



The Effect of Drama-Based Social Studies Education on Psychological Resilience and Well-Being Levels of Secondary School Students Affected by the Earthquake

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Article abstract

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The Effect of Drama-Based Social Studies Education on Psychological Resilience and Well-Being Levels of Secondary School Students Affected by the Earthquake

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The aim of this research is to examine the effect of drama-based social studies education on the psychological resilience and well-being levels of secondary school students affected by the earthquake that took place in Turkey in 2023. The embedded design from mixed methodology was used in the research. The participant group of the research was formed by multi-stage mixed sampling method. A total of 57 middle school fifth grade students, 28 in the experimental group and 29 in the control group, took part in the experimental research. The data of the research were collected with Stirling Children's Well-being Scale, Child and Youth Resilience Measure-12, semi-structured interview forms, and unstructured observations. Independent samples t-test, analysis of covariance, and content analysis were used to analyse the data of the research in which quantitative and qualitative data were collected together. Research findings concluded that drama-based social studies education increased students' psychological resilience and well-being levels. It was also determined that the students perceived that drama-based social studies education contributed to their resilience, self-belief, calmness, happiness, playfulness, and helped them to deal with challenges, reduce stress, and eliminate anxiety. The results suggest that researchers and educational planners would be well served to increase the use of drama in social studies courses to improve students' psychological resilience and well-being levels.

L'objectif de cette recherche est d'examiner l'effet de l'éducation des études sociales basé sur le drame sur la résilience psychologique et les niveaux de bien-être des élèves de l'intermédiaire affecté par le tremblement de terre qui a eu lieu en Turquie en 2023. La conception intégrée de la méthodologie mixte a été utilisée dans la recherche. Le groupe de participants à la recherche a été constitué par une méthode d'échantillonnage mixte à plusieurs niveaux. Au total, 57 élèves de cinquième année de, 28 dans le groupe expérimental et 29 dans le groupe de contrôle, ont participé à la recherche expérimentale. Les données de la recherche ont été collectées à l'aide de l'échelle de bien-être des enfants de Stirling, de la mesure de la résilience des enfants et des jeunes de formulaires d'entrevues semi-structurés et d'observations non structurées. Le test t des échantillons indépendants, l'analyse de la covariance et l'analyse du contenu ont été utilisés pour analyser les données de la recherche dans laquelle les données quantitatives et qualitatives ont été collectées ensemble. Les résultats de la recherche ont conclu que l'enseignement des études sociales basé sur le drame augmentait les niveaux de résilience psychologique et de bien-être des élèves. Il a également été établi que les élèves considéraient que l'éducation des études sociales basé sur le drame contribuait à leur résilience, leur confiance en soi, leur calme, leur bonheur, leur caractère ludique, leur capacité à relever les défis, réduire le stress et éliminer l'anxiété. Les

résultats suggèrent que les chercheurs et les planificateurs de l'éducation seraient bien inspirés d'accroître l'utilisation du drame dans les cours d'études sociales afin d'améliorer les niveaux de résilience psychologique et de bien-être des étudiants.

Psychological resilience refers to the mental and emotional strength of an individual to overcome stressful, challenging, and potentially traumatic situations. Psychological resilience enables the individual to act confidently, make functional decisions, and remain emotionally balanced and regulated without being affected by situations that create adverse effects in life. Psychological well-being means that the individual is emotionally, mentally, and spiritually healthy and enables the individual to look at themselves, others, and life in a positive way and to cope with the difficulties of daily life (Bernstein, 2018).

Low levels of psychological resilience and well-being can affect the mental or emotional health of the individual and prevent the functionality of the individual in daily life. Low levels of psychological resilience and well-being may be based on individual traumas, but may also be caused by social traumas (Feldman et al., 1997). Psychological trauma is defined as situations that disrupt the psychological structure of individuals (van der Kolk, 2003). That is, the individual's defences are overridden and ineffective in response to an event and their previous sense of wholeness and organization of the world becomes fractured. Although a wide range of psychological and psychiatric methods are used to increase levels of psychological resilience and well-being, school courses supported by effective methods and techniques can also be used (Allan et al., 2014). In terms of primary and secondary school students in Turkey, the social studies course, which focuses on the individual and social life of students, can be used to increase the levels of psychological resilience and well-being of students.

Social studies is an interdisciplinary course that blends knowledge compiled from different social sciences and humanities, and teaches it in accordance with the readiness of primary and secondary school students. Social studies aims to equip students with knowledge, skills, and values related to individual and social life. Considering that psychology and social psychology are among the disciplines in which the social studies course compiles information, it may be useful to use the social studies course to increase the levels of psychological resilience and well-being of primary and secondary school students. Effective implementation of the social studies course depends on the use of methods and techniques that attract students' attention and at the same time ensure that students experience delight in learning. One of the methods that enable the effective implementation of social studies courses is drama (Russell & Waters, 2021). As a matter of fact, many studies (Kaf & Yılmaz, 2017; Kariuki & Humphrey, 2006; Morris & Welch, 2004; Romero & Tandingan, 2022) have shown that drama is an effective method for teaching social studies curricula across the grades.

Drama is the staging of content on specified topics by actors through storytelling. Considered as a performance art, drama can be presented in different media formats such as theatre, television, and radio. Enriched with elements such as costumes, lighting, music, and sound effects, drama is an application to influence the emotions and thoughts of the audience (Thorkelsdottir & Ragnarsdottir, 2019). The use of drama in education provides a wide range of benefits to students, such as motivation for learning, academic success, having fun, etc. as well as improving their social relations and their psychological states (Chasen, 2009).

This research is based on the idea that the psychological resilience and well-being levels of

secondary school students who experienced the earthquakes that took place in Kahramanmaraş province of Turkey on February 6, 2023 and affected ten surrounding provinces (Adana, Adıyaman, Diyarbakır, Elâzığ, Gaziantep, Hatay, Kilis, Malatya, Osmaniye, Şanlıurfa) can be increased through integration of drama-based education in social studies courses. This idea arose from the fact that I was in Diyarbakır province during the earthquakes, experienced the earthquakes personally, and observed that the secondary school students who experienced the earthquakes were psychologically affected by the earthquakes. I observed that the students could not enter their homes, were afraid, and felt unsafe and therefore stayed in shelters.

In the literature review conducted in line with the aim of the research, various studies (Cömert & Özbey, 2021; Galazka, 2018; Grunstein & Nutbeam, 2007; Kemp, 2006; Mandıralı, 2019; Martin et al., 2013; Şahin, 2019; Schwenke et al., 2021) were found in which drama methods were used to support psychological resilience and well-being. No research was found in which drama method was used to increase the level of psychological resilience and well-being in social studies course. However, using the social studies course, which focuses on the individual and social life of primary and secondary school students, as a means of increasing students' psychological resilience and well-being levels by supporting it with drama method can provide significant benefits. From this point of view, it is assumed that this research will be a resource for educational planners, psychologists, teachers and researchers who want to conduct similar research.

Aim

The aim of this research is to examine the effect of drama-based social studies education on the psychological resilience and well-being levels of fifth grade secondary school students. In the research, two hypotheses were established, and two questions were asked. These hypotheses and questions are given below.

Hypothesis 1

There is a significant difference between the psychological resilience levels of the experimental group in which social studies education based on drama was applied and the control group in which social studies education based on drama was not applied in favour of the experimental group.

Hypothesis 2

There is a significant difference between the well being levels of the experimental group in which social studies education based on drama was applied and the control group in which social studies education based on drama was not applied in favour of the experimental group.

Question 1

What are the opinions and experiences of the experimental group students, about the effect of drama on psychological resilience?

Question 2

What are the opinions and experiences of the experimental group students, about the effect of drama on well-being?

Method

In this research, embedded design from mixed research methodology was used to examine the effect of drama-based social studies education on the psychological resilience and well-being levels of fifth grade secondary school students. The reason for conducting this research with embedded design is that the results of the experiment conducted in the research are intended to be supported by qualitative results. Embedded design is intended to support experiment-based research with qualitative data collection and analysis processes. Embedded design involves in-depth examination of quantitative findings obtained in experimental researches by supporting them with the qualitative findings (Creswell, & Plano Clark, 2017). This research was conducted with the permission of Ağrı İbrahim Çeçen University, Scientific Research Ethics Committee with the decision dated April 27, 2023 and numbered 109. In addition, every stage of the research was carried out in accordance with the Declaration of Helsinki. The stages followed in the research are shown in Figure 1.

Participants

While forming the participant group of the research, multi-stage mixed sampling technique was utilised. In the multi-stage mixed sampling method, the participant group of the research is formed within the scope of successive stages. These stages are shaped by collecting statistical or qualitative data to form the participant group (Teddlie & Yu, 2007). The following steps were followed while forming the participants of the research:

1. Diyarbakır was selected among the provinces affected by the earthquakes (Kahramanmaraş, Adana, Adıyaman, Diyarbakır, Elazığ, Gaziantep, Hatay, Kilis, Malatya, Osmaniye, Şanlıurfa) by quantitative random technique.
2. By interviewing people in Diyarbakır, the districts of Diyarbakır most affected by earthquakes were identified using qualitative criterion sampling technique.
3. Secondary schools with medium socio-cultural and medium socio-economic levels in the districts were determined by qualitative criterion sampling technique by interviewing the teachers in the districts. The reason for determining the middle socio-cultural and middle socio-economic level secondary schools is to prevent the psychological resilience and well-being levels of the students, which are the dependent variables of the research, from being affected by economic and cultural variables.
4. One of the schools determined was selected by quantitative random technique.
5. In the selected school, two classes with the closest psychological resilience and well-being levels were determined with the qualitative criterion sampling technique. At this stage, students were interviewed. The reason for the inclusion of fifth grade students in the research is that the secondary school level in Turkey starts with the fifth grade. The fifth grade includes 9- to 14-year-old students.

6. Using quantitative random technique, one fifth grade class was assigned as the experimental group and one as the control group.
7. Demographic information about the participants in both the experimental and control groups from whom quantitative data were collected is shown in Table 1.

As seen in Table 1, there were 28 students in the experimental group, 17 of whom (60.71%) were male and 11 of whom (39.29%) were female. In the control group, there were a total of 29 students, 16 of whom (55.17%) were female and 13 of whom (44.83%) were male. Following the end of the experimental process of the research, interviews were conducted with six volunteer students from the experimental group. The names of the students were concealed within the ethical principles and students were coded as S1 through S6.

Figure 1

The Process Followed in the Research

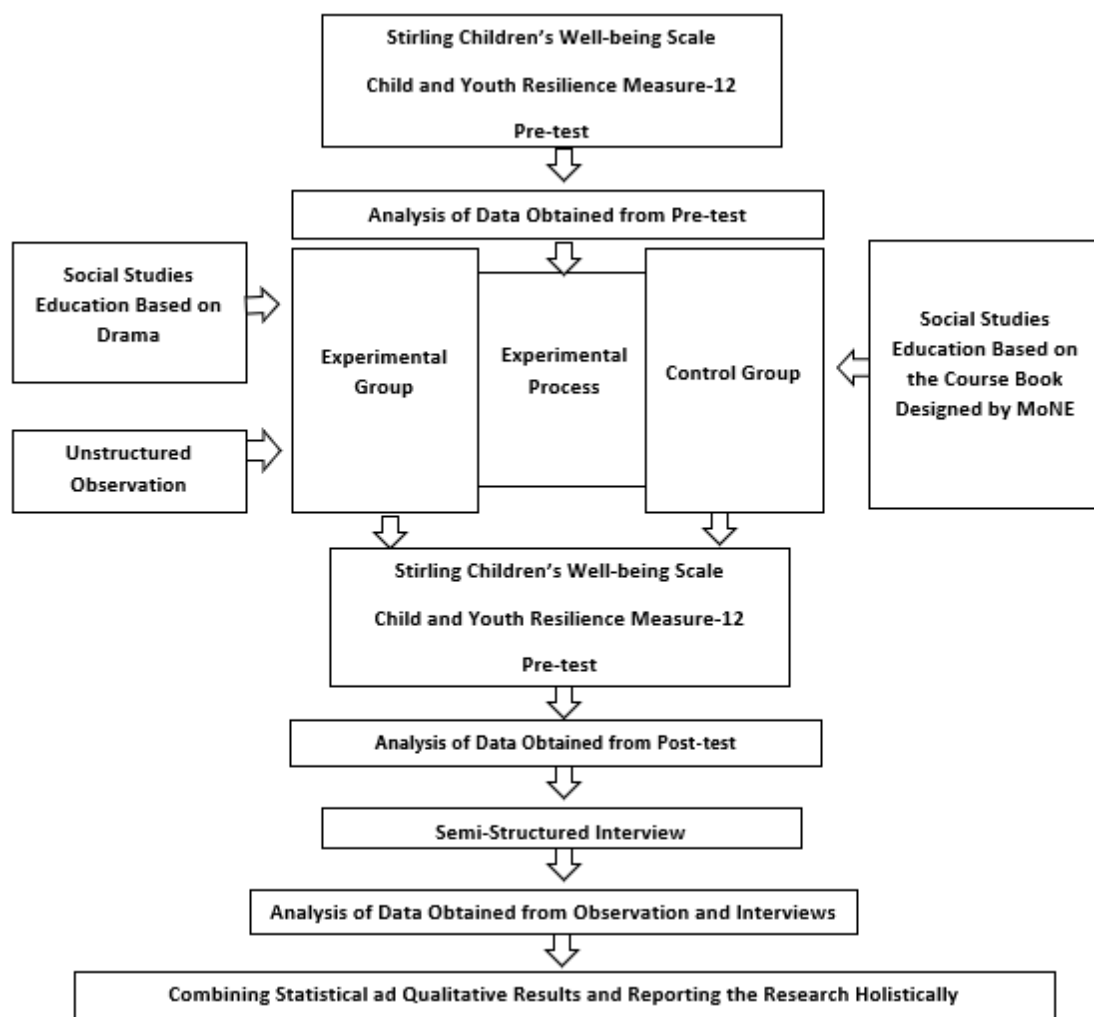


Table 1

Demographic Information of Experimental and Control Groups

Gender	Experimental		Control	
	<i>f</i>	%	<i>f</i>	%
Female	17	60.71	16	55.17
Male	11	39.29	13	44.83
Total	28	100	29	100

Data Collection

Child and Youth Resilience Measure-12 (CYRM-12), *Stirling Children's Well-being Scale* (SCWS), semi-structured interview form, and unstructured observation form were used to collect the data. Information about the data collection tools of the research is as follows:

CYRM-12

CYRM-12 is a unidimensional scale developed by Liebenberg et al. (2012) to consist of 28 items, reduced to 12 by Liebenberg et al. (2013) and adapted into Turkish by Arslan (2015). The reliability coefficient of the five-point Likert-type scale was calculated as $\alpha = .91$ by Arslan (2015). The highest score that can be obtained from the scale is 60 and the lowest score is 12. The result of the reliability study conducted to determine the usability of the scale in this research was calculated as $\alpha = .81$. The scale was used to collect one part of the quantitative data of the research.

SCWS

SCWS, developed by Liddle and Carter (2015) and adapted into Turkish by Akin et al. (2016), is a unidimensional scale consisting of 12 items. The reliability coefficient of the five-point Likert-type scale was calculated as $\alpha = .90$ by Akin et al. (2016). The highest score that can be obtained from the scale is 60 and the lowest score is 12. The result of the reliability study conducted to determine the usability of the scale in this research was calculated as $\alpha = .89$. The scale was used to collect one part of the quantitative data of the research.

Semi-structured Interview Form

A semi-structured interview form was used to collect qualitative data from volunteer students. While developing the form, four professors, one from the fields of guidance and psychological counselling, one from social studies, one from Turkish language, and one from measurement and evaluation, were consulted. The final form of the form was created based on the feedback received from the professors. A pilot study of the interview form was also conducted to check the comprehensibility of the questions in the interview form. The form is shown in Appendix 1.

Unstructured Observation Form

Unstructured observation form was used to observe the students in the experimental group

during the experimental process of the research. The observation form was used to record students' behaviours. Observations were made in each course of the six-week experimental process. The form is shown in Appendix 2.

Data Analysis

Quantitative and qualitative techniques were used together in analysing the data of the research conducted with mixed embedded design.

In order to determine the tests to be used in analysing the quantitative data, various preliminary procedures were performed. Within the scope of these procedures, firstly, skewness, kurtosis, and Shapiro-Wilk (S-W) values of the data were investigated to check whether the quantitative data were normally distributed. The results obtained are shown in Table 2.

As seen in Table 2, the skewness and kurtosis values of the pre-test and post-test data collected with CYRM-12 and SCWS were between 1.5 and -1.5, and the S-W values were greater than .05.

Then, Levene's statistic was performed to check whether the quantitative data were homogeneously distributed. The results obtained are shown in Table 3.

When Table 3 is examined, it is seen that the p value is greater than .05 as a result of Levene's statistic for the data collected with CYRM-12 and SCWS.

Since both the pre-test and post-test skewness and kurtosis values of the quantitative data collected with CYRM-12 and SCWS were between 1.5 and -1.5, S-W test results were greater than .05 and p values were greater than .05 in Levene statistics (Field, 2007), it was decided to use parametric tests in the analysis of both pre-test and post-test data.

Various conditions were checked to determine which parametric tests would be used in the analysis. Since the two groups in the experiment were unrelated, each research hypothesis had one dependent variable, and the measurements were made at an equal interval scale level (Tabachnick & Fidell, 2019), the t test for independent samples was used to analyse the pre-test data. In order to examine the results of the experiment, the ability to use covariance analysis was

Table 2

Skewness, Kurtosis, and S-W Values of CYRM-12 and SCWS Data

Group	CYRM-12						SCWS					
	Pre-test			Post-test			Pre-test			Post-test		
	Skewness	Kurtosis	S-W	Skewness	Kurtosis	S-W	Skewness	Kurtosis	S-W	Skewness	Kurtosis	S-W
Experimental	-.73	1.10	.24	-.61	-.46	.06	-.56	-.52	.07	-.71	-.13	.06
Control	-.90	.44	.06	-.44	-.47	.47	-.42	-.70	.12	-.24	-.59	.20

Table 3

Levene's Statistic Results for CYRM-12 and SCWS Data

Test	Pre-test				Post-test			
	Levene's statistic	df1	df2	p	Levene's statistic	df1	df2	p
CYRM-12	.01	1	55	.92	.01	1	55	.98
SCWS	1.48	1	55	.22	3.71	1	55	.06

investigated. In this context, the regression coefficients of the groups were examined, and it was determined that they were equal. Considering that the regression coefficients were equal (Tabachnick & Fidell, 2019), analysis of covariance was used to investigate the result of the experiment.

Content analysis was used to analyse the qualitative data of the research. Expert opinion was consulted in the analysis process and both the raw and analysed versions of one third of the qualitative data were sent to three experts and their opinions were taken. Some codes prepared within the scope of the recommendations of the experts were deleted. In addition, some themes created were also combined.

Pilot Study

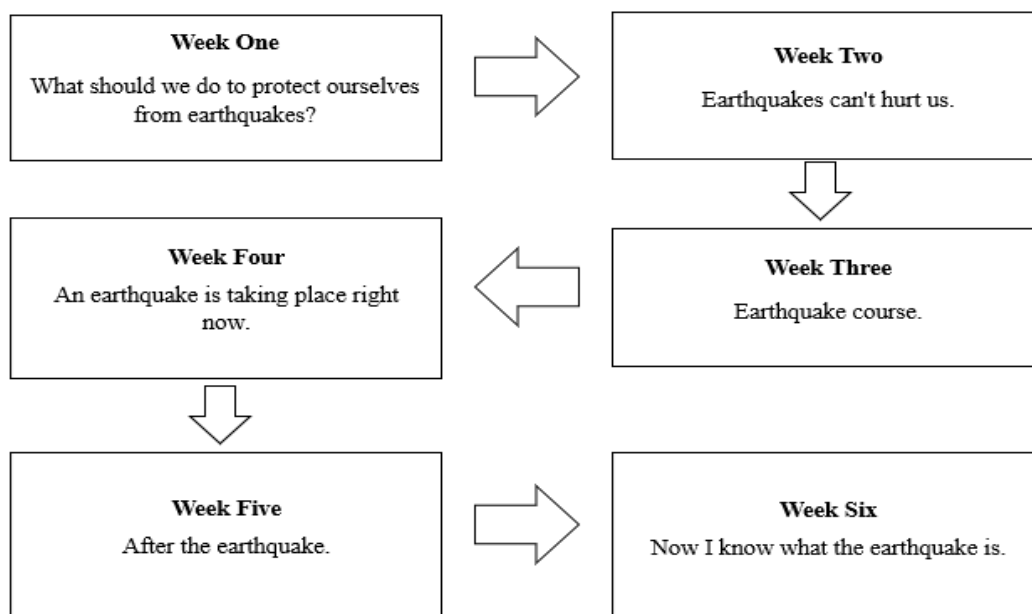
Before the experimental process of the research, a pilot study was conducted to determine whether the activities designed for the research were suitable for the purpose of the research. At the end of the pilot study for a total of three course hours, it was decided that the activities were appropriate.

Experimental Process

In order to prevent the experiment from being affected by the personal qualities of the researcher, all activities in the experimental process were implemented by the social studies teacher. Six drama activities were designed and implemented in the experimental group for a total of 6 weeks. Before each course, the teacher was informed about how to conduct the activities. Since the teacher was skilled in drama and wanted to help traumatized students, there were no problems in the experimental process. The experimental process, in which a drama application was made every week, is shown in Figure 2.

Figure 2

The Experimental Process



Limitations

This research is limited

- by the participant group formed with a total of 57 fifth grade students, 28 in the experimental group and 29 in the control group,
- by the conclusions reached by analysing the quantitative data collected with SCWS and CYRM-12 and the qualitative data collected through semi-structured interview form and unstructured observation,
- by a 6-week experimental process.

Results

The results of the research are presented under four headings: The Effect of Drama-Based Social Studies Education on the Psychological Resilience Levels of Secondary School Students, The Effect of Drama-Based Social Studies Education on the Psychological Well-Being Levels of Secondary School Students, Student Opinions and Experiences Related to the Effect of Drama-Based Social Studies Education on the Psychological Resilience Levels of Secondary School Students, and Student Opinions and Experiences Related to the Effect of Drama-Based Social Studies Education on the Psychological Well-Being Levels of Secondary School Students.

The Effect of Drama Based Social Studies Education on Psychological Resilience Levels of Secondary School Students

Before the experimental process of the research, CYRM-12 was applied to the students in the experimental and control groups as a pre-test. In order to determine whether there was a significant difference between the pre-test scores of the groups, independent samples t-test was applied to the pre-test data. The results obtained are shown in Table 4.

When Table 4 is analysed, it is seen that the mean pre-test score of the students in the experimental group on CYRM-12 was 52.57, while the mean pre-test score of the students in the control group was 54.34. When the t and p scores in the table are examined ($t_{(55)} = 1.53$; $p = .13 > .05$), it is seen that there is no significant difference between the scores of the groups. The similarity of the scores of the groups before the experimental process shows that the psychological resilience levels of the groups is close to each other, and the groups are suitable for the experimental process.

After the end of the experimental process of the research, CYRM-12 was applied to the groups again as a post-test. Descriptive statistics of the post-test scores of the groups are shown in Table 5.

When Table 5 is analysed, it is seen that the mean post-test score of the students in the experimental group from CYRM-12 was 56.14, while the related scores of the students in the control group were 54.48. Analysis of covariance was applied to determine whether the experimental process of the research reached a statistically significant result.

Before the covariance analysis, the equality of the regression coefficients within the groups was checked to determine whether the data were suitable for covariance analysis. The values obtained are shown in Table 6.

As seen in Table 6, the p value of the group-pre-test interaction was found to be .07. Based on

the values obtained ($F_{(1; 53)} = 3.49$; $p = .07 > .05$), it was determined that the regression coefficients for the experimental and control groups were equal.

Analysis of covariance was performed to determine the effect of the experimental procedure of the research. The results obtained are shown in Table 7.

As seen in Table 7, the p value for the difference between the post-test scores of the groups (corrected according to the pre-test scores) was .00. The fact that this value is less than .05 indicates that the experimental process yielded statistically significant results ($F_{(1; 54)} = 106.92$; $p = .00 < .05$). Table 7 also shows the effect size of the experimental process. It is seen that the effect size of the experimental process is .46, that is, it is larger than .14 (Cohen, 1988).

Table 4

The Results of the Independent Samples t-test between the Pre-test Scores of the Experimental and Control Groups from CYRM-12

Group	<i>n</i>	\bar{x}	<i>sd</i>	<i>df</i>	<i>t</i>	<i>p</i>
Experimental	28	52.57	4.57	55	1.53	.13
Control	29	54.34	4.15			

Table 5

Descriptive Statistics of the Post-test Scores of the Experimental and Control Groups from CYRM-12

Groups	<i>n</i>	\bar{x}	<i>sd</i>
Experimental	28	56.14	3.13
Control	29	54.48	3.21

Table 6

Results Related to the Interaction between the Covariate Pre-test Scores and the Experimental and Control Groups

Source of variance	Sum of squares	<i>df</i>	Mean squares	<i>F</i>	<i>p</i>
Corrected model	477.91	3	159.30	72.77	.00
Group	12.94	1	12.94	5.91	.02
Pre-test	437.38	1	437.38	199.80	.00
Group x Pre-test	7.65	1	7.65	3.49	.07
Error	116.01	53	2.18		
Total	593.93	56			

Table 7

Covariance Analysis Results for the Comparison of Post-test Scores

Source of variance	Sum of squares	<i>df</i>	Mean squares	<i>F</i>	<i>p</i>	η^2	Observed power
Corrected model	470.25	2	235.12	102.66	.00	.79	.89
Pre-test	430.99	1	430.99	188.19	.00	.77	.78
Group	106.92	1	106.92	46.68	.00	.46	.96
Error	123.67	54	2.29				
Total	593.93	56					

Table 7 shows that the power of the experimental process was also calculated. Within the scope of the information in the table, it is seen that the power of the experimental process is .96, which is greater than .80 (Christensen et al., 2014). In this context, it is understood that Hypothesis 1 was confirmed by 96%. Based on the results, it was determined that drama-based social studies education increased the psychological resilience levels of students.

The Effect of Drama Based Social Studies Education on Psychological Well-Being Levels of Secondary School Students

Before the experimental process of the research, SCWS was applied to the students in the experimental and control groups as a pre-test. In order to determine whether there was a significant difference between the pre-test scores of the groups, independent samples t-test was applied to the pre-test data. The results obtained are shown in Table 8.

When Table 8 is analysed, it is seen that the mean pre-test score of the students in the experimental group on SCWS was 53.42, while the mean pre-test score of the students in the control group was 54.68. When the t and p scores in the table are examined ($t_{(55)} = 1.21$; $p = .21 > .05$), it is seen that there is no significant difference between the scores of the groups. The similarity of the scores of the groups before the experimental process shows that the psychological resilience levels of the groups is close to each other, and the groups are suitable for the experimental process.

After the end of the experimental process of the research, SCWS was applied to the groups again as a post-test. Descriptive statistics of the post-test scores of the groups are shown in Table 9.

When Table 9 is analysed, it is seen that the mean post-test score of the students in the experimental group from SCWS was 56.82, while the related scores of the students in the control group were 54.20. Analysis of covariance was applied to determine whether the experimental process of the research reached a statistically significant result.

Before the covariance analysis, the equality of the regression coefficients within the groups was checked to determine whether the data were suitable for covariance analysis. The values obtained are shown in Table 10.

As seen in Table 10, the p value of the group-pre-test interaction was found to be .11. Based on the values obtained ($F_{(1;53)} = 21.87$; $p = .11 > .05$), it was determined that the regression coefficients for the experimental and control groups were equal.

Analysis of covariance was performed to determine the effect of the experimental procedure of the research. The results obtained are shown in Table 11.

As seen in Table 11, the p value for the difference between the post-test scores of the groups (corrected according to the pre-test scores) was .01. The fact that this value is less than .05 indicates that the experimental process yielded statistically significant results ($F_{(1;54)} = 98.28$; $p = .01 < .05$). Table 11 also shows the effect size of the experimental process. It is seen that the effect size of the experimental process is .17, that is, it is larger than .14 (Cohen, 1988).

Table 11 shows that the power of the experimental process was also calculated. Within the scope of the information in the table, it is seen that the power of the experimental process is .91, which is greater than .80 (Christensen et al., 2014). In this context, it is understood that Hypothesis 2 was confirmed by 91%. Based on the results, it was determined that drama-based social studies education increased the psychological resilience levels of students.

Table 8

The Results of the Independent Samples t-test between the Pre-test Scores of the Experimental and Control Groups from SCWS

Group	<i>n</i>	\bar{x}	<i>sd</i>	<i>df</i>	<i>t</i>	<i>p</i>
Experimental	28	53.42	4.02	55	1.21	.21
Control	29	54.68	3.52			

Table 9

Descriptive Statistics of the Post-test Scores of the Experimental and Control Groups from SCWS

Groups	<i>n</i>	\bar{x}	<i>sd</i>
Experimental	28	56.82	2.22
Control	29	54.20	3.44

Table 10

Results Related to the Interaction between the Covariate Pre-test Scores and the Experimental and Control Groups

Source of variance	Sum of squares	<i>df</i>	Mean squares	<i>F</i>	<i>p</i>
Corrected model	120.48	3	40.16	4.79	.01
Group	28.62	1	28.62	3.41	.07
Pre-test	2.64	1	2.64	.31	.57
Group x Pre-test	21.87	1	21.87	2.61	.11
Error	443.76	53	8.37		
Total	564.24	56			

Table 11

Covariance Analysis Results for the Comparison of Post-test Scores

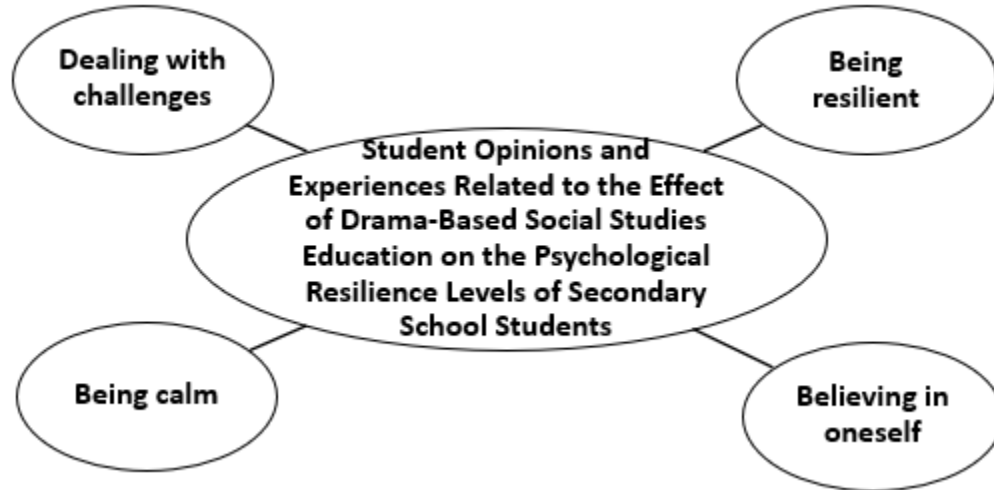
Source of variance	Sum of squares	<i>df</i>	Mean squares	<i>F</i>	<i>p</i>	η^2	Observed power
Corrected model	98.60	2	49.30	5.71	.01	.17	.84
Pre-test	1.22	1	1.22	.14	.70	.01	.06
Group	98.28	1	98.28	11.39	.01	.17	.91
Error	465.64	54	8.62				
Total	564.24	56					

Student Opinions and Experiences Related to the Effect of Drama-Based Social Studies Education on the Psychological Resilience Levels of Secondary School Students

In the research, students' opinions and experiences related to the effect of drama-based social studies education on the level of psychological resilience were investigated. The results are shown in Figure 3.

Figure 3

Student Opinions and Experiences Related to the Effect of Drama-Based Social Studies Education on the Psychological Resilience Levels of Secondary School Students



When Figure 3 is examined, it is seen that the results related to students' opinions and experiences about the effect of drama-based social studies education on the level of psychological resilience are visualised within the scope of four codes: dealing with challenges, being resilient, believing in oneself, and being calm. The most striking student statements and observation results that form the basis of these results are given below.

In the research, it was determined that two students were of the opinion that drama-based social studies education provided them the skill of dealing with challenges. Among these students, S5 used the most striking expression: "Our world collapsed after the earthquake, but with the activities in the courses (in the experimental process), I realised that life continues. Life continues. It is necessary to struggle to survive". The results obtained from the observations also confirm that the students gained the ability to deal with challenges during the experimental process.

Two students stated that they gained the feature of being resilient in the experimental process. For example, S3 said: "In the courses (in the experimental process), I realised that bad things can happen to people at any time. But we should not lose our resilience because bad things will happen. We should be able to face every difficulty" and emphasised the quality of being resilient gained through the activities in the experimental process. The results obtained from the observations also support that the students gained the characteristic of being resilient in the experimental process.

Three students stated that they started to believe in themselves more during the experimental process. S6, who used the most remarkable words among these students, said: "I am not so afraid of earthquake anymore. If I take precautions, earthquake cannot do anything to me. I believe in myself. I believe in myself in this subject" and expressed their point of view on the subject. The results obtained from the observations coincide with the interview results that the students started to believe in themselves more during the experimental process.

Four students stated that they gained calmness thanks to the applications in the experimental process. For example, S1 said:

It is necessary to be calm. It is always necessary to be calm. It is necessary to be calm when there is an earthquake and in other subjects. In the course in which we made an earthquake representation (fourth week practice), I realised that there was no problem when I was calm.

S1 explained that they gained the quality of being calm thanks to the activity in the fourth week of the experimental process. The results obtained from the observations also confirm that the students gained calmness during the experimental process.

Within the scope of the results obtained from interviews and observations, it was determined that students had opinions and experiences that drama-based social studies education improved their psychological resilience levels. As a matter of fact, the findings obtained from the interviews with the students and the findings obtained from the observations made during the experimental process are in this direction. Within the scope of the findings, it can be said that drama-based social studies classes improve students' psychological resilience levels.

Student Opinions and Experiences Related to the Effect of Drama-Based Social Studies Education on the Psychological Well-Being Levels of Secondary School Students

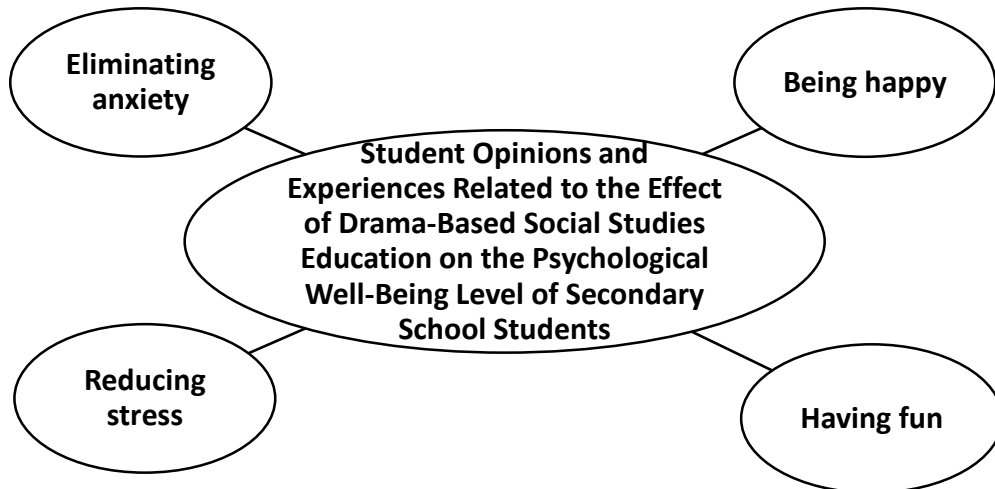
In the research, students' opinions and experiences related to the effect of drama-based social studies education on the level of psychological well-being were investigated. The results are shown in Figure 4.

When Figure 4 is examined, it is seen that the results related to the opinions and experiences of students about the effect of drama-based social studies education on the level of psychological well-being are visualised within the scope of four codes: eliminating anxiety, being happy, having fun, and reducing stress. The most striking student statements and observation results that form the basis of these results are given below.

In the research, three students expressed that their anxiety disappeared significantly during the experimental process. S2, one of these students, expressed their opinion: “I feel calmer nowadays. I was very anxious before (before the experimental process). I thought there would be an earthquake again at any moment”. The results obtained from the observations also indicate

Figure 4

Student Opinions and Experiences Related to the Effect of Drama-Based Social Studies Education on the Psychological Well-Being Levels of Secondary School Students



that the anxiety of the students decreased during the experimental process.

All students stated that drama-based social studies course made them happy. S4, who made the most remarkable sentences, said: “The games we played in the courses (drama activities in the experimental process) made me very happy. After the earthquakes, I was thinking that I would not be happy in life anymore, but I started to be happy again”. S4 expressed that they were happy thanks to drama-based social studies education. The observation results also confirm that the students were happy during the experimental process.

All students stated that the experimental process entertained them. The most striking words related to the subject were used by S3: “I was dying from having fun in the courses. I was having so much fun that my stomach ached from laughing”. The results obtained from the observations coincide with the interview results that the students had fun during the experimental process.

Four students expressed that the experimental process helped them to reduce their earthquake-induced stress. For example, S5 expressed: “Our stress was decreasing in drama courses. My stress decreased a lot. I am already a little conscious about the earthquake, so I am less stressed now”. The observation results also confirm that the stress of the students decreased during the experimental process.

Within the scope of the results obtained from interviews and observations, it was determined that students had opinions and experiences that drama-based social studies education improved their psychological well-being levels. Within the scope of the findings obtained by analyzing the interview and observation data, it can be said that the drama-based social studies classes improved students' psychological well-being levels.

Conclusion and Discussion

In the research both quantitative and qualitative data were collected and analyzed, and the findings of the research were presented. The findings were interpreted within the scope of the aim of the research, and the results of the research were reached and discussed within the scope of similar researches in the literature.

In the research, it was concluded that drama-based social studies education increased the psychological resilience levels of students. Psychological resilience is important for the individuals to feel good, to maintain emotional balance, and to have a positive perspective on life. As a matter of fact, psychological resilience enables the individual to lead a healthy and successful life. Psychological resilience shows the resistance of individuals in the face of traumas and the strength of the individual in overcoming traumas (Sieff, 2014). Individuals with a high level of psychological resilience are not affected too much by the traumas they experience or can overcome the effects of traumas more quickly (Everstine & Everstine, 1993; van der Kolk, 2003). In the literature review, studies that reached similar results were found. For example, Folostina et al. (2015) determined that drama improved the psychological resilience levels of children at the end of the research in which they used play and drama to develop psychological resilience in children at risk. Bakhtiari et al. (2020) reached positive results at the end of the research in which they used drama to increase the psychological resilience levels of depressed children. Similarly, Rostampor and Hoseinsabet (2018) used drama for emotion regulation in high school students, and found that drama positively affected the psychological resilience levels of students. At the end of the research in which Butler (2017) used drama as a therapy method, it was determined that drama increased the level of psychological resilience as well as providing many benefits. It can be said that this research, which improves the psychological resilience levels of secondary school

students through drama-based social studies education, will contribute to the relevant literature.

In the research, it was concluded that drama-based social studies education increased the psychological well-being levels of students. A high level of psychological well-being indicates a quick recovery from the effects of the traumas experienced. In this context, activities that increase the level of psychological well-being contribute to the improvement of individuals' psychological conditions (Nastasi & Borja, 2016). Psychological well-being refers to the state in which an individual's mental and emotional health is balanced. An individual who is psychologically well is self-confident, can manage stressful situations, and generally enjoys life. Testoni et al. (2021) determined that drama had positive results in the research they conducted to eliminate the traumas of high school students and improve their well-being levels. In addition, Barnes (2014) used drama to contribute to the socialisation of children with communication difficulties and found that drama increased the well-being levels of children. Similarly, Manna (2021) determined that the use of drama in the therapy of children with autism created effective results on children's well-being levels. In the literature a number of researches (Gül & Çağlayan, 2017; Jensen & Bonde, 2018; Moore et al., 2017) that concluded that drama increased the level of well-being were also found. Social studies aims to provide primary and secondary school students with knowledge, skills, and values, as well as to raise students psychologically healthy. It can be stated that drama-based social studies education increases the well-being levels of students, and this research contributes to the realisation of the aforementioned purpose of social studies. It is thought that the results of the research will contribute to the literature in this context.

In the research, it was determined that students had opinions and experiences that drama-based social studies education contributed to them in terms of dealing with challenges, being resilient, believing in themselves, and being calm. Activities that regulate individuals' psychological states help individuals overcome the traumas they have experienced (Henley, 2006). As a matter of fact, activities that contribute to individuals in coping with difficulties (Pollard & Kennedy, 2007), being resilient (Fava & Tomba, 2009), believing in themselves (Pajares & Schunk, 2002), and being calm (Corsini & Ozaki, 1994) help them get over the effects of traumas earlier. In the literature review, studies that reached similar results were found. For example, O'Leary (2013), in research with children with autism, found that drama led children to deal with challenges they faced. Tam (2020), who reached similar results, determined that drama was effective in providing psychological resistance in research in which drama was used to provide psychological resistance to teachers and students after COVID-19. Karaosmanoğlu and Adıgüzel (2021), in their research conducted with primary school students, determined that students' belief in themselves increased in the information technologies course in which creative drama was used. Pecaski McLennan (2008) determined that some students gained serenity at the end of research in which socio-drama was applied to secondary school students. The results obtained from the interview results of this research aimed at increasing the psychological resilience levels of students who experienced an earthquake coincide with the results obtained from the observations of the research. It is thought that the results of the research will contribute to the literature.

In the research, it was determined that the students thought that drama-based social studies education contributed to them in terms of being happy, having fun, reducing stress, and eliminating anxiety. Making individuals who have experienced an earthquake happy (Eaude, 2009), entertaining them (MacConville & Rae, 2012), reducing their stress levels (Smith & Yang, 2017), and relieving their anxiety (Labrague, 2022) contributes to increasing their psychological resilience and psychological well-being levels. In the literature review conducted to discuss the results of the research, it was found that there are studies that reached similar results (Joronen et

al., 2011; Stephenson, 2023; Ütkür-Güllühan et al., 2023). For example, Bsharat and Behak (2021) determined that students were happy throughout the education process in their research in which they used drama to teach speaking skills to secondary school students. On the other hand, Duatepe-Paksu and Ubuz (2009) found that drama entertained students at the end of the research they conducted in a drama-based geometry course. Cheng (2022) examined the effect of drama on children's psychological relaxation and found that drama was effective in reducing children's stress. Galante (2018) examined the effect of drama on anxiety experienced in second language speaking and found that drama significantly reduced the level of anxiety. The results obtained from the interview results of this research, which aims to increase the levels of psychological resilience and well-being of students who have experienced an earthquake, overlap with the results obtained from the observations of the research. It is thought that the results of the research will contribute to the relevant literature.

Recommendations

Depending on the results obtained at the end of the research, various recommendations were developed. These recommendations are categorised under two headings: Recommendations for Researchers and Recommendations for Education Planners.

Recommendations for Researchers

- The effect of social studies education based on drama on students' psychological resilience levels can be investigated at different grade levels.
- Social studies education based on drama can be used in action research where the aim is to improve students' psychological resilience levels.
- The effect of social studies education based on drama on students' well being can be investigated at different grade levels.
- Social studies education based on drama can be used in action researches aiming to improve students' well being levels.

Recommendations for Education Planners

- Ministries of education can encourage the use of drama in social studies education to improve psychological resilience and well being levels.
- Ministries of education could provide in-service training for social studies teachers on drama.
- Ministries of education can add content in social studies textbooks for the use of drama to improve peer psychological resilience and well being levels.
- Universities can teach a course to students studying in social studies teaching programmes about the use of drama in the development of psychological resilience and well being levels.
- Social studies teachers can use drama in courses to improve students' psychological resilience and well being levels.

Through the recommendations listed above, researchers will contribute to the enrichment of the literature by examining the effects of social studies education based on drama on students' psychological resilience and well-being levels in different ways. Educational planners will raise awareness about utilizing drama in social studies education to increase students' psychological resilience and well being levels.

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Note

1. In Turkey, grades 1, 2, 3, and 4 are called primary school, grades 5, 6, 7, and 8 are called secondary school.

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Appendix 1: Semi Structured Interview Form

1. What do you think about drama-based social studies courses?
2. What do you think about the effect of drama-based social studies lessons on your psychological resilience level? Can you explain with any example?
3. What do you think about the effect of drama-based social studies lessons on your psychological well-being level? Can you explain with any example?
4. Is there anything you would like to add or any suggestions you would like to make for my research?

Appendix 2: Unstructured Observation Form

Date:
Place:
Observation notes: