



The Effect Of Psychodrama Technique Training On Improving The Self-Esteem Of Preschoolers Who Feel Inferior

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ABSTRACT

This present study aimed to know the effect of psychodrama on improving the self-esteem of preschoolers who are victims of the feeling of inferiority, the study used the semi-experimental method, the research sample consisted of 35 male and female child who suffer from low self-esteem, the research sample has been selected by the purposeful way and randomly distributed to two groups: The control group (educated by the normal way) and the experimental group (educated by using the training program). The training program has been built on the psychodrama techniques, then applying the photographed self-esteem scale which consists of three elements, their validity and stability were confirmed, then post and pre-application to the two groups, and by using the appropriate statistical methods, reaching a number of results. In light of these results, a group of recommendations has been introduced, the most important being developing and preparing other measurement instruments to help in the early detection of a preschooler who suffers from a low level of self-esteem and feeling of inferiority and designing programs to improve them, directing the attention of those who are responsible for the educational process of experts, designers and developers of the curricula about the necessity for including psychodrama techniques and employ them within the curricula activities at the kindergarten stage due to their importance in modifying the children's behavior.

Keywords: Psychodrama Techniques; Self-Esteem Skills; Preschooler; Victim; Inferiority Feeling

Introduction

The early childhood stage is characterized by innocence, still, it is not free from multiple problems facing the children, the most important problems that appear at this stage the behavioral problems such as offense, attention dispersion, shame, lying, fear, stubbornness, and low self-esteem (Metwali, 2010). Low self-esteem emerges from real feelings or imaginative lack of self-efficacy, feeling of inferiority and deficient from others, this bad feeling towards the self is the basic reason and obstacle to reaching goals and plans, since there is a strong bond between self-esteem and success, and the deficit in self-esteem or feeling of inferiority grants the others the golden opportunity in destruction and frustration, while the positive feelings are the basic fuel for the self, they grant us and equipped us the strong and bright personality, the self-trust indicator depends on the extent of the increase in the positive feelings towards the self (Blatner, 2000). Facilitating the raise of self-esteem is necessary to present the way through psychodrama techniques that are designed to improve and increase of self-esteem.

Psychodrama can be used for a variety of educational and psychological problems includes adults, children, teens, parents, and disabilities (Josephine, 2006). From this point, the feeling of inferiority is one of the

spreading problems in the children, they are feelings created in the children and youths lack self-trust or feeling shortage in the abilities when performing simple issues everyone can do, and the individual feels he is less than others through comparing his self with them, and the inability to keep pace with them, he sees that everyone is better and moveable and stronger (Alkordi, 2003).

The era in which we live is witnessing engagement in its all fields, at the family level, many parents are busy most of the time. In addition, many children are subject to poor upbringing, or a shortage in giving the child sufficient time to play with them and answer their simple questions, which later turn to become deep behavioral problems (Izzat, & Abdalsatar, 2015). Many studies have confirmed the presence of differences in self-esteem attributed to a number of variables, such as gender, age, cultural relations, social level, and studying stages, (Serap, 2003; Deepu, 2010; Al-Masaeed, 2014; Losaif, 2018). From this point, it was necessary the presence of training programs to provide the required support to this category and to mitigate the severity of the behavioral problems, and due to the psychodrama's ability to help children in emotional release because of what it contains interesting and attractive elements, the most appropriate selection for this study is the psychodrama. It is clear from the previous studies that the topic and sample of this current study are one of the topics which did not receive the due interest by the specialists in psychology, since the researcher did not find a similar study to the present study in building educational program based on psychodrama to show its effectiveness in developing self-esteem and reducing feeling in inferiority, among a sample of early childhood children. This enhances the research importance of the present study.

Literature Review

Psychodrama Group Therapy

(Moreno, 1946), defined psychodrama an experiential form of therapy, therefore he also as a helpful method to explore an individual's problem in a creative way, though allows those in treatment to explore the truth issues through action methods (dramatic actions). (Moreno, 1946) started from the hypotheses of spontaneity-creativity as a great way to allow human progress, and provide the energy that can help an individual to interactive adequately to a new situation in a new way (Chung, 2013). As (Hudgins & Katherine, 2000), explained psychodrama can be defined as the method for exploring the truth by use dramatic action to examine problems. However, (Moreno, 2006; Peter, 2009), described the psychodrama as a therapeutic method that that plays an important role in children's lives. Moreno has explain that when children are allowed to spontaneously expression of their problems they achieve good therapeutic results (Alsafasfeh, 2002). The psychodrama include the ideas of spontaneity, imagination and playfulness for developing the capacity of self-reflection (Marzooki, 2015). On the other side, (Mohammad, 2018; Cruz et al., 2018; Moreno, 2006) mentioned the benefit of psychodrama that can contribute to present a better understanding and resolution of problems, and used to help children gain understanding their themselves and history, lives and resolve their educational and psychological problems, overcome fears, improve their social interaction, express for their feelings and an opportunity to try out new behaviors (Foulkes, 2002; Mustafa, 2010; Chung, 2013; Kipper & Ritchie, 2003).

A number of researchers have attempted to investigate the impact of psychodrama and its effectiveness. For instance, many studies regarding the effort to increase employ the psychodrama to improve many aspect such as by (Gstrein, 2021), investigated the effectiveness of psychodrama on secondary students with mathematics anxiety, the results of his research showed that the technique of psychodrama is effective to reduce the mathematics anxiety. Additionally, (Mustafa, 2010), Confirmed that psychodrama technique is effective in increasing the strength of the ego and to develop socialization skills in a small group of troubled teens. Moreover, (Resya & Riesa, 2017) conducted study that aimed to test the effectiveness of psychodrama technique for improving student's self-acceptance in 16 Junior high School Bandung (8th class), the research showed that psychodrama technique is effective to improve student's self-acceptance. (Abdalhameed, 2012), study which aimed to find out the effectiveness of psychodrama techniques in reducing intention deficit disorder accompanied by hyperactivity among children with learning difficulties in Egypt, results of the study showed the effect of the psychodrama program in reducing attention deficit disorder accompanied by hyper motor activity in favor of the experimental group. In addition, (Bayomi, 2013) have also conducted a study to test the effectiveness of a training program based on psychodrama in reducing attention deficit disorder and its relationship with social anxiety level among the children with learning difficulties, the study was conducted in Egypt. Results of the study showed the presence of differences with statistical significance of the impact of the training program on reducing attention deficit disorder and social anxiety in favor of the experimental group.

(Karatat, 2011) has conducted a study to know the extent of influence of using a program based on psychodrama in reducing aggressiveness, the results showed a great reduction in offensive level by using psychodrama compared to the illusive performance reflecting on developing problem-solving skills, also in a study conducted by (Corbett et al., 2014) which aimed to know the extent of effectiveness of a program based on psychodrama and its influence on the interaction and social skis of a sample of youths suffering from autism spectrum disorder, results indicated at the great improvement in the social skills and social interaction after applying for the program.

A more recent study completed by (Doaa & shaimaa, 2021), conducted their study to investigating the effectiveness of a counseling program based on psychodrama on improving positive thinking and social-emotional competence among kindergarten children at risk of learning disabilities. The sample was equally divided into two groups: experimental (11 children) and control (11 children), The results showed the effectiveness of the psychodrama-based program on improving positive thinking and social emotional competence of the participants. Also, the results revealed a continuous effect of the program at follow up test.

Psychodrama Techniques

Psychodrama include a variety of techniques which encourage participants knowing their desires, fears, and emotions (Blatner, 2000). Various techniques can be utilized within a group therapy (Breaking In, Double, Ego, Building, Role Reversal, Shared Secrets,) or individual counseling context (Coaching, Empty Chair, Monodrama, Role Presentation, Puppets), These techniques represent Moreno 's developmental theory (Cruz et al., 2018; Giacomucci, 2021). Moreover, Psychodrama sessions are often consists of three phases: the warm-up phase, the action phase, and the sharing phase (Cruz,et al., 2018). The goal of the warm-up phase is to help establish trust and love and a sense of safety among participants (Chimera, & Baim, 2010). One technique often used in warm-up is role presentation, where participant of the group do a certain role in order to introduce themselves. In the action phase, the protagonist creates a scene based on significant actions in the protagonist's life, the most commonly techniques are used as part of the action phase such as Role reversal, Mirroring, Doubling, and Soliloquy (Josephine, 2006). During the sharing phase, the director shifts back to a therapist role in order to facilitate the processing of the scene (Chung, 2013). Processing the meaning of the feelings and emotions that have come to light is believed to be essential for transformation to occur. The sharing phase provides time for a group discussion about the events that took place in the action phase (American society of group therapy and psychodrama,2014).

Self-esteem

Self-esteem is considered one of the most important concepts and wide spreading recently (Morin & Racy, 2021). The researcher mentioned that self-esteem comes from making the child feels love, empathy, cares, and interest, either from family, friends, or peers, so children needs always feel that their families and friends loves, cares and stands beside them in all situations (Begley, 2020). However, Self-esteem and self-knowledge are related, but they have important differences. Self-esteem describes how you think and feel about yourself, which changes based on mood, circumstance, performance, or the approval of others.1Self-worth is a more global and stable form of self-esteem that comes from knowing and believing in your worth as a person.2,5the Self-esteem difference from Self-, include information about how you see yourself and how you act and feel certain situations, and knowing strengths and weakness (Huseyin, 2017). Finally, self-knowledge helps shape our understanding of others and is used as a reference point for evaluating others. Moreover, the differences between the Self-esteem and Self-presentation comes from considered that self-presentation is a kind of impression management, which is the management of others' impressions of a social unit such as people or organisations (Morin & Racy, 2021).

Children who feel good about themselves have the confidence to try new thing (Begley, 2020). They are more likely to try their best. They feel proud of what they can do. Self-esteem helps kids try again, even if they fail at first. As a result, self-esteem helps kids do better at school, at home, and with friends (Taibbi, 2019). Conversely, when children have low self-esteem they will face many problems such as, feel they're not as good as other kids, lack confidence, doubt they can do things well, pressure, and they think others won't accept them, and let others treat them badly, in addition, kids with low self-esteem may avoid a task without even trying (Izzat & Abdalsatar, 2015). As a result, kids with low self-stem show signs of regression, or acting very silly and invite name-calling from other kids, worsening the problem and withdraw socially, losing or having less contact with friends, sadness, crying, angry, sensitive about other people's opinions of them (Morin & Racy, 2021). Children with low self-esteem being more likely to cause emotional and behavioral problems. (Al-Nashef, 2016).

How Parents Can Build Self-Esteem

Self-esteem can start as early and develops slowly over time, it can start when children feels safe, loved, proud and gets positive attention (Deepu, 2010). When Children become young they're able to do and try some things new by themselves and can use their new skills, self-esteem grows when parents pay attention, let a child try, give smiles, and show they're proud, in addition, when parents teaching kids how to do things and give the child a chance to learn and try such as learn child to do things at every age even during babyhood things like learning to dress, read, or ride a bike are chances for self-esteem to grow, then let kids do what they can, even if they make mistakes finally, praise your child, but do it wisely because praise is a way to show that you're proud (Al-Masaeed, 2014; Serap, 2003).

The Praise Paradox

(As Eddie, et al., 2017) stated praise is one of the most important ways to build children's self-esteem, also he defined praise is explicit verbal positive evaluations of another person's actions, or traits, where the

evaluations are based on parent subjective standards, he explained that we can praise someone's abilities for example when you called the kids (You are smart!), or we can praise their efforts (You studied so hard!), and we can give appropriate praise (You did very well!) or inflated praise (This is your best work ever!). Each type of praise will have a different impact on kid's self-esteem (Eddie, et al., 2016; Michelle, et al., 2015). So, the parents have a big role to find many oport(unities to praise children so they feel good, learn better, and perform well (Henderlong & Lepper, 2002).

What is an Inferiority Complex?

An inferiority refer to feeling of inadequacy whether real or imagined (Hoffman, 2020). According to Adler (2013), a feeling of inferiority may be brought about by upbringing as a child, physical and mental limitations, or experiences of lower social status (Paul, 2019). An inferiority complex may cause an individual to overcompensate in a number of ways, If a child feels that he is a failure most of the time and cannot achieve his goals, and shy and doubt their abilities and skills, and feel less, there is a high possibility the child suffering from an inferiority feeling even when the individual is extremely good at something (Jaba, 2020). In the case of an children who suffers from an inferiority feeling, then the person would begin to be isolated from others due to the low self-esteem (Al-Shabo'on, 2013). Therefore, it is important to know the signs of inferiority feeling such as social withdrawal through feeling not satisfied during the interaction of others and not engaging in activities such as work or school because he feel shame low self-esteem. In addition, Excessive sensitivity: Individuals feel severe sensitivity towards what others do in front of them, and thinking about it, or what they say about them, they might become offended in an excessive way (Flaih, 2013; Mohammad & Mansour, 2017).

Theoretical Foundation of Inferiority

Inferiority includes a group of negative feelings accompanies the child making him feels general deficit in his personality which the child feels the necessity to be far away from his surrounding and stays alone (Al-Kafafi, 2006). Adlerian theory is emphasizes the importance of overcoming feelings of deficit in order to achieve happiness. Adler's theory also emphasizes on the importance of understanding how children are influenced by their social interaction (Abu Mara, 2015). This theory suggests that children are seek to feel that they are significant and able to gain confidence. Applying Adlerian theory to therapy can be helpful for individual who are suffering with problems related to low self-esteem. Adlerian theory suggests that people are always trying to satisfy on his environments. People often find treatments based on Adlerian theory helpful because it emphasizes the importance of social interactions in order to promote individual growth (Hudgins & Katherine, 2000)

Study Problem

From the previously mentioned it is possible to determine the research problem in the following question: What is the impact of using a program based on psychodrama techniques on improving the self-esteem of preschooler victims of inferiority feeling?

Study Hypotheses

1. There are differences in statistical significance between means of the degrees of the two groups individuals the experimental control group in the post-measure of self-esteem skills of the children who are victims of inferiority feelings in favor of the post-measure attribute to using the proposed program based on psychodrama techniques.
2. There are no differences in statistical significance between the children's means of the degrees of the two measures the post and the follow-up after two months in the self-esteem test of the children who feel inferior and deficient.
3. There are differences with statistical significance between degrees means of the two groups individuals in the post measure on the self-esteem skills of the children victims of inferiority feelings attribute to gender variable.

Importance of the Study

The importance of the study resides in the following:

1. From the importance of the targeted segment, early childhood stage children.
2. The present study helps to be the nucleus to other studies, confirming the consultative and educational dimension for the children who suffer from inferiority feelings, since it introduces a program to deal with this segment at schools.
3. Provide assistance to decision-makers in the educational institutions in Jordan, the psychologists counselors, teachers, researchers, and those who are interested in this field, providing them with the inferiority feeling scale usable in diagnosing the children who suffer from these problems.

Novelty of the study

To the knowledge of the researchers, there is no study that linked these two variables in the Arabic context generally, and the Jordanian context specifically.

Study Objective

This study aimed to identify the effect of a training program based on psychodrama techniques on improving the self-esteem of preschoolers who are victims of feelings of inferiority.

Methodology

The study design used the semi-experimental with pre and post-design for two groups due to its relevance to the research's nature and objectives. Independent variable: the training program was based on psychodrama (the treatment method), and the dependent variable was the performance on a scale of self-esteem. The sample was distributed randomly to two groups experimental and control groups, the psychodrama training program was only applied to the experimental group, and conducting pre and post-measured for the two groups, then a follow-up test after two months of the post-test. The philosophy of the proposed program depends on psychodrama principles and techniques which means psychodrama basically is considered a form of psychological therapy and training the children to encounter the difficulties they are facing to reach a high level of self-esteem which contributes to eliminating their inferiority feeling. To set the relevant content for the training program content, previous studies and research were reviewed relating to the topic of this current study, such as (Al-Kordi, 2003; Abdalhameed, 2012; Bayomi, 2013) studies then preparing a group of psychodrama activities considering the nature of the children's age category for the program to be interesting and attractive to avoid boredom. The proposed program's sessions were applied to the children's basic sample of the study by 15 sessions, one session duration of 45-60 minutes. The application of the program was conducted during the period 24/10/2021-20/1/2021 with three sessions per week for five weeks.

Study Population

The study population consisted of 187 male and female children from the first and second levels of the preschooler distributed to 5 branches in Ma'an Governorate while the study sampler consisted of 35 male and female children from the study population, their ages ranged from 5-6 years.

Sampling Technique

the study sample was selected by the purposive sample. The researchers selected this sampling method because purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. In other words, units are selected "on purpose" in purposive sampling. The purposive sampling, relies on the researcher's judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study's objectives. In addition, the researchers need to find information-rich cases or make the most out of limited resources, but is at high risk for research biases like observer bias. then the researcher made a procedure to make the identification process more accurate, by distributing a questionnaire containing the more spread aspects of inferiority feeling by observing the selected children assuring that the selection was appropriate, then this sample was divided into two groups, their individuals were randomly selected.

Pioneering Sample

It consisted of 25 children who attend schools pertaining to Ma'an Directorate, a training program was applied to this sample in order to confirm its validity and stability, but this sample did not inter with the study experiment.

Control Group

There were 17 children, educated in the traditional way.

Experimental Group

Consisting of 18 children, the training program was applied to them.

Study Instrument

The present study used two instruments:

1. The training program which depends on the psychodrama techniques.
2. Self-esteem test for the children with its three dimensions.

Training Program

The general objective of the program: The proposed program aims to develop the self-esteem level of children who consider victims of inferiority feeling through using psychodrama.

Sub-Objectives of the Program:

1. The pursuit to develop the different sides of the self, which are the bodily self, the mental self, and the psychological-self.
2. Teaching the child how to overcome his fears.

3. For the child to learn how to enhance the positive sides of his personality to be able to achieve his goals, and to know his weakness and the work to strengthening it.
4. For the child to learn the capability to adjust easily to the obstacles and the different conditions in his life.
5. To respect and love his self.
6. Enhancing self-trust feeling, satisfaction, and security.

Program Validity

The researchers introduced the program in its initial form to a group of specialists in the field of special education and child education, their number was 8 specialists to determine the extent of the program's relevance, its goals, and content for the children category, according to the arbiters opinions the program was modified and prepared in its final form.

Scale of Children's Self-Esteem

It is the photographed self-esteem scale for the pre-school age child prepared by the researcher, following steps in its design:

1. Preparation stage, through reviewing a number of previous studies and research. Also, review of scales relating to the self-esteem topic CSES, (Metwali, 2010; Farraj, 2014; Abdalazeez, 2016).
2. The design stage: in light of the demonstrated previous scales which had the impact on directing the researcher to build the present scale, the researcher has determined the scale's dimensions which are bodily-self, personality-self, social-self, and scholastic-self. Then determining the objectives of each situation, consultation with the supervisors, and after control and medication sending them to the specialists in designing children's drawings in Photoshop to translate these situations into pictures relevant to the preschool child, the scale in their initial form consisted of 31 photographed situation, and in its final form consisted of 28 photographed situation, then applying the scale to a sample of 20 male and female child, their ages ranged from 5-6 years to evaluate validity and stability.

Results

Scale Validity

Content Validity

The research has introduced clear clauses covering all sides of the self, and to measure what it is supposed to measure, the scale was applied to a pioneering sample consisting of 20 male and female children to test the items' difficulty degree, children understanding the photographed situations, and the time they need to answer the scale which took 30-45 minutes.

The scale in its initial form was introduced to 12 arbiters specialized in psychological counseling, special education, drama, and acting at the University of Jordan, Yarmok University, and the Ministry of Education, they were asked to present their opinions regarding the suitability of the photographed situations with the dimensions, clarity of the clause and sound linguistic warding, keeping the photographed situations agreed upon by 80% and more by the arbiters to accept or refuse the clause according to their opinions, for the scale in its final form consisted of 28 photographed situation distributed to four dimensions.

Internal Consistency Validity

The structural validity of the scale was tested using the Pearson Correlation Coefficient between the clause and the axis it belongs to, and measuring the correlation between the clause and the total degree of the scale.

Results in (Table 1) indicated that Pearson Correlation Coefficient ranged between (0.432-0.555) for the clauses personality self-esteem dimensions, and (0.489-0.658) with the total degree of the scale, while Pearson Correlation Coefficient ranged between (0.401-0.621) for the bodily self-esteem and ranged between (0.455-0.598) with the total degree of the scale, and ranged between (0.408-0.602) for the clauses social self-esteem & ranged between (0.403-0.618) with the total degree of the scale, finally ranged between (0.408-0.597) for the clauses scholastic self-esteem and ranged between (0.420-0.555) with the total degree of the scale.

Also, results showed that all the scale clauses' self-esteem correlates with statistical significance at a significance level ($\alpha < 0.001$), mean excluding no clause of the scales clauses, and the scales are characterized by good structural validity making it a reliable instrument for applied to the full sample.

Table 1. Clause Degree and Dimension Degree, and Scale Degree Correlation Coefficient

Dimension	The Clause	Correlation with the Dimension Total Degree	Correlation with the Scale Total Degree
Personality Self-esteem	1	0.542**	0.591**
	2	0.529**	0.658**

	3	0.444**	0.489**
	4	0.502**	0.596**
	5	0.555**	0.545**
	6	0.537**	0.620**
	7	0.432**	0.498**
Bodily Self-esteem	8	0.411**	0.473**
	9	0.532**	0.488**
	10	0.401**	0.455**
	11	0.456**	0.598**
	12	0.557**	0.511**
	13	0.569**	0.525**
Social Self-esteem	14	0.621**	0.596**
	15	0.602**	0.618**
	16	0.518**	0.578**
	17	0.581**	0.521**
	18	0.408**	0.413**
	19	0.419**	0.403**
Scholastic Self-esteem	20	0.433**	0.497**
	21	0.532**	0.521**
	22	0.572**	0.502**
	23	0.597**	0.499**
	24	0.452**	0.467**
	25	0.404**	0.420**
	26	0.465**	0.485**
	27	0.558**	0.469**
	28	0.586**	0.555**

Reliability

The researcher has calculated the stability of the self-esteem scale by applying it to a pioneering sample consisting of 20 male and female children out of the main study sample, due to the nature of the answers to the scale clauses which represent two answers right and wrong, Kuder Richison 21 stability coefficient was used to measuring the dimensions stability as a whole, results in (Table 2) indicated that stability coefficient for the personality self-esteem was (0.789) and for the bodily self-esteem (0.801), and for the social self-esteem (0.775), and for the scholastic self-esteem (0.794), the total stability coefficient for the scale's all clauses reached (0.782). It is noteworthy that all stability coefficients acceded the limited value (0.70) which indicates the stability of the scale, and we are able to Judge that it is a stable instrument valid for application to the main study sample.

Table 2. Self-esteem stability coefficient using Kuder Richison 21

Dimension	The Clauses	Stability Coefficient
Self-esteem	1-7	0.789
Personality Self-esteem	8-14	0.801
Social Self-esteem	15-21	0.775
Scholastic Self-esteem	21-28	0.794
Total	1-28	0.782

Hypothesis testing

H01. There are no statistically significant differences between the mean score of the intervention and control group in the post-test measurement score of the self-esteem skills after controlling the pre-test score as a co-variate.

A self-esteem skills scale compromised of four dimensions namely (bodily self-esteem, personal self-esteem, social self-esteem, and school self-esteem) to test if there are significant differences in post-test self-esteem skills mean scores between two groups after considering pre-test scores as co-variates, a multivariate of analysis (MANCOVA) was used and the result in the (Table 2) show that there are a statistically significant differences of self-esteem skills mean score based on study groups Λ ($F=6.994=p\leq 0.001$), and about ($\eta^2=58.3\%$) of variance was accounted due to groups which consider and large effect size, Subsequently a uni-variate analysis revealed that the intervention group significantly has a higher adjusted mean compare to control group for bodily self-esteem (4.42 vs 3.19, $p=0.032$), personal self-esteem (4.03 vs 2.97, $p=0.024$), social self-esteem (4.82 vs 3.62, $p=0.040$), school self-esteem (4.43 vs 3.52, $p=0.040$) and for total self-esteem score (12.86 vs 18.25, $p\leq 0.001$) respectively. which indicates that the differences in mean scores were in favor of the intervention group (see Table 3).

Table 3. The mean Differences between Intervention and Control Groups in Self-Esteem Skills

Sources	Self-esteems skills	Sum squares	df	F value	p-value	Wilks' lambda (Λ)
Groups	Bodily self-esteem	7.007	1	5.101	0.032	F=6.994 $\eta^2=0.583$ p= ≤ 0.001
	Personal self-esteem	5.355	1	5.667	0.024	
	Social self-esteem	6.760	1	4.635	0.040	
	School self-esteem	3.883	1	4.625	0.040	
	Total scale score	136.334	1	31.045	≤ 0.001	
Error	Bodily self-esteem	39.837	29			
	Personal self-esteem	27.399	29			
	Social self-esteem	42.296	29			
	School self-esteem	24.351	29			
	Total scale score	127.353	29			

H02. There are no statistically significant differences between the mean score of the intervention and control group in the post-test and follow-up total score of the self-esteem skills scale.

Two-way ANOVA with repeated measure (split plot ANOVA) was used to test if two repeated measures (post-test and follow-up score) from both groups are significantly different from each other on self-esteem total score and the results in (Figure 1) yielded the interaction effect between time and groups was not statistically significant $F(1,32)=(3.635)$, $p=(0.065)$ (see Table 4). Indicating the level of the score on one variable does not depend on the level of another variable.

Table 4. Results of the test of within-Subject Effects

Source	Sum of square/ Green House-Geisser	df	F value	p-value	Partial eta squared (η^2)
Time	86.681	1	31.123	≤ 0.001	0.478
Time*groups	10.125	1	3.635	0.065	0.097
Error (time)	94.694	34			

Since the interaction effect was not statistically significant the main effect of groups was reported and the result in (Table 5) and (Figure 1) demonstrate that the intervention group significantly has a higher marginal mean on post-test and follow-up self-esteem scores than the control group ($p \leq 0.001$).

Table 5. The Main effect of group mean differences

Time	Groups	Post-test	Std. Error	p-value
Post-test	Intervention	18.167	0.477	≤ 0.001
	Control	12.944	0.477	
Follow-up	Intervention	19.611	0.333	≤ 0.001
	Control	15.889	0.333	

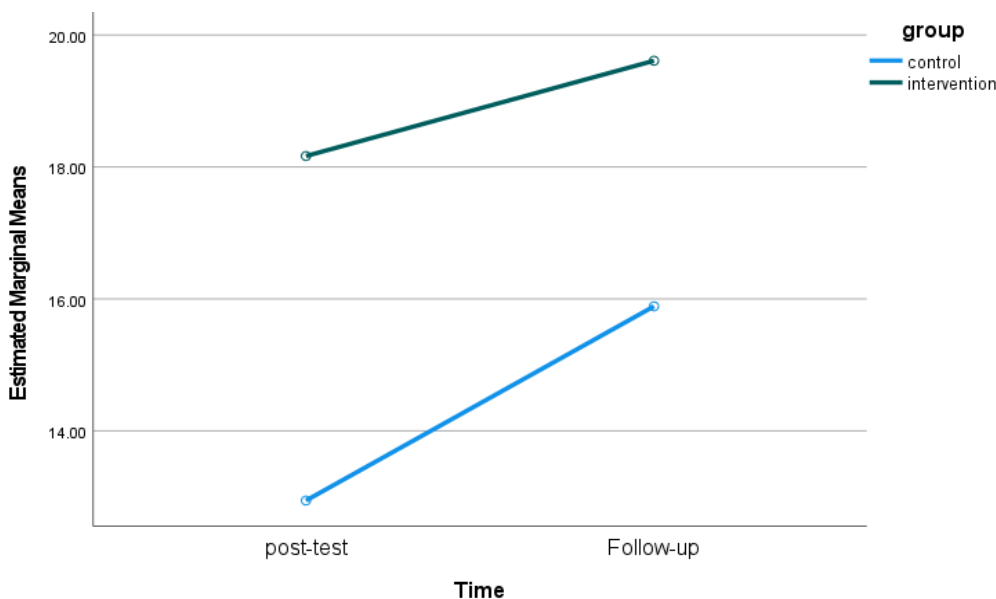


Figure 1. Interaction effect between time and groups

H03. There are no statistically significant differences between the mean score of the intervention and control group in the post-test total score of the self-esteem skills scale based on gender.

To test this hypothesis two way ANOVA was used and the results in (Table 6) and (Figure 2) yielded the interaction effect between gender and groups was not statistically significant $F(1,32)=0.113$, $p=0.739$ indicating the level of the score on one variable does not depend on the level of another variable.

Table 6. Test of between-Subject Effect Results

Source	Sum of square	df	F value	p-value	Partial eta squared (η^2)
Group	248.335	1	58.530	≤ 0.001	0.647
Gender	3.240	1	0.764	0.389	0.023
Groups*gender	0.480	1	0.113	0.739	0.004
Error	135.771	32			

Furthermore, the main effect of gender was not statistically significant ($p=0.389$) males and females, while the main effect for groups is statistically significant revealing the intervention group is significantly has a higher of marginal mean of self-esteem post-test score than control group (18.167vs 12.944, $p\leq 0.001$) and partial eta squared for effect size indicated that around($\eta^2=64.7\%$) of variance in post-test score has explained by study groups which is considered a large effect size .

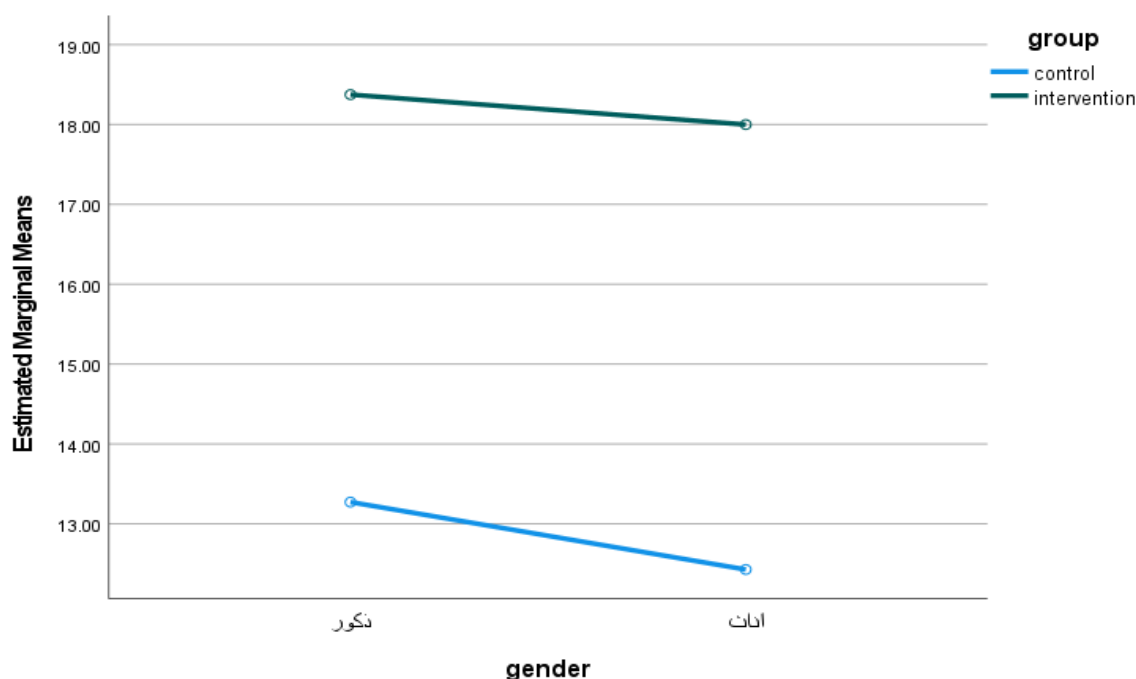


Figure 2. Interaction between gender and groups on post-test score

Discussion

First Hypothesis

Results of the present research showed the presence of a positive impact of the training program based on the psychodrama techniques on improving the self-esteem of the children victims of inferiority feeling since it found differences with statistical significance in favor of the experimental group and the post-measure for the self-esteem variable.

The two researchers see that this result is due to a number of reasons, including the role the psychodrama techniques play in the program since it represents an urgent necessity in working with the children victims of inferiority feeling, since psychodrama blends imagination with reality then the child releases his suppressed desires and his negative emotions replacing them with positive feelings, disclosing causes of and sources of anxiety. Generally, there are a number of feeling that causes anxiety and stress, psychological, environmental, or social reasons regarding self-view, social existence, and psychological consistency (Eid et al, 2020). This agrees with what (Maysoon, 2020) has indicated that psychodrama makes the child avoids disappointment feelings, sadness, failure, and deprivation.

(Mohammad, 2018) states that psychodrama is considered a therapeutic and training means, (Abu-Al Rub, 2017) indicates that psychodrama is characterized by ease of application and implementation, is rich in techniques, (Zahran, 2005) states that psychodrama is used in developing trust and self-expression, provides positive power sources.

Second Hypothesis

Results of testing the second hypothesis revealed the absence of differences with statistical significance between degrees means of the experimental group in the two scales the post and the follow-up after two months in the self-esteem test of the children victims of inferiority feeling, indicating the existing effect of the program based on psychodrama techniques the proposed program using psychodrama techniques is considered as educational experiences prepared and planned with the objective providing a real opportunity to reduce inferiority feeling among the study sample children (Abdelhameed, 2012; Hasan, 2016).

These results may also attribute to employing techniques (enhancement and discussion, role-playing, exchange of roles and the modeling which have been employed in the present program, the diversity of activities and roles practiced by child with their training and encouragement to repeat the performance to improve it allowed the experimental group children to practice positive behavioral modes toward the self and the others and mastering them, free them from the inferiority feelings, allowing them to build positive and acceptable relations, finding an interactive atmosphere with the peers characterizes by security and tranquility leading to positive impact the child to acquire self-trust and feeling of psychological support, then improving social interaction and cooperation with his peers leading to modifying their inferiority feeling through replacing the negative behavior by positive behavior, this agrees with what (Yaqbo, 2019) has indicated, also agrees with (Abu-Alrub, 2018).

Third Hypothesis

Results of the third hypothesis showed the absence of differences with statistical significance between mean degrees of the two groups the experimental and the control at the post measure on the self-esteem skills test of the children who are victims of the inferiority feeling attribute to gender variable, the researchers see that this result can be explained in light of the human-self nature, there is no difference between the males and the females in self-esteem, since both genders seeks to raised improve self-esteem to get rid of the inferiority feeling, in addition to the used social upbringing in most of the Arabic environments, which often implant some of the social values such as rejection of inferiority feeling, making the differences do not exist between the two genders, also the researchers attribute the absence of differences between the two genders to the sample's nature used in the present research, since most of the study sample individuals are somehow similar in the social, economic and cultural status, this result agrees with the research recommendations.

Conclusion

Effectiveness of psychodrama techniques to improve the self-Esteem of preschoolers who feel inferior can be seen from use the techniques in the condition before (pre-test) and after (post-test). Through the results of the present research, the researchers recommend developing and preparing measurement instruments to help in the early detection of preschoolers who suffer from low levels of self-esteem and inferiority feeling, and designing programs to improve them. In addition, raising awareness of the kindergarten female teacher and training them regarding the importance and the usage of psychodrama in teaching the children instead of the traditional methods. Finally, introducing training courses and workshops for the female teachers' students at the kindergarten to train them about how to improve self-esteem and attempt to modify the children's behavior who suffer from inferiority feelings.

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