

*The role of psychodrama techniques to decrease the level of school violence in the Arab world**

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***Summary.** Adolescence is a crucial stage in human development, characterized by several remarkable changes, which impact adolescents' physical, emotional, social and mental growth. Without sufficient support and coping skills, adolescents may not be able to deal with the drastic changes and failure to do so this may result in devastating effect that manifests in the form of aggressive behaviour. The maltreatment of aggressive behaviour in long term may incur high cost to both individual and to the society. The aim of this study is to explore the types of violence and aggressive behaviors evident throughout the Arab schools and the approaches used to resolve this issue. In addition, this study also aim to explore the effectiveness of psychodrama technique in reducing the level of school violence amongst adolescents.*

***Key words:** Psychodrama, Aggression, Adolescence*

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Introduction

Violence and aggressive behavior are very old phenomena, which started with the early beginnings of the human history and it is one of the main attributes of human beings (Ramadan, 2005). According to the Arab world, aggressive behaviour has become a severe problem due to many social, economic, political and cultural factors (Al-Anazi, 2010). For instance, during the last two and a half decades, Libyan schools have witnessed a remarkable increase of aggressive events resulting in many psychological, social, and physical problems. Furthermore, some other Arab scholars noticed a relationship between adolescence and aggressive behaviour (Aljorshy, 2007; Altif, 2005; Abdel-Khalek, 2002; Al-Khatib, & Hamdy, 1997; Altif, 2005; Azab, 2002; Gaber, 1989). These studies have shown that adolescents have difficulty in appropriately expressing their emotions, coping with their anger and aggression, and realising the correlation between their way of thinking and negative emotions, like anger (Aljorshy, 2007; Altif, 2005). Some studies were conducted in Arab countries to assess the efficiency of using emotional approaches in reducing violence and aggressive behaviour (Abdel-Khalek, 2002; Al-Khatib, & Hamdy, 1997; Altif, 2005; Azab, 2002; Gaber, 1989; Mahmoud, 1995; Nasr, 1998; Osaimi, 2009; Saigh, & Omar, 1983). Moreover, a small number of Arab studies have investigated the efficiency of remedial behaviour programs in reducing the psychological and negative stress in male and female secondary school students (Awad, 2000). Altif (2005), for instance, has utilised drawing programme as a technique to reduce aggressive behaviour among Libyan preschool children (3-5 years old) and elementary school children (6-11 years old). The results showed that there was a significant improvement in pre-school children's aggressive behavior; however, the effect was insignificant for older children. Therefore, the findings revealed that drawing programme could be used as an intervention to reduce preschool children's violent behavior. As for the older children, they may need alternative programmes to stimulate their behaviours positively.

The Arab world needs to refocus on the field of psychotherapy to reduce aggressive behaviour, as well as to investigate the effectiveness of some programmes, such as psychodrama in dealing with adolescents' problems (Karatas & Gökçakan 2009). Psychodrama is a collective therapeutic technique that has been proven to be feasible in emotional cases and in various behavioural disorders, which is relevant

for diverse age groups. Moreover, psychodrama has been found as an effective intervention to improve self-expression skills (Milosević, 2000), anger, and dysfunctional beliefs (Smeijsters, and Cleven, 2006, Coşkun, and Çakmak , 2005; Fong, 2007; Hamamci, 2002; Hamamci, 2006; Reis et al, 2008; Smeijsters, & Cleven 2006, Uçak-Simsek 2003). These studies suggest that psychodrama is effective in helping adolescents cope with their anger and deal with puberty-related difficulties through healthy and comfortable solutions.

Psychodrama is a technique that could support the participants to reanimate the events in their lives instead of just talking about the psychological and social problems of them (Blatner, 2002). Providing catharsis, gaining insight, testing the facts, developing rational thoughts, learning and behaviour changes in psychodrama are aimed to take place in the psychodrama sessions in which this technique is utilized (Dökmen, 2005). Furthermore, the benefits of having psychodrama practicing in a social activity could create a multi experiences of whole participating in various severe situations of their life and learn how to deal and cope with these situations (Akdeniz, 2007; Bundy, 2003; Cenkseven, 2003; Duran, & Eldeleklioğlu, 2005; Fong, 2007; Kipper, 2002; Racelyte, 2006; Sipsas, 2000; Tekinsav-Sütçü, 2006; Uçak-Şimşek, 2003; Uysal, 2006). Thus, in the current study aims to investigate the effect of psychodrama techniques in reducing the level of aggressive behaviour among young adolescents in Libya.

Manifestations of Aggressive Behaviour in the Arab World

Aggression is a very old phenomenon that evolved with the beginning of human history. Many authors such as Awad (2002) and Naceur (2001), consider aggression as one of the principal aspects of human beings. In the Arab world, aggression has become a common case due to many social, economic, political, and cultural factors (Jalabi, 1998). It has also been the subject of a great number of aggression and violent accidents among adolescents. The result of these reports pointed out that there are thousands of deaths and wounded adolescents due to aggression (Ahmed, and Khalil, 1998). For example, school guidance in Libyan schools has reported 34% of violent events among male students, aged between 13 to 18 years old, which have resulted in psychological, social, physical and economic damage (Aljorshy, 2007).

Arab researchers has demonstrated an early and continuous interest in investigating aggressive violent behaviour, which may also shed light on delinquent behaviour. Examples of these studies are that of Altif (2005) and Aljorshy (2007) in Libya; Naceur, 2001; Abo-Mustafa, and Asameer (2008); Abo-Mustafa (2009) in Algeria; and Awad, 2002, in Saudi Arabia. As far as the Libyan studies are concerned, Altif (2005); and Aljorshy (2007) observed an obvious increase in violent and aggressive events during the last two decades,, which in return have caused a huge psychological problem and an academic, social, physical, and economic damage. Moreover, Libyan adolescents were found to have difficulty in expressing their emotions and managing their anger and aggression appropriately. They were also incapable of recognising the relation between thought processes and negative strong feelings, like anger. In order to cope more effectively with anger and aggression, psycho-educational groups and experimental techniques are found to be effective in this respect (Aljorshy, 2007).

In Algeria, Naceur (2001) for instance, has examined the rates of vandalism and its association with the various building designs in two residential areas in Bata City, Algeria. The study concluded that the physical design and characteristics of the areas are particularly relevant to antisocial behaviour across the different sectors of the Algerian population, among them were school students. Moreover, Abo-Mustafa, and Asameer (2008), on the other hand, have identified, the relationship between stressful events with aggressive behaviour among Al-Aqsa university students. The sample comprised 424 students (188 males; 336 females). The results indicated that there is a positive significant relationship between the dimensions of stressful events and aggressive behaviour at the alpha level of .01%. Furthermore, Abo-Mustafa (2009) aimed to identify the relative significance of common manifestations of aggressive behaviour and its dimensions among Palestinian children's behavioural problems, as perceived by male and female teachers. The sample consisted of 250 children (152 males; 98 females). The findings showed that the most frequently manifestations aggressive behaviour were writing on school walls, hitting classmates during classes, shouting at classmates, forcefully taking classmates' things, and picking flowers from the school garden. The study also revealed that male children exhibited higher aggression toward others than vandalising school facilities.

In the context of Arab studies, in 1976, the National Centre for sociological and Criminal Research in Cairo, Egypt, for instance, has

conducted a study on the relationship between violence, rebellion against authority, and several demographic variables. The result indicated that lower socioeconomic status, accompanied with awareness of deprivation, was the most influential factors on the subjects' tendencies toward violent actions (Safwet & El-Dousseki, 1993).

Another study conducted in 1979 by the Police Academy pointed out that the intellectual levels of adolescents (325 students) who participated in violent actions does not surpass the average, and that they have normal aggressive tendencies (Safwat, & El-Dousseki, 1993). Al-Fangery (1987) used a local scale to assess the aggressive manifestations amongst urban and rural Egyptian children. The results suggest that urban male children were significantly higher in aggressive behaviour than their female counterparts. However, such a difference was not found in rural children. Some other Arabic studies, such as Abdel-Hamid (1990), Abou-El-Kheir (1995) and Abdel-Kader (2000) found that urban subjects have significantly higher tendencies toward violence and aggression compared to rural subjects. Another Arab study, Ghalab and El-Dousseki (1994), shown that intrinsic religious orientation is positively correlated with negative attitudes toward violence.

In Saudi Arabia, Debais (1997) examined the impact of age and place of residence on the dimensions of aggressive behaviour amongst 503 institutionalised and non-institutionalised mildly retarded children between the age of 7 to 16 years. The subjects were classified into three age groups (7-9; 9-12; and 12-16 years, respectively) and into two residence groups (children who resided in an institution for mentally retarded and children who resided with their families). No significant differences was found with regard to the aggressive dimensions among the three age groups. Besides, the children who were residing in the institutes had significantly higher aggressive behaviour than the children staying with their families.

Hedia (1998) investigated the relationships between marital maladjustment of parents with aggression and self-perception. The research involved 107 well-educated couples, aged between 35 to 50 years and their male and female child's age ranges from 10 to 12 years old. The children were enrolled in private language schools in Cairo, Egypt. The results revealed a significant correlation between marital maladjustment and hostility between husbands and wives. Besides,

there is also a positive relation between children's levels of aggression and negative self-perception.

Several other Arab studies have taken part in psychotherapy programmes, and many efforts, measures, and procedures have been used in schools. These studies aimed at progressing school environments and overpowering the aggressive behaviour among school students at different grade levels. For instance, Nasr (1998) developed a program based on role taking and reinforcement to modify the social behaviour of a sample of abused and mentally retarded children, aged between 9-to-12. However, these samples have an IQ ranged of 4 to 7 years old. In addition, they also showed some aspects of social maladjustment such as, aggression, withdrawal, and antisocial behaviour. The study demonstrated that there was a significant improvement in children's social behaviour due to the application of the suggested program. Accordingly, some Arab researchers have shown an interest in developing therapeutic programs to overcome or reduce violent/aggressive behaviours (Abdel-Khalek, 2002; Azab, 2002).

El-Seka (2000) in Syria noticed that preschool boys have recorded higher level of aggressive behaviour, which were manifested in different forms of aggression compared to girl. Al-Naser (2000), on the other hand, has investigated the aspects of violent behaviour and violent actions toward self and others on 2,385 respondents. The influences of age, sex, and place of residence were taken into account in this study. The sample aged between 14-to-18 years old. The antisocial behavior was gauged with a locally adapted instrument. The results confirmed that there was existence of violent behaviour and violent actions among male and female students. However, males in comparison to females and younger students, ranked significantly higher on violent behaviour and violent actions. Besides, there was no significant differences in regard to the influence of the place of residence on violent behaviour and violent actions.

Al-Garni (2001) explored the function of certain factors that are thought to increase with violent behaviour amongst high school students. Accordingly, the relationships between family structure, deviant behaviour, school truancy, and academic performance were examined. The results proved that family size, parent-student attachment, sponsorship, and parents' education background are the most important factors influencing children's violent behaviour. It was also hypothesised that the layout of certain spaces affects the ability of inhabitants to establish behavioural control.

Another study was the one carried out in Mecca, Saudi Arabia (Awad, 2002). This study compared personality traits of secondary school female juvenile delinquents, who were serving a punishment period in an institution for rehabilitation at the time of the study, with their non-delinquent peers. The study illustrated that the delinquent subjects ranked significantly higher on neurosis and extroversion but lower on self-esteem than their non-delinquent peers. Moreover, Kamel, and Al-Fakherani (2002) found that while 19-20 year old males ranked higher in the total score of hostility and overt hostility, female counterparts ranked unexpectedly higher in hostility toward others.

Abdalla (1992), El-Sayed (1996) and Ahmed (2005) maintained that factors such as father absence and weak family influence are seen to be associated with the increasing levels or tendencies toward aggressive behaviour or delinquency. In the same vein, Omar (2001) investigated the impact of some demographic and social variables on violence in a sample of male and female Egyptian secondary school students. The study concludes that male students and also those with higher socioeconomic status ranked significantly higher than females and lower economic status students on violence behavior. Al-Husaini (2004), on the other hand, examined the relationship between social affiliation and school violence among male public high school students in Kuwait. Specifically, this study investigated the characteristics of school violent behaviour of tribal and non-tribal male public high school students and its relationship with family structure, family type, and student age. Six hundred male students from the public high school were given the Aggression Questionnaire, which consisted of four subscales: physical aggression, verbal aggression, anger, and hostility. Al-Husaini (2004) pinpointed that family structure and family size are not significant predictors of violent behaviour of the selected sample.

As it is shown, a great number of empirical studies on aggression among adolescents and children have focused on either the correlations between aggressive behaviour or on some other variables, such as personality traits of parents and children or on children's perception of parental behaviour.

Furthermore, to date there has been no clear plan to conduct research on aggression among school students in Libya as well as in Arab countries. Hence, It has been also noticed that Arab research on aggressive behaviour among school students suffered from a great ambiguity when handling psychological terms. Accordingly, the general and public perspective about violence in being not a serious issue should be changed dramatically (Abdel-Quei, 1994; Ghanam,

2000). Investigations of aggressive behaviour among school students in Arab countries should go much deeper, and this violent or aggressive behaviour should be seen from a panoramic view. The latter should include searching for the roots of violence and aggression in the entire society and trying to interpret them in an integrated way (Ewis, 1968).

Most of the Arab countries are suffering from economic, social, and political hardships, which have hindered any educational reform. Hence, the education system, in general, is in need of urgent improvement; “Do more with less” is the central theme of the educational reform in Arab countries. The challenge is too daunting when considering the adverse school environments of these countries in reality. Such environments are often characterised by low educator morale, insufficient ideals (Ghanam, 2000), indigence resources, facilities, mismanagement, and social problems such as disillusioned learners (Kamel, 2002). Eventually, the quality of Arab schools need to be upgraded by providing models and interventions that deal with the students’ negative behaviours as well as promoting their full development in terms of personal, academic, and professional well being, irrespective of background (e.g., race, class, gender, disability, religion, socio-cultural background, sexual preference, learning styles, and language).

Efforts, Measures, and Procedures Used to Reduce Violence among Arab Students

Many efforts, measures, and procedures have been used throughout schools in the Arab countries. These efforts intended to reduce violence or aggression among school students at different grade levels. However, some studies have been conducted in Arab countries to assess the efficiency of using emotional approaches in reducing violence and aggressive behaviour (Abdel-Khalek, 2002; Al-Khatib, & Hamdy, 1997; Altif, 2005; Azab, 2002; Gaber, 1989; Osaimi, 2009; Mahmoud, 1995; Nasr, 1998; Saigh, & Omar, 1983). Moreover, a small number of Arab studies have investigated the efficiency of remedial behaviour programs in reducing the psychological and negative stress in male and female secondary school students (Awad, 2000). In a more recent Libyan study, Altif (2005) utilized a drawing programme as a method to reduce the aggressive behaviour among preschool children. The aggressive behavior of two aged groups, Pre School (3-5 years old) and primary school (6-11 years old) were

compared. The results showed that there was a significant improvement in pre-school children's aggressive behavior, however, for the older children the effect was found to be insignificant. The findings suggest that drawing programme has positive effect on preschool children while other form of intervention may be more appropriate for the older children.

In another study by El-Sheribini (1987) the researcher used the Dummy Show Programme to reduce the aggressive behaviour of a sample of nursery children. The results showed that watching the Dummy Show programme has a positive effect in reducing aggression and behaviour disorders. On the similar note, Mahmoud (1995) has developed a programme based on Play Therapy to reduce the aggressive behaviour among preschool children. There was also interest amongst the Arab researchers on counselling and play therapy programmes to reduce aggressive behaviours (Abdel-Khalek, 2002; Azab, 2002). In 1989, for instance, Gaber has developed a treatment based on play therapy to reduce psychological disturbances, such as hostility, aggression, anxiety, and introversion. This treatment was adopted to improve self-confidence, social participation, interaction, and intellectual levels of boys and girls, whose aged between 6 to 12 years. The results showed that due to the counselling program, there was a significant decrease in certain aspects of children's behaviour, such as that of the social and physical aggressive behaviour, introversion, and anxiety.

Literature reviews suggest that amongst the various measures to reduce violence behaviour, psychodrama is one of the best solutions. This psychological technique represents a therapy that uses theatrical conventions whereby participants act out their problems (D'Amato, & Dean, 1988). Guided dramatic action is utilised to examine problems or issues raised in a group. Therefore, psychodrama should be used as an approach to reduce aggressive disorders. Participants are asked to present scenes that portray problems from their life or from their past. They should act in such scenes as if they had an impulsive behaviour in thinking, were unable to feel for others, and as if they were not experiencing self-worth.

In fact, Arab research studies on aggression among school students should move a step forward, to develop and design programs and techniques that predict and prevent aggressive behaviour, especially among adolescents. Most of the studies have mixed behaviour problems together not concerning on the types of aggressive behaviour

such violence, hostility, and extreme behaviour. This confusion might lead to having negative or invalid explanations of the obtained results.

Proposing Conceptual Framework

The idea of this conceptual framework is based on Moreno's theory (1971), which has been simplified in a model (Figure 1.1). In this model, Moreno affirmed that behaviour change is due to acting out a sense from one's life rather than talking about issues that one has (Moreno, 1971). In this theoretical framework Moreno embedded a combination of aspects which includes Spontaneity, Situation, Tele, Insight and Catharsis in order to modify behavior within group activities and produce positive changes. However, Moreno believed that it is necessary to perform a dramatic action in the 'here and now'. In order to achieve the acting out experience (as opposed to reacting to the outside world), a physical setting needs to define the action (Moreno 1975a:16).

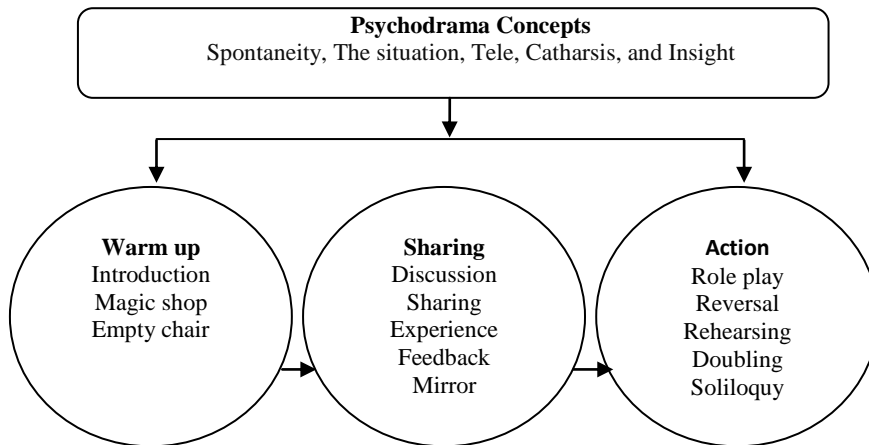


Figure 1.1 Conceptual Framework
Source: Adapted from Moreno Theoretical Framework (1971)

As mentioned earlier, this study adopted Moreno's theoretical framework to support, and enable the conceptual framework to reduce the school violence of young adolescents in the arab world. This

theoretical framework, combines a psychodrama therapy approach with three main phases of psychodrama therapies that are intended to be applied to group settings. Such an approach illustrates the concept of psychodrama theory and shows how its techniques might be helpful in reducing the aggressive behaviour between adolescents. In addition, it represents a good opportunity to enable adolescents to display their behavioural problems and gain an alternative means with respect to dramatic scenes.

In this conceptual framework, there are a variety of techniques that can be used in a single psychodrama session to support the group members and to their ego and help them attain states of spontaneity and creativity. The usage of these techniques depends on presenting the problem of the protagonist (main character of the play who is the client) and on the director's clinical opinion. The techniques involve the following: the double, soliloquy, role-reversal, and mirroring. Moreno affirmed that the main goal of the client in a single session is to elicit five concepts of psychodrama therapy such as Spontaneity, Situation, Tele, Catharsis, and Insight. In the first phase of a session, there is warm-up where spontaneity and creativity are learned. This is followed by the enactment, which includes role-playing. During the latter, different parts of a protagonists' life are enacted, concluded by the processing and are shared as a learned material (Kipper, & Hundal, 2003). During the closure, an opportunity is provided for the group members to share their experiences with the protagonist.

The *warm up* is the first phase of a psychodrama. It reflects the main goal of psychodrama in creating spontaneity and creativity. To achieve this goal, the therapist often picks up a game to help group members warm up, be spontaneous and creative and to become acquainted with one another. The stage of warm-up involves a basic introduction of each member by sitting or standing on an empty chair in order to develop his/her own spontaneity, and play introductory exercises to develop group cohesion. One famous game is called the "The Survival Game", which is named after the film *Lifeboat*. The game consists of 8 to 10 members volunteered to state the reason of the survival after the sinking of their boat. Each member will be given a chance to describe why they should be the one who survives and interact with the group during this process. Accordingly, this stage represents "a fascinating warm-up" that leads to spontaneity and creativity and that moves people encounter emotionally their reason for being (Yablonsky, 1976;101).

In the warm-up phase, the group members could learn how to inhabit a role. Besides, warm up is a time that could reflect the main goal of psychodrama in creating spontaneity and creativeness. To achieve this goal, the therapist often picks up a game to help group members warm up, be spontaneous and creative and to become acquainted with one another. The stage of warm-up involves a basic introduction of each group member by sitting front of an empty chair in order to develop her own spontaneity, and play introductory exercises to develop group cohesion.

Moreover, group members are encouraged to close their eyes if they have difficulty in assuming a role. Once a role has popped into their minds, group members are often asked to raise their hands. When most of the group has thought of a role to be performed, typically an interview will follow the performance. For example, Blatner (1991) asked half of the group members once they have thought of a role to spend six to eight minutes conducting interviews whereas the other half will be the interviewees. Such a step allows group members to become acquainted with the role. To put it more clearly, each member will choose what she/he desires to be whether, for instance an airplane pilot or flight attendant etc. Each member takes turns asking questions, such as what does your outfit look like? What do you do when you enter the airplane? What will you say when greets a customer? Etc. to help the group member gets into the role. Once the warm-up starts, the therapist asks if someone wants to begin the session. A group member usually raises their hand and usually one is picked to begin the session. Sometimes the participants are eager to begin whereas for other group members, it takes time for the warm-up process to unfold.

Action is a stage of a psychodrama session in which the client picks a part of the conflict she/he wants to focus on. For example, when the client is raised in an environment where his/her parents do not believe in him/her. She/he would pick a conflict within the theme to be the role-play. Action is an essential part of psychodrama therapy because other group members and the therapist help facilitate the process of how the conflict will unfold. Typically, the conflict is presented to the group and it is followed by the implementation of techniques, such as role-reversal, soliloquies, role play, rehearsing and doubling to help explore the problem. Playing is an important aspect of psychodrama that can be used especially in eliciting spontaneity and assuming a role. The concept of playing in psychodrama is similar to Winnicott (1971) concept of transitional space. In the latter technique, he believed

children needed a safe place to act out their fears and fantasies; that is, a type of play (Blatner, 1991).

Psychodrama also invites the technique of playing in an environment where techniques, such as the role-reversal and the mirror can be used in playing out a role. Furthermore, playing is also used to help the client step outside of a role to gain perspective. For example, the client is having a hard time role-playing the pain she/he feels due to a conflict with his/her best friend. The therapist may ask questions to elicit harmful feelings, such as how did the conflict make you feel angry, hurt or upset? Here, the therapist helps the client explore different sides of the conflict by implementing the above techniques. The client's response might be negative, positive or an outcome not in line with the used techniques. Then, playing a role can help through the process of trial-and-error approach to see what works for the client and what does not.

The main purpose of 'getting into a role' is not about finding the right or wrong feelings. However, the goal is to use past experiences as materials upon which to reflect. Through acting out a learned role with the expectation of how one should or ought to be, new behaviours can be learnt to eventually facilitate a change. During the process of role-play, the client uses group members in order to increase their expression of the material that is appropriate to the situation. Although, the group members might discover what they need to know in the process of behaving as if they knew the answers (Blatner, 1991)

As a matter of fact, group members help construct and re-construct the client's current presented problems. The focus is primarily on the client's presented problems rather than on the personal issues of the participating group members. In this respect, Kipper, and Hundal (2003) maintained that group members may gain indirect personal insights from the portrayals of such roles, although such benefits are not always the explicit purpose of the group members role. Greenberg (1974) added that individuals observing psychodrama gain insight by sharing their own experiences that relate directly to the situation being enacted, and that various aspects of the problem may have been born on his/her own problems.

Accordingly, psychodrama encourages one to become close to the performed role and to be able to recall and attain a new level of awareness. This process is akin to the 'observing ego'. Some participants may find this to be a difficult process due to difficulties in distancing themselves from the roles. That is why, group members are there to aid in the process of the client's unfolding drama and to offer

insight into areas where the client finds himself stuck. For example, one of the group member may play the client's critical father while the client role-plays himself. This technique is called role reversal. It is typically done when the client has difficulty continuing with the role, either because she/he represses her/his emotions, or because she/he does not know how to make her/his emotions surfacing. The group members typically responds to common themes or feelings that the client experiences in an attempt to help the client get back into a role.

Sharing is the last phase of a psychodrama session. It incorporates to pull the client back into the group, and to prepare him for the outside world. This is done through the group's and director's feedback and sharing. Sharing involves group members to discuss with the client different themes that reflect their own lives. For example, sharing is demonstrated when a group member shares with the client how uncomfortable he felt when confronting her/his mother. Processing, on the other hand, is a technique in which group members and the therapist discuss the way in which their roles are enacted throughout the psychodrama. For example, a group member may share the way she/he regrets not paying more attention to the client's feelings as the latter role-played the former's feelings towards his/her mother. Typically, group members share their emotional journey along with their personal observations with parts of the role-play. Furthermore, when group members work through a problem, the latter should first be demonstrated throughout the psychodrama and then discussed and the reverse is true. For example, communicating with parents about the feelings of being 'unlovable' is clearly demonstrated and seen in psychodrama if worked and discussed by group members; otherwise, the whole point will be imposed.

Both the therapist and other group members process with the client different alternatives raised in the various stages of the psychodrama as a reminder of what was enacted (Moreno, 1971). For example, the therapist might point out the difficulties the client had in expressing himself/herself when the latter is caught up by another group members' opinions while role-playing. This is an opportunity for the director, group members, and group members to disclose their observations and often to result in a discussion.

Recommendation

Based the review of past studies, the authors proposed the following suggestions:

- A follow-up study should be conducted, in order to explore how psychodrama can be used as a group intervention with students who display aggressive behaviour;
- Future research can be focused on how to assist teachers and counselors in using psychodrama therapy in the classroom;
- A research study with the purpose of group intervention can be conducted where psychodramatic action can be used as part of the school play, to prevent behaviour problems; and
- Longitudinal studies will also be valuable in following the child's journey, to track the impact of psychodrama as a therapeutic intervention.

Conclusion

This study concluded that psychodrama therapy is a proper intervention for adolescents with aggressive behaviors. It is a therapeutic intervention that effectively reduce aggression, as found in many past studies. This is because psychodrama allow the therapist to provide clients with space to explore and deal with their inner conflict. Through movement, role-play, catharsis and improvement, the client will be able to develop skills needed for positive social relationships. The findings have crucial implications and call for a more serious attention to use psychodrama tools as a curriculum in Libyan schools.

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