

Studying of the Effectiveness of Psychodrama Approach on Reducing Frustration and Increasing Emotional Regulation of Street Children

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Abstract

This research aims to study the effectiveness of psychodrama approach on reducing frustration and increasing emotional regulation of street children who have 18-14 years old in Karaj. In a quasi-experimental design, 22 street children who have 18-14 years in Mehr Karaj house randomly were assigned in two groups of control and test. Experimental group received 10 sessions of group counseling for 2 hours once a week with psychodrama approach. To assess the level of frustration and emotional regulation, the scale of difficulties in emotional regulation of Graetz and frustration questionnaire of Rosenzweig were used. The impact of offered intervention was evaluated with the help of pretest and post-test comparison. Results of this study showed that psychodrama approach is effective in reducing frustration in factors of obstacle dominance and survival need, but it doesn't cause any significant changes in factor of self-defense. Also, the dependent variable (psychodrama method) can cause significant differences in emotional regulation in terms of reception, objectives, momentum, knowledge and strategies between the two groups, but this approach has failed to make a significant difference in the emotional transparency. So psychodrama approach can be an effective intervention to reduce frustration and increase street children's emotional regulation.

Keywords: Psychodrama, Frustration, Emotional Regulation, Street Children

Introduction

Today psychological research, the role of emotion is emphasized in health and disease. Emotional health is considered to be one of the important aspects of human health (Shafi Abadi et al., 2007). New theories in the field of excitement focus on the positive and adaptive role of excitement and suggest that emotions can play a constructive role in problem solving and information processing, decision-making, innovation and creativity and learning. However, we should not forget that excitement is not always useful and often need to set and manage (Yousefi, 2006). These interests can partially due to the roles that excitement and emotional regulation behaviors (individual) play. Emotional regulation refers to the processes that control emotional states and includes processing the emotional states controlling by adjusting the time and intensity of emotional experiences. Therefore, this regulation may include suppressing, amplifying or maintaining emotion (Hosseini & Kheir, 2010). Studies have shown that the multiple functions of

psychological, physiological and behavioral are dependent on the success of emotional regulation. Emotional regulation Functions adjust the impact of assessment and individual mental response in the face of stress and lead to cognitive, motivational and behavioral reactions which would be appropriate and required in these circumstances. So frustration has role in the creation and development of appropriate emotional regulation with behavioral problems, emotional, cognitive and psychological, such as anxiety, phobia, symptoms of mental disorders, depression and aggression (Hashemi & Jokar, 2013). Frustration of interfering is a targeted response at the right time (Berkowitz, 1989). Frustration happens when access to a target is closed or delayed (Besharat Zadeh Qom, 1999). Frustration can be defined as an experience or subjective response to create obstacle to satisfy one's needs. So, frustration can sometimes be severe and sometimes superficial and simple (Imani, 1991). Frustration is used to express a concept ((Event)) or ((state)): 1) Frustration is a frustrating event which closed the way to the objective, 2) frustration is a state of sadness, anger or despair caused by aborting activity (Sotoudeh, 2011).

Street children spend the most hours of life in the street, so they show more aggression, behavioral disorders, isolation, frustration, depression and anxiety than normal people. Street children refer to people who are living in the streets for limited or unlimited. Before reaching the legal age, they are forced to enter the labor market and household income related to their work. These children, despite having a home and family, leave family and school and live in insecurity environment. In fact they pay hard penalty which causing social problems afflicting their families (Vakil Ghahani, 2011). The definitions of street children are different:

- These people spend a lot of time in the streets.

- Street is the source children living.

- They are worthy and desirable is not held by adults.

These people can be divided into three groups according to family's relationship:

- Children who have frequent contact with the family, but they work in the street.

- Children who have sometimes contact with the family.

- Children who have no contact with the family and consider the street as their home in search of shelter constantly to spend the night and get food (Farjam, 2009).

Psychodrama as a therapeutic tool (which has been proposed by Moreno in the early 1920s) is originated from the discovery that showing conflicts on the scene enable people to unleash their inhibition emotions (Gata et al., 2010). Psychodrama is a therapeutic approach that helps participants to give new life to psychological and social problems rather than merely "talk about it (Karatas and Gokakhan, 2009). Psychodrama is a therapeutic process that helps survivors of trauma in different ways which are different from theological treatment. Psychodrama integrates intuition, spontaneity and insight (Temple and Hall, 2006). Therapists considered psychodrama as spontaneous, unstructured and decentralized which encourages emotional response of participants. Playing a role in psychodrama gives opportunity to develop changing the way of thinking and behavior and test new technology and see its impact on others before they will try it in your everyday life (Treadwell, Kummer and Wright, 2009).

- The results of research of Yazdekhasti et al (2013) under the title "effectiveness of psychodrama with spiritual content on happiness, joy and mental health of university students" showed that psychodrama with spiritual content can be used as an effective interventions method to promote happiness, joy and mental health of university students.

- The results of research of Mohammadi & Mahamoudinia (2012) as "psychodrama impact on psychological characteristics veterans with chronic schizophrenia" indicated psychodrama as a rehabilitation intervention can improve the mental state of veterans with chronic schizophrenia.

- The results of research of Shojaat (2010) as "studying the effect of psychodrama intervention to increase social skills and reduce aggression in preschool children in Isfahan" showed that this intervention could create a significant increase in social skills of shy children in the experimental group, but psychodrama has failed to make a significant reduction in the level of aggression in the children's home.

- The results of research of Navabinejad et al (2008) as “studying the psychodrama effect on increasing differentiation of individual of the main family in girls” showed that Psychodrama groups could increase differentiation in female high school students.
- The results of research of Sanaei Zaker et al (2004) as “measuring the usefulness of psychodrama techniques in improving the skills of conflict resolution of mothers with high school students in the first year of Tehran region 2” there is a significant difference between the membership of the group psychodrama sessions (those who participated and those who did not participate in the sessions) in order to improve the skills of conflict resolution in girls. Joining a group of psychodrama sessions among adolescent girls has increased use of reasoning strategies in conflict with the mother and has decreased use of verbal aggression and physical strategies in conflict with the mother.
- The results of research of Dogan (2010) as “the effectiveness of psychodrama on adult attachment style” showed that psychodrama affected insecure attachment style but this method don’t create a significant difference in anxiety between the experimental and control groups. Also the results showed that Participants in psychodrama sessions improved in the understanding of themselves. They were aware of their attachment and behave more natural more intimate in relations.
- The results of research of Gata et al (2010) as “Analytical psychodrama with adolescents with behavioral and mental disorders: short-term effects on psychiatric symptoms” showed psychodrama efficacy in reducing symptoms of psychiatric disorders.
- The results of research of Treadwelt et al (2009) as “Enriching psychodrama through the use of cognitive behavior therapy techniques” revealed that cognitive behavioral therapy and psychodrama both emphasized on the discovery process through Socratic questions. The use of structured cognitive-behavioral techniques (such as irrational recording thoughts) in psychodrama provides additional ways to develop problem solving skills and emotional regulation. They have demonstrated the use of some cognitive-behavioral techniques that in all three phases of psychodrama and with students and patients with mood disorders, substance abuse, and anxiety are helpful.
- The results of research of Karatas and Gokakhan (2009) as “Effectiveness of psychodrama group in reducing levels of aggression among adolescents” revealed psychodrama group therapy has an indirect impact on experimental group in rates of aggression, anger, hostility, and aggression. But it has no impact on the verbal aggression or physical therapy. Tracking shows the effect of treatment is measurable 16 weeks after cessation of treatment.

Due to the fact that psychodrama can be focused on emotional and behavioral skills, so “is psychodrama approach effective to reduce frustration and increase emotional regulation of street children 18-14 years?”

Research population

Research population includes all street children who have 18-14 years in educational year 2015 in Mehr Karaj house. This Forum started in 2002 with permission from the Ministry of Interior for the purpose of education, vocational training (computer training, hairdressing, tailoring, leather, carpet, etc.), health care, financial assistance and food. And now has 3 branches in the city of Kermanshah that each branch has covered approximately "200 students which has covered total nearly 600 patients and street children and these branches are controlled by people’s donations. Children from large families which their parents have an elementary education are often covered by this association. Most these families have economic problems; some parents are not able to pay for their families due to the physical illness or addiction or some parents have low income. So, the children have to help the family economy since they leave school and education and as they don’t have enough skills they are force to work in the streets. These jobs are often buying flowers, tailoring, agriculture, and bootblack, recycling waste, street vending, working in the home and working in workshops.

Sampling method

Research sample includes 22 adolescents of street children (18-14 years) who are chosen by purposive sampling method and they are assigned randomly in two groups of 11 patients in the experimental group

and 11 patients in control group. Purposive sampling is a kind of non-random sampling, in which researchers try to choose a sample by the use of judgment and deliberate attempt and represents the community level. So, in purposive sampling, as the name implies, sampling is done for a specific purpose (Hassanzadeh, 2009). Sample members were selected from among young people who got high score in the frustration questionnaire and low score in the emotional regulation questionnaire and also had volunteered to participate in this study.

Measuring tool

- Emotion Regulation Difficulties Questionnaire

This questionnaire was made in 2004 by Gratz and has 36 items which answered with 5-point Likert scale (almost never, sometimes, almost half of the time, most of the time and almost always). The reliability of the results of the study show that this scale has high internal consistency of the total scale ($\alpha = 93\%$), sub-scale of non-acceptance ($\alpha = 85\%$), sub-scale of purposes ($\alpha = 89\%$), subscales of momentum ($\alpha = 86\%$), sub-scale of awareness ($\alpha = 80\%$), sub-scale of strategies ($\alpha = 88\%$) sub-scale of transparency ($\alpha = 84\%$) and good test-retest reliability for total scores of this scale ($p < 1\%$, 88%) and also for the subscales (69% for non-acceptance of 69% for the purposes, 57% for momentum, 68% for awareness, 89% strategies and 80% for transparency, $p < 0.01\%$). In relation to the validity, the study showed its validity is adequate for this scale. Scoring method is that participants will be asked to determine how much each statement applies to them. The answer of any subject ranges from one to five: (1) almost never (0-10%), (2) sometimes (11% -35%), (3) almost half of the time (36% -65%), (4) most of the time (66% -90%) and almost always (91% -100%) higher scores indicate more difficulties in terms of emotional regulation. items 1, 2, 6, 7, 8, 10, 17, 20, 22, 24 and 34 in this scale are grading reversely. (Mirzarasouli, 2012).

- The content of psychodrama sessions

- Introductory session: Introduction to the participants, explaining the objectives of the group and answer questions of applicants about the basic goals and methods, limitations, time and place for holding sessions and conducting pre-test.

- First session: Referrals and familiarity with the team leader and with each other, explaining the norms, rules of sessions, stating its purpose, role and duties of the members and the group leader, throwing techniques, mystery boxes techniques, summing up session.

- Second session: reviewing rules and norms, introduction of psychodrama, methods and techniques of psychodrama, magic shop techniques, summing up session.

- Third session: summary of the previous sessions, member familiarity with a variety of emotions, investigating the problem of a member in connection with a lack of emotional intelligence, investigating the sensory and intellectual experiences of members.

- Fourth session: summary of the previous sessions, room layout techniques, explaining impulse control problems and emotions, studying the protagonist experiences in the field of regulation of emotions using appropriate techniques, investigating the viewpoints and feelings of the protagonist during the implementation, observations and suggestions of other members.

- Fifth session: summary of the previous session, teaching strategies and emotion regulation skills, discussing the problem of the members on the issues related, talking about members' thoughts and feelings and protagonist about events and members' opinion about the most important people in life.

- Sixth session: summary of the results of previous session, understanding frustration in life, discussing the problem of the members about frustration and failed position, reviewing the feeling of first person and partnership members.

- Seventh session: summary of the results of previous session, introducing a variety of reactions of people when faced with frustration, empty chair technique, investigate the problem of the members about the frustration by the right techniques, expression the member reactions to events and discuss such events.

- Eighth session: summary of the previous session, understanding the different levels of the organism to deal with frustrating situations, discussing the problems and selecting protagonist, member participation in their inner feelings and events during the session and its effect.
 - Ninth session: summary of the previous session, understanding how to increase tolerance and forgiveness in the face of frustration, discussing the problem of the members about the issues with the help of others, summing the first person from his behavior, provide information feedback by other members about the behavior of the protagonist.
 - Tenth session: summing and conclusions, integration sessions, reviewing the remaining issues, examine the thoughts and feelings of the members and Hope Chest exercise.
- The psychodrama approach is effective on increasing the emotional regulation (non-acceptance, purposes, momentum, awareness, strategies, transparency) of street children 18-14 years.

Findings

To test this hypothesis the multivariate analysis of covariance was used. Table 1 shows the mean and standard deviation scores of variables in the pre-test and post-test steps.

Table 1: Mean and standard deviation of the variables in the pre-test and post-test steps

Groups	Test	Statistical indicators	Variables					
			Non-acceptance	Purposes	Momentum	Awareness	Strategies	Transparency
Experiment	Pre-test	M	22.36	20.09	20.73	22.25	26.54	14.36
		S	5.78	2.30	3.92	3.60	5.06	2.33
	Post-test	M	16.81	14.45	16.82	20.73	20.18	14.00
		S	4.44	3.53	3.65	3.25	2.96	1.84
Control	Pre-test	M	21.45	18.54	21.36	18.72	24.00	14.45
		S	5.44	2.42	3.10	2.76	3.63	2.29
	Post-test	M	21.36	17.73	21.73	17.45	23.72	15.45
		S	5.61	3.61	4.19	2.69	3.69	2.39

Investigate the presence or absence of hypothesis in the analysis of variance for variables in the hypothesis (non-acceptance, purposes, momentum, awareness, strategies, transparency)

A) The independence test of pre-test variables (covariates) from the group membership variable

To test the pre-test independence variables from the independent variable groups (experimental group and the control group) one-way analysis of variance (ANOVA) was used, the results can be seen in Table 2.

Table 2: test the pre-test independence variables from the independent variable groups

	Changes Source	Mean square	Degrees of freedom	F	Sig
Auxiliary random variables (pre-test)	Non-acceptance	4.545	1	0.144	0.708
	Purposes	13.136	1	2.353	0.141
	Momentum	2.227	1	0.174	0.678
	Awareness	22.00	1	2.132	0.160
	Strategies	35.636	1	1.883	0.191
	Transparency	0.045	1	0.008	0.928

According to Table 2, using one-way ANOVA test showed no significant difference between two groups in the pre-test variables. This means that before the test, the control group and the experimental group had equal difficulty in emotional regulation (non-acceptance, purposes, momentum, awareness, strategies, transparency).

Table 3: normal distribution of data to test the post-test variables using Shapiro-Wilk test

	Group variable		Statistics	Df	Sig
Post-test variables	Non-acceptance	Experiment	0.957	11	0.728
		Control	0.864	11	0.064
	Purposes	Experiment	0.868	11	0.061
		Control	0.958	11	0.746
	Momentum	Experiment	0.901	11	0.189
		Control	0.873	11	0.084
	Awareness	Experiment	0.904	11	0.206
		Control	0.864	11	0.064
	Strategies	Experiment	0.948	11	0.616
		Control	0.922	11	0.989
	Transparency	Experiment	0.892	11	0.148
		Control	0.934	11	0.567

As it can be seen in table 3, Shapiro Wilk test showed that in both groups and in both pre-test and post-test steps, variable are normally distributed. So the hypothesis of normal distribution of data is established which is one of the hypothesis of multivariate analysis of covariance.

Discussion and conclusion

This research aims to study the effectiveness of psychodrama approach on reducing frustration and increasing emotional regulation of street children who have 18-14 years old in Karaj. Most of the teenagers in adolescence have emotional turmoil. Common emotional problems in this period include aggression, frustration and a lack of emotional regulation. However, this difficulty for street children and adolescents are more evident through a variety of social, physical and mental problems, these people are deprived from the care and support of society and families. So this research aims to reduce frustration and increase emotional regulation of street children.

The results of analysis of covariance to determine significant of independent variable effect (psychodrama) on the dependent variables are as follows:

In this research, psychodrama approach has effect on the increasing emotional regulation (non-acceptance, purposes, momentum, awareness, strategies, transparency) of street children 18-14 years. As it can be seen in tables, according to the results of the multivariate analysis of covariance, it can be concluded that the implementation of the independent variable (group counseling based on psychodrama approach) make a significant difference of difficulty variable of emotional regulation (non-acceptance, purposes, momentum, awareness, strategies) in two groups of control and test. It should be noted that the implementation of the independent variable make a no significant difference of transparency. The results of the third hypothesis are consistent with research from Shafiabadi (2007) as "a comparison the effectiveness of group counseling of rational-emotional, behavioral of psychodrama and counseling to

increase general health and emotional expressiveness of female clients". The results showed that both methods of group counseling rational-emotional, behavioral and psychodrama are effective on increasing the emotional expressiveness and mental health of clients. It was also found that the Psychodrama have more effect on the increasing emotional regulation than group counseling of rational-emotional, behavioral. The other researchers have attempted to change the emotional regulation through other treatment programs. Kazemi (2012) during a research study entitled "the effectiveness of cognitive therapy of mindfulness-based on mindfulness in changing cognitive emotion regulation strategies in women with breast cancer" showed that therapeutic methods used are effective in changing cognitive emotion regulation strategies participants in the experimental group. This means that it increases the positive cognitive strategies and decreases the negative cognitive strategies. According to the findings, educational and therapeutic sessions has been effective on mindfulness-based in changing of cognitive emotional regulation strategies in women with breast cancer.

This research aims to teach clients to show their past and current life situations to discharge their emotion and develop their skills and improve their behavior. In Psychodrama, the release of emotions occur when the person's sense develops in four categories of emotional refinement, hope, calm and deeper understanding (Corey, 2005, translators Asgari et al., 2012). In this view, it is believed that the current human in dire need of behavioral flexibility and most problems and emotional turmoil caused by the lack of spontaneity, undeveloped role and the lack of associated behavioral skills with the roles. Therefore, Psychodrama helps to develop individual roles and associated behavioral skills. In this method, the practical implementation is used instead of speaking about their opposition. In order to achieve these aims, psychodrama used numerous tools and techniques such as director, stage, reversal role, mirror, monologues and other techniques (Shafi Abadi et al., 2007).

It seems that a group therapy for adolescents and street children is more effective than individual therapy and among treatments; Psychodrama approach is very valuable and efficient manner. Because in addition to creating a safe environment by providing opportunities for switching roles, they have a better understanding of the relationship between current and past events and help to see the world from the eyes of others. Also it gives the adolescents the opportunity of externalizing emotions never possible in the real world and it is provided the opportunity to improve interpersonal relationships through role playing and discussion in the future and achieve practical results.

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