

Effectiveness of Body Image Shame Management Training on Symptoms of Social Anxiety and Daring in Fat Girls

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ABSTRACT

The aim of this research was to determine the effectiveness of body image shame management training on symptoms of social anxiety and daring in fat girls. This research is applied in terms of purpose and quasi-experimental in terms of method. The statistical population of the research includes 15 to 18-year-old fat female students in the second year of public high schools in the 13th district of Tehran and among them, 32 people (16 as a control group and 16 as an experimental group) were selected by available method as a research sample. They responded to the list of social phobias of Connor et al. (2000) and the Gambrill and Ritchie (1975) Daring Questionnaire. After ensuring the normal distribution of data obtained from these questionnaires using Shapiro-Wilk test, in order to analyze the research hypothesis was used the multivariate analysis of covariance test and the results showed that body image shame management training reduces Social anxiety of fat girls ($p < 0.05$). Shame management training of body image increases the daring of fat girls ($p < 0.05$).

Keywords

Body Image Shame Management Training, Social Anxiety, daring, Fat Girls

Introduction

Anxiety problems are the most common form of psychological problems in children and adolescents (Ginsberg, Becker, Drazdowski, & Teen, 2012). Studies on the prevalence of this disorder have shown that about 8 to 12% of children and 5 to 10% of adolescents face one of the diagnostic criteria for anxiety disorder, to the extent that it disrupts their normal life and daily functioning. With the advent of the new age, the appearance of bodily functions has become especially important. Therefore, adolescents' perceptions of how others evaluate their physical image can affect their psychological actions. Yousefi, Tadibi and Hassani (2010) have shown that socio-physical anxiety has relationship with body worries, obesity and eating disorders. Physical-social anxiety is one of the types of social anxiety that is of special importance due to the point of interaction between the body and society. Physical-social anxiety reflects the emotional dimension of body image and it indicates the negative evaluation of each person of his body and has an inner potential to show the body in social settings which can be considered as a stimulus and motivation in order to gain fitness and thus satisfaction with body image or a deterrent due to the threat of the environment and the possibility of humiliation following activities in group and social activities such as sports. Most people are sensitive to the appearance of their body, which is more common among fat people. Shame is experienced in many everyday situations and by destroying one's perception of oneself dramatically, one collapses psychologically, physically and socially. The shy person feels inferior, inferior, worthless, incompetent, or even rejected (Tangney, J.P., Stuewig, J., Mashek, D. & Hastings, M., 2011). Children and adolescents who are unable to recognize their shame are more likely to experience anger and, as a result, are more likely to engage in aggressive and deviant behaviors with their peers. In this regard, body image shame management by providing a healthy, more energetic, happier, more creative and more social physical image is effective in improving people's mental ability and reduces personal and social stress and anxiety. Shame management is a skill in which a person with high empathy and inner control, self-esteem, guilt, anger and blame of others and aggressive behaviors under his control and management, and shame management training tries to Teach the skill to the individual.

On the other hand, one of the social skills that are highly emphasized in modern psychology, especially health psychology, is assertiveness, which is assumed to be one of the foundations for achieving healthy behavior (Pirsaghi, Nazari, Haji Hassani and NadaliPoor, 2014). Daringous behavior is an interpersonal behavior that involves the honest and relatively frank expression of thoughts and feelings, in a way that is socially appropriate and takes into account the feelings and comfort of others.

Due to the sensitivity of adolescence, researches have shown that fat adolescents are more worried and anxious about their social presence and body image, and in the meantime, fat girls are more express social anxiety than the similar sons. This process can have a significant impact on psychological changes in adolescents, especially female adolescents which should take appropriate measures to reduce the consequences and took steps to improve the situation of these people, one of which is the education of shame management among these people. Therefore, based on what has been said, the main question of the present research is whether the training of shame management of body image of fat girls can reduce social anxiety and increase their daring?

Method

The method of the present research is applied in terms of purpose and quasi-experimental in terms of method with two experimental and control groups which have been done as pre-test and post-test.

The statistical population of the present study includes obese female students aged 15 to 18 years in the second year of public high schools in the 13th district of Tehran. The sample group consisted of 32 students who were the basis of the study. Considering that in the experimental research method, at least 15 people are recommended for each group (Palant, 2013) and due to the possibility of experimental decline for each group, 16 people were considered who were selected by the available method.

Research tools

List of social phobias of Connor et al. (2000): This questionnaire is a 17-item questionnaire developed by Connor et al. (2000) and it measures three subscales: fear, avoidance, and avoidance and discomfort physiological. Subjects' responses are scored on a five-point Likert scale from never to infinity.

The validity of this questionnaire has been reported by the manufacturers as 0.86. Its validity has been reported by factor analysis test of 0.72. Tahmasebi Moradi (2005) reported the validity of this questionnaire by using the retest method as 0.82 and its internal consistency as 0.86. In the present research, the content validity of this questionnaire was confirmed by experts in this field and its validity was obtained by Cronbach's alpha test of 0.83 (Researcher, 2018).

Gambrill and Ritchie Daring Questionnaire (1975): This questionnaire contains 40 items, each of which indicates a specific situation that requires daring behavior and has two subscales. A subscale is used to measure the degree or amount of discomfort and another sub-scale measures the likelihood of bold behavior (Articles 20: 21-40). In this questionnaire, each item has 5 options that are scored as very high = 5, high = 4, medium = 3, low = 2, very low = 1, respectively. Accordingly, the minimum possible score will be 40 and the maximum will be 200.

Factor analysis of different items of scale by manufacturers has been reported between 0.39 to 0.70 and its validity coefficient is 0.81. The retest coefficient of this questionnaire in Iran was examined by Bahrami (1996) and for the degree of discomfort and the possibility of daring behavior were reported 0.71 and 0.88, respectively. In the present research, the content validity of this questionnaire was confirmed by experts in this field and its validity was obtained 0.79 by Cronbach's alpha test (Researcher, 2018).

Shame management training: Shame management training package by Beyrami et al. (2015) is designed to perform eight 75-minute sessions, which are formed once a week with the agreed time of the session by the members of the experimental group. It can be explained that with the exception of the first session, the time of other sessions is determined at the end of the session and with the consent of all members of the group, which is considered as one of the training axes of the intervention with the aim of indirect training. The time of all meetings was during school hours and varied between different classes with a time interval of at least five and at most seven days. So that none of the classrooms were closed for more than two sessions during the trial. The agenda for the group meetings was as follows:

Treatment protocol:

First session:

Identify aggressive behaviors
Investigate behaviors that provoke anger
People prone to anger
Investigating the function of anger

second session:

Definition of empathy
Characteristics of empathetic people
Components of empathy
The importance and necessity of empathy
Factors involved in empathy

third session:

In this session, through methods such as brainstorming and group discussion, the contents of self-awareness were interpreted, including self-control, barriers to self-awareness, self-dimensions, and characteristics of self-aware individuals. Finally, students were given exercises to gain self-awareness to be examined in the next session.

Session 4: daringous behavior training

Session 5: Self-control training

Sixth Session:

During the exercise, students were asked to list and examine target situations in which they did not dare to say no (the target position is one in which the person is highly anxious and unlikely to answer no especially should have to say no). Students were also introduced to the assertiveness technique during practice.

Session 7: Making friends and the value of a friendly world

Session 8:

During this session done the group exercises give students the skills of daring, self-control, self-esteem by reviewing the self-awareness lists that students have already prepared.

Finally, it was completed the education for student by conducting a post-test.

Method of describing and analyzing data: Descriptive statistical methods including mean and standard deviation and ...inferential statistics of covariance analysis were used to describe and analyze the data.

Results

The demographic characteristics of the subjects are listed in Table 3:

Table 1: Age distribution of sample people

years	number	Percentage
15	5	15.62
16	10	31.25
17	11	34.38
18	6	18.75
total	32	100

According to Table 1, 15.62% of the girls surveyed stated their age as 15 years, 31.25% as 16 years, 34.38% as 17 years and 18.78% as 17 years.

Descriptive Statistics

Table 2: Mean and standard deviation of research variables in two experimental and control groups

groups	Test	Statistical index	Variables						
			daring behavior	Personal discomfort	daring	Physiological discomfort	avoid	fear	Social anxiety
control	pre-test	Average	49.43	66.37	115.81	7.62	16.81	3.43	37.87
		standard deviation	8.04	10.07	8.33	1.40	1.86	3.05	5.03
	Post-test	Average	50.86	65.93	116.62	8.00	17.43	13.31	37.37
		standard deviation	9.74	6.58	9.86	1.50	2.25	2.98	4.86
experimental	pre-test	Average	50.18	66.25	116.43	7.43	16.62	12.12	37.56
		standard deviation	6.78	9.50	7.51	1.41	1.85	3.13	4.41
	Post-test	Average	71.31	67.25	138.51	7.75	10.93	12.25	31.18
		standard deviation	9.49	14.18	13.78	1/29	2.76	3.13	4.65

As Table 2 shows, the mean and standard deviation of social anxiety in the pre-test of the experimental group were 37.65 and 4.41, and the control group was 37.87 and 5.05, respectively. The mean and standard deviation of this variable in the post-test of the experimental group were 31.18 and 4.95 and in the control group was 37.37 and 4.86. As can be seen, the mean in the post-test of the experimental group is lower than the control group.

Also, the mean and standard deviation of the audacity variable in the pre-test of the experimental group were 116.43 and 7.51, respectively, and the control group was 115.81 and 8.33. The mean and standard deviation of this variable in the post-test of the experimental group were 138.56 and 13.78 and in the control group were 116.62 and 9.86. As can be seen, the mean in the post-test of the experimental group is higher than the control group.

Inferential statistics

According to the results of Shapiro-Wilk test, the hypothesis of normality of research variables in two groups with a significance level higher than 0.05 ($p < 0.05$) was confirmed. According to the results of Mbox test, there is no significant difference between covariances and there is a condition of homogeneity of covariances ($p < 0.05$). According to the results of F Levin test to confirm the same assumption of variance in the two groups in the research variables was confirmed ($p < 0.05$).

Hypothesis test

Body image shame management training cause to reduces social anxiety and increases the daring of fat girls.

Table 3: Results of multivariate analysis of covariance on adjusted scores of variances of daring and social anxiety between the two groups

Indicator	test power	Significance level	Degree of freedom error	Degree of freedom Hypothesis	F	Value
Pilay effect	1.00	0.00	27	2	14.239	0.513
Wilks Lambda	1.00	0.00	27	2	14.239	0.487
effect of hoteling	1.00	0.00	27	2	14.239	1.055
effect of the largest square	1.00	0.00	27	2	14.239	1.055

According to Wicked lambda ($F = 14.239$ and significance level = 0.00), body image shame management training cause to increases daring and cause to reduces social anxiety in fat girls. For this purpose, the separate results of this test are referred to below.

Table 4: Results of multivariate analysis of daring between assertiveness and social anxiety

Source of change	The dependent variable	Total squares	Degrees of freedom	Average squares	F	Significance level
group	Daring	967.848	1	967.848	14.255	0.00
	Social anxiety	298.624	1	298.624	11.822	0.00
Error	Daring	1901.088	28	67.896		
	Social anxiety	707.273	28	25.260		
Total	Daring	477776.000	32			
	Social anxiety	38637.000	32			

According to Table 4, the results of multivariate analysis of covariance between the two groups on the adjusted scores of the audacity variable with $F = 967.968$ (28 and 1) and a significance level of 0.00 showed a significant difference between the two groups with 95% confidence ($p < 0/05$). This means that the training the management of body image shame cause to increases the daring of fat girls.

According to Table 4, the results of multivariate analysis of covariance between the two groups on the adjusted scores of the social anxiety variable with $F = 298.624$ (28 and 1) and a significance level of 0.00 showed a significant difference between the two groups with 95% confidence ($p < 0/05$). This means that body image shame management training cause to reduces the social anxiety of fat girls.

Discussion and Conclusion

The aim of the present research was to evaluate the effectiveness of body image shame management training on the symptoms of social anxiety and daring in fat girls.

Findings showed that body image shame management training reduces social anxiety and increases the daring of obese girls. This finding is consistent with the results of studies by Alaei and Beyrami (2015), Parvaz, Khanipour and Parvaz (2014), Hassanvand Amouzadeh, Shairi and Asghari Moghadam (2013), Rajabi and Abbasi (2011), Ahmad and Britwait (2004), Ghaffari, Narimani, and Hajloo (1396), Demercelli, Kakavand and Jalali (1396), Bautista and Hep (2015), Levinson (2015), Manati, Deboyer, Weeks and Himberg (2015), Silgado, Tympano, Bookner and Schmidt (2010), Weeks and Howell (2012), Rafidi and Akhavan Kharazian (2015), Beyrami, Hashemi, Fathi Azar and Alaei (2015), Alaei Kaljahi (2013), Jamali Firoozabadi, Zarei Ou Asadi (2011), Avazaz and Ayaz Alkawa (2017), Nemati Sogli Tappeh, Babapour Khairuddin, Mahmoud Alilou, Birami and Hashemi Nosratabad (2008), Naami, Shams Alizadeh and Abdi (2015) and Gonzalez-Gomez and Richter (2015).

Significance of the effectiveness of body image shame management training in reducing social anxiety in fat girls can be explained as one of the concepts of sustainability that has come across human history along with the concept of personality is the physical traits. Nowadays, people believe that standard and lean body image is more important and people who weigh more than standard, suffer more anxiety. Accordingly, the management of these perceptions and situational behaviors can be effective in reducing the level of anxiety in individuals, which the results of the present study can be considered in the same direction (Rafizi and Akhavan Kharazian, 2016).

Shame is a painful feeling that evokes obvious defensiveness, anger, and aggression, and is often accompanied by feelings of revenge and humiliation. Therefore, its level management will be effective in reducing anxiety and impulsive behaviors, which is also confirmed by the results of the present research. (Avazaz and Ayaz Alkawa, 2017).

Also, the significance of the effectiveness of body image shame management training in increasing the daring of obese girls can be explained by recognizing their feelings of shame and accepting it, seeking responsibility for their mistakes and trying to compensate and correct it; conversely, if a person is unable to recognize or change his or her sense of shame, he or she is likely to refuse to be held accountable for his or her mistakes or he feels that no mistake has been made that needs to be corrected and this will affect his level of daring over time. In such a case, the person's shame is not recognized and released, and it may appear in the form of external expression and hostility towards others. The person reacts by pretending to be a victim and slandering others, causing them physical or psychological harm. Thus, the idea of denying shame and not taking responsibility for mistakes and errors using cognitive strategies that are inherently consistent manifests itself in shifting shame. Using the process of rationalization, erring people legitimize their actions and neutralize negative self-esteem by distorting the facts, which changes their self-awareness over time. The results of the present research Can also be considered in the same direction (Alaei and Beyrami, 2016).

Finally, according to the results of the research, it is suggested that counselors and therapists use the body image shame training to reduce the level of social anxiety and increase the daring of fat students.

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