



The Effect of Dialogues Based on Philosophical Stories on Reducing Anxiety Symptoms in 11-12 Old Age Children in Tehran

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Published: 1 Oct 2014

Abstract

The present study examines the effect of conversation based on philosophical stories in the community of inquiry on the reduction of the signs of anxiety disorders in the children between 11 and 12 of Tehran. This semi-empirical study was conducted in terms of test and control groups. The participants of the study consisted of all fifth and sixth grade students of public schools of Tehran (n=50) chosen among the 19 education areas using cluster sampling. To do so, first, five areas were randomly chosen out of which two primary schools-Nur-e Narges and Shohaday-e Mantagheh 5-were selected among the public girl schools and all the fifth and sixth grade students were assessed using achenbach self-evaluation questionnaire (YSR) and the students suffered from anxiety disorders syndrome were accepted as the sample of the study. Then, the students were randomly divided into two test and control groups. The test group read the philosophical stories and discuss on it for an hour during 12 weekly sessions by the help of a trained teacher. After the sessions ended, again achenbach self-evaluation questionnaire (YSR) was administered to determine the effect of participation in philosophical community of inquiry on anxiety disorders in both test and control groups. Results indicated that the administration of the plan had significant effect on reducing the signs of anxiety disorders in the test group.

Keywords: Philosophical Stories, Community of Inquiry, Anxiety Disorders.

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