

Effect of Creative Drama-based Group Guidance on Male-**Adolescents' Conflict Resolution Skills**

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Abstract

Problem Statement: This study assumes that conflict itself is not constructive or destructive, whereas the path chosen to resolve the conflict is what leads to constructive or destructive results. When individuals resolve conflicts in a destructive manner, they instill feelings of anger, rage, hostility and violence in the people involved. On the other hand, when individuals resolve conflicts in a constructive manner, they ensure personal development by improving their own problem-solving, critical thinking and communication skills. Teaching students the skills to resolve conflicts in a constructive manner may dissuade them from choosing aggressive behavior when conflicts rise.

Purpose of Study: The purpose of this study is to examine the effect of a conflict resolution skill training program integrated with creative drama on the conflict resolution skills of male adolescents.

Methods: This is a quasi-experimental, pre-post and follow-up study with one experimental group and one control group. The researcher used the Conflict Resolution Behavior Determination Scale (CRBDS) to select the participants for the study. The experimental and control groups were each composed of 12 male students for a total of 24 participants. In the study, a program using creative drama techniques was applied to the students in the experimental group. No program was applied to the control group. For the analysis of the data, 2x3 Split-plot ANOVA was used for the repeated measurements.

Findings and Results: The findings of the study show that creative drama-based conflict resolution training has been effective at both reducing male adolescents' aggression scores and increasing their problem resolution

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scores. The findings of the study also show that this effect persisted as far as the follow up measurements, which were done eight weeks after the end of the last application.

Conclusions and Recommendations: The results of this study show that adolescents who participate in group work integrated with creative drama can learn conflict resolution skills. Therefore, the researcher suggests that creative drama can be used effectively as a group guidance method that teaches conflict resolution skills. In this study, it was also found that the participants retained the knowledge and skills at the time of the follow up measurements that were done eight weeks after the end of the last application. It may take many years for psychological counselors to create constant change with this kind of application so future studies should **reinforce the students' training through occasional, short-term programs** that would remind students of the aforementioned knowledge and skills.

Keywords: Conflict resolution skill, creative drama, male adolescents, aggression, problem resolution

Conflict is a natural state of disagreement or tension that can put two or more people at odds with one another or can make one person indecisive (Öner, 2004). Girard and Koch (1996) add that conflict itself is not constructive or destructive and that only the path chosen to resolve the conflict leads to constructive or destructive results (as cited in Türnüklü, 2006). Destructive resolutions to conflicts can create feelings of anger, rage, hostility and violence. On the other hand, constructive resolutions to conflicts will inspire personal development, as the resolver improves his problem-solving, critical thinking and communication skills.

Creative drama is comprised of the "improvisational animations that the participants base on their own creative inventions, free thoughts and knowledge without a pre-written text" (San, 1996, p. 148). Since creative drama necessitates students' active participation in the resolution process by giving them cognitive, affective and psychomotor tasks, it is a method that allows them to interact with their environment extensively and to have richer learning experiences (Adıgüzel, 2006; Jensen, Rechis, & Luna, 2002). The long-term benefits of creative drama are stimulating imaginative and creative thinking, providing opportunities for social cooperation, engaging in active participation, releasing emotions appropriately and developing problem solving skills. Furthermore, students find creative drama enjoyable (Freeman, Sullivan, & Fulton, 2003; Jahanian, 1997). Additionally, when students remain active during the training and learn through physical movement, they are more likely to remember what they are learning (Jensen et al., 2002). Since creative drama is a method that supports the personal-social development, numerous scholars have indicated that it can be used in the field of psychological counseling and guidance (Akfirat, 2004; Bozdogan, 2003; Buege, 1993; Durmus, 2006; Erdogan, 2006; Freeman et al., 2003; Goodwin, 1985; Karatas & Yavuzer, 2009;

McCaslin, 1990; Noble, Egan, & McDowell, 1977; Okvuran, 2002; San, 1990; Usaklı, 2006; Yavuzer, Gündođdu, & Dikici, 2010).

The disputes among teenagers frequently evolve into serious aggression. The results of Tastan's research show that students enter conflicts in the school environment, including the classroom, the school yard, the school bus, during a class or while playing, and the students generally try to resolve these conflicts with verbal or physical attacks (Tastan, 2006). Nevertheless, conflict in schools is not itself a source of aggression and violence. Being unable to resolve the conflict or trying to resolve the conflict in destructive ways is the cause of aggression and violence (Brinson, Kottler, & Fisher, 2004; Chen, 2003; Vera, Shin, Montgomery, Mildner, & Speight, 2004; Weir, 2005). Given these findings, the present study proposes that teaching students the skills to resolve conflicts in a constructive manner may lead them to choose aggressive behavior less often when conflicts arise. Research findings in the field of psychological counseling indicate that conflict resolution training programs do teach conflict resolution skills effectively (Breunlin, Cimmarusti, Bryant-Edwards, & Hetherington, 2002; Güner, 2007; Karahan, 2006; Kus, 2007; Öner-Koruklu, 2003; Stevahn, D. W. Johnson, R. T. Johnson, & Schultz, 2002; Uysal, 2006; Woody, 2001). However, the field still suffers from a dearth of studies showing that group activities integrated with creative drama are effective for teaching students conflict resolution skills (Annarella & Frey, 2004; Graves, Frabutt, & Vigliano, 2007; Gündođdu, 2009; Pipkin & DiMenna, 1989) and communication skills (Arslan, Erbay, & Saygın, 2010).

The purpose of this study is to examine the effect of a conflict resolution skill training program integrated with creative drama on the conflict resolution skills of male adolescents. The researcher tested the following hypotheses.

1. After participating in the conflict resolution training program integrated with creative drama, the male adolescents will score significantly lower on their aggression tests. This decrease will also manifest itself in the follow up measurement eight weeks after the end of the applications.
2. After participating in the conflict resolution training program integrated with creative drama, the male adolescents will score significantly higher on their problem resolution tests. This increase will also manifest itself in the follow up measurement eight weeks after the end of the applications.

To supplement the findings related to the students' scores, the researcher used the last session to gather the participants' assessments of the entire program and their assessments of themselves from their personal development notebooks. These findings as well as the students' scores appear in the findings section.

Method

Research Design

This experimental study examined the effect of group-based creative drama on the conflict resolution behaviors of adolescents. The study adopted the pretest-posttest control group experimental design (PPCGD). In line with this design, the

Conflict Resolution Behavior Determination Scale (CRBDS) was applied to the subjects in the experimental and control groups as a pretest before the experiment. Afterwards, the conflict resolution training program integrated with creative drama, which consisted of 10 sessions at 90 minutes each, was applied to the experimental group. During the training, no procedure was applied to the control group. After the 10 sessions with the experimental group, the CRBDS was applied as a posttest to all subjects and again as a follow up measurement for all subjects eight weeks after the last application.

The Participants

The study's subjects were selected from a group of male students who had been studying at a vocational high school in the city of Nigde during the academic year of 2009-2010. Selection was first based on their voluntariness and then based on their scores on the CRBDS. The present study selected only males, because they show more aggressive behavior during conflict situations than females do (C. Arslan, Hamarta, E. Arslan, & Saygin, 2010; Campano & Munakata, 2004; De Wied, Branje, & Meeus, 2007; Goldstein, 1999; Karatas, 2008; Korkut, 2002; Miller, Danaher, & Forbes, 1986; Orpinas, Murray, & Kelder, 1999; Owens, Daly, & Slee, 2005; Scharf, 2000).

To identify the students who would participate in the study, the researcher administered the CRBDS to a total of 256 students during their guidance hours. The researcher then selected 24 volunteer students among a total of 70 students who had scored low on the Conflict Resolution Behavior Determination Scale's problem resolution subscale and high on the aggression scale. The experimental and control groups were divided evenly, being composed of 12 male students each. The identified students were assigned to the experimental and control groups through a random sampling method. The researcher had decided upon this number of participants, because Voltan-Acar (2005) had used groups of 8-13 volunteers and Adıgüzel (1994) had used 12-15 participants to achieve meaningful results in a creative drama study. To avoid bias, the researcher did not inform the students, parents, or classroom teachers of the group assignments or the details of the study before the training. However, after the sessions began, the researcher informed both groups of students about the content of the study and the method that they and the students in the other group would be following. At the beginning of the sessions, both groups had 12 students; however, three students from the experimental group did not attend the sessions and the evaluations, so the analysis of the data in this group was completed with nine students.

Before the experimental application, a one-way analysis of variance was applied to test whether the experimental and control groups were equal to each other in terms of their CRBDS scores, and the difference between the pretest distribution scores of the students in the experimental and control groups were not significant (Aggression $t = .640$, $p > .05$; Problem Resolution $t = .220$, $p > .05$). On the basis of this result, it can be stated that at the beginning of the study, the experimental and control groups were equal in terms of their aggression and problem resolution scores.

Research Instrument

Conflict resolution behavior determination scale. For this study, the researcher used Koruklu's (1998) Conflict Resolution Behavior Determination Scale (CRBDS) to assess the students' reactions to conflicts. This scale evaluates the conflict resolution behaviors with two subscales. The subscales are Aggression (swearing, fighting, threatening, silent attacking) and Problem Resolution (compromise, cooperation). The CRBDS has 24 items with five-point Likert-type evaluation options. Items 1, 3, 5, 7, 9, 11, 13, 15, 17, 19 and 21 pertain to aggression, and items 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22 and 24 pertain to problem resolution. The highest score that one can obtain on one subscale is 60, and the lowest is 12. A high score on a subscale means that the student frequently exhibits the behavior that the subscale measures. Koruklu (1998) verified the CRBDS's validity and reliability by using data she obtained from 6th, 7th and 8th-grade students. To establish how distinct the items were from each other in terms of conflict resolution behavior, Koruklu examined them with an item analysis and found that the total item correlations were over .30. She then examined the CRBDS's reliability with a test-retest reliability analysis and found a value of $r = .64$ for the aggression section and a value of $r = .66$ for the problem resolution section. In addition, the CRBDS's internal consistency coefficients were determined to be $r = .85$ for the aggression section and $r = .83$ for the problem resolution section. Uysal (2006) and Gündođdu (2009) also verified the reliability and validity of the CRBDS before applying the scale to their studies.

Experimental Application

The conflict resolution skill training integrated with creative drama was applied to the experimental group. There were no applications to the control group. The experimental application was comprised of 10 sessions (90 minutes each). In creative drama studies, the leader must follow a certain order that is based on the structure and characteristics of the group. Adıgüzel (2005) explains this order as "preparation/warm-up", "animation", and "evaluation/discussion". Preparation/warm-up activates the body more than the other phases do: it requires the participants to use multiple senses simultaneously and intensely; it requires inward-looking work; it aims to develop group dynamics, such as gaining trust and adjustment; and it follows clear rules and thus proceeds with a higher degree of certainty than the other phases do, as the latter do not have a set procedure. The animation phase begins with a subject to be animated, and then the participants candidly choose to perform improvisation, role playing and similar techniques. Finally, the obtained results are evaluated during the evaluation/discussion phase. In other words, the essence, the importance and the process's quality and quantity are determined during the third phase. The participants also share their emotions and thoughts during this phase.

In this study, the group guidance program was constructed by taking these three phases into consideration. A draft program was prepared by determining the purpose of each session and the target behavior expected from the members. Three academicians from the field of psychological counseling and guidance and three

academicians from the field of creative drama were consulted regarding the draft program. After considering their suggestions, the researcher formed the final version of the program.

The general purpose of the program is to give 9th-11th-grade students skills that will help them to deal with conflicts in a constructive manner. The program provides experiences for the students to gain conflict resolution skills and to use negotiation skills during conflicts. The program content consists of three main parts: a) understanding the nature of the conflict (4 sessions), b) interpersonal relations (3 sessions) and c) constructive conflict resolution (3 sessions). The members of the experimental group had to keep personal development notebooks wherein they observed the changes in their thoughts and feelings and expressed themselves in general. The writing can also aid in their retention of the learned behavior. The notebooks were handed out to the members at the beginning of each session; the members were asked to fill out the relevant sections, and then the notebooks were collected at the end of each session.

Data Analysis

The number of observations in the present study totaled less than 29, so the Shapiro-Wilk Normality Test (Karaatlı, 2006), Levene's Test and Box's M Test were performed to discover whether the parametric tests satisfied the basic assumptions or not. The researcher found that each group's pretest scores showed a normal distribution (Shapiro-Wilk = .94, $p > .05$) and that both groups' simultaneously attained score' variances ($F = .23$, $p > .05$) and covariances (Box's $M = 8.75$, $p > .05$) were equal for the measurement sets' dual combinations. After determining that the necessary assumptions were met, a 2x3 Split-Plot ANOVA was performed on the findings in order to determine the group x measurement common effect regarding the effect of the applied experimental procedure.

2x3 Split-Plot ANOVA is performed to test the group x measurement effect and group and measurement's simple effects regarding the applied experimental procedure's effectiveness in two-factor mixed designs where there are unrelated measurements depending on process groups and repetitive measurements depending on time. In this design, group and measurement simple effect tests' being significant cannot be interpreted as effective on the researcher's application's dependent variable. However, group x measurement effect test's being significant will lead to this result. (Büyüköztürk, 2003, p. 75-78).

For each group, the differences among the pre-, post- and follow up test scores were tested with Single Factor analysis of variance. The Bonferroni Test was used to test the source of the differences among the measurements. Data were analyzed with the SPSS v.13.0 statistical package program for Windows. The level of significance was $p = 0.05$.

Results

The Findings for the First Hypotheses

The score means that the students in the experimental and control groups earned on the aggression subsection of the CRBDS and the standard deviations are presented in Table 1. According to Table 1, the mean of the experimental group's pretest scores for aggression' was 43.22. This mean became 16.00 after the experiment and 20.11 in the follow up test.

Table 1

The Values of Arithmetic Means and Standard Deviation of the Aggression Scores According to the Experimental and Control Groups' Pre, Post and Follow up Measurements

Group	Pre test			Post test			Follow up test		
	n	M	Sd	n	M	Sd	n	M	Sd
Experimental	9	43.22	6.61	9	16.00	3.35	9	20.11	8.26
Control	12	41.50	5.71	12	34.25	10.44	12	35.08	16.37

The mean of the control group's pretest scores was similar to the experimental group's scores, averaging at' 41.50. However, this value was still as high as 34.25 in the posttest and 35.08 in the follow up test. The means from the posttest and follow up tests for aggression are lower for the experimental group than the control group.

The researcher then tested the significance of the observed difference among the aggression scores' means in the experimental and control group students' pre-, post- and follow up measurements with a 2x3 Split-Plot ANOVA. The results of this analysis appear in Table 2.

Table 2

The Two-Factor Analysis of Variance Results of Aggression Scores According to the Experimental and Control Groups' Pre, Post and Follow Up Measurements

Source	Type III Sum of Squares	df	Mean Square	F	Partial Eta Squared
Between-subjects	4803.55	20			
Group	1701.00	1	1701.00	10.42*	.35
Error	3102.55	19	163.29		
Within-subjects	7147.77	42			
Factor 1 (Pre-Post-Follow up test)	3573.72	2	1786.86	28.36*	.59
Factor 1X group	1180.00	2	590.00	9.36*	.33
Error (factor 1)	2394.05	38	63.00		
Total	11951.32	62			

*p<.05

When one examines Table 2, one will notice that there is a significant difference in the means of the aggression scores when taking into consideration only the groups as independent from the measurements ($F_{(1,19)}=10.42$; $p<.05$). When one considers only the order of the measurements, independently from the group variable, there is also a significant difference in the **experimental and control groups' mean aggression scores** for the pre, post and follow up tests ($F_{(2,38)}=28.36$; $p<.05$). Furthermore, one will find that the common effects of repetitive measurement factors on aggression scores are significant ($F_{(2,38)}=9.36$; $p<.05$), as these factors are in different procedure groups. These findings show that being subjected to the experimental procedure **affects aggression scores. The difference of 33% in the groups' mean aggression scores** throughout the measurements can be explained by the experimental procedure (Eta Squared=.33).

The difference among the experimental group's aggression scores on the pre-, post- and follow up measurements was tested with a single factor analysis of variance, and it was determined that the difference was significant ($F_{(2,16)}=47.67$; $p<.05$). The Bonferroni test was performed to find the source of the difference between measurements, and the results showed that the pretest score mean differed to a significant degree from the post- and follow up test score means. There was no significant difference between the score means attained from the post and follow up measurements. In contrast, the researcher found no significant difference among the pre, post and follow up test score means ($F_{(2,22)}=2.38$; $p>.05$) when comparing the **control group's scores in a similar way.**

The Findings for the Second Hypotheses

The score means that the students in the experimental and control groups earned on the problem resolution subsection of the CRBDS and the standard deviations appear in Table 3. According to Table 3, the experimental group students' problem resolution pretest score mean was 46.44, which became 56.88 after the experiment and 54.66 in the follow up measurement.

Table 3

The Values of Arithmetic Means and Standard Deviation of the Problem Resolution Scores According to the Experimental and Control Groups' Pre, Post and Follow up Measurements

Group	Pretest			Post test			Follow up test		
	n	M	Sd	n	M	Sd	n	M	Sd
Experimental	9	46.44	7.14	9	56.88	3.29	9	54.66	4.15
Control	12	45.58	9.94	12	46.66	9.14	12	47.16	11.89

In contrast, the control group's mean pretest score was 45.58, and this value became 46.66 in the posttest and 47.16 in the follow up test. Clearly, the control group students' mean problem resolution posttest score is lower than the experimental

group students' mean posttest score. The researcher verified the significance of the observed difference among the problem resolution scores' means across the experimental and control group students' pre, post and follow up measurements with a 2x3 Split-Plot ANOVA, and the results of the analysis are given in Table 4.

Table 4

The Two-Factor Analysis of Variance Results of Problem Resolution Scores According to the Experimental and Control Groups' Pre, Post and Follow up Measurements

Source	Type III Sum of Squares	df	Mean Square	F	Partial Eta Squared
Between-subjects	3788.31	20			
Group	592.01	1	592.01	3.51	.15
Error	3196.30	19	168.22		
Within-subjects	1638.25	42			
Factor 1 (Pre-Post-Follow up test)	397.72	2	198.86	7.54*	.28
Factor 1X group	238.48	2	119.24	4.52*	.19
Error (factor 1)	1002.05	38	26.37		
Total	5426.56	62			

*p<.05

By looking at Table 4, one will see that there is not a significant difference in the **problem resolution scores' means when taking into consideration only the groups as independent from the measurements** ($F_{(1,19)}=3.51$; $p>.05$). When one considers only the order of the measurements, independently from the group variable, one will also notice a significant difference in the **experimental and control groups' problem resolution means across the pre-, post- and follow up test scores'** ($F_{(2,38)}=7.54$; $p<.05$). Furthermore, the researcher found that the common effects of repetitive measurement factors on problem resolution scores are significant ($F_{(2,38)}=4.52$; $p<.05$) due to the factors being in different procedure groups. These findings show that **being subjected to the experimental procedure affects the student's problem resolution scores**. The difference of 19% in the problem resolution scores of the groups throughout the measurements can be explained by the experimental procedure (Eta Squared= .19).

The differences among the problem resolution scores that the experimental group earned on the pre-, post- and follow up measurements was tested with a single factor analysis of variance. It was determined that the difference was significant ($F_{(2,16)}=12.53$; $p<.05$). The Bonferroni test was performed to find the source of the difference between measurements, and the pretest score mean was different to a

significant level from the post- and follow up tests' mean scores. There was no significant difference between the score means attained from the post and follow up tests. When the control group's scores were compared in a similar way, it was found that there was no significant difference among the means for the pre, post and follow up test scores ($F_{(2,22)}=.26$; $p>.05$).

Results for the Group Members' Evaluations of the Sessions and of Themselves after the Sessions

After each session, the members were asked to write their thoughts and feelings about the session in their personal development notebooks. Evaluating what the members gained by examining the personal development notebooks revealed that they understood the nature of conflict, gained awareness about their responsibilities about constructive conflict resolution, generally succeeded at communicating seamlessly with their families and friends and put effort into understanding the people around them.

Some of the members' writing examples are given below:

A. A.: "I learned that conflicts can end without violence"

O. Ö.: "I talked with someone I had never talked to before. Without this study, I wouldn't have gotten together with that person and talked to him"

H. M. K.: "When I have conflicts with people, I learned how to turn the conflict towards a positive direction and I also learned how both sides would be satisfied from this"

Conclusions and Recommendations

This study examined the short -and long-term effects of conflict resolution skill training integrated with creative drama on male adolescents' conflict resolution skills. The findings of the study show that conflict resolution training integrated with creative drama has been effective at both reducing the aggression scores and increasing the problem resolution scores of male adolescents. The findings further revealed that this effect persisted during the follow up measurements that were done eight weeks after the end of the last measurement. Included in the conflict resolution skill training program integrated with creative drama were conflict-themed improvisations, role plays, dance/movement activities, group sharing and group discussions. It was expected that students who participated in these activities would recognize conflict, that there would be an increase in students' awareness of the reasons and results of conflict, that students would learn the skills of active listening, empathic thinking and finding suitable solutions for both sides, and that group sharing would make the students feel relaxed. As a result of these expected affects, their aggression scores would decrease and their problem resolution scores would increase. After the study, the researcher confirmed these expectations. Certain studies have shown that group work integrated with creative drama was effective at teaching conflict resolution skills (Annarella & Frey, 2004; Graves et al., 2007; Gündogdu, 2009; Pipkin & DiMenna, 1989) and communication skills (Arslan et al., 2010).

Another finding of the present study is that conflict resolution training integrated with creative drama continues to affect the students positively eight weeks after the end of the group work. The argument that creative drama is an effective memorization technique (Adıgüzel, 2006; Jensen et al., 2002) supports this finding of the study. The results of this study show that adolescents participating in group work integrated with creative drama can learn conflict resolution skills. Based on the findings of this study, the researcher concludes that psychological counselors can use creative drama as a group guidance method to teach conflict resolution skills effectively. This study found that the attained knowledge and skills continued during the follow up measurements performed eight weeks after the end of the last application. Nevertheless, this method may need to be applied for years before the students internalize the skills. For this reason, following studies should reinforce the **students' attained knowledge and skills** with occasional short-term programs that would reinforce these aforementioned knowledge and skills and make them relevant to life. Moreover, these additional sessions can be applied periodically, and their long-term effects can be studied.

This study was limited to male adolescents attending a vocational high school in the city of Nigde. In addition, since the subjects participated in the group work independently from the experimental application of the study, the researchers expected a positive behavior change in the subjects, and they made special effort not to invalidate this expectation (Gümüş, 2002). Finally, the researcher believes that this study is limited, because they did not form a placebo group to control the effects that arose from their expectations and their extra efforts.

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Yaratıcı Drama Temelli Grup Rehberliğinin Erkek Ergenlerin Çatışma Çözme Becerilerine Etkisi

(Özet)

Problem Durumu

Çatışma, bir ya da birden çok sayıda kişinin bir konu üzerinde yaşadığı doğal bir anlaşmazlık ya da gerginlik durumudur. Aslında çatışmanın kendisi yapıcı ya da yıkıcı değildir, çatışmayı çözmek için seçilen yol yapıcı ya da yıkıcı sonuçlara neden olmaktadır. Çatışmalar yıkıcı olarak çözüldüğünde kızgınlık, öfke, düşmanlık ve şiddet duyguları yaratır. Yapıcı olarak çözüldüğünde ise, sorun çözme, eleştirel düşünme ve iletişim becerilerini geliştirerek kişisel gelişimi sağlar. Gençler arasında görülen anlaşmazlıklar sıklıkla ciddi bir saldırganlığa dönüşebilmektedir. Çatışmaları yapıcı yollarla çözme becerilerini kazandırmak, ergenlerin çatışma yaşandığında saldırganlık davranışlarını daha az tercih etmelerine neden olabilecektir.

Araştırmanın Amacı

Bu çalışmanın amacı, yaratıcı drama ile bütünleştirilmiş çatışma çözme eğitiminin erkek ergenlerin çatışma çözme becerileri üzerindeki etkisinin incelenmesidir. Çalışmada aşağıda yer alan hipotezler sınanmıştır.

1. Yaratıcı drama ile bütünleştirilmiş çatışma çözme eğitime katılan erkek ergenlerin saldırganlık puanlarında istatistiksel olarak anlamlı düzeyde bir azalma olacaktır. Bu azalma uygulamaların tamamlanmasından 8 hafta sonra yapılacak izleme ölçümlerinde de kendini gösterecektir.
2. Yaratıcı drama ile bütünleştirilmiş çatışma çözme eğitime katılan erkek ergenlerin problem çözme puanlarında istatistiksel olarak anlamlı düzeyde bir artış olacaktır. Bu artış uygulamaların tamamlanmasından 8 hafta sonra yapılacak izleme ölçümlerinde de kendini gösterecektir. Ayrıca, son oturumda üyelerin kişisel gelişim defterlerinden programın tamamına ve kendilerine yönelik değerlendirmelerinin alınması amaçlanmıştır.

Araştırmanın Yöntemi

Araştırmada öntest-sontest kontrol gruplu deneysel desen (ÖSKD) kullanılmıştır. Bu desen doğrultusunda deney ve kontrol grubunda yer alan deneklere deney öncesi Çatışma Çözme Davranışını Belirleme Ölçeği (ÇÇDBÖ) ön test olarak uygulanmıştır. Daha sonra, deney grubuna her oturum 90 dakika olmak üzere 10 oturumdan oluşan yaratıcı drama ile bütünleştirilmiş çatışma çözme eğitimi uygulanmıştır. Bu süre içerisinde kontrol grubuna hiçbir işlem yapılmamıştır. Deney grubu ile yapılan 10 oturumun sonunda gruplara ÇÇDBÖ son test olarak uygulanmış ve deney grubunda yer alan deneklere uygulama bitiminden 8 hafta sonra izleme ölçümü için ÇÇDBÖ bir kez daha uygulanmıştır. Uygulanan programın genel amacı 9-11.sınıftaki öğrencilerin çatışmalarını yapıcı bir biçimde çözmelerine yardımcı olacak becerileri kazandırmaktır. Program, öğrencilerin, çatışma çözme becerisi kazanmalarına, çatışmalarda müzakere becerilerini kullanmalarına yardım edecek yaşantılar sağlamaktadır. Program içerik olarak üç ana bölümden oluşmaktadır: a)Çatışmanın doğasını anlama (4 oturum), b)Kişilerarası ilişkiler (3 oturum), c)Yapıcı çatışma çözümü (3 oturum). Yaratıcı drama çalışmalarında grubun yapısı ve katılımcıların özellikleri dikkate alınarak izlenmesi gereken bir sıralama bulunmaktadır. Bu sıralama; "hazırlık/ısınma, canlandırma ve değerlendirme/tartışma"dır. Hazırlık/ısınma, daha çok beden hareketine geçtiği, duyuların eş zamanlı olarak yoğun kullanıldığı, içe dönük çalışmalar yapıldığı, güven kazanma, uyum sağlama gibi grup dinamiğini oluşturmayı amaçlayan, kuralları diğer aşamalara göre belli ve daha çok lider tarafından belirlenen bir aşamadır. Canlandırma, canlandırılacak konu çerçevesinde bir başlangıç noktası olan, doğaçlama, rol oynama ve diğer tekniklerin kullanıldığı bir aşamadır. Değerlendirme/tartışma ise, elde edilen sonuçların değerlendirildiği aşamadır. Bu çalışmada grup rehberliği programı bu üç aşama dikkate alınarak yapılandırılmıştır. Her oturumun amacı ve üyelerin kazanması beklenen hedef davranışlar belirlenerek taslak program hazırlanmıştır. Hazırlanan bu taslak program hakkında psikolojik danışma alanında üç

akademisyenin ve yaratıcı drama alanında üç akademisyenin görüşlerine başvurulmuştur. Gelen öneriler değerlendirilerek programa son şekli verilmiştir.

Araştırmada yer alan denekler, 2009-2010 öğretim yılında Niğde ilinde bir meslek lisesinde öğrenim gören erkek öğrenciler arasından, kullanılan ölçekten alınan puanlara ve gönüllülük esasına göre seçilmiştir. Başlangıçta gruplar 12'şer kişiden oluşturulmuştur, ancak deney grubundan 3 öğrencinin oturumlara ve değerlendirmelere katılmaması nedeniyle, verilerin analizi bu grupta 9 öğrenci üzerinden yapılmıştır. Bu araştırmada öğrencilerin çatışmalara verdikleri tepkileri ölçmek amacıyla Çatışma Çözme Davranışını Belirleme Ölçeği kullanılmıştır.

Araştırmanın Bulguları

Araştırmanın bulguları, yaratıcı drama ile bütünleştirilmiş çatışma çözme eğitiminin saldırganlık puanlarının azalmasında ve problem çözme puanlarının artmasında etkili olduğunu ve bu etkinin son ölçümden 8 hafta sonra yapılan izleme ölçümlerinde de devam ettiğini göstermektedir. Ayrıca, deneklerin kişisel gelişim defterlerinin incelenmesi sonucunda kazandıkları değerlendirildiğinde; çatışmanın doğasını anladıkları, yapıcı çatışma çözme konusunda üzerlerine düşen sorumluluklarına ilişkin farkındalık kazandıkları, aileleri ve arkadaşları ile sorunsuz iletişim kurmayı genel anlamda başarabildikleri, karşısındaki kişileri anlamak için çaba gösterdikleri belirlenmiştir.

Araştırmanın Sonuçları ve Önerileri

Bu araştırmada, yaratıcı drama ile bütünleştirilmiş çatışma çözme eğitiminin erkek ergenlerin çatışma çözme becerileri üzerindeki etkisi incelenmiştir. Araştırmanın bulguları, yaratıcı drama ile bütünleştirilmiş çatışma çözme eğitiminin erkek ergenlerin saldırganlık puanlarını azaltmada ve problem çözme puanlarını artırmada etkili olduğu ve bu etkinin son ölçümden 8 hafta sonra yapılan izleme ölçümlerinde de devam ettiği yönündedir. Araştırma bulgularına dayanarak bir grup rehberliği yöntemi olarak yaratıcı dramının çatışma çözme becerilerinin kazandırılmasında etkili bir şekilde kullanılabilmesi düşünülmektedir. Bu çalışmada uygulamaların bitiminden 8 hafta sonra yapılan izleme ölçümlerinde kazanılan bilgi ve becerilerin devam ettiği görülmüştür. Bu tür uygulamalarda durağan değişiklikler yaratmak uzun yıllar alabilir. Bu nedenle bundan sonra yapılacak çalışmalarda, ara ara kısa süreli hatırlatıcı ve pekiştirici programlarla kazanılan bilgi ve becerilerin kalıcılığı artırılabilir ve yaşama genellenmesi sağlanabilir. Bunun için hatırlatıcı ve pekiştirici nitelikte ek oturumlar periyodik olarak uygulanabilir ve uzun dönemdeki etkisi araştırılabilir. Bu çalışma Niğde il merkezinde bulunan bir meslek lisesinde öğrenim gören erkek ergenlerle sınırlıdır. Ayrıca, araştırmada deneklerin uygulanan deneysel işlemden bağımsız olarak grup çalışmasına katıldıkları için araştırmacıların kendilerinde olumlu yönde davranış değişikliği beklemelerinden dolayı, bu beklentiyi boşa çıkarmamak için özel bir çaba içine girmelerinden kaynaklanan etkiyi kontrol etmek amacıyla plasebo grubu oluşturulmaması da sınırlılık olarak düşünülmektedir.

Anahtar Sözcükler: Çatışma çözme becerisi, yaratıcı drama, erkek ergenler, saldırganlık, problem çözme