

Effects of Psychodrama Practice on University Students' Subjective Well-Being and Hopelessness

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Abstract

To examine the effects of psychodrama practice on university students' subjective well-being and hopelessness scores has been aimed in this study. For each group 15 students that have both low subjective well-being and high hopelessness scores have been accepted in experiment, control and placebo groups. Experiment control, placebo and true experimental design with pre-test, last-test and follow up test have been used in the study. Psychodrama group application for experiment group has lasted for 12 weeks, 90-120 minutes once a week. Kruskal Wallis, Mann-Whitney U and Wilcoxon Signed Ranks Tests have been used in the data analysis. Findings have illustrated that the students' subjective well-being scores in the experiment group have increased significantly and their hopelessness scores have decreased significantly when compared to the control and placebo groups. It has been observed in the follow up test that decreasing in subjective well-being scores has not lasted for ten weeks and decreasing in hopelessness scores has lasted for ten weeks.

Key Words: Psychodrama, subjective well-being, hopelessness, university student

Introduction

Subjective well-being, in a general sense, is a measure of one's satisfaction with life and one's lacking negative feelings (Diener and Lucas, 1999, in cited Alexandrova, 2005). Subjective well-being is a comprehensive concept that includes the individual's assessments about his/her life. It includes the situation that there are positive cognitive and psychological items in conjunction with that there are not negative factors in life (Diener, 1984). Subjective well-being is formed by nice affect, undesirable affect and life satisfaction items and subjective well-being's being high depends on the situation that the individual's nice affect is more superlative than his undesirable affect and his cognitive opinion about his life is positive (Tuzgöl Dost, 2005b).

There is positive reaction towards the others and the activities and there is generally a positive psychological mood in nice affect. Undesirable affect contains negative effects and embraces negative reactions towards the others in individual and daily experiences. There are anger, grief, anxiety and concern, stress, disappointment, guiltiness, shame, envying and similar feelings at the root of negative or undesirable affects. The situations such as loneliness and insolvency that are some of the other negative effects are the important indications of state of illness. Some negative feelings are a part of life and while they can be affective to stimulate the individual, the negative effects that are observed regularly and permanently can be indicator of one's life changing for the worse (Joshi, 2010).

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According to Beck and his coll. (1974), hopelessness, one of the undesirable affects, is a cognitive disorder that is perceived about expectation and opportunities that may cause negative situations in the future. Besides that, hopelessness is important and it is a situation that should be recognized (Beck, Holling, McNabb, Miller, Rowe & Schulz, 2003). Comer (2002) defined hopelessness as continual, pessimistic, low belief. There are unchanging psychological mood, states and beliefs that accompany the problems in that situation. Atabek (1990) stated that hopelessness is a human feeling; it makes people think that there is nothing to do and people fall in hopelessness with sense of guilt. It has been revealed in various researches that measuring negative future expectation, in other words the hopelessness; predict the depression permanence significantly (McCranie & Riley, 1992). If the one has feelings of low motivation and hopelessness, possibility of his being in depression is high according to the World Psychiatry Organization (Montgomery, 1995). Hunter and O'Connor (2003) defined hopelessness as an idea that includes depressive cognitive types making risk of suicide arises. Young, Figg, Scheftner, Fawcett, Akiskol and Maser (1996) displayed that extremity of hopelessness not only changes from person to person, but also changes in the person after a while and it is not stationary. The individuals sometimes experience hopelessness both outside and at home. Being indefinite of the future, not being able to shape him, failures and big changes in life conditions evoke negative feelings over the person.

Psychodrama known as one of the effective methods that is used when all of these negative feelings and ideas create trouble for the individual is a method that leads the individual's problems in re-performing instead of only talking about them (Blatner, 2002). Providing purification and obtaining insight, testing the truth and developing logical ideas, creating learning and behavioral change are aimed at the psychodrama sessions (Dökmen, 2005). A psychodrama session is formed by stages of warming, action (play) and sharing (Wilkins, 2006). These are the main items of psychodrama: Stage, protagonist, supporting actors, group director (leader) and audience. It is necessary to know these items well in the practice of psychodrama and to use the psychodrama techniques regularly and appropriately (Gladding, 2003).

It is seen that various experimental studies are held about subjective well-being and hopelessness abroad and in Turkey (Fava, Rafanelli, Cazzaro, Conti & Grandi, 1998; Ferguson, Conway, Endersby & MacLeod, 2009; MacLeod, Coates & Hetherington, 2008; Ragsdale, Cox, Finn & Eisler, 1996; Yerlikaya, 2006). Also it is seen that there are psychodrama studies held with developing healthy emotional relationships (Doğan, 2012), attachment styles (Doğan, 2010), the ones that have experienced trauma (Aytan Erdoğan, 2010; Carnobell & Partelano-Barehmi, 1999), the patients with AIDS (Karabilgin, Gökengin, Doğaner & Gökengin, 2012), coping with stress (Karadağ, Oğuzhanoğlu, Özdel, Ergin & Kaçar, 2010; Ragsdale, Cox, Finn & Eisler, 1996), conflict resolution (Karataş, 2011), depression, depressive symptom (Ebrahimi, 2011; Gündüz, 1996; Hamamcı, 2006; Karadağ, Oğuzhanoğlu, Özdel, Ergin & Kaçar, 2010), alcohol and drug addicts (Coşkun & Çakmak, 2005); over self-awareness (Oflaz, Meriç, Yüksel & Özcan, 2011), self-esteem, self-development, empathy and impulsivity (Kaner, 1993; McVea, Gow & Lowe, 2011; Özdağ, 1999; Treadwell, Kumar & Wright, 2002), personality and forgiving of female adolescents in divorced families (Mansour, 2012), aggressiveness (Karataş & Gökçakan, 2009), trait anxiety (Karataş, 2009), obsessive compulsive disorder (Cohen, Delaroche, Flament & Mazet, 2014) relatives of schizophrenic and schizophrenia (Soygür, Çelikel, Aydemir & Bozkurt, 1998).

When these studies are examined, it is observed that there are studies over subjective well-being and hopelessness with university students by various treatment methods but it is observed that there are no experimental studies held by psychodrama treatment method in which the university students can express themselves about their subjective well-being and hopelessness, not only to excess but also to perform the incidents by receiving the help of the others. One of the reasons that make this research important is not to meet any controlled group studies held by psychodrama over subjective well-being

and hopelessness when the literature is searched. This research is thought to be important because both it provides contribution with psychodrama studies that are few in literatures by this context and its findings form source for new studies. It is thought that using both control and placebo groups in this experimental study makes the study more important.

In this direction, the purpose of this study is to examine the short and long term effects of psychodrama group practice over the university students' subjective well-being and hopelessness. In the frame of this purpose it has been aimed that the university students can achieve to be better subjectively by recognizing themselves and to decrease their levels of hopelessness that they are in for various reasons. The validity of the hypothesis below has been tested towards the general purpose stated above.

1. There will be significant differences statistically on subjective well-being and hopelessness scores of the experiment group when compared to the students in the control and placebo groups.

2. There will not be significant differences statistically when subjective well-being and hopelessness last scale scores of the experiment group students that have participated in the psychodrama group practices are compared to the follow up scores that were obtained ten weeks after the practice.

Method

Research Design

This study is a research designed according to true experimental design to examine the effect of psychodrama group practice over the university students' subjective well-being and hopelessness. Pre-test– last test control and random design with placebo group (PLCP) have been used in the research (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz & Demirel, 2009; Büyüköztürk, 2007).

Participants

In the study participants were chosen towards the voluntary students for participating in the study at Mehmet Akif Ersoy University at Faculty of Education in 2010-2011 spring sessions. 220 students (100 male – 120 female) that were at the last grade in the different branches and voluntary for participating in the study were applied subjective well-being and hopelessness scale after class to the experiment, control and placebo groups of the research. There were totally 45 students that received 146.83 that is one standard deviation below of the average for subjective well-being and below this score and at the same time received 15.55 that is one standard deviation above and above this score, that had low subjective well-being and high hopelessness score were appointed to groups by taking one standard deviation below and above of the subjective well-being and hopelessness scale's arithmetic average. Totally 15 students, 7 female and 8 male students were appointed to the experiment group, 15 students to the control group and 15 students to the placebo group. A student that had high subjective well-being score and low hopelessness score was also appointed to experiment group to be a positive behavior model for the students. The score of the student appointed to experiment group was not taken into consideration for the evaluation. Appointment of the participants to the groups occurred with fortuitous appointment for each group by being matched in terms of gender. Psychodrama study was held also with the students in the other groups for appropriateness in terms of being ethic after finishing the practices and analysis.

Means of collecting data

Subjective Well-Being Scale (SWS): SWS developed by Tuzgöl Dost (2005a) is a scale consisting of 46 items. Scale's structure validity has been examined with Factor analysis. Factors change between .51 and .75 over each variable according to the factor analysis results. SWS have 12 factors higher than self-value 1. The first factor explains 24.52 % of the total variance. Explained total variation is 63.83%. It has been accepted that besides 12 factors the scale has a single factor because of fast decrease in self-value

component analysis after the first factor, values about common factor variance and imposition values at the first factor. Croanbach Alpha reliability co-efficient is .93 and test re-test reliability co-efficient is .86.

Beck Hopelessness Scale: Beck Hopelessness Scale developed by Beck and coll. (1974) and adapted into Turkish by Seber (1991) and Durak (1994) was used to determine the hopelessness levels of the participants. The scale consists of totally 20 items. Yes option receives 1 score in 11 items and no option receives 1 score in 9 items. Score range is 0-20. When the scores are high, it is accepted that the individual's hopelessness is high (Savaşır & Şahin, 1997). Cronbach Alpha reliability co-efficient has been determined as .86 in the scale's reliability study (Seber and coll., 1993). Durak (1994) found Cronbach Alpha reliability co-efficient as .85. Item total score co-efficients among the scores that have been received from each item in the scale and the scores received from the whole scale have been found between .07 and .72 (Seber and coll., 1993) and .31 and .67 (Durak, 1994). The test having reliability of the scale is .85 (Durak, 1994). Test re-test reliability of the scale has been obtained as .74 (Seber, 1993). In the validity study of the scale: When Beck Depression Inventory and Rosenberg Self-Esteem Scale are taken as criterion, Criterion Connected Validity correlation co-efficient that have been obtained from patient group have been determined as .65 and .55 respectively (Seber, 1993). In the validity study they held, Durak and Palabıykoğlu (1994) found correlation coefficients between Beck Depression Scale and Hopelessness Scale as values changing between .68 and .71 when compared to diagnosis groups (in cited Savaşır & Şahin, 1997).

Collection of data

The scales were first applied to 220 students that educated at the last grade at Faculty of Education at Mehmet Akif Ersoy University in 2010-2011 Spring Sessions in their own classes after class. The application lasted nearly 15 minutes than, the scales were reapplied to the students at the experiment control and placebo groups at each stage of edited experimental design as appropriate for the requirements of the experimental design.

Process

The studies started in February in 2011. Firstly, Subjective Well-being and Hopelessness Scales were applied to experiment control and placebo groups as pre-test in the study. Then experimental practice each of which lasted nearly between 90 and 120 minutes and that continued totally 12 sessions once a week was held with experiment group. While no study was held with control group, interaction study that had no bearing on subjective well-being and hopelessness was held with placebo group for 12 weeks. The students talked about a book that was read that week in this interaction study. To choose recently popular books was taken into consideration to make these books read. Interesting news that was at the newspapers on the day when there is session was also asserted and to express themselves for the participants was provided. The same scales were reapplied to each of three groups as the last test a week after the experimental process. Subjective Well-being and Hopelessness scales were applied once more for follow up test ten weeks after the experimental process finished.

Psychodrama sessions consist of warming, game (action) and sharing stages (Altnay, 2003). Participants get ready for that day's psychodrama group study in warming stage and various warming games make his prepare easy. The stage also called as action stage that is based upon group members or protagonist is termed as game stage. Sharing stage is held in two categories. These categories are role feedbacks and identification feedbacks. Psychodrama sessions are spontaneous. It is impossible to configure them. If the member has nothing to do, the group director may suggest some games to warm-up for the group members by considering the session, the needs of the members and the characteristics of the members.

Experimental Application:

Experimental application was held with sessions that each lasted between 90 and 120 minutes once a week by group director (ZK) that educated at Abdulkadir Özbek Pscyhdrama Institute for a long time, directed various psychodrama groups and has psychodrama certificate. The practices were held at a large class that is suitable to create psychodrama stage. A general summary of the previous session was done at the beginning of each session in psychodrama sessions since the second session. This expression placed in this part not to begin with the same sentence at the beginning of each session.

1st Session: The group members and the group director met by parting in groups of two. The individuals talked about themselves for a short time and each member talked about his/her friend for the group by his/her words. Group director talked about psychodrama and its techniques shortly. The group rules were determined with the participation of the members. Group rules consisted of basic rules such as attendance for the group, privacy, self-disclosure, helping the other members, acting in the plays. Trust pool practice that is one of the trust practices was applied as warming play (Altnay, 2003). The session was finished by receiving role and identification feedbacks.

2nd Session: The members were asked: Do you have anything to do in the group? When the members were involuntary to do, the game named "Contrasts" was applied (Altnay, 2003). This activity is a warming play oriented for the individual needs of the group members and that provides to practice the inner conflicts. The leader said asked the members to think about their contrary sides that create conflict within their own inners and to choose the ones that force them the most. The members embodied these contrasts by defining them with two chairs that were placed opposite at the stage. They introduced personality part that was placed on each chair with the help of pairing and the practice went on with the help of role changing. The session was ended by sharing stage.

3rd Session: the members were asked whether they had anything to do in the group. When they had nothing to do, the distressing situations game was played as warming game (Altnay, 2003). This warming game is a warming activity that provides skipping into a protagonist-centered practice fast in the group. The group director asked the members to think about their distressing situation experiences and to choose one. Then he asked them to act these experiences they chose at the stage. The session was ended with the role and identification feedbacks after the action stage.

4th Session: The members were asked whether they had anything to do in the group. One of the members said he can do something. The member was showed around on the stage. He talked shortly about his problem with his sibling and mother at home at that time. The protagonist was asked to form his own scene and to choose the ones that would act from the group. The action stage was held by psychodrama rules. The session was ended with sharing stage.

5th Session: The group leader asked the group: Do you have anything to do? When they had nothing to do, the uncompleted works game was suggested as warming game and it was performed (Altnay, 2003). The group leader asked the members to close their eyes and to have looked at whether they had any uncompleted works. For example, it was said that these works might be un-appeared feelings and unspoken conversations. After a while, the members were said that the ones who were ready could open their eyes. It was said that the voluntary members could come to the stage. The members performed their uncompleted works by performing separately and giving roles the ones they wanted in the group. Sharing (role and identification feedback) was done at the end of each stage.

6th Session: The group leader asked: Do you have anything to do? A member said he wanted to perform one of his emotional problems. The protagonist came to the stage. He wandered on the stage for a while, chose the ones at the action among the members and formed his scene. The session was ended with role and identification feedbacks at the end of the play that was completed by using psychodrama techniques.

7th Session: The group leader asked the group: Do you have anything to do? When there was no voluntary, the neglected feelings warming game was suggested and performed (Altnay, 2003). This warming game can be used to deal with the feelings, situations and incidents that plague someone's life out insidiously and place at twilight. The leader asked them to choose a feeling that they left at nook and corner, felt for a fleeting moment and then ignored or neglected. After the selection was completed, they found partners and told this feeling and when and why they felt it to each other. Then the group was asked whether there was someone they wanted to talk to about this situation. They went on with a voluntary member protagonist-centered. This member said that he felt love deeply before but he did not feel this feeling recently. He wanted to perform the moment at which he finished the relationship with his ex-girlfriend and the scene was formed by choosing the ones that would perform in the play. After the scene, the session was ended with role and identification feedbacks.

8th Session: The group leader asked: Do you have anything to do? A member wanted to perform a problem that he experienced with his parents. Firstly the protagonist wandered on the stage. Then he formed his scene and chose the characters among the group. After the scene finished, role and identification feedbacks were asked and the session was ended.

9th Session: The group leader asked: Do you have anything to do? When there was no voluntary in the group, the black box and barrier warming game was suggested (Altnay, 2003). The group leader asked the members to dream that they had a black box like the ones on the planes. He expressed that the black boxes must contain the truths. The group members were asked to close their eyes and open these boxes and share the unknown truths with the group members. The first activity was ended with the sharing stage. Barrier game was performed as the second warming game. A press circle was formed. The members walked inside this circle respectively and they tried to free themselves from the press circle. Then the session was ended with the role and identification feedbacks.

10th Session: The group leader asked: Do you have anything to do? When there was no voluntary member, the director asked them to write a story that is full of hope and can express them. Firstly the members came together and decided for the story. They wrote a story that expressed them by eliminating the propositions that contained negative ideas and fictions, and then the group members were asked to act the story. The session was ended with the role and identification feedbacks.

11th Session: The group leader asked: Do you have anything to do? A member said that he wanted to perform a problem with his girlfriend. Firstly the protagonist wandered on the stage. He formed his scene and he chose the member that would be his partner among the group. The session was ended with the role and identification feedbacks.

12th Session: The group leader asked: Do you have anything to do? There was no voluntary member so the group leader applied activity of relaxation in the daydream with music. At the end of the experimental application, they left time for a general evaluation and the evaluation of the all sessions was held by the members.

The Statistical Analysis of Data

Firstly normality analysis of dispersions of pre-test scores that the experiment, control and placebo groups received from subjective well-being and hopelessness scales was held and it was researched whether the parametric tests meet the basic hypothesis or not. It was seen in the result of Kolmogorov- Smirnov normality analysis that the data were not dispersed normally and using tests that are nonparametric was decided. The data was analyzed by SPSS WINDOWS 15.0 statistical packet program. After the experiment, control and placebo groups were formed, whether there was difference between subjective well-being and hopelessness pre-test scores was checked by Kruskal Wallis test that is

not a parametric one and it was expressed that there was no difference between the groups (subjective well-being pre-test $\chi^2=0.981$, $p>.05$, hopelessness pre-test $\chi^2= 0.593$, $p>.05$).

In the analysis, Kruskal Wallis Test in determining the effect of the experiment, Mann Whitney U Test in the situations in which the differences are significant and Wilcoxon Signed Ranks Test in comparing the experiment group last test and follow up test scores were used. .05 significance levels were accepted in statistical analysis.

Results

The Findings about the 1st Hypothesis

The analysis results of Kruskal Wallis test have been presented in Table 1 to determine whether there is statistically significant difference in the subjective well-being and hopelessness scores of the students that participated in the psychodrama group practices when compared to the students in the control and placebo groups.

Table 1

Kruskal Wallis Test Results Regarding the Subjective Well-being and Hopelessness Last-Test Points of Experiment, Control and Placebo Groups

Subjective well being	n	Mean Rank	df	χ^2
Experiment	15	38.00	2	29.484*
Control	15	15.17		
Placebo	15	15.83		
Hopelessness	n	Mean Rank	df	χ^2
Experiment	15	8.83	2	27.755*
Control	15	27.93		
Placebo	15	32.23		

* $p<.05$

When the Table 1 was examined, it was seen that the subjective well-being and hopelessness scores of the experiment, control and placebo groups that participated in the experimental study became significantly different (for subjective well-being $\chi^2= 29.484$, $p<.05$, for hopelessness $\chi^2= 27.755$, $p<.05$). Mann Whitney U test was applied to determine the cause of this difference and the results were presented in Table 2.

Table 2

Mann Whitney U Test Results Regarding the Subjective Well-being and Hopelessness Last-Test Points of Experiment, Control and Placebo Groups

Subjective well being	n	Mean Rank	Sum of Ranks	U
Experiment	15	23.00	345.00	.000*
Control	15	8.00	120.00	
Experiment	15	23.00	345.00	.000*
Placebo	15	8.00	120.00	
Hopelessness	n	Mean Rank	Sum of Ranks	U
Experiment	15	8.67	130.00	10.00*
Control	15	22.33	335.00	
Experiment	15	8.17	122.50	2.50*
Placebo	15	22.83	342.50	

* $p<.05$

When the Table 2 was examined, it was seen that the subjective well-being and hopelessness last test scores of the experiment, control and placebo groups were significant difference (subjective well-being; experiment-control, $U=0.00$, $p<.05$, experiment-placebo, $U=0.00$, $p<.05$, hopelessness; experiment-control, $U=10.00$, $p<.05$, experiment-placebo, $U=2.50$, $p<.05$). As seen in the results when the range averages were analyzed, it was observed that the subjective well-being scores of the students in the experiment group scores increase and the hopelessness scores decreased when compared to the scores of the students in the control and placebo groups. This finding revealed that psychodrama practice is effective on subjective well-being and hopelessness.

The Findings about the 2nd Hypothesis

Wilcoxon signed ranks test was applied to the subjective well-being and hopelessness last test scores and follow up test scores that was held ten weeks after the application of the students in the experiment group and the results were presented in Table 3.

Table 3

Wilcoxon Signed Ranks Test Results Applied on Last Test and Follow Up Test of Experiment Group

Subjective well being Last test-Follow	n	Mean Rank	Sum of Ranks	z
Negative Ranks	10	5.50	55.00	-2.831*
Positive Ranks	0	.00	.00	
Ties	5			
Hopelessness Last test-Follow	n	Mean Rank	Sum of Ranks	z
Negative Ranks	8	7.31	58.50	-.934
Positive Ranks	5	6.50	32.50	
Ties	2			

* $p<.05$

As seen in the Table 3, when the subjective well-being last test scores were compared to the follow up test scores, significant differences were seen ($z=-2.831$, $p<.05$) and it was found that the experiment did not have a long effect. Significant differences between hopelessness last test and follow up test were not found ($z=-.934$, $p>.05$) and it was revealed that the effect of the experiment was not long term. This situation showed that psychodrama group practice was not long term effective over subjective well-being scores and was long term effective over hopelessness scores.

Discussion

Psychodrama group practices held with experiment group were effective over subjective well-being and hopelessness according to the research findings. Also when the last test of the experiment group and their follow up test received ten weeks after the last test were compared, a significantly difference occurred between subjective well-being scores and it was seen that the effect did not last long. Significant differences were not seen between last test and follow up test in hopelessness levels and it was determined that the effect of the experiment lasted long.

In this experimental study, the effectiveness of the psychodrama practice held with the experiment group may have resulted from the experiment group members' attendance to the sessions fully, their willingness to participate in the study and being voluntary to express themselves easily without having trouble in self-disclosure. The fact that the experiment was effective for a long time over hopelessness and a short time over subjective well-being in the study may have resulted from the fact that variables placed in hopelessness and affecting hopelessness are fewer and subjective well-being has more variables affecting the one's well-being. Also it may have resulted from the fact that every situation may

affect the one's subjective well-being and the participants were under different situations and conditions during ten weeks. The conditions and the situations they are in may affect the people's hopelessness and subjective well-being.

When the literature is examined, psychodrama studies tried directly over subjective well-being and hopelessness have not been found but it has been seen that there are psychodrama studies held with the variables about subjective well-being and hopelessness. Ragsdale, Cox, Finn and Eisler (1996) found decreases in the hopelessness levels of the experiment group in the psychodrama practice that they held with 24 participants experiencing post-traumatic stress disorder. Also they expressed there were decreases in the situations of stress, feeling of guilty, shame, anxiety and anger. Karadağ, Oğuzhanoglu, Özdel, Ergin and Kaçar (2010) found significant decrease in patients' depressive symptoms and increases in coping with stress and re-interpreting the incidents positively in the psychodrama practice they held if the hopelessness and subjective well-being's connection with the depressive symptoms is considered and also the fact that the stress situations have effect over one's subjective well-being is taken into consideration. Ebrahimi (2011) held psychodrama practice with the women in depression and at the end of the study he reached significant results over depression. When the connection between experiencing traumatic incident and subjective well-being and hopelessness is taken into consideration, Carbonell and Partelano-Barehmi (1999) held psychodrama practice with the female children having experienced traumatic incident and they found increases in self-capability and capability feelings. Aytan Erdoğan (2010) analyzed the effect of psychodrama over the coping skills of the university students having traumatic experiences and could not find significant results in other dimensions except cognitive ignorance sub-dimension. Also when the connection between self-awareness of the person and his/her subjective well-being is taken into consideration, Oflaz, Meriç, Yüksel and Özcan (2011) observed the effect of psychodrama practice over the nurses and concluded that it was helpful in understanding themselves and the others and realizing their feelings and thoughts. Doğan (2012) emphasized the role of psychodrama in healthy and emotional relationships with a fact study and it was concluded that the fact has had many acquisitions from this study and so psychodrama practice is an effective method to provide the young adults with experiencing healthy relationships.

This study has some limitations as in every study. The study is limited by the measurement means and the participants having participated in the study. Longer termed studies are recommended according to the results of the research. Also in this study, an follow up test has been received. After the end of the group sessions a new session can be held to reinforce the studies once a month and then follow up test can be received. In this study, the practice has been held with the university students. In the new studies, psychodrama practice can be held with different groups. Subjective well-being and hopelessness variables have been discussed in this study. In new studies different variables about subjective well-being and hopelessness can be discussed. Only psychodrama practice has been held and the effects of the relevant variables have been observed in this study. In new studies the comparative effect of the group studies held with different two or three methods.

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