

ASSESSING THE EFFICACY OF DRAMA THERAPY ON PSYCHOLOGICAL WELLBEING IN ADOLESCENTS OF SENIOR SECONDARY SCHOOL

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ABSTRACT

This research study used Pearson's Correlation Coefficient statistics to establish correlations between psychological well being, behavioral improvement, interpersonal relationship skills, personal growth and self awareness, and academical improvement through drama therapy for adolescence children in the senior secondary school. Most of the research existing today on drama therapy is behavioural issues among youth, adolescence problems in the modern world, drama therapy in the school setting, drama therapy for autistic children and mentally retarded children, in this context children encounter various issues like stress in the school, drug addiction, poor academical performance, poor interpersonal skills and not having self awareness and the outcome is poor psychological well being in the society. However, it depends on children's family and the school where they study. A child's transition from middle school to senior school and senior school to senior secondary school is a crucial phase that brings in lot of challenges both for the child to adjust and those who impart education.

Samples of 118 children, among 59 under therapy group were administered with drama therapy and used general questionnaire based on Likert scale. The data revealed that 66.6% (N=59) of the children gained positive behavioural changes, 88.6% (N=59) obtained emotional stability, 89.8% (N=59) developed personal growth, 64.2 % (N=59) learnt skill adaptation, 95.6% (N=59) scored interpersonal relationship skills, 72.9% (N=59) active participation in the class room setting. The t test value greater than critical value (1.699) differentiate the control and therapy group, so it is confirmed the impact of drama therapy among therapy group and control group, behavioural changes (t=2.73), interpersonal skills (t=3.71), emotional stability (t=2.8), personal and self awareness (t=4.03) and academical improvement (4.767). Therapy group and control group achieved higher significant scored for the same objectives likewise t=2.73, t= 3.71, t=2.83, t=4.02, t=4.76 for critical value 1.69.

To this regards, ANOVA was also conducted to ensure that significant relationship exists. ANOVA statistics revealed that Drama therapy was significantly related to the objectives and a positive moderate correlation was suggested by the data across all psychological well being through drama therapy positive behavioural changes ($r=0.598>0.361$ DF 28), interpersonal relationship skills ($r=0.395>0.361$), personal growth and self awareness ($r=0.413>0.361$) and academical improvement ($r= 0.711>0.361$). The data analysis confirmed that all the variables satisfied the study in a positive way that drama therapy improved the present status of the children. A comparative experimental

study with an intervention technique and skill adaptation method (skill adaptations for Mentally Retarded children) required to establish the direction of relationship between the said variables.

Key Words: Drama therapy, Psychological well being, Adolescence, Behavioural, Personal well being, emotional well being, academic, ANOVA, t-Test, Pearson correlation, School

Introduction

Drama therapy is a meaningful psychotherapy to allow the participants or experimental group to express their feelings, solve problems and achieve therapeutic skills. Due to cathartic nature of dramatic artistic expression drama tends to promote good mental health. Drama therapy is used in a wide variety of settings including hospital, schools, mental health centers, prison, and business.

Through drama therapy the therapist can affect the changes in clients' behavior, emotional state, personal growth and skill adaptation. Participants utilizing drama therapy are often able to improve their interpersonal relationship skills through active participations.

However, the study will have been putting various efforts to achieve its efficacy among adolescents in the school at the age of 13 to 18 years. This study only focuses adolescent children in Day Star School, Manali, Himachal Pradesh.

Children are unique in nature but they dwell in universal problems like stress, anxiety and organizational mental contamination but the solution for these psychological ailments may vary from different situation with an adequate provision of good rapport that leads into ventilation of their inner mind so that one can communicate his problems with confidence using catharsis.

Adolescence is a time for rapid cognitive development that decreases egocentric thoughts (Piaget). This allows think and reason in a wider perspectives. The cognitive skills enable control and coordination of thoughts and behavior. The thoughts ideas and concepts developed at this period of life greatly influence one's future life playing a major role in character and personality formation.

To achieve a perfect body and mind in an individual he or she should considered themselves as a center of the problem or the part of the problem. Here, I want to say that the person who wants to be plays in the field he/she should have an adequate or tremendous skill in an appropriate activity rather than the rules and regulation (Researcher).

In the school, drama psychotherapy is conscious about cognitive ability of the children that starts from selective attention through introducing one or more than one stimuli, seeking improvements in both working and long term memory, processing speed, and eventually, organization of their thought processes and the use of mnemonic devices and others strategies to think more efficiently.

In the school, students are the participants utilizing drama therapy often able to improve their interpersonal relationship skills through active participation in things like solve a problem, achieve catharsis, understand the meaning of personality resonant images, explore and transcend unhealthy personal patterns of behavior and interpersonal interaction.

Drama therapy can also help students with developmental disabilities by helping them develop greater self-esteem through drama exercises that let them express themselves in a safe and validating environment and by giving them an alternative way of communicating and expressing their fears and other difficult emotions.

The process of drama therapy starts with an introduction or initiation, play time or elongation and conclusion or termination. In this time students' cognitive skills construct the event on the basis of abstract thinking and a utilization of mental speed, rationalization, feedback formation, desensitization, identify the role in him/her.

In USA 52% (humorous shows attract 52% of population) of population are interested in drama and they equip themselves and their life as in a better way (Scarborough USA+ Study, Release 2, 2012 and Scarborough/GfK MRI Attitudinal Insights).

As drama therapy has yet to develop such a framework, research in the field is problematic. However, researchers have freely borrowed from the related fields of psychoanalysis, sociology, educational drama and performance studies, among others, and are building an eclectic framework (Robert J. Landy, phd)

A study published in the official journal of the NADTA, Drama Therapy Review, found drama therapy to be an effective treatment approach for children on the autism spectrum.

European Psychiatry, the official journal of the European Psychiatric Association (EPA), published a study in 2009 that concluded drama therapy effectively reduced symptoms of social anxiety in its participants.

Review of Literature

The Greek word ‘drama’ means action and that is where the focus lies within drama therapy.

Dealing with one’s personal struggles in a ‘playful’ manner can help to offer another perspective on the problems you face.

Drama therapy grew from Jacob L. Moreno's therapeutic approach called psychodrama, which uses guided dramatic action to address issues and concerns. In 1979, the North American Drama Therapy Association (NADTA), then called the National Association for

Drama Therapy, was established. Today, NADTA provides education, advocacy, and accreditation for the field of drama therapy (goodtherapy.org).

The hand book of psychodrama (Paul Holmes et. al) illustrates that the average size of drama therapy group is between five to fifteen people. The emotional material in large groups seems to transcend the numbers and often people feel the group shrinks in size. The spontaneity of the director evokes authenticity in group members which in turn creates intimacy, which, ironically, makes the group feel smaller.

Often children don’t communicate their feelings and thoughts through only words. They have another language – that of play. Children use toys, objects and stories to attempt to understand the world around them, as well as to communicate their needs, wants and fears. A drama therapist working with children is trained to speak this special language.

Weber and Haen's book fills this need, providing a core text for graduate students and established professionals alike. Clinical Applications of Drama Therapy in Child and Adolescent Treatment is guided by theory, but firmly rooted in practice, providing a survey of the many different possibilities and techniques for incorporating drama therapy within child and adolescent therapy.

Studies have been conducted in the Smith school for social work human project. Participants identified various work settings including community mental health, inpatient psychiatric units, small non profits, and private practice. Participants identified the following categories: 46 adults with major mental illness, trauma, eating disorders, gender variant people, children and families, male adolescents with anger issues, college students, and they the worried well. Six participants stated that they believe psychodrama is an effective treatment for adolescents who have experienced trauma. One participant stated “it’s “profoundly effective, more effective I think than any other tool, any other therapeutic tool I’ve used.” (The effectiveness of psychodrama for adolescents who have experienced trauma; Corrine E. Mertz, 2013).

Drama therapy is defined as ‘the intentional use of drama and/or theater processes to achieve therapeutic goals’ (National Association for Drama Therapy (USA) (NADT) 2012). The NADT purport that behaviour change, skill building, emotional and physical integration, and personal growth can be achieved through drama therapy in prevention, intervention, and treatment settings (2012).

Drama therapists work in a wide variety of contexts: schools; mental health; general health social care settings; prisons and the voluntary sector. Clients include children with autism, older people with dementia, adolescents who selfharm, people with histories of sexual and/or physical abuse, those suffering from a

mental illness and women with post-natal depression (British Association of Drama Therapists (BADth), 2012).

This review identified eight studies on the outcomes of drama therapy, four of which matched the selection criteria. One of these was a systematic review and three were randomised controlled trials.

A further systematic review commissioned by the British Association of Drama therapists was discussed in a journal article (Dokter & Winn, 2009) but its findings could not be located on-line. No relevant articles published in Australia were found. Page | 10 Ruddy and Dent-Brown's (2007) systematic review of drama therapy and psychodrama for inpatients with schizophrenia reported five studies.

The study based on pure ideas about drama psychotherapy without plagiarism. This research had been conducted among school children for 8th, 9th, 10th, 11 and 12th classes (Adolescent children- Age group: 13 to 18 years). The drama therapy had been conducted over the period of six months with 18 different dramas included different themes; each and every drama had been focused the main issues what students were facing in their current academical session.

Significance of the study

By means of this drama psychotherapy technique researcher promoted positive behavioral changes in the experimental group. Improving interpersonal relationship skills one of the major objectives of this study to develop and ameliorate the subconscious determination. The study might permit the students to improve physical and emotional well being. Growth and self awareness of the students also listed in the importance so that stimulation through environment or through the drama might cause cognitive visualization. The main aspects of these significances could improve overall quality of life of students.

Fundamental model designed to promote healing and growth, through role play and dramatic interactions. It had been continued with rooted ideas in school settings to reduce or nullify the post traumatic stress, anxiety, depression, interpersonal relationship issues, substance abuse, behavioral issues related autism (the school is established special education, there are three children are having autism with different spectrum), rehabilitation, behavioral modification and learning difficulties.

Boosting confidence and communication skills, mental and emotional satisfaction, building friendships, rehabilitation, educational experience and youth outreach, and involvement in a well being social and cultural cause.

Body of knowledge:

Set of concepts had been formulated from the professional association of drama therapy that improves holistic approach in the school development. The growth of students mind could be possible only cognitive awareness through drama therapy; might help the students in different purview.

Gave them proper environment to ventilate their problem through counseling using questionnaire, one to one interaction, and group interaction, ask some questions, supporting and strengthening reinforcement.

Eventually, catharsis should be achievable so the children were suitable and appropriate for intervention techniques.

Research Methodology

(a) Area of concern / Issue: Selection of research area:

Researcher wanted to establish the values in psychology and social work field, so that the achievement of study may leads to career opportunity in the Social work and Psychology field. So, the research is beneficial for school settings and clinical settings, through this researcher can find good career opportunity.

Emotional changes and problems, behavioral changes, substance use and abuse, educational challenges, health problems, psychological problems, social problems, addiction to cyber space and aggression and violence are the main issues related to adolescent children in the school obtained from second hand information.

Day Star School is one of the best schools in Manali (Kullu Valley), Himachal Pradesh, India and the students studying here are from different cultural background. The school improvises the student culture through spiritual support and it brings students to be rooted in their values even though they are exposed to inflow of tourist culture and other adolescent issues. The study was researched the possible benefits of drama psychotherapy as a treatment for modality for adolescents who had experienced academic and behavior problems. There were hundred and eighteen children included in quantitative study and qualitative study.

(b) Need to be addressed by a problem solving team:

To ameliorate the students' behavior in their adolescent period there should be a proper communication to channelize the issues and address the problems in a positive way to achieve goals.

To solve and address the issues researcher had been chosen the drama therapy technique and formulated various ideas. The drama or skit or psychological activities was time based programs and the issues of the students were projected as a theme. After drama therapy students were asked to fill the questionnaire and how much their issues and problems reduced in this therapy context measured quantitatively. As per the situation the intervention techniques had been used in a proper way.

Operational definition of psychological well being:

Psychological Well-being refers to the simple notion of a person's welfare, happiness, advantages, interests, utility, and quality of life (Burris, Brechting, Salsman, & Carlson, 2009). In this study, psychological well-being meant how one scored in the Ruff scale of psychological well being.

At the most basic level, psychological wellbeing (PWB) is quite similar to other terms that refer to positive mental states, such as happiness or satisfaction, and in many ways it is not necessary, or helpful to worry about fine distinctions between such terms. If I say that I'm happy, or very satisfied with my life you can be pretty sure that my psychological wellbeing is quite high.

Objectives:

The study shall be conducted on students of middle school and senior and senior secondary school children i.e. children who have been promoted from class 8th, 9th and 10th, 11th and 12th and shall consist of the following objectives:

1. To obtain the demographic details of the sample: Name, class, father's name, family numbers, e-mail ID, contact No and address.
2. To assess the behavioral responses and pattern of the children in the class room setting: Communication, over reactivity, verbosity, positive and negative responses, verbal and nonverbal usage, body posture using general questionnaire.
3. To assess the degree of behavioral improvement in gender wise and age wise criteria.
4. To assess the degree of psychological well being among experimental group using drama therapy: Impact on gender and age, emotional development, autonomy, self acceptance, purpose in life, personal growth, happiness, mood, confidence, positive relationship with class mates, parents and teacher, spiritual and social .
5. To assess the degree of interpersonal relationship skill in the class: Mutual interaction between friends, adopt with class room environment and rapport.
6. To assess the ability of self awareness and personal growth using a general questionnaire.
7. To assess the correlation between gender and age in drama therapy experimental group and control group.

8. To assess the correlation between control group and experimental group.
9. To assess the correlation between pretest and post test.
10. To assess the relationship of mean and significance of the study with previous studies.
11. To assess the relationship between psychological activities and behavioural issues.
12. To assess the relationship between role play and emotional state.
13. To assess the Time duration and personal growth
14. To assess the skit and skill adaptation
15. To assess actors performance and interpersonal relationship skills
16. To assess the communication skills and active participation.

Selection of a Problem and performing drama therapy

Adolescent students in Day Star school facing behavioral, psychological, adjustment, academic problems. So these problems will be focused mainly in this study, and how drama therapy can influence their role and how it can produce good result among experimental groups.

Researcher was made a table for drama therapy in each month 2 to 3 activities would had been conducted. There were 6 psychological activities and 12 drama /skit performed in front of the adolescent children between the ages of 13 to 18.

Hypothesis proposed

H₁ =Gender and Age Interaction would have significant effect on positive behavioral changes after drama therapy.

H₂ =Gender and Age Interaction would have significant effect on improving interpersonal relationship skill through drama therapy.

H₃ =Gender and Age Interaction would have significant effect on improving emotional well being through drama therapy.

H₄ =Gender and Age Interaction would have significant effect on achieving personal growth and self awareness through psychological drama therapy.

H₅ =Gender and Age Interaction would have significant effect on achieving educational qualities through psychological drama therapy.

H₆=There would be a statistically significant relationship between actors performance and active participation of the boys and girls group.

H₇=There would be a statistically significant relationship between the metaphors /symbols and skill development corresponding academic and vocational improvement.

H₈= There would be statistically significant relationship between psychological activities and behavioral changes

H₉= There would be statistically significant relationship between role play and emotional state

H₁₀ = There would be statistically significant relationship between time duration and personal growth.

H₁₁ = There would be statistically significant relationship between skit and skill adaptation.

H₁₂ = There would be statistically significant relationship between actor's performance and interpersonal relationship skills.

H₁₃ = There would be statistically significant relationship between communication skill and active participation.

Research Variables:

Independent variables of this study were

1. Psychological activities,
2. Role play,
3. Time duration,
4. Skit,
5. Actor's performances,
6. Communication skills,
7. Metaphors and symbols.

Dependent Variables like

1. Behavior changes
2. Emotional State
3. Personal growth
4. Skill Adaptations
5. Interpersonal relationship skill
6. Active participation
7. Academical improvement

Research Design

Plan of the study: Drama therapy study was well planned and proceeded with well defined goals and objectives. The availability of skills of the researcher and staffs had been technically observed. The objective of the problem studied.

Sample/Sampling frame:

It is a source of material, the population is derived from the school, their name and contact number had been collected from school office. The sample was taken from 8th, 9th and 10th class about hundred and eighteen from the population of five hundred and fifty. Pre surveys and pilot studies were removed the bias about the information was given by the office.

Sampling frame for this study contain eighty students with their contact information, logically it was framed (Girls and Boys category), the advanced sampling frames is taken from school drop box and MCB software, the population interest only focusing adolescent children and there would be an update of population especially absenteeism.

Experimental Groups:

The study had been conducted in Day Star School, Manali (Himachal Pradesh), there are five hundred and fifty children studying, among them one hundred eighty children are adolescents. Majority of the students were participated from 8th to 12th classes they were about fifty nine including two mentally retarded children.

The school is running special education department is having sixteen children among them two autistic children, two Down syndrome children, two deaf and dumb, two motor impairment children, five mentally retarded children and three global development delay children.

The drama therapy was focused majority of the school children to improve cognitive behavior as well as academic.

Strategy for the study: In the school, gathering students during assembly or devotion time would be a well planned approach. The place to perform this drama therapy for 59 adolescent children from 8th, 9th and 10th classes was listed out. Title of the drama, timing, participants and role players list were listed in the schedule.

Time period: Researcher had been taken 10 months to complete this project from August 2018 to May 2019. During this time period monthly one drama had been conducted in the main assembly and two dramas specifically for 8th, 9th and 10th children. So the total number of drama 3 were been conducted.

Descriptive research design method is used for this study because of large sample and sampling techniques uses probability method. It can be generalized depending on sample size method. Cost of the research is about medium and time taken for this study would be moderate.

Mixed method research methodology:

The study researched the possible benefits of drama psychotherapy as a treatment for modality for adolescents who have experienced academic and behavior problems. There were hundred and eighteen were researched through quantitative study.

This study adopted a mixed methods research approach. Kemper (2003) define mixed methods design as a method that includes both qualitative and quantitative data collection and analysis in parallel form. Bazely (2003) defines this method as the use of mixed data (numerical and text) and alternative tools (statistical and analysis) but apply the same method. In this study researcher use both paradigms for another phase of study.

Tests/tools for data collection.

A questionnaire for survey method:

A questionnaire is a form containing a set of questions, especially addressed to a statistically significant number of subjects, and is a way of gathering information for a survey. It is used to collect statistical information or opinions about people.

General questionnaire was strict with drama therapy goals and objectives; there were 30 numbers of questions. There were six important aspects bearing 5 questions each. 1. Behaviour (5 questions), 2. Interpersonal skills (5 questions), 3. Physical and emotional well being (5 questions), 4. Personal growth and self awareness (5 questions), 5. Educational qualities (5 questions), 6. Quality of life. The Likert scale was used to find out the numerical values given by the students.

Qualitative study research tools:

It involves data collected from participant observation, in-depth interviews, questionnaires and focus group interviews. Target audiences (adolescent children in the school) are engaged with in-depth interviews or focus groups (group interviews).

Methods of data collection procedure

A proper Documentation was prepared prior to the commencement of data collection activity. It included a Letter of Consent/Communication form and Project brief along with the questionnaires for the children.

Once finished the drama therapy the researcher had given brief introduction of questionnaire Doubts & queries around the tests were resolved before the responses were collected. Assurance of confidentiality of information was provided and maintained. Purpose of the study and instructions of the tools, was explained before administration of the questionnaires and asked experimental group to complete the questionnaire as well as the control group. There were no issues to collect the questionnaire

Statistical analysis and techniques:

Questionnaires numerical data brought for statistical analysis. The software for this quantitative data was Statistical Package for Social Science (SPSS). Parametric test used because the information about population is known and used Pearson correlation test. Pearson's Correlation Coefficient ($-1 < r < +1$) was used to get the correlation coefficients of different objectives.

t-test: The t-test, statistics was evaluated to assess significant difference of Means exists between control and experimental group of 14,15 and 16 year children. Here two tailed test with paired test had been conducted (t test value =less than 1.96 or 2 accepted)

To determine the differences in adolescents various relationship with parents, friends, and teachers between a variety of positive improvement in behavior, interpersonal relationship skills, physical and emotional well being, improvement in academics, and personal growth and self awareness, researcher used two-way ANOVA and the techniques would had been employed for gender and age ($P \leq 0.05$).

DATA EXPLANATION:

Independent Variables	Dependent Variables	Range/Degree
1. Psychological activities	1. Behavior changes	High (5) 3* Low (1) * factor score (average)
2. Role play,	2. Emotional State	High (5) 3* Low (1) * factor score (average)
3. Time duration,	3. Personal growth	High (5) 3* Low (1) * factor score (average)
5. Actor's performances,	5. Interpersonal relationship skill	High (5) 3* Low (1) * factor score (average)
6. Communication skills,	6. Active participation	High (5) 3* Low (1) * factor score (average)

Tools/Scales used	Variable	Range/Degree
Demographics	Age	Open ended. (14,15,16,17,18)
	Number of siblings	Open ended
	Number of Family	Open ended
Behavioural changes	Behavioural issues,	High (5) 3* Low (1)
Interpersonal skills	Cordial relationship,	High (5) 3* Low (1)
Physical and emotional	Manage stress, fit and	High (5) 3* Low (1)
Self awareness and	Class room management,	High (5) 3* Low (1)
Education	Anxiety, improvement in	High (5) 3* Low (1)
Overall quality	Happy living situation,	High (5) 3* Low (1)

RESULTS

Qualitative Data Analysis

Test how the variables associated with the scores obtained from the questionnaire.

Table 1.1: Pre test analysis sheet with different variables for 118 children + 2 (MR Children)

Variables	I	I	I	Score			Mean			%			SD
				I	II	III	I	II	III	I	II	III	
Psychological activities	2	5	4	56	15	16	6.	2.	2	15	40.	43.7	57.4
Role play Vs Emotional	3	6	5	6	19	24	74	2.	1	1.	42.	55.7	121.
Time duration Vs	4	3	3	75	10	17	4.	3.	2	21	29.	49	49.5
Skit Vs skill adaptations	3	3	4	54	10	20	6.	3.	1	14	29.	55.2	78.1
Actors performance Vs	-	5	6	-	16	17	-	2.	2	-	48.	48.9	98.7
Communication skill Vs	2	2	9	4	60	39	11	7.	1	0.	13.	86.6	210

Table 1.2 Post test analysis sheet with different variables for 59 children (+2 MR Children) in the Experimental group.

Variables	I	II	III	Score			Mean			%			SD
				I	II	III	I	II	III	I	II	III	
Psychological activities	5	-	9	80	-	40	1.	-	3	66	-	33.3	28.2
Role play Vs Emotional	5	-	3	94	-	12	0.	-	8	88	-	11.3	57.9
Time duration Vs	5	3	-	80	9	-	1.	9.	-	89	10.		50.2
Skit Vs skill adaptations	1	2	2	14	60	18	1.	3.	1	64	27.	8.2	61.9
Actors performance	5	-	1	89	-	4	1.	-	2	95	-	4.3	60.1
Communication skill Vs	5	-	9	70	-	36	1.	-	2	72	-	27.1	24.0

I=Agree, II-Average, III Disagree

Table 2.1: Two Way ANOVA :- between experimental group boys and girls

	Sum of squares	d.f	Mean square	F score	D.F for 0.05%
Sum of squares 1 st factor gender	5.26	1	5.26	0.627	3.4
Sum of squares 2 nd factor Age	11.5	2	5.75	0.686	3.4
Sum of squares within (error)	201.2	24	8.38		
Sum of squares both factors	5.26	2	2.63	0.31	3.4
Sum of squares total	212.7	29			

Only behavioural objectives shown here

T Test Result:

Table 3.1: t-Test between control group and experimental group for all category

Control (Mean)	SD	Experimental(Mean)	SD	t Test value	t-Table Value
38	7.04	17.9	3.3	2.7325E	1.699
40.56	7.5	21.06	3.8	3.71152E	1.699
34.2	6.3	17.63	3.2	2.83493E	1.699
31.86	5.9	18.33	3.4	4.0238E	1.699
30.26	5.6	20.06	3.7	4.76749E	1.699
30.7	5.7	21.37	3.9	0.000176E	1.699

Table 4.1 Pearson correlation table:

S.No	Independent Variable (X)	Dependent Variable (Y)	Mean	r Value
1.	Psychological well being through drama therapy	Positive behavioural changes	38.90	0.598
2.	Psychological well being through drama therapy	Interpersonal relationship skills	35.67	0.395
3.	Psychological well being through drama therapy	Personal growth and self awareness	37.16	0.413
4.	Psychological well being through drama therapy	Academical improvement	35.29	0.711

IV- independent variable, DV- Dependent Variable

Discussion:

Adolescent children in the senior secondary school need lot of improvement in their curricular and co-curricular activities. The study had been conducted over here represents their problem in the school as well as in the family. Children with behavioural issues, educational issues, physical and emotional issues need lot of attention hopefully it would be given by parents and teachers. The characters of the children follow the written rule in the school so that it would be difficult to find a person with positive and negative attributes.

Pretest analysis depicted that how the variables interact with each other or not, if a child has previous exposure to drama he or she might trigger the ideas on the questionnaire rather one who is not supposed to have the previous knowledge. Here, 118 children were sat for the pre test, the maximum score 160 for disagree category received 43.7% with the lowest mean of 2.3 as well as children scored 56 under agree category having 15% with the highest mean 6.5 (having prior knowledge), so that the SD of this psychological activities verses behavioral changes is 57.42 and other objectives also having higher SD meant that mean of the population highly deviated from the original population mean. Table 1.2 illustrated that Post test analysis between 59 children and their various responses regarding different objectives show that mean of the population slightly deviated from the original mean.

Table 2.1 : Two way ANOVA results for different objectives of experimental group of boys and girls fall in ($P=0.31 \leq 0.05$), ($P=0.26 \leq 0.05$), ($P=0.16 \leq 0.05$), ($P=0.247 \leq 0.05$), ($P=0.39 \leq 0.05$) ($P=0.247 \leq 0.05$) insignificant level, illustrated that the F-value is smaller than the table values and the finding was, both groups are sharing similar scores after drama therapy where as previous test scores between the two groups significantly higher.

Table 3.1 inferred that the t- Test between both control group and experimental group, there would be six objectives had been brought for t- test, here paired two tailed test had been used to get the value. The sample was from the same population so that the paired t test as well as upper bound and negative bound considered for two tailed test.

The t value of behavioral changes objective in the both population (control group and experimental group) shows that 2.7325 and for the 0.05 (95%) confidence level is 1.699, here the t- value is greater than table value so that the Null hypothesis is rejected likewise $t=3.71$, $t=2.83$, $t=4.02$, $t=4.76$. There would be higher significant difference from this control and experimental population.

Table 4.1:- Pearson correlation between independent variables and dependent variables brought for discussion that psychological well being through drama therapy can ameliorate the children's dependent variable settings, as for the table is concerned the r value is fitting with + correlation. X (IV) and Y (DV) have a strong positive relationship ($r=+1$), the r value of drama therapy vs behavioural changes have a strong positive relationship (0.598) therefore, using alpha ($=0.05$) of degrees of freedom 28 is 0.361. The r value is greater than α value is therefore the Hypothesis is rejected and it shows there is a relationship between drama therapy as well as positive behavioral changes. Person with good psychological well being is considered one of the qualified mental intelligent and therefore they can change their behavior with an immediate effect through drama therapy. Other objective values of the table show interpersonal relationship skills= 0.395, personal growth and self awareness=0.413 and academical improvement =0.711.

There would be significant difference from the pretest and post test group as well as the experimental and control group show large variation in their outcome. Based on these statistical techniques I found experimental group improved their behavioural, academical, interpersonal, self awareness, physical and emotional and overall quality criteria in a disciplined manner.

Conclusion

In the course of researching and writing this dissertation, my concept of drama therapy has been enlarged – indeed, it is more accurate to say that it has been exploded. I have learned much about the origins of drama therapy, drama as a therapy, how drama therapy can be used through a director's technique, and the role and theories of various influential drama therapists. My own work as a researcher greatly benefitted from studying reviews of case studies where drama therapy was used in a senior secondary educational setting.

In this study most of the children in the experimental setting improved their academical achievement, in the unit test children, also did well in the annual examination I asked to children how it was possible they replied back because we control our emotion as well as concentrated in the studies, and your drama and other psychological activities helped us to move forward. One of the child in the experimental group and she scored A level in the annual examination (C level to A level).

Two mentally retarded children namely Arpan (14 Years) and Gopal (16 Years) were benefitted through Drama Therapy and they were sent for transition program for skill development, the assessment is given in the appendix as well as a plan chart prepared for them to achieve the simple target according to their mental ability.

Lesson plans inspired by drama therapy and devised by education specialists also have been beneficial to me in a practical way. My study of drama therapy and its use in secondary education has allowed me to reach several conclusions, summarized below

1. As a secondary school educator, the articles and case studies on drama therapy and its use in high school settings were most enlightening. I found it interesting to see how different assessments were made based on the group's gender. Secondary Girls demonstrates how peer pressure, rage, and violence can be displayed during a dramatic scene. The "Girls" showed volatile emotions towards an innocent person when they were put in a guilty person's shoes. The role reversal technique was used during this session.

2. Secondary Boys was the exact opposite of Secondary Girls. In this case study, the "Boys" were emotionally drained and needed an outlet because their grades were dropping; each showed physical signs of stress, such as red eyes and bags beneath the eyes. Like most teenagers, the boys were stressed out and looking for ways to break free. Dramatic play allowed the boys to physically release stress. This gave Slade the chance to use positive reinforcements.

3. I have also learned that in drama therapy the client(s) are working to resolve specific emotional issues. There is a difference between drama therapy and the therapeutic nature of theater activities. Theater by its own nature is therapeutic because in theater one engages in such activities as role play and role reversal. It is for these and many other reasons that I am not proposing that high school teachers should be able to diagnose students with emotional or social issues. Drama therapy is its own specialized field and one should obtain a degree to become a licensed drama therapist before attempting to use these techniques to diagnose or treat specific mental illnesses.

4. Day star school children helped me in many ways they wanted to participate in the drama therapy session but only experimental group allowed for drama therapy session, once the introduction given the children accepted the advice. Children and teachers are welcomed drama therapy anyhow their appreciation was welcomed by researcher. Children of the experimental group benefitted lot they need lot of moral support as well as need some intervention techniques also.

Suggestions for future research

Teacher Workshops on Drama Therapy

If educators could understand the emotional basis of their students' behaviors, perhaps they could handle classroom behavioral problems more effectively. For these and other reasons it would be beneficial to hold workshops in which teachers could learn how to use a different mode of interacting with students. The students could benefit from drama therapy workshops by learning about natural emotions and how to handle negative influences.

Evaluation of Drama Therapy Sessions:

During the course of my research, I did not form a clear picture of how the drama therapist evaluates progress and success. With further studies into the final outcome of drama therapy, an educator, leader, or director can determine whether this emotional state is short or long term.

Solving Problems through Drama Therapy:

In most drama therapy sessions there is a basic format or guideline established by the drama therapist. Lack of sufficient space, interruptions, and control are some of the issues that Jennings faced while practicing drama therapy in a secondary education setting (Jennings 81).

Introduce drama therapy in the morning assembly: Most of the schools conduct assembly in the morning session; it would be advised that the school should include drama therapy in their morning as well as in their cultural activities that could improve the student's emotional and behavioural responses in the school firmly.

Train up the children those who want to participate in the drama therapy: Children in the adolescent state want to do many entertainment, but some or willing to do drama also, in order to appreciate their involvement the school should take initiative to find the person's talent.

Use it as a part of cognitive and Behavioural therapy: Drama therapy is a mirror to identify the problems faced by the children and even it can refer the children for intervention therapies like dialectical therapy and other cognitive therapy.

Introduce drama therapy as a subject: For a purpose vocational training boards and school can introduce the drama therapy curriculum in the secondary schools.

Drama therapy scale can be formulated: For the sake of drama therapy there could be a possibility to formulate a scale for this; students showing different responses orally according do that the scale can be prepared.

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