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The Effectiveness of Psychodrama on Happiness and Psychological Well-Being in Adolescents with A History of Self-Harming Behaviors

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A B S T R A C T

The aim of this study was to evaluate the effectiveness of psychodrama on happiness and psychological well-being in adolescents with a history of self-harming behaviors. This study was a quasi-experimental method with a control and experimental group. The statistical population of the present study was adolescents with self-harming behaviors referred to welfare counseling centers in District 10 of Tehran, from which 40 people were selected by available sampling method and randomly divided into two groups of control and experimental (20 people). In the experimental group and 20 people in the control group). Research instruments included the Oxford Happiness Questionnaire (1989), the Reef Psychological Welfare Questionnaire (1989), and the Psychodrama (Psychology) Educational Protocol. This training was performed for 8 sessions and each session lasted 90 minutes on the experimental group. Multivariate analysis of covariance was used to analyze the data. Findings showed that psychodrama is effective on happiness and psychological well-being and leads to increased mental well-being and happiness. Considering the effectiveness of psychodrama on happiness and psychological well-being in adolescents with a history of self-harming behaviors, conducting workshops based on these concepts in counseling centers seems necessary.

Keywords: Psychological well-being, Psychodrama, Happiness, Self-harming behaviors, Adolescents.

INTRODUCTION

Self-harm without suicide is a type of self-harming behavior in which a person is directly injured in different parts of the body, but there is no suicidal motive in this injury (Cipriano, Cella, & Cotrufo, 2017; Glenn & Klonsky, 2013; Zetterqvist, Perini, Mayo, & Gustafsson, 2020). Adolescence is a period in which adolescents may engage in self-harming behaviors to alleviate their emotions due to the emotions involved. Self-harming behaviors occur in different ways: 1) Severe self-harming behaviors, which are observed in the mentally ill, and the person causes severe damage to the tissues of his body; 2) stereotypical (involuntary) self-harming behaviors that exist in the mentally retarded, autism, or Toure syndrome; 3) Superficial self-harming behaviors that are the most common types of self-harming behaviors, such as scratching

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or cutting the skin, digging wounds, nail biting, cosmetic surgery and self-harm(Deborde et al., 2006). One of the factors that can be related to self-harming behaviors is happiness and psychological well-being in people.

The concept of happiness sometimes has completely opposite definitions. According to contemporary theory, happiness is achieved in specific situations such as individual acceptance, mastery of the environment, personal growth, and experiencing optimal relationships(Ryan & Deci, 2000). Happiness means success, while not being happy does not mean failure. So, it makes sense why people are so eager to be happy. In short, happiness is associated with unpleasant outcomes in life(Edward Diener, Lucas, & Oishi, 2002; Ed Diener, Oishi, & Lucas, 2015; Maddux, 2017).

Following the formation of the positive psychological movement, a group of psychologists used psychological well-being instead of the term mental health; because they believed that the word evokes more positive dimensions(Ruini, 2017; Ryff & Singer, 1998). There have long been two philosophical approaches to the definition of well-being. In the hedonistic approach, well-being means to maximize pleasure and minimize pain, and in the second approach, which is based on Aristotle's virtuosity, the satisfaction of desires in spite of creating pleasure in man always leads to Welfare does not happen, but welfare involves striving for perfection and realizing one's true abilities, which may not always be accompanied by feelings of pleasure(Deci & Ryan, 2018; Ryan & Deci, 2000).

Many therapies have been used to increase happiness and psychological well-being, including psychodrama. Psychodrama and its related sections, such as the group play of role-playing and grouping, were founded by Moreno in 1930. He scientifically discovered theatrical psyche and defined its nominal facts and subject matter as such, and theatrical therapy is a kind of scientific exploration for truth through methods. Show. In this definition, drama therapy is the free dramatic application in the treatment of psychological distress in order to bring out hidden thoughts by improvisation and spontaneity on stage led by a psychologist(Testoni et al., 2018). It is a diverse approach in psychotherapy that uses the display of mental imagery and physical actions and group dynamics, and is a combination of playfulness, emotional sensitivity, and clear thinking(Saeidmanesh, Kazemi, & Demehri, 2020; Tarashoeva, Marinova-Djambazova, & Kojuharov, 2017). Psychoanalysis is an eclectic approach that is used to increase the level of communication between people. Direct confrontation with emotions, showing emotional conflicts in daily life, reduction of self-centeredness and self-discovery(Blatner, 2013).

Psychotherapy is one of the methods of group therapy, however, there is a factor in it that has caused this method to go beyond the usual methods of group therapy. The factor that led to the expansion of its work is art. Numerous studies on the effectiveness of psychoanalysis in increasing happiness(Khodaei Majd, 2016; Sadeghzadeh, Navabi Nejad, & Zare, 2011; Wang et al., 2020), and psychological well-being(Kaya, 2020; Keisari, Palgi, Yaniv, & Gesser-Edelsburg, 2020; Mousavi & Haghayegh, 2017), with different populations have studied and evaluated the efficiency of this method and proved its effectiveness.

Due to the fact that adolescents with self-harming behaviors have less happiness and psychological well-being, so it is important to pay attention to the psychological dimensions involved in causing this harm. Also, due to the fact that self-harming behaviors can cause irreparable harm to these people, so it is important to achieve a treatment that can reduce the problems of this vulnerable group. Psychodrama has been confirmed due to its research background and its effectiveness on psychological problems. Therefore, the present study seeks to investigate the question: "Does psychodrama affect happiness and psychological well-being in adolescents with a history of self-harming behaviors?"

METHODOLOGY

The present research design is quasi-experimental with a control and experimental group. The statistical population of the present study was adolescents with self-harming behaviors referred to welfare counseling centers in District 10 of Tehran, from which 40 people were selected by available sampling method and randomly divided into two groups of control and experimental (20 people). In the experimental group and 20 people in the control group). Then, before performing psychodrama treatment for the experimental group, research questionnaires were distributed among the members of both control and experimental groups as a pretest. Then, eight sessions of 90-minute psychodrama treatment protocol were performed on the experimental group. After completing the training, the questionnaires were completed again as a post-test by both experimental and control groups.

Table 1 summarizes the content of psychodrama sessions.

Table 1. Summary of the content of psychodrama sessions

Meeting	Content of meetings
First	Familiarity and training in psychotherapy (psychodrama), review of group rules and meetings
Second	Coping with psychological frustration and inflexibility and introducing the walking technique
Third	Expressing each other's experiences and opinions
Fourth	Practicing sounds and examining happiness and psychological well-being by talking to each other and facilitating and encouraging people to participate in the group
Fifth	Introducing the technique of in-situ exercises and walking with eyes closed
sixth	Introducing the technique of happiness and mental well-being skills and exchanging opinions about them
Seventh and eighth	Select a theatrical position of memories and their performance by individuals

Happiness Questionnaire: This questionnaire was developed in 1989 by Argil et al. How to make it smell like this the researchers, in consultation with Aaron T. Beck, reversed Beck Depression Scale sentences to 21 items. Then 11 items were added to these 21 items, and finally, with the final examinations of the 29-item scale of the Oxford Happiness Questionnaire (OHI), it emerged. Each item contains 4 expressions, the first expression scores zero, the second expression scores 1, the third expression scores 2, and the fourth expression scores 3. Eventually the person gets a score between 0 and 87, the higher the score the greater the sign of happiness. Validity and reliability of the Oxford Happiness Questionnaire To evaluate the validity and reliability of the Oxford Happiness List, Argil, (2001) A sample of 142 Iranian men and 227 women, 18 to 53 years old, average of 25 Oxford Happiness List, Eisenhower Personality Questionnaire, and Beck Depression Inventory, Completed. Examination of the internal consistency of the Oxford Happiness List showed that all 29 items on the list were highly correlated with the overall score. Cronbach's alpha for the entire list was 0.91. Pearson correlated between the Oxford Happiness Index and the Beck Depression Inventory and the EPQ extroversion and neuroscience subscale of -0.48, -0.45, and -0.39, respectively, confirming the convergent and divergent validity of the Oxford Happiness Index. The results of factor analysis by extracting 5 factors of life satisfaction, self-esteem, actual well-being, satisfaction and positive mood were able to explain 49.7% of the total variance with a specific value greater than 1 in total. The mean scores of Iranian subjects in the Oxford Happiness Index (42.07) were different from the findings of Argyle (m = 35.6). Findings showed that the Oxford Happiness Index has a valid validity for measuring happiness in Iranian society.

Mental Welfare Scale: This scale was designed by Ryff and Singer (1998), and the main form of this questionnaire has 120 items, but in subsequent studies, shorter forms of 84 items, 54 items and 18 items are also suggested. Took. To measure the psychological well-being variable,

they use the short-form Reef Psychological Well-Being Questionnaire with 18 questions. In this research, the short form of 18 questions of this questionnaire has been used. The scoring method of this questionnaire is 6-point Likert scale (strongly disagree = 1 to strongly agree = 6). Phrases related to each subscale: Self-acceptance subscale: 2, 8, 10; Positive Relationships subscale: 3, 11, 13; Autonomy subscale: 9, 12, 18; Environmental mastery subscale: 1, 4, 6; Purposeful living subscale: 5, 14, 16; The subscales of individual growth: 7, 15, 17 and the phrases: 3, 4, 5, 9, 10, 13, 16, 17 are scored in reverse. In Vahedi and Ghanizadeh (2009), the reliability and Cronbach's alpha of this scale were reported to be 0.70 and 0.71, respectively. In the present study, Cronbach's alpha coefficient for this scale was estimated to be 0.91.

RESULTS

Table 2. Mean and standard deviation of control group research variables

Variables	Pre-test		Post-test	
	Mean	Std. Deviation	Mean	Std. Deviation
-				
Positive relationships with others	10.5	2.4	9.85	3.84
Autonomy	12.8	3.01	12.6	3.39
Mastery of the environment	8.8	1.63	8.4	2.84
objective life	9.9	2.98	8.6	2.96
Personal growth	10.78	2.05	9.55	2.98
welfare	51.15	4.06	52.89	4.05

Table 3. Mean and standard deviation of research variables of the experimental group

Variables	Pre-test		Post-test	
	Mean	Std. Deviation	Mean	Std. Deviation
-				
Positive relationships with others	8.2	2.95	15.7	2.96
Autonomy	11.15	2.25	17.14	23.26
Mastery of the environment	14.9	1.99	17.15	2.43
Objective life	13.30	2.71	16.52	2.43
Personal growth	10.80	2.66	14.82	2.43
welfare	52.65	3.31	71.36	4.52

According to Tables 2 and 3, the means of positive relationships with others, autonomy, environmental control, purposeful life, personal growth and happiness increased in the post-test of the experimental group, while the means in the control group had very slight changes.

The hypothesis of this study included "Psychodrama is effective on happiness and psychological well-being in adolescents with a history of self-harming behaviors", which was tested by multivariate analysis of covariance (MANCOVA). Before performing the hypotheses, the normality of the data must first be performed in order to perform parametric statistics. The Kolmogorov-Smirnov test was used to measure quantitative data. The significance level obtained from Kolmogorov-Smirnov test for scores of research variables is greater than 0.05, so the data is normal and parametric tests (covariance) can be used for inferential analysis of data. Before performing the analysis of covariance, the assumptions of this test such as linearity and homogeneity of regression slopes and equality of variances should be performed.

Table 4. Results of analysis of covariance for research variables in control and experimental groups by removing the pre-test effect

Source		Sum squares	Mean squares	F	P	Effect size
group	Positive relationships with others	1020.42	1020.42	83.03	0.001	0.78
	Autonomy	957.07	957.07	87.93	0.001	0.78
	Mastery of the environment	60.69	145.69	8.75	0.000	0.26
	objective life	132.738	132.738	25.65	0.002	0.46
	Personal growth	132.738	132.738	25.65	001	0.65
	welfare	130.256	130.256	24.52	0.001	0.66

After the test, the results show that the relationship is linear, so the assumption of linearity is not violated and the use of analysis of covariance is unrestricted. According to Table 4, psychodrama is effective on happiness and psychological well-being.

CONCLUSION

The research hypothesis states that "psychodrama is effective on happiness and psychological well-being in adolescents with a history of self-harming behaviors." The results of multivariate analysis of covariance (MANCOVA) showed that psychodrama has a positive and significant effect on happiness and psychological well-being. Thus, the mean scores in the post-test of the experimental group increased compared to the pre-test.

Due to the fact that sometimes-controlling thoughts is impossible for a person and lasts for a long time, in the long run, they cause many emotional problems for people. To alleviate their disturbed and annoying thoughts, a person engages in behaviors that alleviate the unpleasant emotions that result from the unpleasant thoughts, and in this way, it is as if he discharges his emotions with self-harm. In other words, self-harming behaviors alleviate rumination emotions. Psychodrama connects cognitive analysis with empirical and action dimensions, and in practice, implementing interpersonal interaction in a problem, engaging the body and mind that an event is taking place in the present, brings ideas and feelings to the level of consciousness. One conveys that it is not possible to talk about it alone (Wang et al., 2020). Nonverbal aspects not only have an effect on the quality of the relationship, but are also clues to underlying motivations and attitudes, such as behaviors with more anger or more obvious states of fear that lead to awareness of emotions. They may be hidden in the person. By considering these factors, psychodrama helps a person to know the psychological dimensions of his problem and thus improves the level of psychological well-being in people. Also, as a person becomes more attuned by recognizing himself / herself and his / her emotional and psychological problems, the level of happiness in individuals also increases (Keisari et al., 2020). Because the inner emotions that led to self-harming behaviors in the person are now in the realm of cognition and awareness, and thus lead to less harm.

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