

Exploring the Impact of Group-Based Psychodrama Techniques on Reducing Hostility in Adolescents

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Article information	Abstract
<p>Key words</p> <p>Psychodrama, Hostility, Adolescence</p> <p>Received 02 06 2025, Accepted 15 06 2025, Available online 16 06 2025</p>	<p>Short abstract. This study aims to examine the effectiveness of group-based Psychodrama sessions in reducing hostile behaviors among young adolescents in Libya. Employing a mixed-methods approach, both quantitative and qualitative data were collected through purposive sampling. For the quantitative aspect, a survey was conducted to assess aggression levels in adolescents from 10 preparatory schools in Misurata, with a sample of 350 students aged 13 to 15. These students were selected by school counselors based on two criteria: a history of high aggression and a willingness to participate. In the experimental phase, 66 students from one school were split into two groups: the experimental group (33 students) and the control group (33 students). The results revealed a significant decrease in hostility and a notable improvement in problem-solving abilities among students in the experimental group, as indicated by the mean score differences when compared to the control group.</p>

I. Introduction

Aggressive behavior among adolescents has been steadily escalating, and addressing these issues through interventions, such as immediate support and ongoing engagement with the mental health system, comes at a significant financial cost (Ahmed, 2005). Beyond the substantial financial burden on society, these behavioral issues also lead to emotional pain and distress for the adolescents, their families, peers, and anyone else affected by their actions. Adolescents displaying behavioral problems often face major challenges in adjusting academically and in forming healthy social relationships with their peers (Chen et al., 2010).

Behavioural problems are considered a serious challenge affecting the well-being of communities and educational processes. Therefore, hostility behaviour is one of the problems attracting the attention of scholars of the previously mentioned studies (Ahmed, 2005). Many Libyan scholars conducted different studies in this regard, and many researchers showed a continuous interest in investigating aggressive behaviour, such as that of delinquent behaviour. Examples of such investigations are the following studies by Farag (1975); Sabry (1989); El-Kadem (1995); El-Dousseki (1998); Nansel (2001); Awad (2002); Altif (2005); Gezait, See, and Melissa (2013). These studies reflected a dramatic increase of hostility among adolescents and a gradual escalation in the figure of aggressive behaviour among Libyan school students. Libyan students' aggressive behaviour takes numerous forms, including

violence and hostility against classmates, destroying school and government property, bullying and annoying school teachers and principals.

In other hand, it has been demonstrated that in the Arab world and Libya in particular, there is a need to refocus on the field of psychotherapy to reduce the level of aggression such as hostility, as well as to investigate the effectiveness of some programmes, such as psychodrama in the therapy to help adolescents with their problems. Psychodrama is a collective therapeutic method that has demonstrated to be feasible in treating people of different ages with emotional problems as well as those with various behavioural disorders. Furthermore, the previous studies highlighted a need for further studies on the use of psychodrama as a means of addressing the aggressive behaviour of adolescents (Karats, 2009).

1.2 Instruments

The quantitative method was employed to collect the research data. Sekaran (2003) defined questionnaire as “a reformulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives (p 130). For the purposes of this study, the data were gathered using a questionnaire type recommended by Buss and Perry in 1992. For the qualitative study, data were gathered using the researcher’s observations, videotapes, and interview questionnaire.

1.3 Procedure Study

The hostility scale used in this study was the scale modified by Can (2002), which has been adapted to the Arabic context. The scale was used to measure the dependent variable of the study. The measurement scale was distributed to the experimental and control group as a pretest. Then, the experimental group was subjected to psychodrama intervention, for 12 sessions throughout 6 weeks, while the control group was not given any intervention. Then, after the intervention sessions were completed, the experimental and control groups were asked to answer the hostility scale again for a posttest. Finally, the results of the interview, researcher’s observation and review of the videotape were used to explore the effect of the intervention in reducing aggressive behaviour.

1.4 Research Design

A research design is an overall plan for conducting a research study. According to Creswell (2009), research design is an approach to integrate various elements of a research project in a consistent and coherent fashion in order to address a predefined set of study questions. In the current study, the selection of research approaches and methods of data collection was based on the nature of inquiry, the nature of the population, the nature of hypotheses and variables and by the research questions (Berg, 2009; Bryman, 2008; Cohen et al., 2007; Creswell, 2008). This study adopted a mixed methods research design based on the nature of the variables and research questions, which necessitated the one after another gathering of quantitative and qualitative data. This mixed method offered the opportunity for elaboration, clarification, explanation, and confirmation of data (Jang et al., 2008, p. 221).

Moreover, the flexibility of this approach could lead to better understanding of the issue under investigation (Bryman, 2008, p. 24).

In addition, qualitative methods were used in this study to further explain and triangulate quantitative findings of the selected data. According to Creswell (2003), the rationale behind this technique is to have qualitative data and results that can provide a general picture. Such a technique further helps refine, extend, or explain the picture generally.

Therefore, in this study, the combination of different research methods provided an opportunity to disclose how psychodrama intervention, can reduce the level of four types of aggressive behaviour. The present study used Singal (2003) as the basis of the criteria for data collection. This current research was implemented in two phases; the first phase contained 350 students with aggressive behavior, selected using purposive sampling by the school counselor; and these eligible students were invited to answer a survey questionnaire to identify their level of four types of aggressive behaviour.

In the second phase, the study adopted a triangulation approach, by gathering the data from a variety of sources and checking for consistency across these sources. The process involved researcher's observations, use videotapes, and carrying out interviews to determine the effectiveness of psychodrama intervention on research subjects. This entire the process of research design is graphically illustrated in Figure 3.1.

A survey questionnaire was used as a posttest to measure the effectiveness of the intervention used (psychodrama intervention) on the sample population (young adolescents). The questionnaire instrument was designed to measure the effect of psychodrama intervention on the hostility behaviour which contained 8 items designed to test the effect of the intervention on "hostility. For further simplification on the whole conceptual framework, please refer to the model depicted in Figure 3.1.

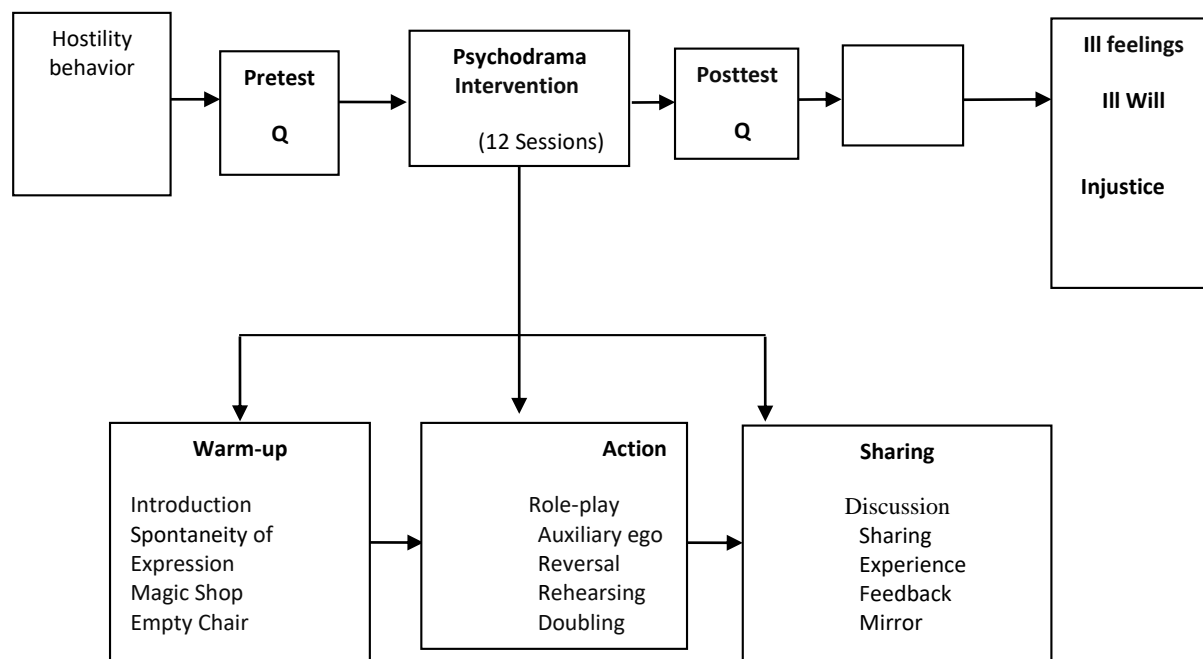


Figure (1) Research Design

1.5 Data Analysis

In this study, statistical analysis was used to explore experimentally the effects of the independent variables on the dependent variables. In this research, the Statistical Package for a Social Science (SPSS) version 20 was specifically used for data entry and data analysis. Mean and standard deviation of the variables were calculated. A two-way ANCOVA was used to investigate whether there are any significant differences in the four types of aggressive behaviour between experimental and control group. Furthermore, qualitative methods such as researcher observation, videotape, and the interview was used to investigate the views of group therapy about the effects of psychodrama interventions in reducing their aggression.

1.6 Quantitative Results

To test the hypothesis whether variable group has any significant differences in the posttest hostility score between the control group and the experimental group in terms of their report, a two-way ANCOVA was conducted to compare the difference between the posttest scores on both groups together (control and experimental groups). Preliminary analysis was conducted to check the assumptions of ANCOVA. The regression slopes were checked as indicated in Table 4.14.

Table 1
Levene's Test of Equality of Error Variances

Dependent Variable: Overall Posttest Hostility			
F	df1	df2	Sig.
0.88	1	64	0.35

The Levene's test showed a significant value of 0.35, which was not significant, indicating that the variances are equal and the assumption of equality of variance is not violated because the sign value is 0.35, which is much larger than 0.05.

Table 2
Descriptive Statistics on Hostility

Groups		Dependent Variable: Hostility Aggression						
		Pretest		Posttest				
		Mean	SD	Mean	SD	Mean	<i>t</i>	Sig
Group 1(Experimental)								
Total	33	3.52	5.03	2.37	3.27	1.15	8.86	.000
Group 2 (Control)								
Total	33	3.60	5.44	3.44	5.71	0.16	1.48	.148
Overall Group								
	66	3.56	5.21	2.91	6.33	0.65	6.33	.000

The results of the means and standard deviations illustrated in Table 4.15 indicates that there was a significant difference at the level of hostility mean scores between pretest ($M=3.52$) and posttest ($M=2.37$) mean scores of the experimental group ($t = 8.86$; $p < 0.05$). Moreover, there was an insignificant difference between the mean hostility scores of the pretest ($M=3.60$) and posttest ($M=3.44$) mean scores of the control group ($t = 1.48$; $p > 0.05$). Based on this finding, it can be stated that psychodrama intervention had a significant effect on experimental group in decreasing their level of hostility score. However, the mean score of the control group in posttest was not significantly decreased. And finally, there was a significant difference at the level of hostility mean scores between pretest ($M=3.56$) and posttest ($M=2.91$) mean scores of the overall group ($t = 6.33$; $p < 0.05$).

Table 3
Tests of the Between-Subjects Effects

Dependent Variable: Total Posttest Hostility						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1447.49	2	723.74	39.35	.000	0.56
Intercept	356.70	1	356.70	19.40	.000	0.24
TpreHA	225.43	1	225.43	12.26	.000	0.16
Group	1153.77	1	1153.77	62.74	.000	0.50
Error	1158.64	63	18.39			
Total	38260.00	66				
Corrected Total	2606.12	65				

a. R Squared = .555 (Adjusted R Squared = .541)

Table 4.16 shows a value of 0.50, which is not significant. This indicates that the assumption of homogeneity of regression slopes was not violated. Furthermore, the descriptive statistics (Table 4.15) shows that there were no missing data.

In the test of between subject effects, Table 4.16 shows that there was a significant effect on the independent variable groups a significance level of 0.00. This means that the differences in the group variable (experimental and control) was significant. In this case, it can be suggested that there was a significant difference in the independent groups (experimental and control groups).

In the estimated mean, Table 4.17 shows that group 1 (the experimental group) had a mean score of ($M=2.38$), while group 2 (the control group) had a mean score of ($M=3.43$). This indicates that the total posttest hostility was higher in the control group compared to the experimental group.

Table 4 Group

Posttest Hostility of Experimental and Control Groups				
Groups	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Group (Experimental)	2.38	0.75	17.56	20.55
Group 2 (Control)	3.43	0.75	25.94	28.93

Note. a = Covariates appearing in the model are evaluated at the following values: Total Pretest Hostility Aggression = 28.47.

Statistical two-way between-group analysis of covariance was conducted to compare the effectiveness of psychodrama interventions in reducing the participants' aggression. The independent variable was the type of intervention (psychodrama treatment), and the dependent variable consisted of scores on the statistical test for aggression administered before and after the intervention was completed. The participants' scores on the total pretest administration of the statistical test of hostility were used as the covariate in this analysis. Preliminary checks were conducted to ensure that there was no violation of the assumptions of normality, linearity, homogeneity of variances, homogeneity of regression slopes, and reliable measurement of the covariate. After adjusting the pretest scores, a significant difference was found between the two groups (experimental and control groups) on posttest scores on the statistical test for hostility [$F(1.50) = 62.74$; $p = 0.00$, partial eta squared = 0.50]. This indicated that there was a significant difference for groups in the pretest and posttest scores of hostility, as indicated by a partial eta squared value of 0.50. According to Cohen (1977), partial eta squared (η^2) = .01 is classified as a small effect, .059 as a medium effect, .138 or above as a large effect. Partial eta squared for the group interaction in Hypothesis 4 was 0.50, which is considered a large effect according to Cohen's (1977) standards.

The results of the exploratory analysis provided evidence that the intervention group (Experimental Group) reduced hostile behaviour and increased positive behaviours after participating in the intervention. Figure 4.17 clearly illustrate the positive changes in the experimental group. As a result, the null hypothesis was therefore rejected. . This result was similar to the finding reported by Amatruda (2006); Owusu-Banahene (2008); and Karatas (2009). Their studies found a statistically significant difference in the total posttest hostility score in the control and experimental groups after controlling for the total pretest scores at p -value = .001.

1.7 Qualitative Result

The results from the analysis of qualitative data were obtained through researcher's observation, the review of the video tapes, and interview with the experimental group. The results supported the quantitative findings. As a whole, intervention was found to be effective in reducing aggressive behaviour among Libyan young adolescents.. Meaningful changes have occurred, indicating that psychodrama intervention could reduce aggressive behaviour among young adolescents. This result is consistent with the studies of Fong (2006); Hecker (1978); Karatas (2009); Milosevic (2000); Smeijsters and Cleven (2006).

1.8 Conclusion

The findings show that hostility level of the participants who were in the experimental group were dropped significantly and problem solving levels were increased compared to the control groups when the range mean is taken into consideration. In accordance with the qualitative findings, improvements in the behavioural attitudes of the participants, in general, were observed. The participants presented examples observed by the researcher as well as examples of changed behaviour in the group members as an outcome of the interview process. The participants were observed to gain increased levels of self-awareness and demonstrated that they enjoyed the experience of taking part in the psychodrama intervention by rehearsal and reversal of their past problems within the context of group support.

A. References

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استكشاف تأثير تقنيات العلاج الجماعي بالدراما النفسية في تقليل العداء لدى المراهقين

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الملخص

يهدف هذا البحث إلى تقصي أثر الدراما النفسية في الحد من السلوك العدواني لدى المراهقين الصغار في ليبيا. استخدمت هذه الدراسة الأسلوب كمي و النوعي في التصميم المنهجي للبحث. في الجانب الكمي تم استخدام استبيان المسح لمسح مستوى السلوك العدواني لدى المراهقين الصغار في 10 مدارس إعدادية في مصراتة. تكونت العينة من 350 تلميذاً تتراوح أعمارهم بين 13 و 15 عامًا ، تم اختيارهم باستخدام العينة المقصودة. اما فيما يتعلق بالجانب النوعي فقد تم اختبار المرشد النفسي من كل مدرسة كمعيار نوعي للقياس درجة تأثير البرنامج العلاجي في الدراما النفسية. حيث أفادت التقارير ان العينة التي تم اختيارها هي علي درجة عالية من العدوان ؛ ايضا ، كانوا على أمس الاستعداد للمشاركة في هذه الدراسة. بالنسبة للقياس النوعي ، تم اختيار 66 تلميذاً من مدرسة واحدة ؛ ثم قسموا إلى مجموعتين: المجموعة التجريبية (33 تلميذاً) والمجموعة الضابطة (33 تلميذاً). أظهرت النتائج أن مستوى العداء للمشاركين الذين كانوا في المجموعة التجريبية قد انخفض بشكل ملحوظ وزادت مستويات حل المشكلات مقارنة بمجموعة الضابطة عند أخذ متوسط المدى في الاعتبار.

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الكلمات المفتاحية:
العلاج الجماعي، الدراما النفسية، المراهقين، مصراتة