



Iranian Journal of Educational Society

Comparison the Effectiveness of Dialectical Behavior Therapy and Transactional Behavior Analysis on the Interpersonal Problems of Students with Social Anxiety

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Receive: 2023/09/03

Accept: 2023/11/09

Published: 2023/12/12

Keywords:

Dialectical Behavior Therapy, Transactional Behavior Analysis, Interpersonal Problems, Students, Social Anxiety.

Article Cite:

Baharlou F, Mahdian H, Bakhshpour A. (2023). Comparison the Effectiveness of Dialectical Behavior Therapy and Transactional Behavior Analysis on the Interpersonal Problems of Students with Social Anxiety, Iranian Journal of Educational Society. 9(2): 345-355.

Purpose: People with social anxiety have many interpersonal problems. As a result, the aim of this study was to comparison the effectiveness of dialectical behavior therapy and transactional behavior analysis on the interpersonal problems of students with social anxiety.

Methodology: This research was a semi-experimental with a pre-test, post-test and one-month follow-up design with a control group. The research population was female senior high school with social anxiety in governmental schools of Ashkhane city in the academic years of 2022-2023. In this study, 45 people were selected by purposive sampling method and randomly replaced in three equal groups. Each of the experimental groups was trained in 10 sessions of 90 minute separately and as a group with dialectical behavior therapy and transactional behavior analysis methods, and the control group remained on the waiting list for training. The research tool was Connor et al.'s social anxiety inventory (2000) and Barkham et al.'s interpersonal problems inventory (1996), and the data obtained from their implementation were analyzed by methods of analysis variance with repeated measure and Bonferroni's post hoc test in SPSS version 25 software.

Findings: The findings of this study showed that there was no significant difference between the groups in terms of reduction of interpersonal problems of students with social anxiety ($P > 0.05$). In addition, both intervention methods of dialectical behavior therapy and transactional behavior analysis led to reduce the interpersonal problems of students with social anxiety in the post-test and follow-up phases ($P < 0.001$).

Conclusion: According to the results of this study, therapists, counselors, and psychologists can use dialectical behavior therapy and transactional behavior analysis along with other treatment methods to reduce the interpersonal problems of students with social anxiety.



<https://doi.org/10.22034/ijes.2023.2010721.1462>



<https://dorl.net/dor/20.1001.1.23221445.1402.9.2.31.8>



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Extended Abstract

Purpose: The presence of anxiety is considered to be moderate, and if it exceeds that limit, it is called morbid anxiety as one of the psychiatric disorders which the prevalence of anxiety disorders is 18% and the lifetime prevalence is 28.8%. Anxiety causes excitement and disturbs the mental balance of a person, and all people constantly seek to maintain their mental balance through the modulation of anxiety. This disorder is the third most common psychiatric disorder after depression and alcohol abuse, which is more common in girls than boys and has a great negative impact on people's health and quality of life. Social anxiety is one of the most common anxiety disorders that is characterized by feelings of discomfort, anxiety and worry in relation to others and is accompanied by avoiding social situations. Social anxiety means severe fear and stress in social situations that can be examined and evaluated by others, which disrupts daily academic, occupational, and social activities. One of the problems of people with social anxiety disorder is interpersonal problems that are rooted in interpersonal experiences and learning, and the ability to establish good interpersonal communication is influenced by the child's initial relationship with parents. Interpersonal problems mean repetitive patterns in interpersonal relationships that lead to ineffective interaction through coping strategies and inconsistent responses and cause problems in interpersonal relationships. Whatever people have more problems in interpersonal relationships and their skills to deal with this issue have less in life have less chance for having a satisfying life and on the other hand, they are more likely to suffer from worry, mental distress, psychological helplessness, and neuroticism. There are many methods to improve interpersonal problems, which one of these methods is dialectical behavior therapy, which combines interventions related to cognitive-behavioral therapy based on the principle of change and eastern teachings and techniques based on the principle of acceptance and emphasizes on four components of mindfulness, distress tolerance, emotional regulation and interpersonal effectiveness; So that the first two components are related to the principle of acceptance and the other two components are related to the principle of change. Dialectical behavior therapy was designed and invented by Linehan (1993) with the aim of establishing a balance between change and acceptance so that people can regulate their emotional responses to events. This treatment method is based on the belief that some people show stronger and unusual reactions to certain emotional situations. Therefore, in dialectical behavior therapy as a structured treatment method, it helps a person to know his strengths and weaknesses, and by influencing people's thinking pattern, to modify their thoughts and actions and lead a better, more desirable and more satisfying life. Another method of improving interpersonal problems is the transactional behavior analysis, which focuses on examining the internal relationships and problems of a person and the relationship of people with others and believes that if people have healthy, sincere and honest relationships with each other and replace them with destructive, negative and humiliating relationships can reduce their own and others' mental pressures and enjoy life more while being healthy. Transactional behavior analysis was designed and invented by Berne (1961) in the framework of the theory of communication psychology, and its primary application was in solving emotional and behavioral problems. Transactional behavior analysis is a helpful therapeutic method which in it a qualified therapist by using transactional behavior analysis strategies increases a person's awareness of the problem-solving perspective. This therapeutic method to create change uses methods based on the here and now, and its purpose is to increase the cognitive awareness and improve the person emotion towards the damaged area. People with social anxiety have many interpersonal problems. As a result, the aim of this study was to comparison the effectiveness of dialectical behavior therapy and transactional behavior analysis on the interpersonal problems of students with social anxiety.

Methodology: This research was a semi-experimental with a pre-test, post-test and one-month follow-up design with a control group. The research population was female senior high school with social anxiety in governmental schools of Ashkhan city in the academic years of 2022-2023. In this study, 45 people were selected by purposive sampling method and randomly replaced in three equal groups. In the purposive sampling method, the samples are selected according to the criteria, which in this research were included the being in the age range of 14 to 18 years, agreeing to participate in the research, getting a score of 19 and above on the social anxiety inventory, not taking psychiatric drugs such as anti-anxiety and anti-depressants, not receiving psychological services in the past year, no history of drug abuse, physical disability, and no history of receiving dialectical behavior therapy and transactional behavior analysis. Also, the exclusion criteria were included the absence of more than two sessions and refusal to continue cooperation. Each of the experimental groups was trained in 10 sessions of 90 minute separately and as a group with dialectical behavior therapy and transactional behavior analysis methods, and the control group

remained on the waiting list for training. The research tool was Connor et al.'s social anxiety inventory (2000) and Barkham et al.'s interpersonal problems inventory (1996), and the data obtained from their implementation were analyzed by methods of analysis variance with repeated measure and Bonferroni's post hoc test in SPSS version 25 software.

Findings: Based on the descriptive characteristics, the mean and standard deviation of the age of the dialectical behavior therapy group was 16.40 ± 1.18 , the transactional behavior analysis group was 16.53 ± 0.99 , and the control group was 16.40 ± 0.91 . The findings of this study showed that there was no significant difference between the groups in terms of reduction of interpersonal problems of students with social anxiety ($P > 0.05$). In addition, both intervention methods of dialectical behavior therapy and transactional behavior analysis led to reduce the interpersonal problems of students with social anxiety in the post-test and follow-up phases ($P < 0.001$).

Conclusion: According to the results of this study, therapists, counselors, and psychologists can use dialectical behavior therapy and transactional behavior analysis along with other treatment methods to reduce the interpersonal problems of students with social anxiety. Also, the officials and those involved of education can consider the intervention methods of dialectical behavior therapy and transactional behavior analysis in their plans to reduce the interpersonal problems of students and take an effective step towards improving the different characteristics of students by using the mentioned intervention methods.