	02/41	964/6	5	34	0001/0	506/0

Table 6. Results of F-Test effects to assess the differences of 2 group on the pre – test, post- test.

Dependent variables	MS	Df	MM	F	Sig	Eta
SEI	46/225	1	46/225	53/20	0/0001	0/351
Family	5/625	1	5/625	428/3	0/001	0/083
Social	4/900	1	4/900	623/2	0000/1	0/065
Academic	28/900	1	28/900	391/16	0000/1	0/301
Personal	55/225	1	55/225	711/7	0/0008	0/169

Table 4 Mbox test results for the analysis of homogeneity of variance matrix - covariance matrix the results of the table show that the homogeneity of the variance-covariance matrix is established. Table 5 results of the multivariate covariance analysis $\frac{0/05}{5} = 0.01$ Bonferroni the results of the table ($P < 0/05$; $F = 6/964$) show that there is a significant difference between the testing and control groups and their items (social, personal, educational and family self - esteem) in the post-test stage. Table 6 Results of F-Test effects to assess the differences of 2 group on the pre – test, post- test. There is no significant difference between 2 groups in post- test in variables of self-esteem, this hypothesis is confirmed, and the therapeutic has a significant effect on the degree of self – esteem.

Discussion

According to the result of the research and the role of fiction in increasing social skills, the narrative therapy will have a significant impact on improving the social skills of children. There are characters in the narrative and modifying their previous behaviors. The therapeutic is effective for changing attitude, mental health, self – esteem and effective fear reduction. In addition, the therapeutic has a positive effect on the ability to solve student problems, social behaviors, values formation, interpersonal relationships, and

the situation in reading and conversation. According to the findings of this research, with regard to the results of previous studies, the treatment story is an approach that helps the child develop a sense of social development according to the results of the study, which may help children with emotional and physical problems to cope with these problems as they require emotional and emotional problems to cope with these problems as well as to help them cope with their problems better.

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