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# Effects Of The Drama Course On Psychological Well-Being Of Physical Education Teacher Candidates

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**ABSTRACT**

This study was carried out to determine whether the drama course has any effect on the psychological well-being levels of the 4th grade students who study at the Department of Physical Education and Sports Teaching at the Faculty of Sport Sciences. The research group consists of 39 students studying at the 4th grade in the Department of Physical Education and Sports Teaching at the Faculty of Sport Sciences of Selçuk University in the fall semester of 2016-2017 academic year. The study was carried out in accordance with the pre-test - post-test model and the scale was applied to students at the beginning of the academic year and at the end of the semester after 14 weeks drama lesson. Drama lessons were taught for 4 hours per week according to the curriculum. "Psychological Well-Being Scale" developed by Ryff (1989) and adapted to Turkish by Cenkseven (2004) was used as the data collection tool in the research. In the analysis of the data, t-test (Paired-Samples t test) was used for the related measures from the parametric tests. Significance level in the study was taken as 0.05. As a result of the research; it was found that there was a difference in favor of post-test scores between pre-test and post-test averages of all subscales of the candidate teachers' psychological well-being scale (positive relationships with others, autonomy, environmental dominance, individual development, life purpose and self-acceptance) but this difference was not significant at the 0.05 level.

## Introduction

It is the factors related to emotional development that affect our internal world from our environment or whether our emotions from within us are pleasant to us. Drama has played an important role in supportting positive and emotional development of people. In drama education, children will be subjected to a learning process through experience, while being influenced by their

relationships with their group of friends along with their role on the other side, they will be free from many negative attitudes and behaviors. Because there is constant interaction and activity in drama. They are personally included in this process with the roles they play. Drama activities lead to emotional relief by allowing the individuals to act independently and freely in their own world (Karakaya 2007).

Drama is a method that can be used in many areas. The course covers a wide range of drama activities ranging from basic courses such as Turkish, history, geography, mathematics, and psychology to fields such as economics, politics, industry, and human relations. Drama is also used in fields such as art education, teacher education, drama teacher education, police education, military education, cook education and also in the education of problem solving methods (Fulford et al. 2001, Levent 1999).

Creative drama in education is regarded as a method used in constructivist approach because knowledge is reconstructed by using cognitive processes instead of directly receiving information given by teacher in creative drama focused education (Duatepe and Akkuş 2006). More importantly, in learning and teaching, teachers and students participate in the lifelong learning and discovery process together. Creative drama studies offer active environments where individuals can take their creativity to the forefront, interact and communicate at a high level, perform, experience, enjoy, and realize themselves by using their cognitive, affective, and psychomotor capacities.

There may be no beginning and ending parts in drama studies. However, it is an activity with certain rules and endless freedoms in these rules. Things that occur during drama are created at that moment for the first time. Whether things that occur are right or wrong is out of question (Ömeroğlu and Can 1999, San 1996). For this reason, it is not right that the leader who conducts drama studies interprets what has been done wrongly or correctly. If the leaders judge the studies done, participants are prevented from enjoying the drama process.

At the beginning of the specific methods of the drama comes communication, pantomime (non-verbal communication), improvisation, use of body language, demonstration, imitation, empathy, role playing, imagination, acting, and evaluation. The drama also uses all kinds of teaching methods and techniques used in education and training. Thus, a work of art emerges (Aris 1995). Art is one of the cornerstones of education and teaching. When it is missing, there may be gaps in personality and social development as well as negative effects. The drama has also a relationship with art. Education and teaching with art helps students learn to think, develop physically and spiritually and open the ways of creativity for them (İspiroğlu 1994).

The sign of the individuals being spiritually healthy is the continuity of well-being. Well-being is a way of life (Myers etal. 2004, Myers et al.2000). The concept of well-being is defined as "the best level of health that the individual integrates physically, mentally and spiritually while living entirely in the human and natural community, and the way of life that leads to well-being". The similarity of the definition of well-being and health is complex and confusing. The current literature has clarified and used it in international research by linking the concept of well-being with similar terms understood by

many cultures, such as goodness, quality of life, life satisfaction, happiness and general satisfaction (Foster and Keller 2008).

The definition of well-being by Ryff (1989) and the multiple psychological well-being model he has developed form the theoretical basis of the concept of well-being in this research, which seems to be explained by different perspectives. Ryff (1989) emphasizes that well-being should not be seen as happiness, but as self-development. For this reason, in his studies about well-being, especially psychological well-being, he has been influenced by the concept of developmental psychology, self-realization, functionalism and maturation and the perspective of explaining mental health with positive criteria. As a result of this interaction, he has defined psychological well-being as positive psychological functioning and addressed it in six subscales. These are positive relationships with others, autonomy, environmental dominance, personal development, life purpose, and self-acceptance.

According to Keyes et al. (2002); individuals' feeling good about themselves by recognizing their own boundaries (self-acceptance), shaping the environment in accordance with their desires and needs (environmental dominance), taking their own decisions in the society and using their personal authority to maintain their individuality (autonomy), challenging to difficulties and struggling for life (life purpose), and the ability to make the best use of their abilities and capacities (individual development) form their psychological well-being. Every subscale of psychological well-being involves different challenges that individuals face in order to become fully functional (Ryff 1989, Ryff ve Keyes 1995).

Positive psychology includes subjective experiences such as well-being, gratification and satisfaction (in the past), hope and optimism (in the future), and happiness and contently participation in the activities (now) (Seligman 2001). In this sense, strengthening people is essential. Features that strengthen people are also suggestive of the concept of psychological well-being. In psychological well-being, individuals need to develop their capacities and abilities in order to be fully functional (Ryff 1989). In this regard, subscales such as self-acceptance, establishing positive relationships with others, autonomy, competence, personal growth and adding meaning to life have gained importance in increasing their capacities and abilities (Keyes 2005).

To sum up, psychological well-being, together with all the concepts in general, is a functional concept involving the ideas that individuals have a positive view of themselves and their lives, and believe that their lives are meaningful by feeling themselves in a continuous development and progress and act in the direction of life, and that they are able to make autonomous decisions appropriate for their purposes and development (Hamurcu 2011).

In the light of this information, the research was conducted to determine the effects of the drama course, which has undertaken an important role in promoting the positive and emotional development of the people, on "psychological well-being" in relation to similar terms that are understood by many cultures, such as well-being, quality of life, life satisfaction, happiness and general satisfaction of the fourth grade students who study in the department of physical education and sports teaching, and can be qualified as candidate teachers.

## Method

### Research Model

The research that investigated whether the drama course affected the psychological well-being of the candidate physical education teachers was carried out in accordance with the pre-test-post test model.

### Population and Sample

The research group is composed of 39 students who are studying in the 4th grade in the Department of Physical Education and Sports Teaching Faculty of Sports Sciences Selcuk University in the fall semester of 2016-2017 education year.

### Data Collection Tools

"Psychological Well-Being Scale" developed by Ryff (1989) and adapted to Turkish by Cenkseven (2004) was used as the data collection tool in the research in order to measure the psychological well-being of candidate physical education teachers.

### Psychological Well-Being Scale

"Psychological Well-Being Scale" developed by Ryff (1989) and adapted to Turkish by Cenkseven (2004) consists of the combination of the six scales (positive relationships with other people, autonomy, environmental dominance, individual development, life purpose and self-acceptance). The scale is a 6-point likert type and consists of 84 items in total, 14 items in each subscale. Reliability study of the scale was conducted by Cenkseven (2004) on 475 university students. Correlations with the total score obtained from the Psychological Well-Being Scale that consists of 84 items ranged from .25 to .57. When we look at the correlations with the total scores of the factors in each of the items, the values are found as .42-.70 for positive relations with others, .38-.60 for autonomy, .32-.63 for environmental dominance, .38-.61 for individual development, .30 to .58 for self-acceptance, and .37 to .63 for self-acceptance. The subscale about positive relationships with others on the scale includes the items (1, 7, 13, 19, 25, 31, 37, 43, 49, 55, 61, 67, 73, 79), the autonomy subscale (2, 8, 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80), environmental dominance (3, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81), individual development (4, 10, 16, 22, 28, 34, 40, 46, 52, 58, 64, 70, 76, 82), life purpose (5, 11, 17, 23, 29, 35, 41, 47, 53, 59, 65, 71, 77, 83), and self-acceptance (6, 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84). Some items are evaluated by reversing.

Internal consistency coefficients of the scale (Cronbach Alpha); were found .83 for self-esteem, .78 for autonomy, .77 for environmental dominance, .74 for individual development, .76 for life purpose, and .79 for self-acceptance. The total internal consistency coefficient of the scale was calculated as .93. Correlation coefficients for test retest reliability were found as .74 for positive relationships with others, .77 for autonomy, .77 for environmental dominance, .74 for individual development, .75 for life purpose, and .76 for self-acceptance. The test-retest correlation coefficient for the total score was calculated as .84 (Cenkseven 2004). As a result of the studies done, the total internal consistency coefficient of the scale was found to be .82.

**Drama Teaching:** This training which is given within the scope of drama course C. 1701743 in the Department of Physical Education and Sports Teaching Program Faculty of Sports Sciences Selcuk University, consists of 56 hours of drama activities for 14 weeks in the form of four hour sessions per week. This concept, which is used in different forms as drama, creative drama, educational drama, drama in education, and applied drama, is considered as drama in the scope of research.

**Drama Course Program:** A general course consists of three parts; preparation-warming, acting and evaluation-discussion. The content of the lesson and the activity name are expressed by the drama leader, and the form is explained.

**Table 1.** The 14-Week Training Program Within the Scope of the Drama Course Given in the Department of Physical Education and Sports Teaching  Faculty of Sports Sciences Selcuk University

| The Week When the Class is Taught | Course Content | Activity Examples |
|---|---|---|
| Weeks 1 and 2 | Introduction-Meeting | "Name sculpture, How was your name set, What is on me, Touch-by-eye recognition, Sound discrimination, My bird sound, Pumpkin head." |
| Weeks 3, 4 ad 5 | Group Communication-Interaction | "Follow the handful, Interference, Nice ugly funny,  What are you doing?, Find color, Add motion on motion, Who am I?, Find the president, Whose hand is the face , Funny dubbing, Funny faces, Shark." |
| Weeks 6, 7 and 8 | Adaptation and Trust Activities | "Silent cinema, From ear to ear, What are you doing?, What is there, Dubbing, Unfold, Puppet. |
| Weeks 9, 10, 11 and 12 | Acting-Role Playing-Animation | Role-playing a story, event, idiom or proverb, given by the drama leader, in 8-10 minutes by forming groups in themselves and writing the text. |
| Weeks 13 and 14 | Improvisation Activities | Role-playing the theme given by the drama leader without creating the text. *The woman arguing with her son is institutionalised. (Roles: The woman and her son). *A hungry drunk finds money, takes it and the owner of the money comes. (Roles: The drunk and the owner of the money). *The woman who eats in the restaurant finds a fly in the food and calls the waiter. (Roles: The woman and the waiter). *The grandfather helping his grandchild with his/her homework on seasons. (Roles: The grandfather and the grandchild). |

## Data Analysis

In the course of the data analysis, frequency, percentage and average distributions of the gender and age of the students constituting the research group were drawn in accordance with the objectives of the research. The Kolmogorov-Smirnov test and the Shapiro-Wilk test were used to test if the data show normal distribution or not. According to these test results, it was determined that the data showed normal distribution and the t-test (Paired-

Samples t test) was used for the comparison of the average scores before and after taking the drama courses based on the subscales of the candidate teachers' "Psychological Well-Being Scale". The obtained data were analyzed in the SPSS (Statistical Package For Social Scientists for Windows Release 18.0) program on the computer, tested at a significance level of 0.05, and the results were presented in tables for the purpose of investigating.

## Findings

15 of 4th grade students participating in the research and studying in the Department of Physical Education and Sports Teaching Faculty of Sports Sciences Selcuk University, were found to be female (n = 15) (38.5%), 24 to be male (n = 24), (61.5%) and the age average to be 21.94 ± 1.41. The analyses made in accordance with the purpose of the research are presented in the following tables.

**Table 2.** Results of the Relevant Group t Test Performed to Determine Whether There is a Difference Between the Pre-test and Post-test Scores from "Positive Relationships with Others" Subscale of the Psychological Well-Being Scale for the Candidate Teachers

|  |  | n | $\overline{X}$ | SS | Sd | t | P |
|---|---|---|---|---|---|---|---|
| Positive Relationships with Others | Pre-Test | 39 | 55,20 | 9,46 | 38 | -1,869 | 0,069 |
|  | Post-Test | 39 | 59,53 | 8,00 |  |  |  |

According to the test results in Table 2, it was found that there was a difference in favor of post-test scores between pre-test ($\overline{X}$=55,20) and post-test ($\overline{X}$=59,53) scores on the subscale of "Positive Relations with Others" of the Psychological Well-Being Scale, but this difference was not significant at the level of 0,05.

**Table 3.** Results of the Relevant Group t Test Performed to Determine Whether There is a Difference Between the Pre-test and Post-test Scores from "Autonomy" Subscale of the Psychological Well-Being Scale for the Candidate Teachers

|  |  | n | $\overline{X}$ | SS | Sd | t | P |
|---|---|---|---|---|---|---|---|
| Autonomy | Pre-Test | 39 | 54,28 | 6,41 | 38 | -1,915 | 0,063 |
|  | Post-Test | 39 | 57,53 | 8,73 |  |  |  |

According to the test results in Table 3, it was found that there was a difference in favor of post-test scores between pre-test ($\overline{X}$=54,28) and post-test ($\overline{X}$=57,53) scores on the subscale of "Autonomy" of the Psychological Well-Being Scale, but this difference was not significant at the level of 0,05.

**Table 4.** Results of the Relevant Group t Test Performed to Determine Whether There is a Difference Between the Pre-test and Post-test Scores from

"Environmental Dominance" Subscale of the Psychological Well-Being Scale for the Candidate Teachers

|  | | n | $\overline{X}$ | SS | Sd | t | P |
|---|---|---|---|---|---|---|---|
| **Environmental Dominance** | Pre-Test | 39 | 55,64 | 9,37 | 38 | -0,755 | 0,455 |
| | Post-Test | 39 | 57,12 | 7,64 | | | |

According to the test results in Table 4, it was found that there was a difference in favor of post-test scores between pre-test ($\overline{X}$=55,64) and post-test ($\overline{X}$=57,12) scores on the subscale of "Environmental Dominance" of the Psychological Well-Being Scale, but this difference was not significant at the level of 0,05.

**Table 5.** Results of the Relevant Group t Test Performed to Determine Whether There is a Difference Between the Pre-test and Post-test Scores from "Individual Development" Subscale of the Psychological Well-Being Scale for the Candidate Teachers

|  | | n | $\overline{X}$ | SS | Sd | t | P |
|---|---|---|---|---|---|---|---|
| **Individual Development** | Pre-Test | 39 | 57,35 | 8,71 | 38 | -0,976 | 0,335 |
| | Post-Test | 39 | 59,20 | 7,77 | | | |

According to the test results in Table 5, it was found that there was a difference in favor of post-test scores between pre-test ($\overline{X}$=57,35) and post-test ($\overline{X}$=59,20) scores on the subscale of "Individual Development" of the Psychological Well-Being Scale, but this difference was not significant at the level of 0,05.

**Table 6.** Results of the Relevant Group t Test Performed to Determine Whether There is a Difference Between the Pre-test and Post-test Scores from "Life Purpose" Subscale of the Psychological Well-Being Scale for the Candidate Teachers

|  | | n | $\overline{X}$ | SS | Sd | t | P |
|---|---|---|---|---|---|---|---|
| **Life Purpose** | Pre-Test | 39 | 56,00 | 9,42 | 38 | -1,543 | 0,131 |
| | Post-Test | 39 | 59,33 | 7,82 | | | |

According to the test results in Table 6, it was found that there was a difference in favor of post-test scores between pre-test ($\overline{X}$=56,00) and post-test ($\overline{X}$=59,33) scores on the subscale of "Life Purpose" of the Psychological Well-Being Scale, but this difference was not significant at the level of 0,05.

**Table 7.** Results of the Relevant Group t Test Performed to Determine Whether There is a Difference Between the Pre-test and Post-test Scores from "Self-Acceptance" Subscale of the Psychological Well-Being Scale for the Candidate Teachers

|                | | n | $\overline{X}$ | SS | Sd | t | P |
|----------------|----------|----|--------|------|----|--------|-------|
| **Self-Acceptance** | Pre-Test | 39 | 54,48 | 7,73 | 38 | -0,822 | 0,416 |
|                | Post-Test | 39 | 56,10 | 8,40 |    |        |       |

According to the test results in Table 7, it was found that there was a difference in favor of post-test scores between pre-test ($\overline{X}$=54,48) and post-test ($\overline{X}$=56,10) scores on the subscale of "Self-Acceptance" of the Psychological Well-Being Scale, but this difference was not significant at the level of 0,05.

## Discussion and Conclusions

The following results were obtained in the research that was carried out to determine whether the drama course has any effect on the psychological well-being levels of the candidate physical education teachers studying at the Faculty of Sport Sciences:

As a result of the research; it was found that there was a difference in favor of post-test scores between pre-test and post-test averages of all subscales of the candidate teachers' psychological well-being scale (positive relationships with others, autonomy, environmental dominance, individual development, life purpose and self-acceptance), but this difference was not significant at the level of 0,05 (Tables 2, 3, 4, 5, 6, 7).

According to Ryff (1995), psychological well-being involves positive self-esteem, positive relationships with others, environmental dominance, individual development, autonomy, meaning of life, and purpose of the individual rather than having no stress or other mental health problems.

Ryff (1995) classifies the six sub-factors that make up the concept of psychological well-being as follows;

*Self-Acceptance:* It is regarded as the most important criterion of well-being. It means that the person with a high level of self-acceptance has a positive attitude towards himself, accepts his self and the past with the positive and negative aspects.

*Positive Relationships:* Ryff (1989) defines positive relationships as having honest and reliable relationships and feeling of empathy and deep love. It means that the individual is able to establish a satisfying and safe relationship, deeply love and empathize with other people, establish close friendships, and want the happiness of others.

*Autonomy:* Characteristics like self-determination, independence, self-regulation of behavior, and individualization are emphasized in the definition of autonomy. Self-regulation is a process that involves regular and direct efforts to achieve long-term goals as much as the individual's daily activities through personal accomplishments. The individuals with high level of autonomy are expressed to organize their behavior according to internal forces, evaluate themselves with their own standards, and can resist social pressure.

*Environmental Dominance:* It is seen as one of the characteristics of positive mental health that the individual chooses or creates the environment

appropriate to his mental conditions. This can be defined as environmental dominance. The individual having environmental dominance can manage to change his environment with mental and physical activities; and control demanding living conditions. It can be explained that the individual with a high level of environmental dominance can create appropriate environmental conditions for his needs and values, can use the facilities around him effectively, is sufficient to manage the environment, and has a sense of management.

*Life Purpose:* An individual's having a purpose and meaning of life can be defined as mental health. Lifelong developmental theories point to changes in the aims and objectives of life, and they express that an individual's purpose, such as being a producer, and a creator, will provide a feeling that life is meaningful.

*Individual Development:* The individual's being open to new experience is seen as a key to being fully functional. Lifelong development theories also focus on development tasks in different life cycles and struggling with new crises. Individuals with a high level of personal development can be described as having the feeling of continuing to develop, open to new experiences, willing to realize their potentials, and developing in their behavior and inner world.

The results of the research showed that there was no significant difference between the average pre-test and post-test scores of the candidate teachers. However, when the tables are examined, it can be interpreted that the characteristics of the six sub-factors that make up Ryff's (1995) psychological well-being concept above after the 14-week drama training, which has played an important role in promoting the positive and emotional development of the participants, resulted in an increase in the possession of the qualifications (Tablo 2, 3, 4, 5, 6, 7). In other words, the 14-week drama training plays an effective key role in bringing the characteristics of psychological well-being scale ranked by Ryff (1995) to candidate teachers.

In the study made by Albayrak (2013) for the comparison of psychological well-being of the students having psycho-education program and psychodrama education; psychological well-being scales of the students support the findings of the research by indicating that a significant difference was found between the post test scores of the two groups in terms of positive relationships with others, environmental dominance, life purpose and self-acceptance subscales; but no significant difference was found between the post-test scores in terms of individual development and autonomy subscales.

Altinay (2007) stated that experiential learning is the most persistent learning, and that such a learning is a specialty of Psychodrama. In psychodrama, participants experience the things they can internalize, not only in the role of passive listeners, but they actualize them. Altınay (2007) stated that the experiential learning process of the students who continue to the psychological counseling group with a psychodrama-based group have contributed positively to their psychological well-being levels. This finding partially supports our research results.

There are studies that do not exactly overlap with our research design but confirm the contributions of drama education to many different traits and skills in that area. Saçlı (2013) stated in his study that creative drama education

positively affected the ability of the candidate physical education teachers to think critically, that he observed improvements in the group having training within 10 weeks, and that he observed recession in the group having no training. In another research conducted by Ryan and Deci (2000), the drama activities, internal and external sources of motivation and well-being were assessed. It was stated in the research that internal motivation sources address more to psychological needs and well-being. They emphasized that the external motivation sources have less effect.

In both studies, it can be said that drama positively affects many psychological factors, and that the group practices performed in the research are connected with the increase in the psychological well-being of the students with the help of group interaction and goal-directed activities. Having positive relationships with others, autonomy, environmental dominance, being able to create and sustain life purposes, and accepting oneself with positive and negative aspects are skills involved in the subscales of psychological well-being. Gaining skills is only possible with practical studies. Drama activities provide experiences such as learning by experience, interacting and gaining awareness.

Kara and Çam (2007) stated in their studies that creative drama is effective in gaining the ability to do and sustain a work with the group, the ability to initiate and maintain relationships, and the ability to control themselves. Aydeniz (2012) found that creative drama education is effective in the academic achievements of teacher candidates; Fischer (1989) found that students the developmental drama process developed critical thinking and creative thinking skills in the age group of 12-14, and that post-test scores of the students in the experimental group were significantly higher than those in the control group; and Kettula-Kontas (2008) found that, as a result of the drama-driven process, proving skills of university students developed by reasoning. The findings of these studies are also partially similar to our findings.

## Disclosure statement

No potential conflict of interest was reported by the authors.

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