PROJECT RESULTS

Psychodrama and playback theatre for developing self-efficacy

Purpose, tools and risults of the Grundtvig Project "Supporting Potential Development"

INES TESTONI, MARIA SILVIA GUGLIELMIN, INGRID POGLIANI, LIA TEMPRA

Abstract

The article introduces the training project Grundtvig called "Supporting Potential Development" and discusses the tools used in the research and the results obtained. In the ex-ante stage, various evaluations were carried out, including two multiple-choice questionnaires to identify levels of self-efficacy and spontaneity of the participants and an open-ended questionnaire to detect implicit theories of trainers. In the ex-post phase, in addition to the multiple choice questionnaires, another questionnaire appropriately named "learning questionnaire" was administered to assess the knowledge acquired. In addition, the trainers were asked to answer two open ended questions concerning the technical aspects used that promoted the possible improvement in self-efficacy. It was found that the techniques used, namely psychodrama and playback theatre increased the perception of self-efficacy and levels of spontaneity.

Key words: *lifelong learning, textual analysis, self-efficacy, spontaneity, active techniques.*

Psicodramma e playback theatre per lo sviluppo dell'autoefficacia

Finalità, strumenti e risultati del progetto Grundtvig "Supporting Potential Development"

INES TESTONI, MARIA SILVIA GUGLIELMIN, INGRID POGLIANI, LIA TEMPRA

Sommario

In questo articolo vengono presentati il progetto di formazione Grundtvig "Supporting Potential Development", gli strumenti utilizzati nella ricerca e i risultati ottenuti. Nella fase ex-ante sono stati proposti due questionari a scelta multipla, per individuare i livelli di autoefficacia e spontaneità dei partecipanti e un questionario a risposte aperte, per rilevare le teorie implicite dei formatori. Nella fase ex-post oltre ai questionari a scelta multipla è stato somministrato il questionario sulle conoscenze apprese "learning questionnaire". Inoltre ai trainers è stato chiesto di rispondere a due domande aperte riguardanti gli aspetti tecnici utilizzati che hanno promosso l'eventuale miglioramento dell'autoefficacia. È emerso come le tecniche usate, psicodramma e playback theatre, aumentino la percezione di autoefficacia e i livelli di spontaneità.

Parole chiave: *lifelong learning, textual analysis, autoefficacia, spontaneità, tecniche attive.*

The project Supporting Potential Development (SPD), part of the European programme Grundtvig, brings together important organizations that use classic psychodrama techniques (PC) and/or playback theatre (PT) for Lifelong Learning (LL) and for training

teachers (target group: TG) that are involved in the employment integration of the unemployed or other disadvantaged individuals (final beneficiaries: FB), in 5 European countries: Austria (PC), Finland (2 training groups: 1 PT, the other PT & PC), Italy (PC & PT), Lithuania (PT) and Romania (PC)[1].

Project purpose and target

The main objective of this project was to teach the TG active techniques of psychodrama and playback theatre. These techniques are effective in increasing the FB's creativity and relationship skills enhancing their coping strategies before an ever changing world in the midst of an economic crisis. Taking on the perspective of "research-action", the SPD project also intended to monitor the potential changes that the use of this training approach produced in the TG. The TG thus served a double function: on the one hand, the TG were pupils learning to change their own behaviour thanks to the use of active techniques, and on the other hand, the TG were educators /teachers learning to use active techniques that they will later employ with those who suffer social failure. This required that participants mobilize their own feelings of failure, in order to identify with those with whom they work. This approach permitted us to investigate at the end of the training what was the perceived effectiveness of the use of the active techniques. The make-up of the TG in the pre-test, in the post-test and in the "common/shared" pre-test/post-test is described in *Table 1* and highlights the female prevalence of the participants.

Table 1 - Participant characteristics at the first administration.

	PRE-TEST			POST-TEST			PRE-TEST/POST-TEST		
Country	***N.***	***Gender (% female)***	***Age (mean)***	***N***	***Gender (% female)***	***Age (mean)***	***N.***	***Gender (% female)***	***Age (mean)***
Austria	20	75	45	18	83	46	18	83	46
Finland	25	80	44	24	79	43	24	79	43
Italy	17	65	45	23	70	42	17	65	45
Lithuania	19	90	29	20	90	29	19	90	29
Romania	10	100	34	20	100	36	10	100	34
Total	91	80	40	105	84	39	88	82	40

[1] The associations that are involved in the project are: ARPsIC (Romania), Kasvunpaikka Oy e Soumen Tarinateatteriverkkoyhdistys (Finland), OAGG/PD (Austria), Save Pazinimo Ir Realizavimo Studija (Lithuania), AIPsiM e Humus (Italy). The research is coordinated by the University of Padua and the scientific director of the project is Ines Testoni, from the Department of Applied Psychology.

Methodology

The SPD project complied with the model of action research in the real world (Robson, 2011), and applied the longitudinal survey modality which includes a pre-test and post-test, and a before and after the "intervention" on target subjects.

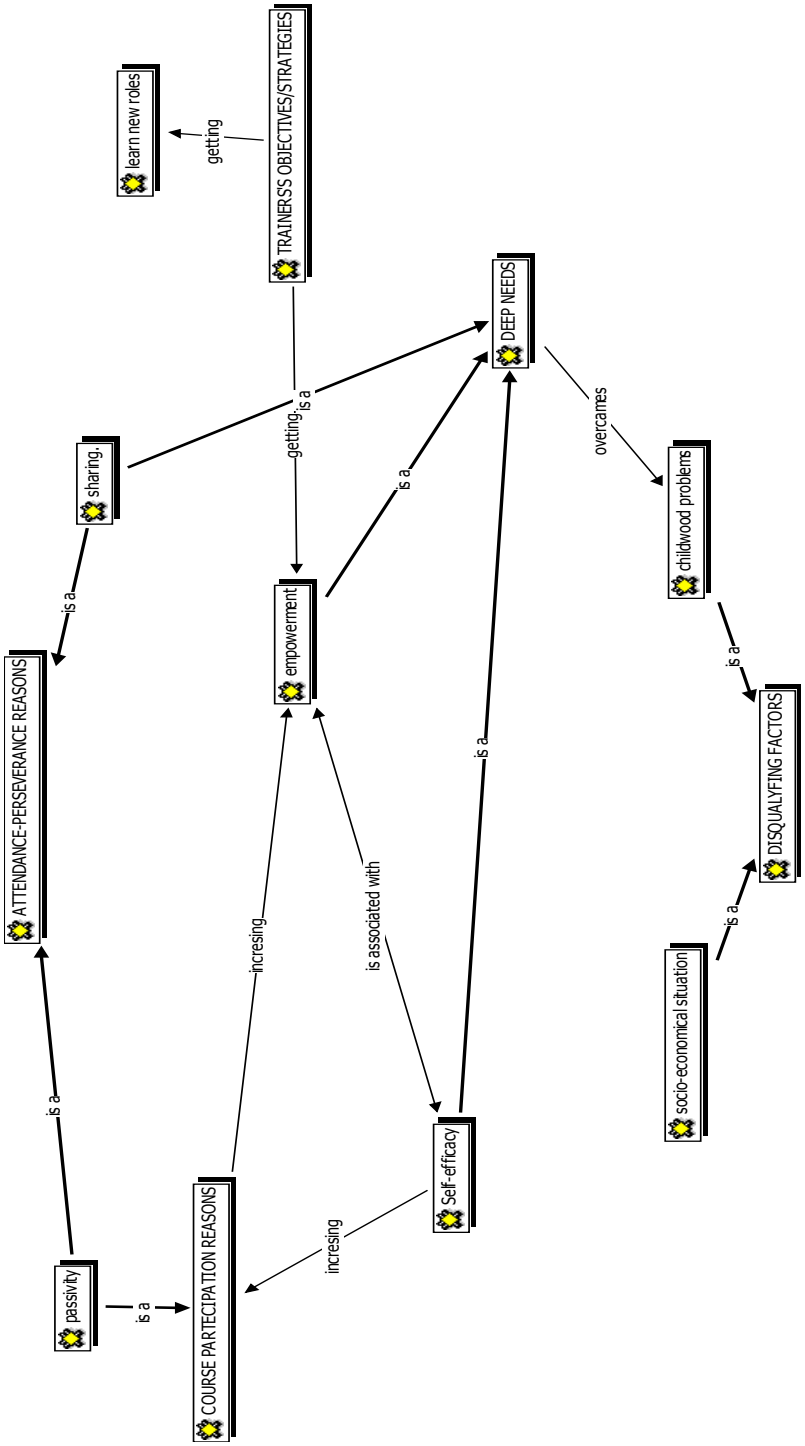
Referring to the theory of causal attribution and the relationship with motivation that suffers a block when failure is due to causes considered external, permanent and uncontrollable (Weiner, 1974) producing learned helplessness (Seligman, 1975) and passivity in managing problems, it was desired to investigate the representations on the part of the TG of the motivations that drive the FB in their formative work. The idea that led SPD has been to make the TG understand that the motivation to resolve employment problems can be reactivated by modifying the forms of attribution of the causal locus of failure from the external to the internal, from the unmanageable to the manageable and controllable. Since this change is related with an increase in the perception of self-efficacy (Bandura, 1977, pp. 191-215), the basic hypothesis that drove the SPD project has consisted in believing that the active techniques of PC and PT, by raising the level of spontaneity and the perception of self efficacy, reduce the experience of helplessness.

In order to detect the perception of self-efficacy and the level of spontaneity, combined with the representations of the motivation for participation in the courses held by the TG with the FB, as well as the assessment of the usefulness of the active techniques, the following tools were used.

- *Self efficacy:* the general monofactorial Self-Efficacy Scale (GSE) (Jerusalem, Schwarzer, 1979, pp. 195-213), made up of 10 items (Likert-4). Many studies report that positive coefficients are correlated with positive feelings; optimism and employment satisfaction, while negative coefficients are correlated with depression, anxiety, stress and burnout (Davelaar, Araujo e Kipper, 2008, pp.117-128).
- *Spontaneity:* Spontaneity Assessment Inventory – Revised) (SAI-R) (Kipper, Hundal, 2005, pp. 119. 129), made up of 18 items.
- *Representation of the group of teachers-target of the causal attribution / Motivation of the pupils*: open ended questionnaire that investigates the representations of motivation and the forms of causal attribution of failure of the users.
- *Perception of the usefulness of the active techniques by the target group:* an open ended questionnaire self-evaluating the effectiveness of the intervention.
- *Multiple choice questionnaire:* in order to measure the quality of the acquired learning, a multiple choice questionnaire of 15 questions was additionally given to the TG. This was prepared by an *ad hoc* group of partners (psycho dramatists) and professionals of playback theatre.

SAI-R pre-test results: GSE analysis

In the pre-test administration, the reliability of the SAI-R and GSE instruments were evaluated, showing good values of internal consistency for all countries (Cronbach's alpha - *Table 2*).



Graph 1 - Representation of motivation, responsibilities and self-efficacy of the FTG.

Two one-way ANOVA tests were conducted, with a factor between "Country" and respectively the dependent variable GSE and SAI-R. The results indicate the presence of statistically significant differences between the countries [$F(4,86)=2.73$ $p=.034$ $h^2=.11$ for SAI-R; $F(4,86)=2.47$ $p=.051$ $h^2=.10$ for GSE]. The post-hoc analysis conducted using the Bonferroni method showed that the main differences are between Romania and Italy, in particular on both instruments, the Romanian participants have higher scores than those of the Italians (mean difference R-IT= 11.61 p=.051 for SAI-R; mean difference R-IT= 4.75 p=.061 for GSE). Even with respect to the other countries, Romania has higher scores but in this case one can only speak about a tendency since this difference is not significant. In the case of the GSE scale, however, Romania has a significantly higher score than all the other partners.

Table 2 - Descriptive statistics of the first administration.

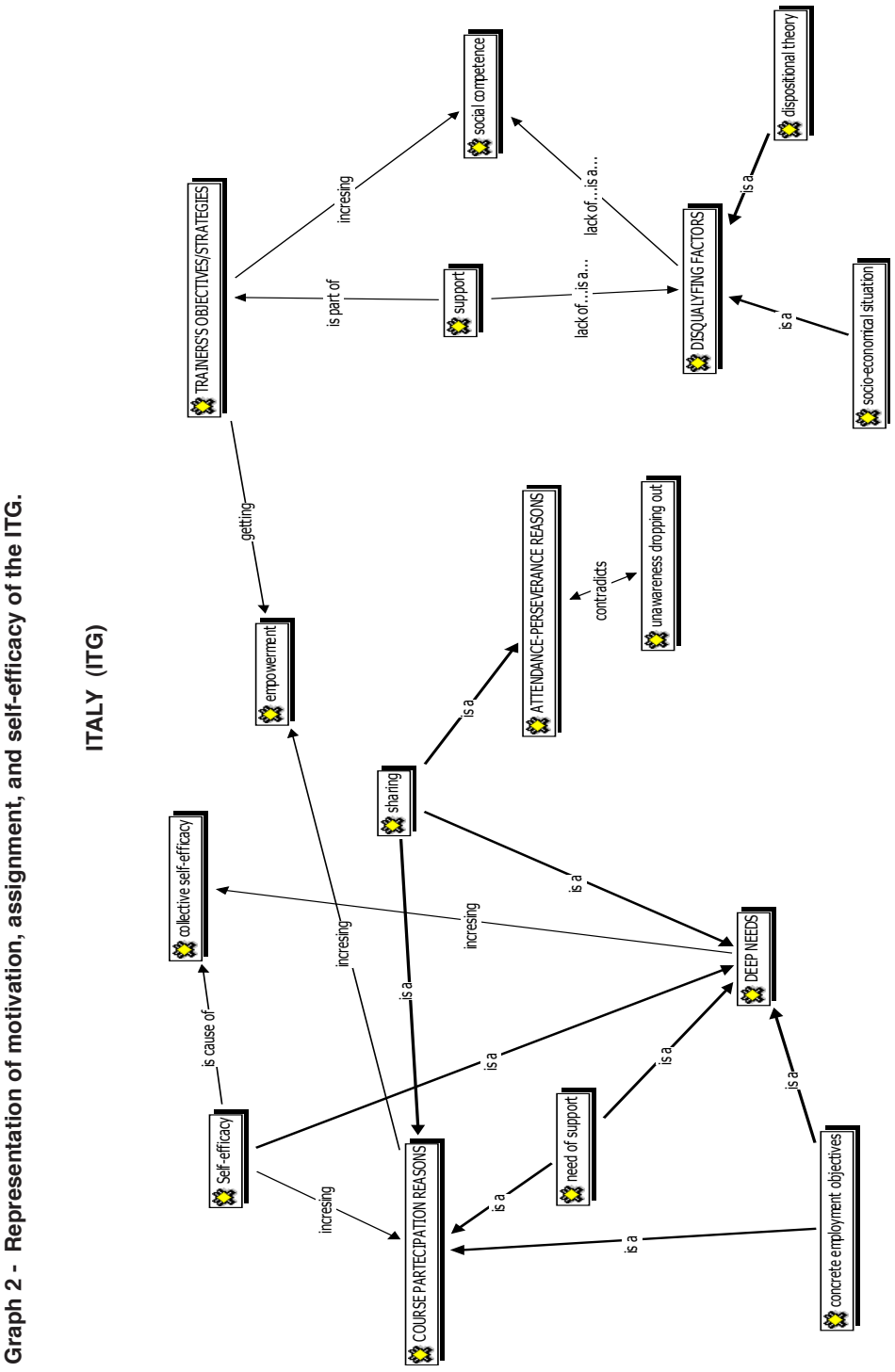
Scale	Country	Cronbach's alpha	Min	Max	M	SD
SAI-R	Austria	.91	34	79	63.52	10.81
(18 item)	Finlandia	.94	34	76	59.80	10.52
	Italy	.77	39	65	54.59	7.20
	Lithuania	.88	37	78	59.68	11.20
	Romania	.89	46	79	66.20	9.84
	Total	.90	34	79	60.32	10.52
GSE	Austria	.84	25	40	32.00	4.76
(10 item)	Finland	.78	23	37	30.80	3.76
	Italy	.77	19	35	29.35	4.09
	Lithuania	.80	21	37	30.15	4.03
	Romania	.90	27	40	34.10	4.84
	Total	.82	19	40	31.02	4.37

In general the correlation between the two instruments is positive with a confidence level of 99% (alpha=0.01) (*Table 3*).

Table 3 - Correlation between instruments at the first administration.

Country	SAI-R-GSE Correlation
Austria	.69
Finland	.46
Italy	.38
Lithuania	.77
Romania	.50
Total	.62

Graph 2 - Representation of motivation, assignment, and self-efficacy of the ITG.



The instruments show a positive correlation of total average intensity (r=.62), more moderate in some countries (Italy r=.38, Finland r=.46, Romania r=.50) and higher in others (Lithuania r=.77, Austria r=.69). It is noteworthy that there is a significant negative correlation between age and SAI-R values with a confidence level of 95% (alpha=.05). The trainers that are younger are more spontaneous, but with increasing age they lose some of this spontaneity. In the GSE scale however, we did not find any significant difference. In both the GSE & SAI-R instruments, the scores obtained were very high, therefore there is a heightened sense of personal auto-efficiency among the trainers at the beginning of the project and this is combined with a strong sense of spontaneity *(Table 3)*.

Pre-test qualitative analysis: causal attribution and justification

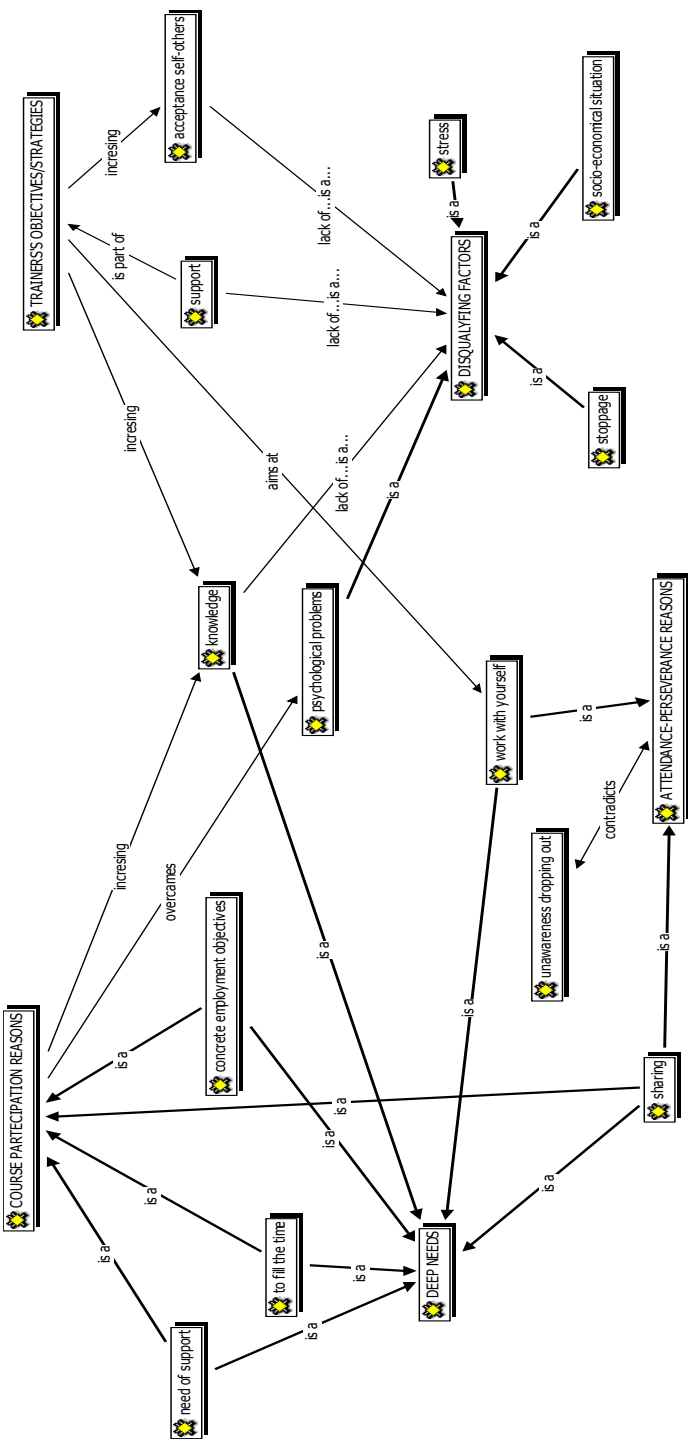
The text of the open ended questions was analyzed using the ATLAS-T program, utilizing both codes that refer to the theoretical constructs covered in this research. Networks were obtained for 5 countries, one for each country. In each network there are 5 main nodes: "course participation reasons" (motivation); "deep needs" (needs); "attendance perseverance reasons" (participation); "disqualifying factors" (causal attribution); "trainer's objectives/ strategies" (strong points). In the graphs the objectives are shown in the incoming and in the outgoing, the strategies proposed are illustrated. Each graph illustrates the depictions of the TG with respect to the FB. In each chart we can identify some aspects connected to self-efficacy or self-handicapping/sabotage which determine a disqualifying vision of the users.

FINLAND (FTG)

The Finnish TG (FTG) represents their own FB (*Graph 1*) and is driven to participate by social demands as the environment they live in values these types of empowerment experiences. There is perhaps a perception of "passivity" inherent in the motivation of the FB, witch could feel obliged to take part in the courses. The FTG stresses the need to overcome this condition through the use of active techniques. We must emphasise the coincidence between participation in the courses and deep needs of the FB, represented by the psychodynamic relationship between "deep needs" and "disqualifying factors" inscribed in the construct of "childhood problems" (severe problems during child development). References made to self-efficacy emphasise the importance of empowerment which the courses leverage on through the use of psychodrama techniques that enable the FB's to try new roles.

ITALY (ITG)

Also for the ITG (*Graph 2)*, the factors that lead the FB to participate in the vocational re-training courses are an increase in self-efficacy, empowerment, sharing, the need for support and concrete goals (find a job, improve one's economic standing). The "disqualifying factors" that generate failure in the FB are the individuals inherent negative traits (for example, laziness & lack of intelligence), factors that the active techniques are able to mitigate upon



Graph 3 - Representation of motivation, assignment, and self-efficacy of the LTG.

in order to change the situation. The dimension of self-efficacy is related to the experience of sharing and improvement of social skills and relationships.

LITHUANIA (LTG)

For the LTG *(Graph 3)* the reasons that prompt the FB to participate in the courses are the need for support, the need to reach specific objectives (find work, economic well-being), the need to gain knowledge and to "bridge time"; sometimes experienced as empty due to unemployment. The "disqualifying factors" include stress, the absence of support, non-acceptance of the self and others and psychological problems. There is also a "disqualifying situation" of "stoppage" which combines with impotence. Even for the LTG, self-efficacy is guaranteed from the improvement in personal relationships.

ROMANIA (RTG)

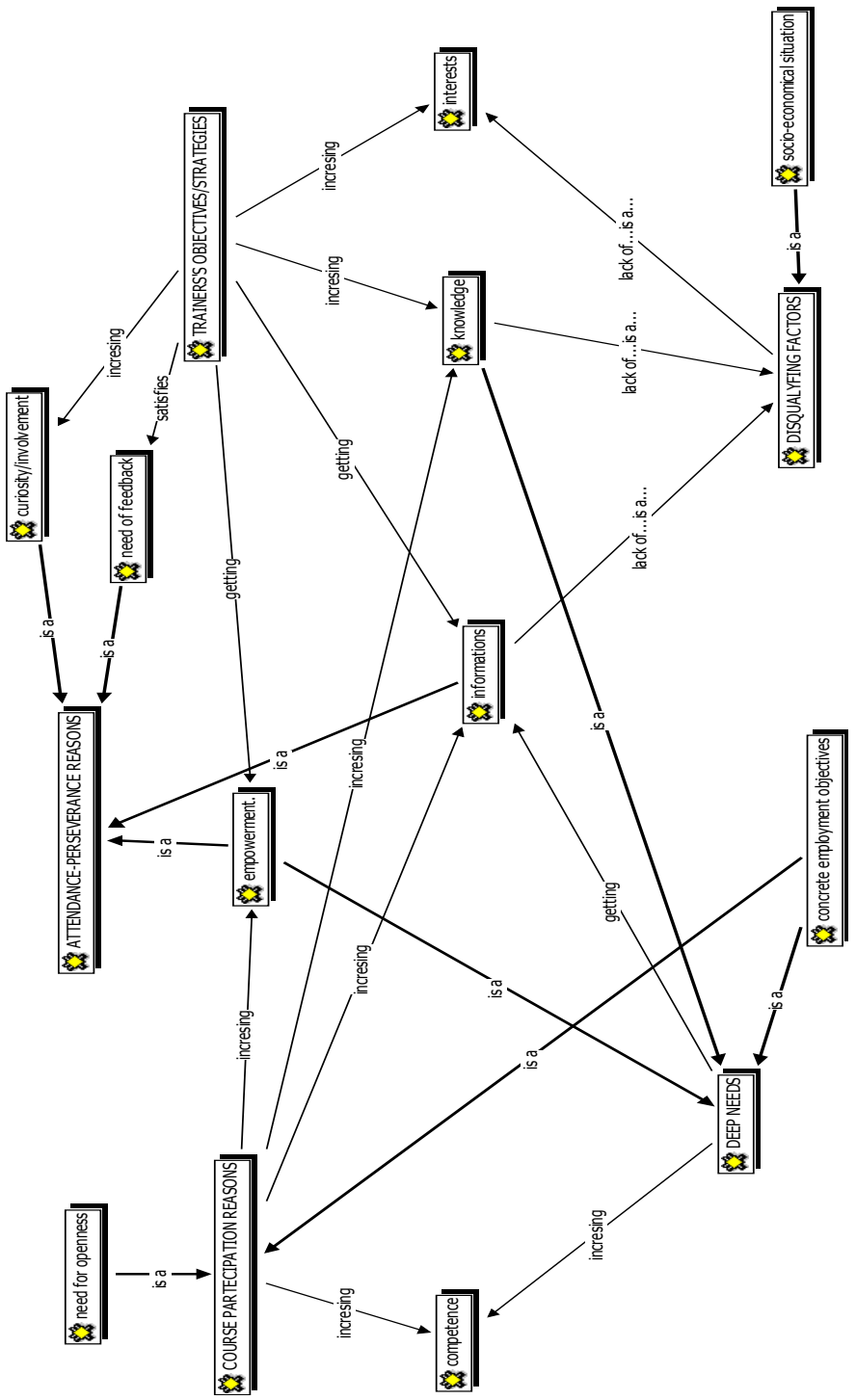
For the RTG among the reasons that push the FB to participate in the training are the need for openness (to overcome rigid and burocratic patterns that create passive employees) and the need to increase one's own level of competence (*Graph 4*). Information appears as a central point for self-efficacy in the entire network of concepts. The "disqualifying factors" are realistically attributed to the difficult socio-economic situation. In describing the RTG training strategies proposed, specific detailed and strategic suggestions are advanced and therefore training that is intended as a passive transfer of information is disapproved of, instead active techniques are encouraged.

AUSTRIA (ATG)

The ATG while sharing many aspects with the other TGs, among which the problem of "passivity" and "childhood problems", has a unique feature illustrated in *Graph 5*. Acknowledgement is a motivating force that drives participation and is a deep need of this group of people. The FB is seen as the potential bearer of unrecognized potential which seeks "to be sponsored" in order to emerge and become successful. Training is seen as an opportunity to create a network of useful contacts and is presented with a description of possible types (individual work and group work, peer education & multidisciplinary team).

SYNOPTIC VIEW OF THE GT

In the overview of the entire GT (*Graph 6*), it becomes evident that the cause of the employment disadvantage is especially attributed to internal factors: lack of self-esteem, helplessness and psychological problems. While the motivation to participate in the courses is represented by a combination of internal factors (personal change) and external factors (social pressure, economic crisis). The methodological point of view highlights the lack of



Graph 4 - Representation of motivation, assignment, and self-efficacy of the RTG.

a relationship among some crucial areas, particularly those relating to disqualifying factors which remain very isolated from the objectives and strategies of the intervention, but are connected with the desire to prevent the drop out of the FB and to guarantee a peaceful and sharing atmosphere. It also becomes clear that creativity is considered a vital aspect that enables the development of self-confidence and problem solving skills.

Post-test results: SAI-R Analysis / GSE, Learning Questionnaire

The post-test statistical packet is made up by SAI-R, GSE and the Learning Questionnaire. The qualitative part consist of two open ended questions formulated ad hoc and directed at educators and used to assess the active techniques used. Even in the post-test administration, the reliability of the instruments (SAI-R and GSE) were evaluated and these showed good internal consistency in all the countries (Cronbach's Alpha, *Table 4*) with the exception of the GSE in Lithuania (alpha=.40)

Table 4 - Descriptive statistics post test tools.

Scale	Country	Cronbach's alpha	Min	Max	M	SD
SAI-R	Austria	.89	38	84	62.19	9.48
(18 item)	Finland	.92	38	76	61.57	9.48
	Italy	.75	51	75	62.35	5.87
	Lithuania	.79	54	78	68.07	6.62
	Romania	.87	51	85	67.95	8.48
	Total	.87	38	85	64.30	8.46
GSE	Austria	.82	25	39	32.40	3.74
(10 item)	Finland	.81	25	38	31.79	4.19
	Italy	.76	26	38	33.30	3.34
	Lithuania	.40	31	38	34.80	2.33
	Romania	.83	28	40	34.75	3.48
	Total	.78	25	40	33.36	3.64

Two one-way ANOVA were conducted, with a factor between "Country" and respectively the dependent variable GSE and SAI-R. The results indicate the presence of statistically significant differences between the countries [F (4.100) = 3.42 p =. 011 h 2 =. 12 for SAI-R, F (4.100) = 3.19 p =. 016 h 2 =. 11 for GSE]. The post-hoc analysis conducted using the Bonferroni method showed that the main differences are between Finland and Lithuania and between Finland and Romania. In particular, on both instruments Finnish participants have lower scores than Lithuanian and Romanian participants (mean difference FIN-LT= -6.50 p=.093, mean difference FIN-R= -6.38 p=.107 for SAI-R; mean difference FIN-LT= -3.01 p=.054, mean difference FIN-R= -2.96 p=.062 for GSE) (*Table 5*).

Graph 5 - Representations of motivation, attribution and self-efficacy of the ATG.

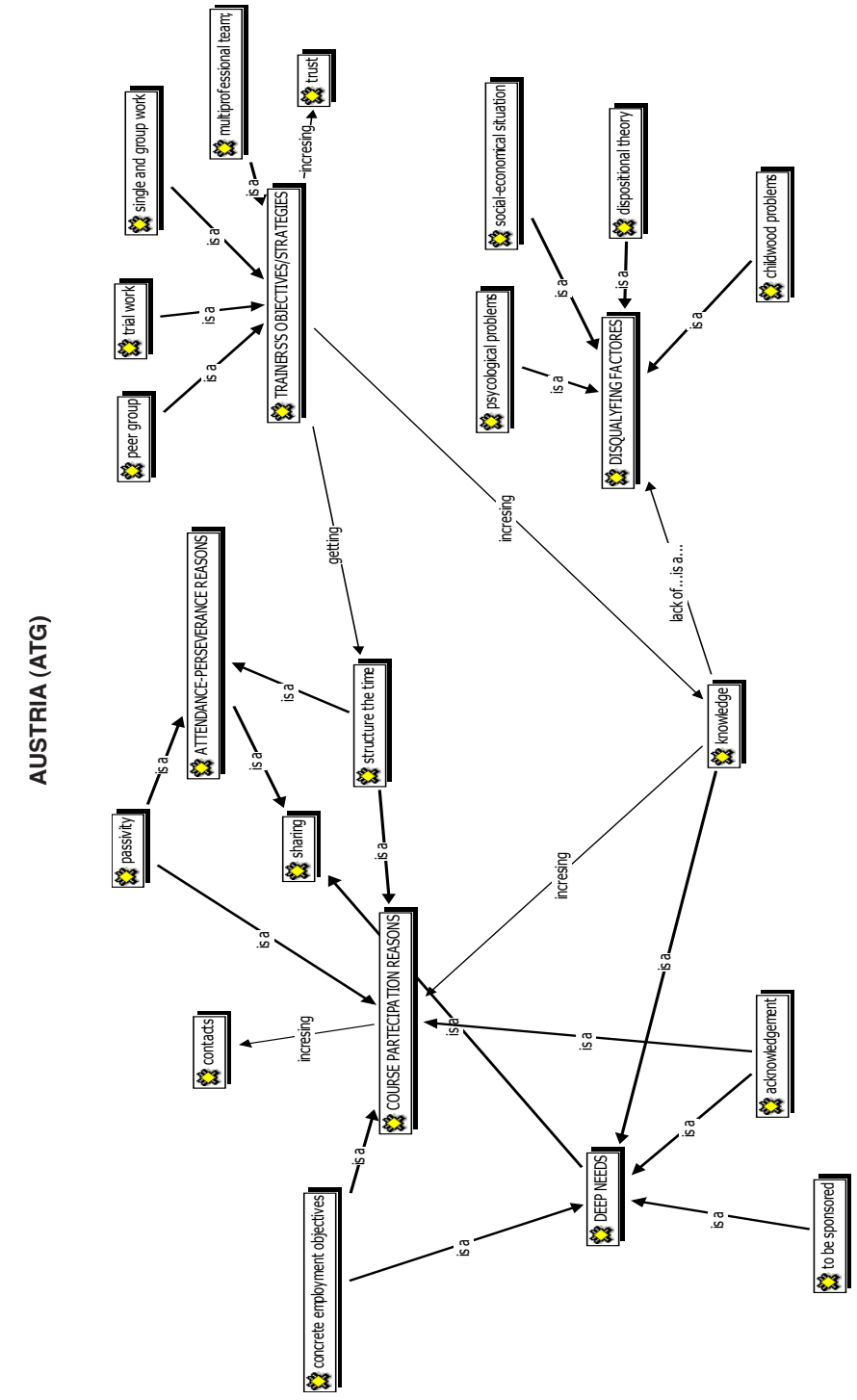


Table 5 - Correlation between instruments at the second administration.

Country	Correlation SAI-R-GSE
Austria	.52
Finland	.35
Italy	.25
Lithuania	.34
Romania	.27
Total	.42

The instruments show an overall positive correlation of moderate intensity (r=.42), but lower than that recorded at the first administration. In particular, in some countries the correlation is lower (Italy r=.25, Romania r=.27) in respect to the others (Lithuania r=.34, Finland r=.35, Austria r=.52).

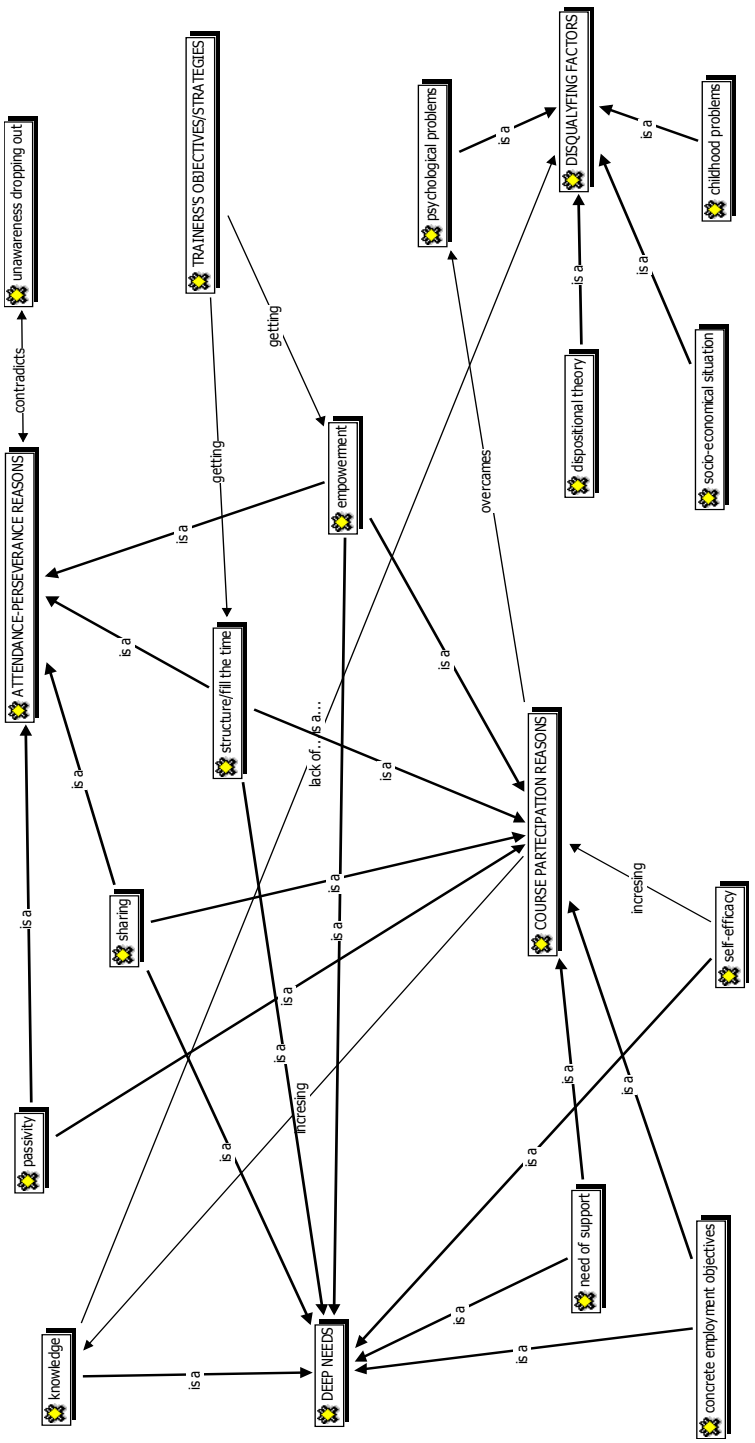
Detecting the change: comparison between pre-test/post-test

There were a total of 88 participants in both administrations. *Table 6* reports the main variables showing that in all the countries there are more women participants (65%-100%); the average age is not homogeneous in all the countries, in particular participants from Lithuania and Romania have an average age that is 10 to 15 years less than that of other countries. Lastly, the number of years of study are not equal in all the countries, in particular, participants from Austria and Romania have more schooling than the others.

Table 6 - Characteristics of the participants for both administrations.

Country	N	Gender (%Female)	Age (mean)	Years of Education (mean)
Austria	18	83	46	20
Finland	24	79	43	15
Italy	17	65	45	16
Lithuania	19	90	29	15
Romania	10	100	34	18
Total	88	82	40	16

Both instruments show good values of internal consistency (.69-.94) in all the countries with the exception of the GSE in Lithuania at the post-test (alpha=.41) (*Table 7*).



Graph 6 - Synopsis of the GT.

Table 7 - Reliability of the tools (Cronbach's alpha) in the two administrations.

Scale	Country	Pre-Test	Post-Test
SAIR	Austria	.92	.89
(18 item)	Finland	.94	.92
	Italy	.77	.77
	Lituania	.88	.77
	Romania	.89	.89
	Total	.90	.87
GSE	Austria	.85	.82
(10 item)	Finland	.79	.81
	Italy	.77	.69
	Lituania	.80	.41
	Romania	.90	.88
	Total	.82	.77

The instruments show an overall positive correlation of moderate intensity that is stronger in the first administration (r=.61 at pre-test, r=.42 at post-test). There is a lower correlation recorded in Italy, Finland and Romania with respect to the other countries (*Table 8*).

Table 8 - Correlations between SAI-R and GSE, in the two administrations.

Country	Pre-Test	Post-Test
Austria	.68	.52
Finland	.45	.35
Italy	.38	.23
Lithuania	.77	.39
Romania	.50	.29
Total	.61	.42

Table 9 - Descriptive statistics tools in the two administrations.

		Pre-Test		Post-Test	
Scale	Country	M	SD	M	SD
SAI-R	Austria	62.86	11.11	62.19	9.48
(18 item)	Finland	59.12	10.18	61.57	9.48
	Italy	54.59	7.20	62.18	6.32
	Lithuania	59.68	11.20	67.55	6.36
	Romania	66.20	9.84	65.10	9.33
	Total	59.94	10.44	63.51	8.46
GSE	Austria	31.61	4.86	32.40	3.74
(10 item)	Finland	30.71	3.82	31.79	4.19
	Italy	29.35	4.09	33.82	3.00
	Lithuania	30.15	4.03	34.84	2.39
	Romania	34.10	4.84	34.40	3.75
	Total	30.90	4.38	33.26	3.63

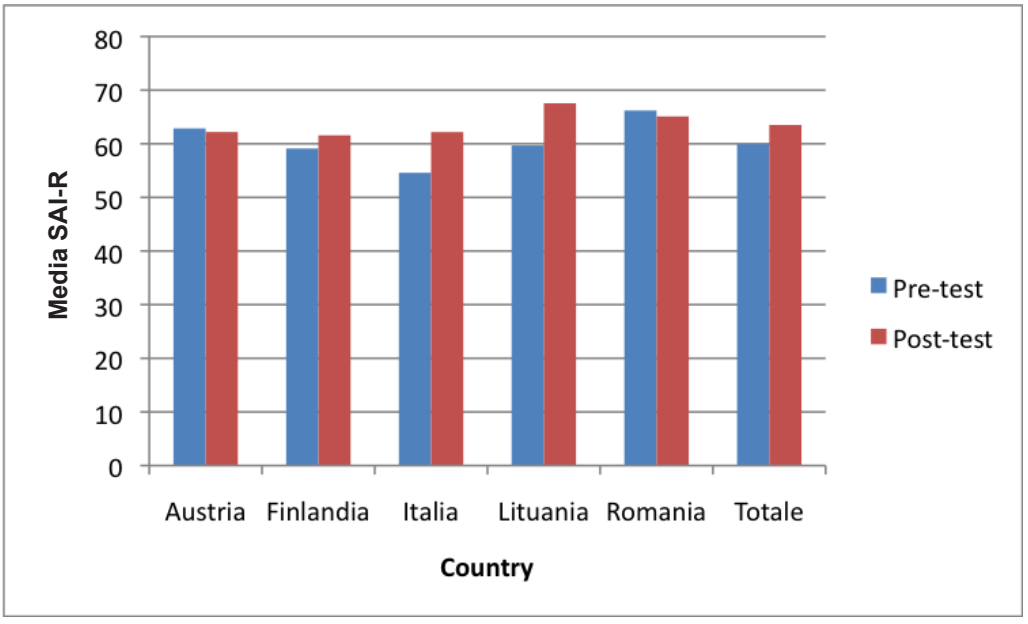
Initially the change between pre-test and post-test was studied on the total sample. The results of the t-test for the paired data indicate a statistically significant increase of both instruments between the pre-test and post-test period [t (87) = 3.83 p <.001 for SAI-R, t (87) = 4.87 p <.001 for GSE].

The *Table 9* shows the values of Mand DS for both tools (GSE and SAI-R) in pre-and post-tests.

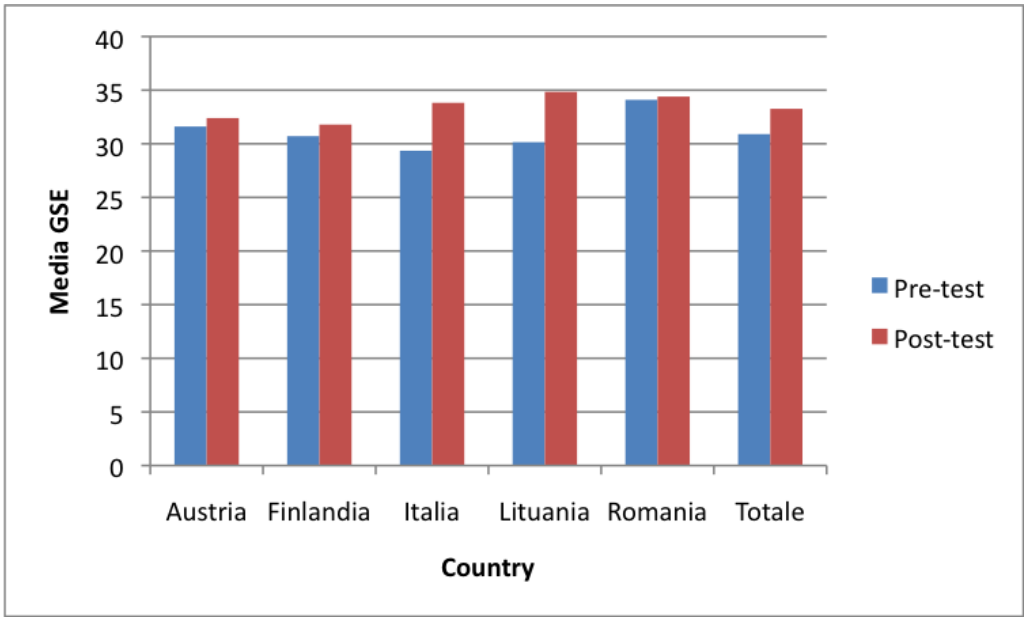
To assess whether this change was recorded with the same intensity in each country, two ANOVA 5x2 studies were later carried out, with a factor between "Country", a factor within "Time" (pre vs. post) and the dependent variable, respectively SAIRI and GSE. The results indicate an interaction between the factors "time" and "Country" on both instruments [F (4.83) = 4.54 p =. 002 h p2 =. 18 for SAI-R, F (4.83) = 4.20 p = .004 h p2 =. 17 for GSE] confirming the presence of different changes between the two phases in the different countries. Comparisons carried out later between pre-post within each country, with the Bonferroni correction for multiple comparisons, showed that, for both instruments, the change affects only two countries, Italy and Lithuania (SAIR: Pre-Post Mean Difference = 7:59 p <.001 for Italy, Pre-Post mean Difference = 7.87 p <.001 for Lithuania; GSE: Pre-Post mean Difference = 4:47 p <.001 for Italy, Pre-Post mean Difference = 4.69 p <.001 for Lithuania) (*Picture 1, Picture 2*).

The pre- post- correlations indicate a varied agreement between the two measurements for both instruments. Generally, higher correlations are found for SAI-R, with the exception of

Picture 1 - SAI-R average in the two administrations.



Picture 2 - GSE Average of the two administrations.



Lithuania (r =. 29), while there are particularly critical GSE correlations (low) in Lithuania (r =. 10) and Finland (r =. 19) (*Tab 10*).

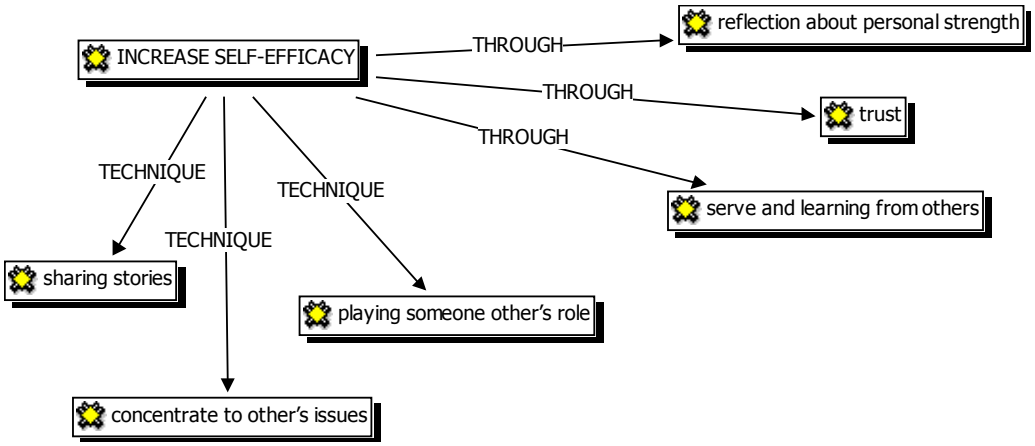
Table 10 - Pre-post correlations for each instrument.

Country	SAI-R	GSE
Austria	.68	.77
Finland	.57	.19
Italy	.93	.41
Lithuania	.29	.10
Romania	.70	.63
Total	.61	.36

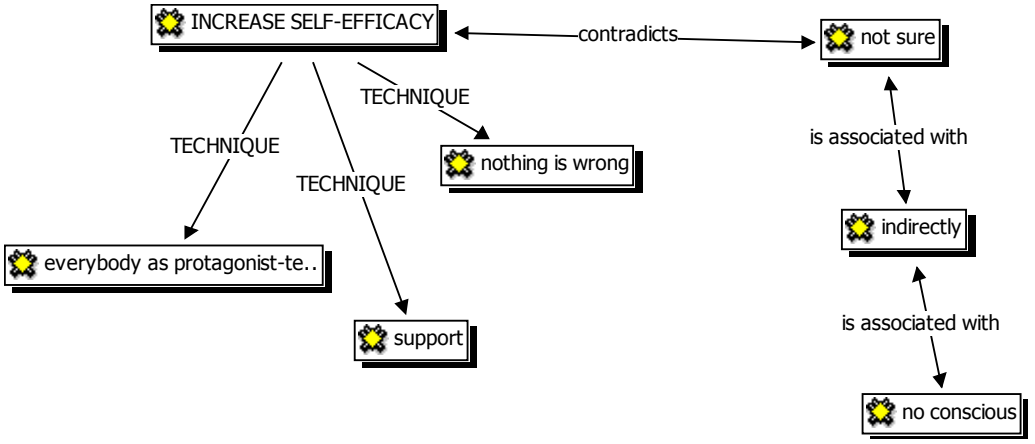
Qualitative post-test analysis: the representation of the efficacy of the intervention

At the end of the project, we asked the TG how they evaluated the change of perception in self efficacy on the part of the FB's and to define which technical aspects of the active techniques used encouraged the possible improvement. For each partner country, an *ad hoc* graph was created and from this, a summary that globally answered the two questions was put together.

Graph 7 - Outlook of FGT (first group).



Graph 8 - Outlook of the FGT (second group).



Outlook of FGT

For the FGT we created two graphs to distinguish the answers given by the two groups. The first (*Graph 7)* shows how reflecting on the personal strength of the trainer, trust and listening to the experiences of others allows changes to happen and modifies in part the perception of self efficacy of the FB. The techniques that are proposed in order to increase self efficacy are mainly role playing and sharing. The second group (*Graph 8)* stresses the fact that training may have altered the perception of one's own self efficacy in an inexplicit and unconscious manner. The proposed methods to increase self efficacy are: support, considering everyone as a protagonist (of their own life) and encouraging the perception that nothing that emerges is wrong.

Outlook of IGT

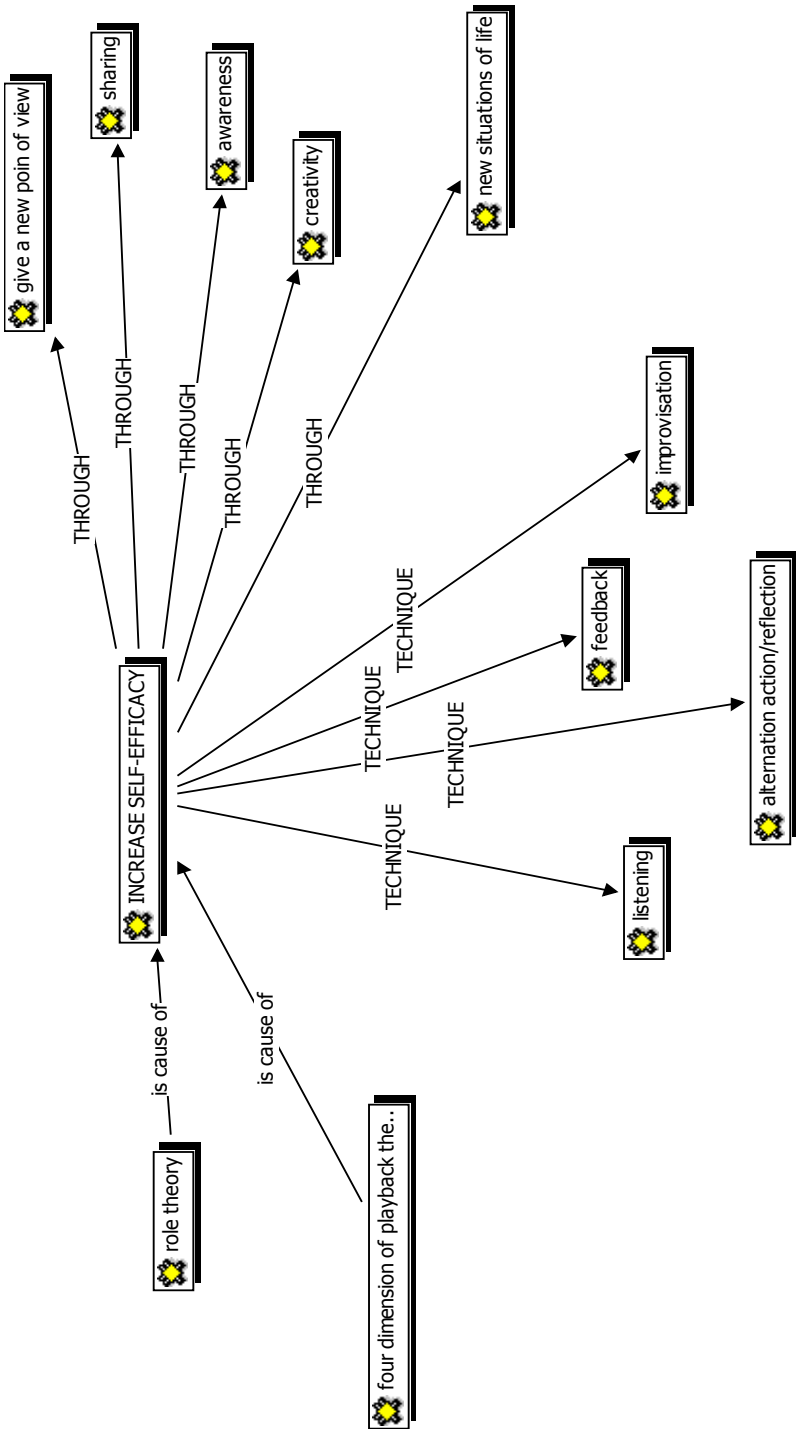
The theory of roles and the four dimensions of playback theatre to orient the educational action that magnifies the perception of auto efficiency is considered crucial by IGT. The active techniques used in fact guarantee the attainment of a new understanding and a new point of view about one's own situation that can then be used in different life situations. Skills that are considered particularly important for the trainer are: listening, being able to alternate between action and reflection, improvisation and providing feedback (*Graph 9)*.

Outlook of LGT

The LGT states that self-efficacy is developed in training through spontaneity and creativity, which promote self-acceptance that within the psychodrama scene, creates a vision of one's own personal history. This makes people more responsible and aware of their own possibilities and therefore increases the perception of self-efficacy. The most crucial dimensions were: action on stage, empathy, the increase in confidence of the subject and the chance to experience new situations and actions (*Graph 10)*.

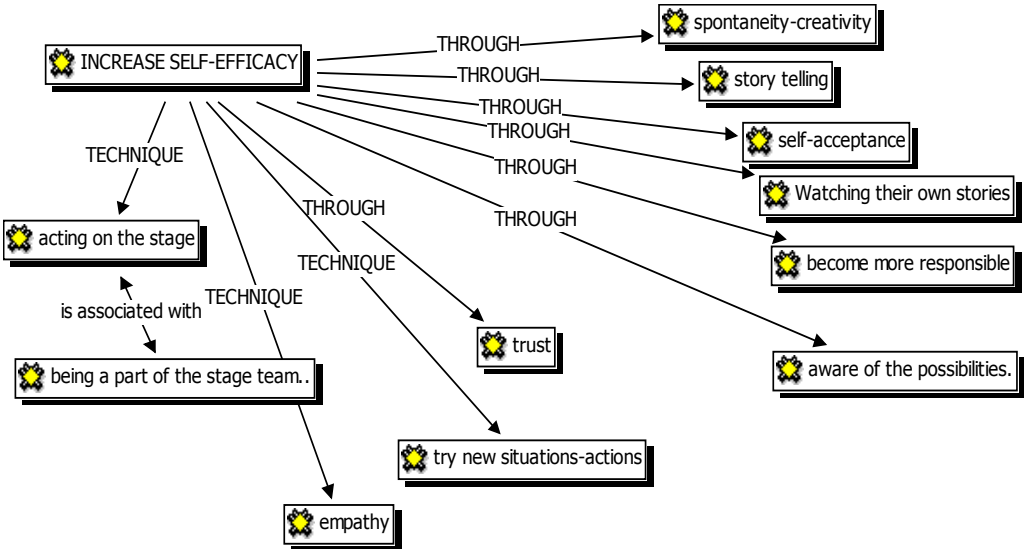
Outlook of RGT

According to the RTG, self-efficacy is encouraged by the stage action that promotes inter-subjectivity and the development of a positive self/canvas (tele). Through the identification of shared problems, it becomes possible to activate the search for new solutions to these. The main proposed technique is role playing (*Graph 11)*.

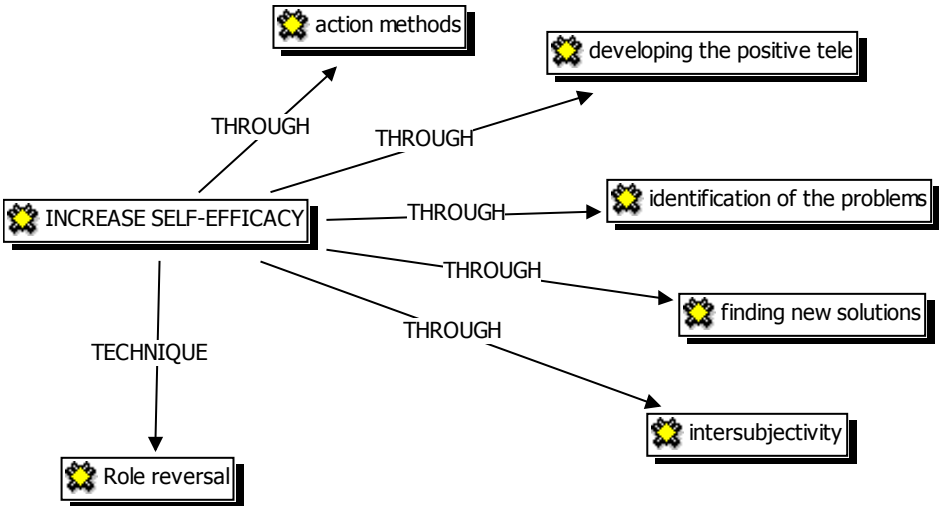


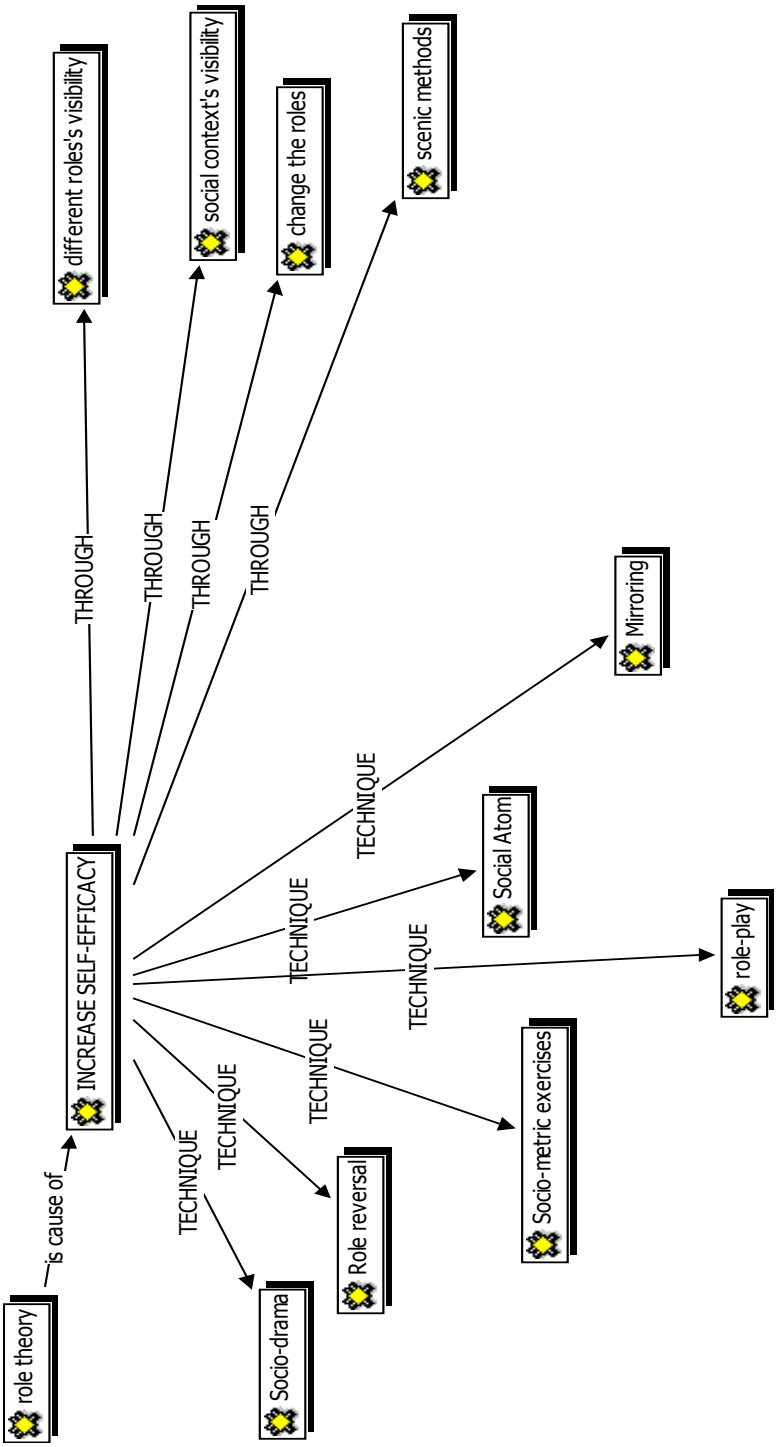
Graph 9 - Outlook of IGT.

Graph 10 - Outlook of LGT.



Graph 11 - Outlook of RGT.





Graph 12 - Outlook of ATG.

Outlook of ATG

The ATG believe that the methods create change through the visibility of different social contexts and from this comparison arises the first experiences that the person has with different roles. The techniques that have proven to increase self-efficacy are sociodrama, role playing, sociometric exercises and the mirror technique (*Graph 12)*.

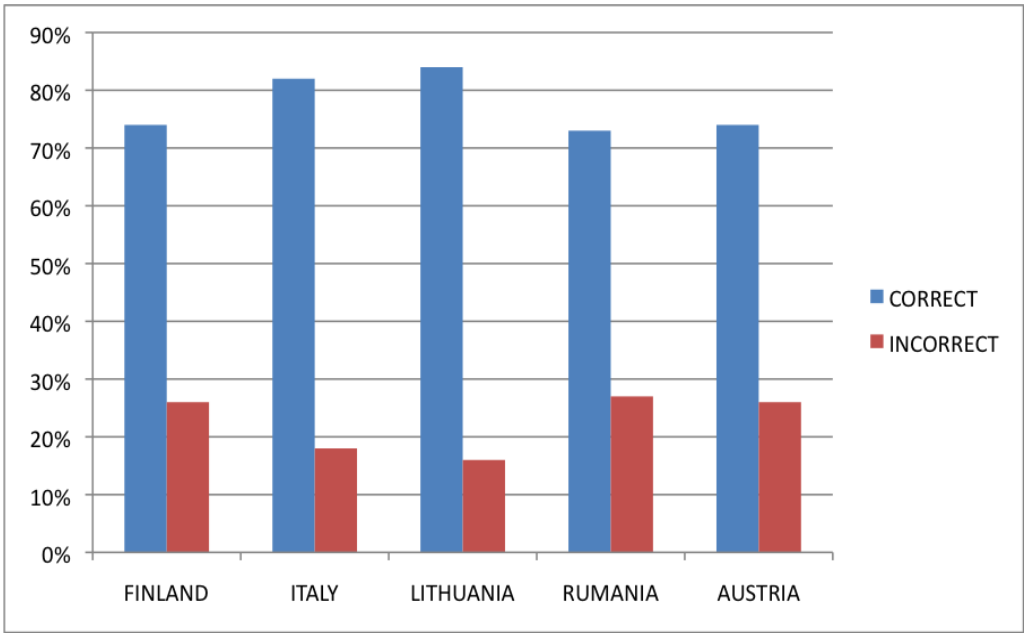
Synopsis of the entire GT outlook

All trainers (*Graph 13)* believe they have contributed to the change of perception of self-efficacy of their students either directly or indirectly. We note that the role-play technique was indicated by all of the GT as the most effective one. The following technical aspects are also highlighted as being particularly effective: the mirror technique and sociodrama (Austria); listening, alternating between action and reflection and improvisation (Italy); sharing (Finland); action on stage, empathy (Lithuania); and awareness of roles (Romania).

The learning outcome: Learning Questionnaire

The Learning Questionnaire includes 15 questions that the TG responds to by identifying the best choice among the three alternatives. Following are the general percentages of correct responses. The percentages of correct answers are satisfactory showing that reflecting on basic concepts has produced a good enough operative to guide further experiences *(Picture 3)*.

Picture 3 - Percentage of right answers at the final Learning Questionnaire.



Graph 13 - Graphic image of the synopsis of the entire GT outlook.

Conclusion

The active techniques of psychodrama and playback theater increase both the perception of self-efficacy and the levels of spontaneity, thus demonstrating that these two constructs can be considered strongly integrated. As already demonstrated by Kipper (Kipper, Hundal, 2005). It is therefore considered desirable to further develop this type of intervention and apply it to other situations where there exists a condition of social distress that requires empowering disadvantaged people. ■

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