Enhancing Self-Efficacy Through Drama Therapy in a Bullying Prevention Program for Arab-Israeli Teachers: A Phenomenological Study

Iman Kheil
ikheil@lesley.edu

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Enhancing Self-Efficacy Through Drama Therapy in a Bullying Prevention Program for Arab-Israeli Teachers: A Phenomenological Study

Expressive Therapies Doctoral Program

A DISSERTATION

(submitted by)

Iman Kheil

In partial fulfillment of the requirements for the degree of Doctor of Philosophy

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DISSERTATION APPROVAL FORM

Student Name: Iman Kheil

Dissertation Title: Enhancing Self-Efficacy Through Drama Therapy in a Bullying Prevention Program for Arab-Israeli Teachers: A Phenomenological Study

Approvals

In the judgment of the following signatories, this Dissertation meets the academic standards that have been established for the Doctor of Philosophy degree.

Dissertation Committee Chairperson: Jason D. Butler, PhD 10/21/2021

Internal Committee Member: Nancy Beardall, PhD 10/21/2021

External Committee Member: Yousef Alajarma, PhD 10/21/2021

Director of the Ph.D. Program/External Examiner: Michele Forinash, DA 10/21/2021

Final approval and acceptance of this dissertation is contingent upon the candidate’s submission of the final copy of the dissertation to the Graduate School of Arts and Social Sciences.

I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

Jason D. Butler, PhD
Dissertation Director

I hereby accept the recommendation of the Dissertation Committee and its Chairperson.

Sandra Walker, MBA
Dean, Graduate School of Arts and Social Sciences
STATEMENT BY AUTHOR

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SIGNED: Iman Kheil
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My dream was to become a medical doctor – to be more specific – a surgeon, to heal the human body. This dream did not come true; instead, I became a drama therapist to heal the human soul. I believe if we heal the soul, we might save the body. My PhD journey in Expressive Therapies would not have been successful without the assistance of countless individuals. First and foremost, I must express my deepest gratitude to the research participants. The participants who gave their time, their thoughts, and experiences, and they brought their passion to the sessions for helping others will stay with me and continue to resonate in my life and professional practice.

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ABSTRACT

The purpose of this study was to investigate the experiences of teachers in a bullying prevention program using drama therapy to enhance self-efficacy. This qualitative study was approached through a phenomenological lens. Five Arab-Israeli teachers took part in semi-structured interviews and participated in six sessions of drama therapy. Data were collected from interviews, video and audio recordings that documented the details of all the sessions. Data were analyzed using Interpretive Phenomenological Analysis (IPA) and yielded five themes and 10 subthemes. The themes suggested that drama therapy allowed the participants to experience bullying behavior and to express their feelings through sharing stories of bullying, which led to innovation and growth in their personal and professional life. Five themes emerged, Drama Therapy Approach, Challenges, Feelings, Awareness, and Innovation and Growth. In the Drama Therapy Approach theme, the teachers experienced drama therapy as novel and creative. In the Challenges theme, the teachers shared how gender and lack of experience played a role in their lived experience. In the Feelings theme, the teachers expressed their empathy and understanding on bullying behaviors and their affective experiences within the sessions. The Awareness theme highlighted how the sessions impacted their awareness of bullying behavior, types, and roles through embodiment. The last theme was Innovation and Growth, where the teachers shared skills they gained and or that empowered their self-efficacy through the sessions. The findings showed how the drama therapy approach enhanced self-efficacy for the teachers and facilitated a better understanding of bullying behaviors. The current study adds to the literature by providing insights as to how to enhance self-efficacy using drama therapy in a bullying prevention program for Arab-Israeli teachers.
CHAPTER 1

Introduction

School violence, in particular bullying, is a global phenomenon and one of the main issues of public concern around the world (United States Agency for International Development [USAID], 2016; World Health Organization [WHO], 2017). The WHO (2017) conducted a study among students in 40 countries from the WHO (2017), which reported that 79% of youth are exposed to bullying. These percentages are similar to those from a study conducted among 36,000 students, ages 9-13 years, recruited from three countries in Africa: Botswana, Ghana, and South Africa from the USAID (2016). The study examined bullying behavior and its effects on academic performance. Fifty percent of students reported being bullied weekly, whereas 80% were bullied monthly. Over 86% of schools worldwide report violent acts by K-12 students, and the percentage of violent acts is higher in middle and high schools (National Center for Education Statistics [NCES], 2017). School violence is defined as acts of violence committed during the school day or on the way to and from school, where the person or group of people use physical power against another person or against a group. The violence consisted of acts such as bullying, fights, possession of weapons, and shooting (Centers for Disease Control and Prevention [CDC], 2013; King, 2014).

Bullying behavior has also been a concern in Israel (Benbenishty & Astor, 2008; Ministry of Education [MOE], 2016). Most of the research on bullying in this country has been conducted with Jewish samples (Aghbaria & Daher, 2015), indicating a need to conduct such research with the Arab population. Moreover, Arab adolescents are widely considered more likely to be victimized and subject to school violence generally—and to school-bullying in particular—than
Jewish adolescents (Agbaria & Daher, 2015; Alsana & Haj-Yahia, 2006). The number of peer-reviewed studies that address school bullying in the Arab population in Israel is limited.

Sixty-three percent of students in Israeli schools, both Arabs and Jews, perceive school to be an unsafe place (Benbenishty et al., 2006; MOE, 2016). In 2016, a biannual survey conducted among middle and high school students by the Israeli MOE regarding school violence showed a 7% increase in students subjected to bullying in schools. A study of 16,604 Arab and Jewish adolescents that probed school students’ own acts of bullying revealed that 27.72% of Arab students had kicked or pushed another student (Khoury-Kassabri et al., 2009; Khoury-Kassabri & Ben-Harush, 2012).

**Purpose and Goals of the Research**

The purpose of the current dissertation research was to explore teachers’ experiences using drama therapy in preventing school-bullying. According to Khoury-Kassabri and Ben-Harush (2012), the discipline methods used by teachers in Arab schools to correct students’ aggressive behaviors included corporal punishment, such as slapping, beating, or shaking them to get their attention, and psychological aggression, such as shouting, to make them feel guilty or ashamed. The authors mentioned that teachers’ abilities to handle such behavior are limited due to a lack of sufficient skills and knowledge related to bullying. The need to work in Arab schools in engaging ways to elicit a change in their bullying behaviors is crucial, and very few resources are earmarked for these kinds of preventative programs.

The current study attempted to review a drama therapy approach to help teachers more effectively address bullying. It is worth mentioning the difference between drama/role play versus drama therapy. Drama/role play is a theatrical exercise where someone pretends to be someone else or pretends to be in a specific situation that are not actually in at the time. For
example, one’s pretends to get married and their friend thinks that he/she is too young, both will have a practice conversation in which the friend advice that getting married at a young age is not a good idea. Drama/role play usually uses activities for amusement or to facilitate more meaningful and deeper learning in a creative way; it requires practice before an actor can do it comfortably and well. Moreover, the intention of drama/role play centers around the experience and enjoyment of the audience, whereas drama therapy focuses on the experience, growth of the performers, and on the therapeutic aspects of play and drama to address a person’s problems (Jones, 2009). Drama therapy is an active and experiential approach that uses theatre techniques and provides theatrical platform to facilitating change. Through role playing, participants are invited to perform the change they wish to be and see in the world. Bhukhanwala (2014) asserted that the use of role play could be therapeutic, which provides the space for participants to share their perspective, perception, and understanding of bullying and how to handle such behavior. Role playing may offer the teachers in the current study a platform to explore bullying incidents they have encountered but have never known how to handle. As role-playing is based on spontaneity, immediate creativity, and improvisation (Frost & Yarrow, 2016; Medler & Magerko, 2010), these tools may develop the teachers’ imaginations and creativity in response to bullying behavior and may promote their self-efficacy.

Researchers suggest it is important that teachers and educators understand what bullying is and how to respond when such a situation occurs (Strohmeier & Noam, 2012). Drama therapy may provide an opportunity for teachers to do role-plays and express themselves by sharing their feelings and perspective on bullying incidents they encounter in their school. Since drama therapy, and in particular role-playing in the context of drama therapy, depends on
improvisation, collaboration, and creativity, it may stimulate these aspects and thus help to strengthen the teachers’ self-confidence when dealing with bullying behavior in their school.

**Research Question**

The research question for the dissertation is: What is the experience of Arab-Israeli teachers in a bullying prevention program using drama therapy to enhance self-efficacy? This question resulted from the encouraging findings of a pilot study conducted by the researcher in 2019 (Kheil, 2019). The pilot study on which the current proposed research is based used drama therapy with students ($N = 22$), aged 12-14 years, who were recruited from a junior high school in the city of Jaffa, Israel. The majority of the students (63%) reported at that time that teachers were aware of the bullying behavior in the school, but only (30%) of these students reported that teachers took action to stop bullying. Furthermore, according to the students, teacher actions in response to bullying were to punish the bully (27%), either by insulting them or sending the bully home, calling the parents (45%), and (23%) talking to the bully without involving the parents.

With that said, the findings from the pilot study indicate the importance of the school staff, in particular teachers, who have an essential role in responding to bullying behavior. Additionally, studies conducted among Arab and Jewish students showed that teachers’ involvement plays an important role for both students and staff in making school a safe place (Mucherah et al., 2018; Ronen & Rosenbaum, 2010). With this in mind, having Arab-Israeli teachers experience a bullying prevention program using drama therapy activities will enhance their self-efficacy in handling bullying in their school.

Therefore, in the current study, a group of five teachers was recruited to participate in six sessions of drama therapy activities. The hope was that if the teachers succeed in interacting
positively in the sessions and enhance their self-efficacy through drama therapy, teachers in other schools who experience bullying behavior may be encouraged to participate in drama therapy sessions. There has been no research conducted in Arab-Israeli schools on the use of drama therapy to enhance self-efficacy in preventing bullying behavior.

Summary

This phenomenological study asked, “What is the experience of Arab-Israeli teachers in a bullying prevention program using drama therapy to enhance self-efficacy?” The phenomenological methods used reflected the experience of the teachers, and the data was analyzed through this lens. Through the study, the teachers’ experiences were highlighted as understood by the researcher in the current time and space of the research. The researcher aspired to emphasize the voices of Arab-Israeli teachers through the results and to summarize their experiences in the discussion.
CHAPTER 2

Literature Review

The experiences of several Arab-Israeli teachers in a bullying prevention program through drama therapy were explored in this dissertation. The following literature encompasses types and roles of bullying, self-efficacy, school climate, teachers’ interventions, role play in teaching, and an investigation into how bullying situations have been handled through drama therapy such as role play. Most literature discussed how school teachers play an important role in decreasing bullying behavior and how teachers with high self-efficacy intervene more in occurrences of such behavior. As the teachers in the current study witnessed bullying behavior daily in their school, the focus of the literature discussed in this chapter looked at how a bullying prevention program using drama therapy may enhance their self-efficacy. Studies have indicated that negative school climate, including but not limited to a lack of teacher involvement when bullying incidents occur, can enhance bullying behaviors, whereas a positive school climate may decrease such behavior (Jimenez-Barbero et al., 2016; Berkowitz et al., 2017).

Most studies on school bullying were conducted in the Western world, but some studies have also been conducted in the Arab world. According to Kazarian and Ammar (2013), due to limited information about school bullying in Arab countries, a literature search was conducted to gather studies on school bullying specific to those countries. The authors aimed to invoke the need for the advancement of national policies, research agendas, and school-focused anti-bullying programs in the Arab world. The authors emphasized the importance for teachers to be involved in self-efficacy training for the effective handling of bullying situations. The results showed that 44% of middle-school adolescents reported experiences of bullying. This percentage is similar to that of the NCES (2017) report that showed more young teens involved in bullying
than high school students. Kazarian and Ammar (2013) concluded that there needs to be more research in the Arab world on school bullying and to initiate national policies and anti-bullying programs.

Khamis’ (2015) study with 665 participants ages 12-18, recruited from 10 schools in the Greater Beirut Area revealed that 53.4% of students reported bullying experiences, the most common being verbal bullying (12.5%). Furthermore, the highest percentage of bullying behavior occurs in middle schools, corroborated by previous study (Kazarian & Ammar, 2013). It is worth mentioning that the results of the study contributed to the growing literature in general, and in the Arab world in particular, that highlights the adverse effects of bullying on school-age students.

**Definitions of Bullying, Types of Bullying, Roles of Bullying, and Self-Efficacy**

The traditional concept of bullying has been described by many researchers as “unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated” (Gladden et al., 2014, p. 7). This behavior must also be intended to hurt others (Tanrikulu & Campbell, 2015). With the emergence of technology such as the Internet and mobile phones, bullying has been extended to digital platforms in the form of cyberbullying (Kubiszewski et al., 2015; Tanrikulu & Campbell, 2015).

**Direct Bullying**

A type of bullying where the perpetrator uses a direct form of aggression at the target. The direct bullying can happen gesturally, verbally, physically, and oral or written communication against others, such as hand gestures, threatening, name-calling, hitting, kicking, pushing, and texting.
**Indirect Bullying**

A type of bullying where the perpetrator causes harm by ruining others’ relationships or reputations, such as isolating victims from peers, ignoring them, or spreading lies and rumors. This type of bullying is done discreetly.

**Types of Bullying**

There are two types of bullying: Traditional and cyberbullying. There is a consensus among researchers that the most common types of traditional bullying in schools are physical, verbal, and relational/social (Addington & Yablon 2011; Kazarian & Ammar, 2013; Khamis, 2015; Shetgiri, 2013). Operational definitions for each are provided below.

**Traditional Bullying.**

*Physical bullying* may be defined as a direct form of aggression where the perpetrator uses physical force against others (Gladden, et al., 2014), such as hitting, kicking, and pushing (Gladden, et al., 2014; Sbarbaro & Smith, 2011; Tsaousis, 2016).

*Gestural bullying* is defined as non-verbal intimidating or frightening messages where the perpetrator stares or use threatening gestures directed at the target, such as hand gestures (Gladen, et al., 2014).

*Verbal bullying* is defined as oral or written communication used by the perpetrator to cause harm aimed at others, which comprises name-calling, threatening, teasing, and taunting (Gladden, et al., 2014; Tsaousis, 2016). Verbal bullying is considered as a direct form of bullying that is directed at the target.

*Relational or social bullying* is an indirect form of aggression and defined as perpetrator behaviors aimed at causing harm by ruining others’ relationships or reputations, such as isolating
victims from peers, ignoring them, or spreading lies and rumors (Gladden, et al., 2014; Tsaousis, 2016).

**Cyberbullying.**

Cyberbullying is defined as aggressive, deliberate, and repeated behaviors which take place via technology (such as—but not limited to—the Internet, Facebook, mobile phones, or private messages) to intentionally harm others (Iudici & Faccio, 2014; Kubiszewski et al., 2015; Tanrikulu & Campbell, 2015).

**Roles of Bullying**

**Bully.**

A bully is defined as the person with aggressive behavior patterns who often get into fights, directs the bullying behavior, and takes action against the victim/target (Jordan & Austin, 2012; Pister, 2014). The authors described the bully as having a strong need for overpowering others and when they are in position of control.

**Victim/Target.**

The definition of victim or target in the literature review is limited and generally focused on a victim’s characteristics. Ireland and Ireland (2000) defined victimization as repeatedly experiencing bullying behavior. Victims of bullying are characterized as being weaker or less physically attractive than their peers, insecure, quiet, shy or disabled, and unable to defend themselves (Dake et al., 2003; Pister, 2014; Powell & Ladd, 2010).

**Bully-Victim.**

The role of bully-victim is referred to by Jordan and Austin (2012) as “reactive bullies” (p. 447), a dual position in which students hold two roles: bullying others while also being victims of bullying themselves. Not all bully-victims are bullies and not all bullies are bully-
victims. Studies provided potential explanations for the findings that adolescents with strong relationships with their peers, parents, or teachers are less likely to be bully-victims (Berkowitz, 2014; Cho & Lee, 2018; Frisen et al., 2007). Pister (2014) described the role of bully-victim as to be the most profoundly impacted by bullying situations and tend to be the most “marginalized group of students, think that they are the least socially acceptable, and are the least popular amongst their peers.” (p. 29).

**Bystander.**

The word “bystander” has many aspects, such as observer, witness, assistant, reinforcer, outsider, or defender; however, there appears to be consensus that a bystander is one who witnesses a bullying incident and may intervene or not (Choi & Cho, 2012; Dake et al., 2003; Polanin et al., 2012; Rigby, 2017). According to Choi and Cho (2012), due to the fact that bullying often occurs in a social event, bystanders’ responsibility decreased in the presence of others.

**Activist.**

A person who takes action in a bullying situation. The action may be to comfort the target, get adult help, or say something to the bully to try distract or question them (Beardall, 2006).

**Self-Efficacy**

Self-efficacy is defined as the belief that one has the required capabilities and abilities to accomplish a given task successfully in a particular circumstance (Bandura, 1994; Emily et al., 2018; Fischer & Bilz, 2018). Additionally, self-efficacy can be defined as interpreting information from physical and emotional states, whereas the one interpreting their own emotional responses and physical arousal as a confidence signal when they contemplate action
The current study aimed to strengthen the teachers’ self-efficacy and the teachers were hoping through their participation in the drama therapy program to strengthen their ability and belief that they have the capability to intervene.

**School Climate**

School climate is an influential factor that should be evaluated in research on school bullying. School climate can play an important role in bullying behavior among adolescents. School climate is defined as how students, parents, and school personnel experience school life (National School Climate Center [NSCC], 2018). Researchers stated that there is a relationship between positive school climate and the reduction of aggression and bullying behavior (Berkowitz et al, 2017; Birkett et al., 2009; Steffgen et al., 2013).

Berkowitz et al. (2017) used a research synthesis approach, retrieving 78 articles that addressed the relationship between positive school climate and reducing bullying behavior. Results revealed that articles used in the study measured different components of school climate—such as safety, student-teacher relationship, school community, and parent involvement—and showed that positive school climate reduces bullying behavior. Similarly, a recent study examined school climate and its association with physical abuse, such as bullying, in adolescent relationships in a sample of 112,378 students, ages 14-17 years, from school districts in California (Jain et al., 2018). The percentage of students reporting having good relationships with school staff had fewer reports of bullying. Additionally, the results indicated that when teachers intervened in bullying situations, the bullying behavior decreased. With this in mind, involvement of school staff may enhance prevention and intervention efforts to build positive school climate and might be beneficial for bullying prevention, as had been shown in previous studies (Berkowitz et al., 2017; Choi & Cho, 2012; Steffgen et al., 2013).
Additionally, the importance of a school principal’s support as part of the school climate was emphasized in Haataja et al.’s (2015) study which examined the teachers’ views on implementing an anti-bullying curriculum. The 282 teachers were exposed to research-based knowledge on bullying and were trained in an anti-bullying program to help guide them in implementing anti-bullying curriculum. The KiVa anti-bullying curriculum involves universal actions that are directed toward students who have been identified as targets or perpetrators of bullying. The program includes student lessons, online and printed materials, and parents' guide. The results revealed that implementing the program was associated with getting support from the school principal, student engagement, and teachers’ beliefs and views of the program, which motivated them to maintain their efforts, gained more confidence, and enhanced their self-efficacy.

With that said, previous studies showed that teachers’ involvement plays an important role for both students and staff in making school a safe place (Mucherah et al., 2018; Ronen & Rosenbaum, 2010). Also, the United Nations Educational Scientific and Cultural Organization (UNESCO, 2017) stated:

The school climate as a whole is affected by violence and bullying. Unsafe learning environments create a climate of fear and insecurity and a perception that teachers do not have control or care about students’ well-being, and this reduces the quality of education for all students (p. 10).

**Teacher Intervention**

Teachers are the most important variables in school effectiveness and play an important role in students’ learning, which might influence students’ lives and well-being (Hidayati & Pardjono, 2018). A teacher’s positive involvement in bullying incidents can create a positive
school climate in which students reported lower incidences of bullying behavior and victimization (Mucherah et al., 2018). Fischer and Bilz (2018) asserted that high self-efficacy promoted the confidence that can be formed among teachers. As such, the studies highlight the important role that teachers play in stopping and preventing such behaviors.

A study was conducted among 1,345 sixth grade students and 596 teachers recruited from 52 schools in Cyprus and Greece and revealed a decrease in bullying behavior when the teacher intervened, as reported by the students (Kyriakides et al. 2014). These results are consistent with a previous listed study by Mucherah et al. (2018) that showed teachers’ involvement plays an important role in decreasing bullying behavior. Both studies showed that bullying might be reduced by improving school climate, particularly when teachers intervene.

A teacher’s intervention is important in decreasing bullying behavior. Banzon-Librojo et al. (2017) examined the link between the use of harsh disciplinary practices by teachers “defined as ‘slapping, hitting with hand or object, cursing, insulting, and shaming’” (p. 19) and students’ experience of bullying victimization in a Filipino high school. The findings showed that the negative attitudes of the teachers have an influence on school climate and may therefore result in increased bullying incidents. Additionally, the findings suggest that school discipline strategies may have repercussions on students’ behaviors and relationships, highlighting the teacher’s role in modeling and setting norms for acceptable behaviors. The authors concluded that due to the fact that the teachers handle large groups of students in small classrooms, this condition may exacerbate teacher stress and punitiveness that affects student behaviors and the school climate.

**Self-Efficacy**

Enhancing self-efficacy in teachers to prevent or handle bullying situations is important. Skinner et al. (2014) study showed the importance of teachers’ self-efficacy and principal
support in decreasing school-bullying. The researchers examined teachers’ expectations and self-efficacy in working with bullies and victims. The 239 teachers were recruited from 37 schools in the southeastern United States. The teachers were presented with two vignettes and they responded to questions. The first vignette described a student who was a bully, and the second vignette described a student who was a victim of bullying. Additionally, the teachers self-reported on the School and Staffing Survey (SASS). The SASS is a survey administered by the National Center for Education Statistic in the United States. The SASS includes five subscales to measure high-risk behaviors, barriers of learning, principal support, cooperation among teachers, and teacher victimization as characteristics of teachers’ experiences with students. The findings showed that teachers who perceived higher levels of principal support reported self-efficacy and they felt more confident working with bullies and victims.

That said, Fischer and Bilz (2018) examined teachers’ self-efficacy in bullying interventions and their probability of intervention with 556 teachers randomly recruited from 24 schools in East Germany. Based on self-reports of real-life bullying situations, the results revealed that teachers with high self-efficacy intervened more in occurrences of bullying. The authors concluded that strengthening teachers’ bullying intervention self-efficacy through training may improve their confidence and increase their probability to intervene.

An additional way to enhance self-efficacy is providing training to teachers on how to approach and intervene in bullying situations. Letendre et al. (2016) evaluated the implementation of a positive behavior bullying prevention program in one urban elementary school with teachers, support staff, administrators, and five focus groups in Hartford, Connecticut. Each focus group was comprised of two teachers, two support staff, and one administrator. The Positive Behavioral Interventions and Supports (PBIS) program that was
implemented in the study trains the teachers, school staff, and administrators through role playing to model and to provide practice opportunities to students for stopping bullying behaviors using techniques such as Stop, Walk, and Talk. Each focus group was interviewed using semi-structured questions in identifying the success and the barriers of their interventions, and students who had difficulties and needed support. The findings showed that the program motivated the teachers to integrate role play into the bullying prevention program in their classroom. Additionally, the training that the teachers and the school staff received before implementing the program provided the groups with confidence that bullying behavior can be treated. Anti-bullying programs and training for teachers are essential for a positive school environment (Kyriakides et al., 2014) and may be an ideal approach to enhance self-efficacy in handling bullying situations in schools.

To add to this, studies showed that teachers with high self-efficacy are more confident in managing general classroom misbehavior and incorporating creative approaches such as role play in their teaching (Alabsi, 2016; Gregus et al., 2017). Moreover, the use of role play in teaching provides the students opportunities to explore their actions (Afdillah, 2015).

**The Use of Role Play in Teaching**

Studies showed incorporating role play in the classroom adds variety, a change of pace, and seemed to be effective in reaching learning outcomes in domains such as cognition and behavior (Rao & Stupans, 2012; Suobere & Eniekenemi, 2017). Role play provides a variation in teaching techniques and allows a more student-centered approach to learning (Erturk, 2015). Role play engages students in real-life situations which examine personal feelings toward others. Using role play has been implemented in various disciplines taught in schools and colleges such as English as a foreign language (Alzboun et al., 2018), English vocabulary (Alabsi, 2016), the
facilitation of learning, self-reflection, and social awareness in teacher education (Kilgour et al., 2015), and in education of pre-service vocational teacher (Hidayati & Pardjono, 2018).

Alzboun et al. (2018) examined the effects of using role play with 10th grade students recruited from secondary schools in Amman, Jordan. The 86 participants were randomly assigned to intervention (n = 42) and control groups (n = 44) which lasted for one semester. The intervention group participated in a role play instructional program, which included speaking activities such as pronunciation, vocabulary, grammar, fluency and comprehension. The results showed a significant difference in the speaking skills between both groups in favor of the intervention group. The authors emphasized how role play motivated the students to interact with their classmates and how their English-speaking skills improved.

Alabsi (2016) examined the effectiveness of role play techniques in teaching English vocabulary with first year secondary school students in West Saudi-Arabia. The 40 participants were girls, ages 15-16, who were randomly assigned to two groups, intervention and control, equally. The intervention group was taught two units of their English course book through role play, and the control group was taught by traditional methods relying on memorizing and rote learning. The intervention lasted for eight sessions. The intervention group received cards containing roles to be practiced in the class, which included new vocabulary that the participants had to present, discuss, and role play the topic discussed using given scenarios. The control group did not receive any intervention. The results revealed that the use of role play in teaching vocabulary is an effective strategy, enjoyable, and beneficial in learning than the traditional method where the students felt bored and less motivated.
In both previous studies, the findings indicated the benefits of using role play that was motivating and beneficial to the students and created an enjoyable atmosphere in the classrooms, which might mitigate the role of teaching and lead to strengthening teachers’ confidence.

Role play was also implemented with 100 teacher education students from different learning disciplines such as multicultural education, history, mathematics, and leadership (Kilgour et al., 2015). Each group explored scenarios related to their discipline and presented through role play. For example, the multicultural group participated in a role play which placed them in different roles in a scenario that represented a microcosm of society. The researcher hoped that teacher trainees in this activity would understand their students better and learn appropriate teaching methods to help minority groups. The researcher concluded that the students shared how real the experience had become for them. Additionally, the participants reported higher passion in studying, teaching, and learning history, mathematics, and leadership.

The teacher plays an important role in school and is an essential variable in school effectiveness as well as an important factor in student learning. Hidayati and Pardjono (2018) examined students’ understanding about models of learning through role play approaches and their perspective in implementing such approaches. The 54 participants were recruited from pre-service teacher education programs in Indonesia that participated in planning, acting, observing, and reflection. The results revealed that the role play succeeded in improving their understanding of learning models, and their perspective in implementing role play approaches. They reported how role play is an exciting activity, provided an opportunity to be creative, allowed them to become effective teachers, and increased self-confidence.

That said, the above studies demonstrated the effectiveness of incorporating role play in teaching for both teacher and student. For teachers, it allows them to be open and to better
understand their students. Students gained their knowledge in a creative and fun way through role play. Role playing allows for a more complex learning and helps teachers to understand their students better. It also promotes empathy and allows a sense of emotions of what others might be feeling. Role playing impacts teachers personally and professionally they become more effective and their self-confidence increase.

**Education System in Israel**

Becoming familiar with the education system and how the Arab and Jewish populations live in Israel is important in order to provide the reader with a basic overview of the Arab culture. In Israel, the Arab population comprises around 21.1% of the entire population, whereas 73.9% are Jews, and 5% other (Central Bureau of Statistics [CBS], 2020. The CBS (2020) indicated that in 2019, about 63% of all Arab families in Israel were living below the poverty line compared to only 19% of Jewish families. About 37% of the Arab population in Israel is school-aged (CBS, 2020). Arab and Jewish students attend separate schools, are taught in different languages, and follow different curricula (Marachi et al., 2007). Most Arab and Jewish schools are public, and all are controlled by the Ministry of Education (Addington & Yablon, 2011). Even though both populations are controlled by the same ministry, Arab schools in Israel have been given less government funding and receive fewer public resources to support social and educational services than Jewish-Israeli schools (Haider, 2009; Knesset, 2015; Sviraski & Dagan-Buzaglo, 2013). The Jewish schools receives 35%-68% more funds and support from the Israeli government that their Arab counterparts (Knesset, 2015). The discrimination continues to the universities. There is a quota for number of seats for Arab students at Israeli universities; no matter how the Arab student is qualified and even if their grades and qualifications are better than that of a Jewish student, once the quota is reached, no more Arab student are admitted. The
rejection rate for undergraduate Arab students at Israeli universities is 41% as opposed to 23% for their Jewish counterparts. Moreover, Arab academics constitute about 1.2% of all tenured and tenure-track positions in Israeli universities (CBS, 2020).

Israeli-Arab citizens of Israel often face discrimination in work opportunities, such as many employers require as a condition or give preference to citizens who served in the Israeli military; this automatically excludes the vast majority of Israeli-Arabs. Unemployment rates remain significantly higher among Arab than among Jewish citizens (National Insurance Institute [NII], 2018). Israeli-Arab citizens of Israel continue to be sorely underrepresented in the civil service, the largest employer in Israel. Arabs constitute only 1.4% of employees at the Social Equality Ministry, and 1.9% at the Prime Minister’s office and Foreign Affairs Ministry while they constitute 0% of Arab employees at many other ministries (CBS, 2020). The discrimination does not stop, there is a large number of Arab-Israeli teachers in the Arab sector that is greater than the number of available vacancies in Arab schools (Knesset, 2020).

As mentioned above, there is vast and clear disparity in treating Arab-Israeli citizens in the education system and employment opportunities. The discrimination against Arab-Israeli citizens and the disparity in resources could be a factor that might explain the relatively higher percentages of violent behavior among the Arab population (Berkowitz & Benbenishty, 2012; CBS, 2020; WHO, 2017). Thus, disparity in resources affects the school staff, particularly teachers due to lack of training in handling bullying behavior.

Arab School-Bullying Preventative Interventions

Having a school-bullying preventative intervention is essential in all schools, and in Arab schools in particular. Studies have shown that Arab students report that bullying is a severe problem in their schools and that they feel unsafe; they believe that the school staff and in
particular teachers do not adequately address issues of bullying (Addington & Yablon, 2011; Kheil, 2019). Additionally, the discipline methods used by teachers in Arab schools to correct students’ aggressive behaviors included corporal punishment, such as slapping, beating, or shaking them to get their attention, and psychological aggression, such as shouting, to make them feel guilty or ashamed (Khoury-Kassabri & Ben-Harush, 2012). The authors mentioned that teachers’ abilities to handle such behavior are limited due to a lack of sufficient skills and knowledge related to bullying. The need to work in Arab schools in engaging ways to elicit a change in the students bullying behaviors is crucial, and few resources are earmarked for these kinds of preventative programs.

**Arts-Based Preventative Interventions in School Bullying in Israel**

The Israeli Ministry of Health, which defines the required threshold conditions to the Ministry of Education (Snir et al., 2016), does not yet recognize expressive therapies as a valid intervention for dealing with mental health issues. In addition, there is a lack of peer-reviewed journal articles on the use of expressive therapies for bullying prevention in Israeli schools, and in Arab schools in particular. Therefore, this literature review considers international studies that demonstrate how arts-based interventions have been used to decrease school bullying and emphasizing the importance of teachers’ intervention in handling bullying behavior.

**Drama Therapy in Bullying Prevention.**

Drama therapy, as defined by Emunah (1994), “is the intentional and systematic use of drama/theatre processes to achieve psychological growth and change. It also has its unique heritage, conceptual sources theatre, psychodrama, dramatic play, dramatic ritual, role play” (p. 3). Using drama/role play such as in drama therapy allows an individual to create and enter a fictional world where problems and conflicts can be looked at through different perspectives and
might be solvable and therapeutic (Jones, 2007; 2013; Joronen et al., 2011). Bhukhanwala (2014) integrated drama and theater activities such as role play with middle school students in helping them to understand what bullying is and how to prevent it. The main themes were bullying as a concern and the ignorance of school staff, in particular teachers. These findings were similar to Kheil’s (2019), where the students reported that no action is usually taken by the teachers to stop bullying incidents. In both studies the students expressed a desire for having teacher interventions to prevent bullying; thus, conducting a study to enhance teachers’ self-efficacy through drama therapy in a bullying prevention program is crucial.

As established, school climate, and in particular teachers’ involvement in preventing bullying incidents in school, is critical. One way to address the need for teachers, to intervene in bullying situations may be through drama therapy. More research on drama therapy with teachers is needed; particularly in Arab-Israeli schools, no such research has been conducted with teachers in the field of drama therapy. Research is greatly needed that integrates quality research on how drama therapy can help teachers in Arab-Israeli schools deal with and respond to bullying incidents that they encounter in their schools. Drama therapy allows individuals to express their feelings toward the bullying that they experience at school and to gain and develop some skills to cope with and prevent school bullying (Sajnani, et al., 2014). Considering different approaches, such as drama therapy as a tool for teachers to prevent bullying behavior in Arab-Israeli schools, may enhance existing preventative intervention programs by acknowledging teachers’ lived experiences and to amplifying their self-efficacy. Through drama therapy, the created fictional world may give permissions and allow explorations that the individual might censor or deny in their everyday life (Jones, 2007).
Landy (1994) described the role in drama therapy as a container of the thoughts and feelings that we have about ourselves and each other, as a basic “unit” of personality. Furthermore, Landy (2009) asserted that human beings are “role players by nature” (p. 67), which provides them the opportunity to express their thoughts and feelings through taking on roles acting. Role play allows the individual to represent feelings or issues and to experience what it is like to be someone else, or themselves, or an imaginary character, or a person taken from life experience (Jones, 2007). Through role play, the individual may transform or explore the unresolved issue in their everyday life in a new fashion (Armstrong et al., 2016; Jones, 2007).

Butler (2014) asserted how role play in drama therapy can be an effective education tool to be used in the classroom. The author described role play in the classroom as a phenomenon shared between students and instructor to “discuss and to deconstruct, identifying points of learning and making modifications to intervention” (p. 138). The author emphasized that role play helps educators to understand their students in complex interpersonal exchanges. By engaging in drama therapy methods – in particular, role play – participants are challenged to explore new and more effective ways of dealing with bullying behavior. Playing out bullying incidents, often by reversing roles (victim, witness, and perpetrator), potentially lowers the reactivity of participants to stimuli that may trigger them (Sajnani et al., 2014). Additionally, the use of role play may increase empathy, enables perspective taking, and allows to relate with parts of self and others (Mayor & Frydman, 2021). Through its techniques, drama therapy may offer forms of expression for teachers and students and facilitate skills in sensing, observing, problem-solving, perceiving, listening, thinking, and collaborating (Clapp & Edward, 2013).

Drama therapy theory provides some concepts that aid more effectively in the use of role play, concepts such as dramatic projection, aesthetic distancing, and interactive audience and
witnessing. Dramatic projection is a phenomenon in which an individual externalizes or projects aspects of self, inner conflicts, or emotions onto dramatic material such as a role, story, mask, puppet, cloth, or scene (Butler, 2019; Jones, 2007). The dramatic projection connects the inner emotional states through external forms, which increases awareness and enables change. Jones (2007) stated that the use of external forms or dramatic material connects “outer expression in drama with inwardly held feelings or life experiences” (p. 83); this connection creates a dialogue between the participant’s internally held situation or feelings and the external expressions of that situation, which may create new relationships to the material and might result in a reintegration. No matter what dramatic material the participant uses, they are always projecting aspects of their self into the dramatic space.

In his early writing Landy (1983) explains that “distancing is a means of separating oneself from the other, bringing oneself closer to the other, and generally maintaining a balance between the two states of separations and closeness.” (p. 175). Landy (1983) asserted that aesthetic distancing is a convergence of physical, emotional, and intellectual elements. The distancing from real life that is afforded by drama enables the participants to gain perspective on their real-life roles, patterns, and actions and to experiment actively with alternatives (Emunah, 2020). The distancing in drama therapy allows the participants to find solutions to problems that might be transferable to their own lives (Mayor & Frydman, 2021). That said, when participants represent their real or imagined experiences through action within an environment that is removed from yet reflective of everyday life, it allows the participants to understand their everyday life through drama therapy. Jones (2007) asserted that distancing can help the individual to create perspective on themselves particularly when they are emotionally overwhelmed.
Another aspect of the drama therapy theory is the interactive audience and witnessing, whereas the individual can be in active engagement or witness/audience during a dramatic expression (Jones, 2007; Mayor & Frydman, 2021). An interactive audience, as described by Jones (2007) “is presented in a series of possible interactions between group members, and between group members and facilitator” (p. 101). The author emphasized that the client within drama therapy can “develop the ‘audience’ aspect of themselves towards their experience, enhancing the capability to engage differently with themselves and life events” (p. 102). The role of audience can be experienced as support, companion, guide, or as confronter to the group members. The role of witnessing in drama therapy is when one observes an improvisation of others, or small groups witness sub-group role playing. Jones (2007) described witnessing as “the act of being an audience to others or to oneself within dramatherapy.” (p. 101). The participant in drama therapy can shift from an active role player to be a witness and next be an audience within one session. Both roles, witness and audience, may help the participants to gain insight from emotional reactions and foster understanding.

The use of drama therapy to enhance teachers’ self-efficacy is important to the students and teachers’ well-being. The teachers are still in need of participating in drama therapy workshops and trainings in handling bullying behavior. More empirical research is needed in the area of using drama therapy to enhance self-efficacy as a way to prevent bullying situations in the Arab population.

Summary

The literature presented the importance of a teacher’s role in schools as part of the school climate. Drama therapy programs, theater, and role-playing have been used in schools and has been shown to increase teachers’ self-efficacy, promote empathy, and lead them to feel more
confident in intervening in bullying situations. There are also studies on integrating anti-bullying programs using techniques from the drama therapy field in the curricula. The current study aims to provide information regarding how drama therapy can be used in enhancing self-efficacy in a bullying prevention program generally and in the Arab population particularly.
CHAPTER 3

Method

The research design that was used in this study is qualitative phenomenological research. The phenomenological approach is used to study human experience as a unified whole (Creswell, 2013; Forinash, 2019). Kazdin (2009) stated that “qualitative research is a natural way that includes an intense, detailed, and in-depth focus on individuals and their contexts. Qualitative research includes systematic observation, verification, and replication, which we do routinely include in our research” (p. 277). A phenomenological methodology was appropriate to understand and to explore the lived experiences and perceptions (Creswell & Poth, 2018) of five Arab-Israeli teachers about bullying and handling bullying situations in their school. The research aimed to look at the experience of Arab-Israeli teachers in a bullying prevention program using drama therapy to enhance self-efficacy.

Interpretive Phenomenological Analysis (IPA)

This research utilized a phenomenological approach to explore the lived experiences of the participants. Phenomenology is a qualitative method that describes “the common meaning for several individuals of their lived experiences of a concept or a phenomenon” (Creswell & Poth, 2018, p. 75). Phenomenologists seek to explore lived experiences in two different approaches: Transcendental and hermeneutic phenomenology. The transcendental phenomenology also referred to as the descriptive approach conceptualized by Edmund Husserl, sought to equally value objective and subjective experiences (Husserl, 1913). Husserl’s phenomenology utilized the belief that “to understand the reality of a phenomenon is to understand the phenomenon as it is lived by a person” (Neubauer, et al., 2019, pp. 92-93). While Husserl focused on the nature of knowledge, Heidegger, who was in alignment with Husserl’s theory, expanded phenomenology
and focused on the human beings as actors in the world. Heidegger originated the hermeneutic phenomenology, also known as interpretive phenomenology, which seeks to understand the deeper layers of human experience (Heidegger, 1988). Heidegger posited that to understand phenomenology, an individual’s conscious experience is not separate from the world, nor from the individual’s personal history. In other words, individuals cannot be separate from their personal history or from the world. IPA research aims to provide detailed examinations of personal lived experiences and phenomena via the lifeworld of the participant and intends to explore, understand, and communicate the experiences, interactions, and perspectives of the participants (Heidegger, 1988; Smith et al. 2009). Since the lived experiences of the participants cannot be transparently extracted from their heads rather, the IPA research involves a process of engagement and interpretation on the part of the researcher. Heidegger (1997) asserted that one must engage in concrete work and not just read about the topic from a theoretical point of view:

An introduction into phenomenology does not take place by reading phenomenological literature and noting what is established therein. What is required is not a knowledge of positions and opinions. In that way phenomenology would be misunderstood from the very outset. Rather concrete work on the matters themselves must be the way to gain an understanding of phenomenology. (Heidegger, 1997, pp. 6-7)

Thus, merging IPA, which allows the researcher to capture the lived experience of the participants and art-based techniques such as drama therapy seemed an appropriate method for phenomenological analysis. Furthermore, IPA is conducted on small and homogenous sample sizes to look at details in similarities and divergent differences within the group that have been defined with similar variables (Smith et al., 2009). In contrast to other phenomenological approaches, in IPA the researcher plays an active role in the interpretive process.
Participants

The participants were a group of five Arab-Israeli teachers, two males and three females, ages 24-31, who were recruited from a junior high school in Jaffa, Israel to participate in DT sessions that took place during school for six weeks.

Table 1

Demographics

<table>
<thead>
<tr>
<th>Participant</th>
<th>Gender</th>
<th>Age</th>
<th>Years of Experience</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Male</td>
<td>31</td>
<td>9</td>
<td>Science</td>
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<tr>
<td>T</td>
<td>Female</td>
<td>24</td>
<td>3</td>
<td>English</td>
</tr>
<tr>
<td>M</td>
<td>Female</td>
<td>26</td>
<td>2</td>
<td>History</td>
</tr>
<tr>
<td>N</td>
<td>Female</td>
<td>25</td>
<td>2</td>
<td>Hebrew</td>
</tr>
<tr>
<td>R</td>
<td>Male</td>
<td>26</td>
<td>2</td>
<td>English</td>
</tr>
</tbody>
</table>

The school was established in 2016, contains 18 classrooms, includes 339 students ages 12-18, 53 teachers, and 10 administrative staff, such as secretaries, a lab assistant, librarian, teachers’ assistant, and school principal. The total school staff is 70. According to a conversation with the school principal dated December 15, 2019, the school has a negative reputation, as it was established specifically for students who exhibited violent behavior and low grades, yet no anti-bullying programs are currently in place. Furthermore, the school staff, and in particular teachers, are not trained to handle such behavior.

Prior to conducting research, the researcher met with the school principal explaining the purpose and methods of the research project. Permission was obtained from the school principal. The research was approved by the Lesley University Institutional Review Board (IRB#19/20-021). The school principal consulted with the school counselor to offer the opportunity to all
teachers who were teaching seventh grade students to take part in the study. The total of 12 seventh-grade teachers were invited to participate in the study. Only five agreed to participate. Those five who expressed interest were included. The five teachers were the head teachers – who were in charge of their classroom – for the seventh-grade classrooms. The term of head teacher in the Israeli education system means A meeting shortly thereafter with the selected teachers was held to address questions, talk participants through the study process, and obtain consent from those interested in participating. The researcher addressed the goals of the DT sessions and clarified that the purpose of the group was not an explicitly therapeutic one, although it may carry some therapeutic elements. The researcher gave great importance to the safe and secure environment for teachers during the interview and the intervention.

The teachers who were willing to participate signed consent forms prior to participating in the study (Appendix A). The teachers were informed by the researcher that they had the right to disapprove or withdraw at any point. Participation in the group sessions was not shared with anyone outside the group and the names of the participants were changed to pseudonyms in this research. All teacher information – names, phone numbers, interviews, videos, and audios were kept in a locked file in the researcher’s laptop. The researcher used the first letter of the teachers’ names to ensure confidentiality. After recruiting and collecting the required consent forms, the five teachers were interviewed privately in the school counselor’s office for the first interview (before the study started). Due to the coronavirus disease (COVID-19), which caused a shutdown of all schools in Israel on March 15, 2020, the second interview (after the completion of the workshop) was conducted via Zoom. All the interviews that were implemented before and after the drama therapy workshop were conducted by the researcher.

**Interviews**
An interview is based on a conversation and considered to be a social interaction (Rubin & Rubin, 2012; Warren & Xavia Karner, 2015). An interview in a phenomenological study is to “understand the world from the subject’s point of view, to unfold the meaning of their experience, to uncover their lived world” (Brinkmann & Kvale, 2015, p. 3). Furthermore, during an interview “knowledge is constructed in the interaction between the interviewer and the interviewee” (p. 4). Most IPA studies used semi-structured and one-on-one interviews. Semi-structured interviews allow the researcher to collect information to describe the interpretation of the phenomenon that was examined in the study from a small group who has experienced it. The current study used semi-structured interviews with five teachers, which enabled the researcher and the participants to engage in a dialogue in real time (Smith & Shinebourne, 2012).

With that said, all five teachers were interviewed before and after the DT intervention. Both sets of interviews were audio recorded and then transcribed. The interviews lasted on average 35-40 minutes for the first, and around 45-50 for the second. Both sets of interviews were translated from Arabic into English.

Interview questions for the first set included:

1. What is your experience of bullying in the school?
2. Where did an incident occur? (e.g. classroom, playground, hall). Tell me about the incident.
3. How did you handle the incident that you observed?
4. If you were a witness for such behavior, how did other teachers handle the situation?
5. Please describe how the intervention impacted the outcome.
6. What is your prior experience of creative arts therapies?

Interview questions for the second set included:
1. What has your experience of bullying incidents in the school been in the past 7 weeks?
2. Tell me how the drama therapy activities impacted your experience of bullying in the school.
3. What was it like being in the sessions? What did you find challenging? What did you find rewarding?
4. Do you feel that you gained skills in handling bullying behavior in the school?
5. How did the sessions impact you personally and professionally?
6. What activities from the sessions (if any) you think helped you to strengthen the sense of your ability to engage with bullying situations in the school.

**Drama Therapy Intervention**

The teachers in the study experienced drama therapy activities that provided the space where they could dramatize their problematic situation and life experience. The drama therapy allowed them to give shape to their thoughts and perceptions. By engaging in drama therapy methods – in particular, role play – participants were challenged to explore new and more effective ways of handling bullying behavior.

The drama therapy sessions were conducted by the researcher since there are no drama therapist Arabic speakers in Jaffa or surrounding areas. The research started the last week of January 2020 and was completed the second week of March, 2020. Six sessions of drama therapy activities were conducted once per week for approximately 45-50 minutes. Each session was formatted through three stages, similar to Emunah’s Integrative Five Phase Model of drama therapy, wherein the work progresses from “interactive dramatic play, to developed theatrical scenes, and to role play dealing with personal situations” (Emunah, 2009, p. 37-38). The three stages included – warm-up, role play activities such as personal storytelling and improvisation,
and sharing. During the development of the drama therapy program the researcher focused on activities that would help to spread awareness of school bullying, provide a space for expression and share stories, develop the ability to intervene in school bullying situations, add and develop existing skills, and promote the self-efficacy of the teachers. The researcher thoroughly thought out what activities would be acceptable or not to use with respect to the culture. Due to the sensitivity of Arab culture when it comes to activities that include mixed genders, the researcher included activities that did not require close distance, touching, or dancing between the participants. To create the initial draft of the drama therapy program, the researcher, who is a drama therapist, used activities from her experience and knowledge, in addition to reading about various programs which used drama activities to prevent bullying in schools. The researcher was advised by Dr. Jason Butler, her advisor who is a drama therapist, for supervision and coaching.

The drama therapy sessions were gradually built out to help the teachers understand what bullying is and become familiar with the drama therapy approach as a creative way to enhance their self-efficacy in preventing bullying. The first two sessions defined and clarified direct and indirect bullying using drama therapy and provided a space for expression and shared stories about bullying to develop skills in theatrical improvisation. The third session focused on specific bullying situations observed in the school where the teachers became open to new experiences such as role play, observation, and improvisation. The fourth session allowed the teachers to develop the ability to intervene in school bullying situations. In session five, the teachers developed existing skills and promoted their self-efficacy. As for the last session, the teachers experienced bullying scenarios and understood ways to intervene in bullying situations through drama therapy. A detailed explanation about the program can be found in Appendix B. All six sessions were videotaped and audio recorded to insure that no information was missed.
Prior to the implementation of the drama therapy program, and with the permission of the school principal, the researcher prepared posters which addressed and elaborated the existing school core values for bullying prevention. The aim of the posters was to arouse awareness, empathy, responsibility, involvement of teachers, and respect for both teachers and students; to address how the school values each person – teacher, student, and school staff. The school core values for bullying prevention provided a foundation of how school staff and students should treat each individual affiliated with the school, and how to improve the school climate and to build a positive school community. The posters included an English version of bullying images and wording that the researcher downloaded from the internet as cited in the references. The researcher translated the wording into Arabic and Hebrew for the purpose of the study. The translation was reviewed by the school principal and the school counselor, who are native Arabic speakers, and by a professional Hebrew translator to insure consistency. The posters of the core values and the images were hung at the main entrance of the school and were also presented by the teachers using PowerPoint presentation to their students. The finalized posters can be found in Appendix C.

Data Analysis

The data was synthesized and analyzed through an interpretive phenomenological approach (IPA) using Smith et al.’s., (2009) five-step process of IPA analysis, which invited the participants to offer rich, detailed, first-person accounts of experiences and phenomena. The transcripts were analyzed in their entirety one at a time.

1. Read and re-read each transcript
2. Identifying themes
3. Structuring the analysis
4. Production of a summary table of themes

5. Construction of a cohesive narrative (p. 77-80)

The interviews were audio recorded and the drama therapy sessions were videotaped and audio recorded and then transcribed. Data was coded and organized using MAXQDA 2020 software to compile initial themes outlining the phenomenon. The researcher immersed in the data through close reading of the transcript a number of times. She then transformed the initial notes into emerging themes. The researcher then looked for connections between the emerging themes, grouping them together according to the conceptual similarities and labelled each cluster in a way that captures their essence. Then she selected segments that illustrated themes to produce a summary table of the themes. Lastly, a table of themes as a whole was constructed of a cohesive narrative, the narrative included segments from the teachers to add depth and richness.

From the IPA analysis process, the data was organized into themes that intersect with all the data sources (Creswell, 2013) to help answer the research question and generate meaningful results. Five categories and 10 subcategories were named based on the frequency of meaning units.

The phenomenological study aids the researchers to cut through their bias through the use of bracketing. Within most phenomenological research, the concept of bracketing is used. Bracketing was utilized through the entire process of data collection and analysis. According to Tufford and Newman (2012), “bracketing is a method used in qualitative research to mitigate the potentially deleterious effects of preconceptions that may taint the research process” (p. 80). Bracketing, as described by Creswell and Poth (2018), “in which investigators set aside their experiences, as much as possible, to take a fresh perspective toward the phenomenon under examination” (p. 78), which is a means of demonstrating the validity of data collection and analysis process (Chan et al., 2013). Therefore, researchers should be able to control their bias in
order to accurately describe the participants’ life experiences. Neubauer et al. (2019) asserted that the researcher must be aware of their bracketing work so that the researcher’s individual subjectivity does not bias data analysis and interpretations. The IPA approach recognizes that researchers cannot be rid of their lifeworld, and therefore their experiences and knowledge are valuable additions to the inquiry. Heidegger (1962) asserted that contextual interpretations and meanings are sought and valued. Therefore, in order to control the researcher’s bias, a reflective journal was used during the entire process of the study. Using a reflective journal as one of the bracketing methods allowed the researcher to enhance her ability to sustain a reflexive stance, to think of reasons for undertaking the research, to explore assumptions regarding gender, to think of the researcher’s personal value system, and to maintain a sense of openness and awareness. The journaling process helped the researcher to commit to surfacing her preconceptions before and during the research process. Since the researcher came from the same culture as the participants, this can be an advantage but also a disadvantage. The advantage is that the researcher may better understand the sensitivity of the culture and what is acceptable or not, and act accordingly. This advantage may also be a disadvantage since the researcher’s knowledge of the culture may influence the results; therefore, the journaling process helped the researcher to do a balancing act in dealing with biases.

**Cultural Perspective**

Due to the researcher being part of the teachers’ culture, cultural sensitivity was considered during the entire process of the research. The teachers were identified as Arab-Israelis who were born and live in Israel, the same as the researcher. Sharing the same culture and knowing about cultural values and how to behave was helpful and reassuring to participants. The study utilized an inclusive program that recognizes culture, genders, and any other identifying
factors. Since the group of teachers was mixed gender, a deeper consideration was taken when the drama therapy program was developed, as described earlier. In this regard, the researcher did not include any touching or dancing activities during the sessions due to respect of the culture as the group was mixed gender. If the group of the teachers had not been mixed gender, meaning only female or only male, activities that included dancing would have been acceptable. The teachers did not show any embarrassment or inconvenience during the sessions, except during the guided imagery when they were asked to lie down on the sleeping pad. During the rest of the sessions, the teachers appeared to feel comfortable. This might have been due to the healthy relationships between the group members, as shared by the teachers in the second interviews, after the completion of the drama therapy sessions.
CHAPTER 4

Results

This dissertation studies the experiences of five Arab-Israeli teachers in a bullying prevention program using drama therapy to enhance self-efficacy. The researcher wished to illuminate the lived experiences of the teachers and to emphasize their voices by representing relevant direct quotes from them that seemed to articulate their experience. Data were collected from two sets of interviews that were translated from English to Arabic and the drama therapy sessions; analysis of the data yielded five themes and 10 subthemes. These themes were determined through an IPA analysis process by first transcribing the interviews and the sessions. Then becoming immersed in the data through a close read and re-read of the transcript that followed by creating initial codes, searching for themes, and writing up the established themes. The subcategories were determined based on the occurrence of specific ideas within the text, and then the identified themes were reviewed. In writing up the results, the researcher found it logical to present the themes and the subcategories in the following order to best capture the teachers’ experiences in engaging with drama therapy techniques to enhance their self-efficacy in handling bullying behavior.

Table 2

Themes and subthemes

<table>
<thead>
<tr>
<th>Themes</th>
<th>Subthemes</th>
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<tbody>
<tr>
<td>Drama Therapy Approach</td>
<td>Role Play and Improvisation</td>
</tr>
<tr>
<td></td>
<td>Interactive Audience and</td>
</tr>
<tr>
<td></td>
<td>Witnessing</td>
</tr>
<tr>
<td>Challenges</td>
<td>Gender in the Arab Culture</td>
</tr>
<tr>
<td></td>
<td>Lack of Experience</td>
</tr>
</tbody>
</table>
Feelings           | Self-Expression
|                  | Empathy and Understanding

Awareness        | Awareness of Bullying
|                  | Embodied Awareness

Innovation and Growth | Gained Skills through Drama Therapy
|                  | Empowered Self-Efficacy

Themes Identified from the Two Sets of Interviews and Drama Therapy Sessions

**Theme 1: Drama Therapy Approach**

The first theme, *Drama Therapy Approach*, included subthemes of *Role Play and Improvisation* and *Interactive Audience and Witnessing*. In this theme, the teachers shared that they experienced the drama therapy approach as novel and innovative. Because drama therapy and dramatic approaches to learning was new to the teachers, they expressed how drama therapy was a unique and creative experience, which impacted their professional and personal life. The teachers stated in the second interviews how experiencing drama therapy changed their perspectives in approaching bullying situations. For example, S stated how drama therapy allowed him to live and think in a creative way, S said, “*Experiencing drama therapy was new to me and during the six weeks this experience allowed me to live, think, and approach bullying situations in a creative way.*” It appears that drama therapy approach provided creative way for S on how to handle bullying situations.

For M, experiencing drama therapy appeared to change her perspective professionally and personally. M stated, “*Drama therapy was a unique experience for me; it impacted my perspective on how I should look at things as a teacher and as a person.*” It appears that
experiencing drama therapy was beneficial for M, which changed her perspective from using loud voice to looking at things in different ways. R and N stated how drama therapy was enjoyable and fun. R said, “I enjoyed the sessions even when I role played challenging roles such as bully or target.” N stated, “Role playing was so much fun for me and I discovered how I could be a good actor; that was new to me.” It appears that the experience the teachers had in the drama therapy sessions was creative, unique, and fun.

The drama therapy sessions were gradually built out, starting from defining and clarifying direct and indirect bullying and ending with experiencing and integrating creative techniques in the school. Through drama therapy techniques of role play and improvisation, the teachers were able to experience the role of an actor and play various roles of bullying that they had experienced or witnessed in their real lives in the school. They also expressed how the role of being part of an interactive audience and witnessing was rewarding and enriching in their lived experiences. The teachers shared their experience of role playing their students or themselves versus being part of an interactive audience and witnessing, which helped them to enhance their efficacy. This view is represented throughout this theme.

**Role Play and Improvisation.**

The experience of role play and improvisation impacted the teachers by deepening and raising their awareness of bullying. It allowed the teachers to explore and broaden their emotional responsiveness to imaginative situations. The teachers experienced the roles of bullying: Bully, victim or target, bystander, and bully-victim during the drama therapy sessions. They also had the opportunity to role play the types of bullying: Verbal, physical, social, and cyberbullying, and the role of an intervening teacher. Through the role play and improvisation activities such as school bullying, game of power, notice and intervene, and step up and create
your own stage and connecting with your internal teacher (see appendix A); the teachers role played real bullying incidents observed in the school, presented potential strategies of intervening, and created scenes of bullying situations that they struggled with and suggested potential intervention to overcome the struggle. When discussing doing the activities, the teachers expressed how role playing and improvising was surprising, challenging, and for some teachers it was overwhelming. N was surprised about herself and said, “I saw myself in situations that I had not been aware of, for example, when I am mad how others see me or how I react, and that came up when I role played, in particular, the role of bully.” It seems that for N role playing allowed her to discover new things about herself and how others saw her when she role played aggressive role such as the bully. For M, role playing the bully was overwhelming in some of the drama therapy sessions. M shared her story about how role playing brought back bad memories from her childhood where she was bullying her classmates, and said, “Acting the bully is so hard for me, like something heavy sitting on my heart.” It appears that role playing evoked some memories from M’s past when she experienced the role of bully. S, on the other hand, expressed how role playing made him feel stronger and said, “I knew what bullying is but when I role played, I felt it stronger.” It appears that role play allowed S to put himself in someone else’s shoes, experiencing the other, seems making him feel stronger.

N shared how role playing and improvisations not only impacted her feelings but also influenced her body. She said, “When we role played and improvised bullying there were moments that I was scared of being a bully and so embarrassed and weak as a target;” and “I felt that someone was holding my breath.” For N, experiencing the embodied role playing allowed her to recognize changes that she felt in her body, like holding her breath.

Figure 1
Role Playing the Target and the Bully-Victim

In reference to role playing and when talking about the role of target, T enlightened her understanding of roles in bullying and emphasized the role of bully-victim, she said, “Usually, we show empathy for the target and are hard on the bully, but the combination of bully-victim made me realize how the bully can be a victim too.” T shared her experience of role playing the target and the bully-victim where she realized that the bully can be a victim too. It appears that role playing deepened T’s understanding on the different roles of bullying.

For M, role playing and improvisations were enriching and helped her to strengthen her confidence. She said, “Having been a bully in my childhood, I never understood the target. Why do they not defend themselves? And in the drama therapy sessions I had the chance to experience it.” For M, role playing the target was new to her and it seemed that it helped her to find answers to questions that she was wondering about.

Through drama therapy the teachers shared their experiences of role playing real-life bullying situations. All the teachers stated how they were impacted by the role play and improvisations, and some of them shared and expressed the impact of role playing on their body. Within the role playing, the teachers experienced the role of actor, whereas when in the
interactive audience and witnessing, they experienced the role of audience and witness, which is represented in the next subtheme.

**Interactive Audience and Witnessing.**

The second subtheme noted was *Interactive Audience and Witnessing*. All the teachers experienced the role of interactive audience and witness during the drama therapy sessions. The teachers shared how the role of audience and witness strengthened their self-efficacy and they felt empowered in intervening. R said, “*Playing the audience and watching the teachers was beneficial and empowering.*” R continued, “*There were moments that I wanted to jump into the scene and role play with them, which at a certain point I did, when we had to intervene.*”

Different than R’s desire to jump into the scene, N described how being the audience allowed her to wait, to think, and to find the right moment to intervene. She stated, “*Watching before intervening, I mean take a moment, think, then intervene.*” N shared how being the audience encouraged and strengthened her to intervene when needed, as shown in Figure 2.

**Figure 2**

*Interactive Audience and Witnessing N joining the scene*
N also stated:

I enjoyed learning from my colleagues how some of them integrated humor to solve serious subjects such as bullying. As a teacher, it is expected from you to be serious, so using humor is helpful because it can release stress, especially in our profession.

For N, by being in the witnessing role, she learned from her colleagues how to integrate humor as defense mechanism to release stress.

Figure 3

The Witness Uses Humor During Intervention and The Rest of The Teachers Are Audience

R shared that being the audience was also an important learning experience and said, “I enjoyed being the audience; when you are outside of the scene the experience is different from being in the scene, like zoom out.” For R, being in the audience allowed him to gain a new perspective on bullying. R went on, “To watch my colleagues as ‘regular people’—not as teachers—while performing was relaxing and allowed me to see them through a different lens.” It appeared that being an audience allowed R to watch his colleagues from a different perspective rather than teachers. This segment appeared to emphasize how the experience of being an
interactive audience helped bring the teachers closer together as a group. Seemed that for R the drama therapy approach had a positive impact on his relationship with the teachers. T described the effect of being the audience, in contrast to being an actor in the scene, she said, “By being the audience it feels like I am witnessing my students bullying each other. When another teacher joined them and intervened, it helped me to understand the students better than if I was role playing.” For T, being the audience was more helpful and enriching for her than in role playing. M described the different benefits of being in role and in the audience. She indicated how she was more empathic when she was role playing and less as an audience, saying, “When I role played, I was able to feel the other, but as an audience I was able to think how I would act and if I had the courage to do so.” For M, it appeared that being an interactive audience allowed her to question her courage or maybe to wonder about her bravery in intervening.

S shared how the combination of both roles made him feel powerful and gave him a greater understanding of bullying, saying, “Experiencing both roles, audience and acting was different than reading about bullying: it felt stronger and meaningful.” The teachers were given opportunities to shift roles from audience and witness to join the other teachers who were role playing as part of the activity. The experience of shifting roles from being an actor to an audience for the same scene was empowering for the teachers. N said:

When I was an audience watching the teachers role playing, I wanted to join them, to intervene, but I did not have the courage. What would I say? What would I do? There is no right or wrong. Then I decided to give it a try and I joined them and role played the intervention, then I went back to my seat and I felt more confident than I had before joining them.
Shifting between the role of witness and being an audience appeared to help N to overcome her timidity. The teachers expressed how participating in drama therapy sessions through *Role Play and Improvisations*, and *Interactive Audience and Witnessing* was innovative for them and unique experience. From the contents of the *Drama therapy Approach* theme, it seems that experiencing role playing and improvising, being both audience and witness, allowed the teachers to be involved in the scene and to observe from outside the scene, which have helped them to enhance their self-efficacy and be able to intervene better in bullying situations. The teachers shared how being an interactive audience and witness was empowering, encouraging, and enriching. The drama therapy approach which included role play, improvisations, being audience and witness provided the platform for the teachers to experience types and roles of bullying, which appears to increase their self-efficacy.

**Theme 2: Challenges**

Challenges require effort and determination. Challenges allow the individual to produce resistance and may develop inner fortitude, which might be an opportunity for growth. Challenges might also widen the teachers’ capacity in making new things with more confidence. There were challenges whether experienced in the sessions or outside of the sessions that the teachers had to face in the school, but the real challenge was how they grew and learned from overcoming them. During the drama therapy sessions, the challenges impacted the teachers’ ability to role play when mixed genders were involved. The teachers faced difficulties in physically and verbally bullying one another, in particular when the role playing involved mixed genders. Despite the difficulties, the teachers shared how these challenges were also rewarding because the drama therapy activities helped them to approach bullying situations with creative ways and with confidence, which might help them to overcome challenges.
The challenges that the teachers experienced during the sessions also impacted their ability to engage when bullying situations occurred in the school. The teachers shared that when bullying situations occur in the school and the parties involved are male students, the female teachers would not intervene. The same was for male teachers, who avoid intervening when the bullying situation involves female students. The theme of Challenges points to segments where the participants talked about their difficulties, such as gender in the Arab culture and lack of experience that made it difficult for them to face and to take action. In the Challenges theme, two subthemes emerged, Gender in the Arab Culture and Lack of Experience. The teachers expressed how gender could be a challenge when addressing bullying, an idea that was illustrated in their segments. Additionally, the teachers shared how lack of experience in dealing with bullying situations limited their ability to handle such situations. During the first set of the interviews, all five teachers stated some challenges that they encountered in the school, which disabled their ability to intervene in bullying. The two major challenges discussed were gender and lack of experience. The teachers shared and expressed during the drama therapy sessions their struggles in dealing with bullying situations, in particular when the parties involved are mixed gender. The teachers expressed their interest and willingness to enhance their self-efficacy through drama therapy approach and to overcome the mentioned challenges that they encountered in relation to gender in the Arab culture, and lack of experience.

**Gender in the Arab Culture.**

Gender in the Arab Culture is the first subtheme of the Challenges theme. Gender in Arab society is a sensitive subject and those who work with this population must be aware of the norms and codes of the culture. As in any other culture, in the Arab culture it is expected that females behave in a certain way and similarly for males. Women are expected to be modest in
behaving when they talk to men and to keep physical distance, and men are expected to not stand close to, stare at, or touch a woman. T, who is female, said in the second interview, “I had to leave my femininity and jump into a fight, and in real life I have to be assertive; and that was challenging for me.” For T, who described herself as a calm person, role playing an aggressive character where she had to jump into a fight was challenging, as it is expected from a female in Arab cultures to be modest, gentle, and sweet.

R is a male and stated, “When the situation involves girls, I have to be careful; you know it is sensitive in our culture.” S empathized with R and said, “When I see two girls fighting, I try not to intervene because if I mistakenly touch one of them, I will be in trouble.” R and S stated their difficulties in handling bullying situations when female students are involved and how it might affect them. S continued and said, “Sometimes as a male teacher it is frustrating to not intervene because in the culture it is expected that the male will solve all problems.” On the other hand, S shared his frustration as a male teacher if he does not intervene when bullying situations occur, and what it is expected for a male in the Arab culture to act. Despite of the challenges that S shared, he suggested a way to intervene with no touching as shown in Figure 4.

Figure 4

*S’s Intervention Between Two Females with No Touching*
M is a female teacher and had a different perspective. She said, “I can handle males and females; it is not an issue for me and even when I need to talk to a male student privately, or separate between two males, they show respect.” It seems that for the participants, female teachers allow themselves to intervene between male students, whereas male teachers avoid intervening when female students are involved in bullying situations. N, on the other hand, stated in the first interview her difficulties in intervening in bullying situations when the students are male and said, “I prefer not to intervene between male students and call for help.” The researcher asked her if she could elaborate, and N said, “Because you do not know how the situation will develop and I prefer to avoid embarrassing cases.” In addition to gender as a challenge, it appears that for N intervening when the parties involved are male students might be related to her ability of handling such situations.

The teachers stated and shared their experience of being male or female and how it impacted their involvement when bullying situations occur in their school. It seems that navigating gender was challenging and played a role in the teachers’ lived experiences during the drama therapy sessions. The teachers may have been able to address difficulties and overcome some of the gender challenges through role play.

Lack of Experience.

The second subtheme of Challenges is Lack of Experience. The teachers shared in the first set of the interviews and during the drama therapy sessions their lack of experience in dealing with bullying behavior and the importance of being trained in creative ways to handle such behavior. R said, “I do not know how to handle bullying situations, and if you do not have experience or are trained in dealing with bullying, you can make it worse. Sometimes I feel helpless. I do not know what to do.” R emphasized how lack of experience can make the
situation worse, and the importance of being trained in order to handle bullying behavior.

Another teacher shared how the lack of experience can make a person freeze on the spot. N shared a painful incident that occurred on the school’s playground that ended badly, the school staff were hurt, and the police were involved. N was shaking when described the incident:

I caused other teachers and school staff to be hurt, I was confused, and I did not know what to do, I froze. From two students fighting, in seconds more than 10 students joined. I felt bad that the police were involved, and some teachers were seriously hurt. I feel bad every time when I remember that day.

N was disturbed when describing the incidents and said, “I thought I could handle it; I was wrong.” N emphasized how lack of experience affected her ability to take action. As described by the teachers, the lack of experience can weaken a person and might make them approach the situation in an inefficient way and that is because it is the only way they know. In the first interviews T stated the need of having a different approach of handling bullying behavior, said, “I heard that expressive arts have their effects, and it would be helpful to experience it.” T expressed how bullying behavior is handled currently in the school and said, “Currently the way that we, the teachers, handle such behavior is by punishing the student or calling parents, I don’t like it, but we do not know other ways.” It seems that lack of experience was challenging not only for T but also for the rest of the teachers. M stated during the first interview, “I use a loud voice. This is the only way I know how to act in such situations,” and “I know it is not the best way, but I use my loud voice when I panic or am scared.”

During the improvisations and the role plays, M’s voice was always loud—close to shouting—and she shared with the group that this is the only way she knows to handle bullying. M also shared that the loud voice helps her to control the situation, but she also uses it due to fear
of being hurt verbally or physically by the students. It appears that lack of experience was challenging for M, which impacted her action in approaching and dealing with bullying situations. After the workshops M expressed the need to train all teachers in the school and shared how drama therapy might be a good opportunity to overcome those challenges. She stated in the second interview, “I think all the teachers in the school should have experience using creative ways like role play in handling bullying. Personally, I felt confident role playing.”

The teachers shared how Lack of Experience can affect both the teacher and the student and make things worse. They also shared that every day in the school when they encounter bullying situations is a challenging day. During the second interviews, the teachers emphasized how experiencing drama therapy strengthened their confidence and provided new perspectives in handling bullying situations, which helped them to overcome some of their challenges. From the results of the Challenges theme, the teachers shared and expressed how cultural norms about gender and lack of experience played a role in their lived experience, which was challenging. They also shared how the drama therapy sessions allowed them to feel a sense of strength, which might enhance their self-efficacy in preventing such behavior.

**Theme 3: Feelings**

The theme of Feelings indicates moments when the teachers shared an affective experience. It appeared that the drama therapy activities evoked various feelings and emotions within the teachers. Within the theme of Feelings, two subthemes emerged, Self-Expression and Empathy and Understanding. In the subtheme Self-Expression, the teachers were able to express their feelings in dealing with bullying situations, which appeared to positively affect their emotions that showed more empathy and understanding. The drama therapy sessions provided a platform for the teachers to express their feelings and to have their voices heard, which helped
them to empathize and understand themselves and their students better. The second subtheme of the *Feelings* theme is *Empathy and Understanding*, which represents responses in which the teachers address their own expanded empathy and understanding for students who exhibit bullying behavior in their school.

**Self-Expression.**

*Self-expression* is the first subtheme of the *Feelings* theme. Self-expression is, at its core, the action of one expressing their opinions, thoughts, feelings, or ideas, in this workshop that happened an artistic activity. The expression through artistic activity can occur in various mediums such as – but not limited to – drama therapy, drawing, or dancing. Expressing and sharing feelings seemed to vary among the teachers.

T expressed how drama therapy activities allowed her at certain moments to step out of her calmness and to role play an aggressive role such as the bully, which was surprising for her. She said, “*When I role played the bully it invoked an aggressive side that I was not aware existed, maybe because I had never bullied others or was a target. I was surprised.*”

Self-expression for T seemed to be beneficial as she experienced an assertive behavior, which is the opposite of her personality. T shared how role playing the bully invoked an aggressive side, which contradicts with her personality, was surprising. T continued expressing her feelings when she role-played the bully and said, “*Hearing myself yelling and making threats was weird. I felt it was somebody else, not me. I felt cold*”. It appeared that through role playing the teachers were able to self-express their emotions.
For N, expressing her feelings during the sessions seemed to be rewarding. N said, “I felt calm and relaxed in sharing my stories and expressing myself through the sessions.” N shared how self-expression through role play impacted her personally and said:

Personally, the sessions impacted me in a way that I figured out things inside me that I was not aware existed, such as joining any situation with all the teachers; I felt comfortable to work with all of them. I felt authentic and spontaneous. I did not realize that it would be easy for me to play any role; I was surprised.

N also shared how she felt at the professional level and stated, “We have our own unconscious bias, or stigma, that this student is problematic, so we believe that he started the fight, and this is not necessarily true. Sometimes we, the teachers, are being unfair and judgmental.” It seemed that the sessions allowed N to express her guilt of sometimes being unfair and judgmental with the students when bullying situation occurs.

By sharing with the group, R expressed how experiencing the sculpture activity impacted his feelings. In the activity, the teachers were asked to self-sculpture types and roles of bullying. Then the researcher touched each sculpture in turn and the teacher recited one emotion word. He said:

I felt challenged in the sculpture activity, freeze type or role of bullying. The pause in the freeze was at certain point overwhelming and I wanted to unfreeze before you turned on the music. However, this challenge was also rewarding because the pause of a few seconds made me feel the type or role of the bully and that evoked my feelings.

It appeared that the sculpture activity was overwhelming for R, which evoked his emotions. For S, the sessions encouraged him to express his feelings but also it was challenging
when he had to become vulnerable and share stories he had experienced with the students. S decided to reveal his feelings about his vulnerability and embarrassment to the group and said, “It was challenging for me when I had to share stories that I was insulted by the students. Sharing my vulnerability and to be exposed in front of my colleagues was a bit embarrassing but also relief.” Not only was S able to evoke his feelings, but he was also able to express them to the group. S shared how drama therapy sessions strengthen him and said, “The sessions made me feel strong.” The strength and the relief that S felt encouraged other teachers in the group to share their feelings. For example, M, with tears in her eyes stated, “It was overwhelming for me in the first two sessions. It brought back memories of when I was a bully from my past.” For M, the self-expression was not easy for her, however it seems that the drama therapy sessions helped her to overcome this difficulty.

As for T, the bonding and the connection of the group seemed to be important to her, which helped her to overcome her shyness. It appears that through the activities in the drama therapy sessions T was able to express her feelings and emotions with more confidence, she said:

At the beginning I was shy because the participants are my colleagues and I see them daily, but also since we are connected it smoothed the atmosphere. The drama therapy sessions helped me not to be shy, which was surprising for me. I felt that I could share my stories of bullying behavior that I witnessed and was involved with in the school.

T also expressed that the sessions gave her hope and said, “I feel there is hope and I see myself approaching the situation in a creative way.” It appears that the drama therapy activities were rewarding for T, which gave her hope and encouragement in approaching bullying situation in creative way. M expressed how the activities in the drama therapy sessions allowed her to feel the other and said, “I felt what the student is experiencing; it moved my feelings.” It seems that
for M the experience she had during the drama therapy activities allowed for self-expression, which might lead to more empathy and understanding.

According to these responses, self-expression might be important for the teachers to connect, navigate, and to work effectively with others. With all the self-expression statements described in this subtheme, the teachers were emphasizing their feelings through experimenting with the various roles of bullying, and they were able to recognize their empathy and understanding that were echoed in the second subtheme, *Empathy and Understanding.*

*Empathy and Understanding.*

One of the most frequent subthemes under the theme of *Feelings* was *Empathy and Understanding.* During the sessions, the group of teachers were able to empathize and understand their students better than they had in the past. Through the drama therapy activities, the teachers had the ability to emotionally understand what their students feel. It appeared that the teachers’ experiences through the sessions might help them to respond appropriately when bullying situations occur. The subtheme *Empathy and Understanding* represents segments in which the teachers expressed and shared their empathy and understanding for their students.

For M, the drama therapy activities may have helped her to have empathy and to understand students better. M stated in reference to sharing her feelings:

I attended a PowerPoint presentation on bullying with a professional instructor who used numbers and percentages, but with you it was different; in the sessions I had with you I can tell what I felt. You reached our feelings, so I can’t forget it. I feel that I can identify with both the bully and the target; I put myself in their shoes. When I role-played the target, I was very serious about playing this role; I felt bad things were happening to me.
When I witnessed the real situation, I felt what the target must be feeling because I experienced it in the sessions, I was there. It moved something inside me, it opened my eyes and heart where in the past I had ignored it, and I feel bad that I did.

It appears that experiencing role playing was beneficial for M as it helped her to connect with her feelings and to have more empathy with the students.

R shared how his perspective changed during the sessions and he now looks at bullying situations with more empathy than in the past. He said:

When I role-played the target and later, on my way home, I remembered a bullying situation that had occurred in the school and I remembered their face and how he might be feeling, which made me feel bad. The drama therapy activities impacted my feelings; I feel I have more empathy and I have more understanding when I witness such behavior. I feel the other.

The experience of the drama therapy activities appears to have expanded R’s empathy and understanding and made him feel what the other might be feeling.

T shared that she has more empathy and understanding, not only for the target but also for the bully, she said, “I felt so sorry about the target and how a person can be weak, but the role play allowed me to feel the bully, too, and the target deeply,” and “I realized that I should have also understanding for the bully too.” She also shared how the drama therapy activities impacted her understanding, saying, “Experiencing role play and improvisation made me understand why the students behave the way they do and how they might be feeling. For T, experiencing both roles, the target and the bully, allowed her to deepen her empathy and understanding of the students.”
For M, the drama therapy activities evoked her feelings for the target and said, “I had a chance to feel how they might be feeling when they are being bullied, and therefore, I feel more confident about intervening.” M shared with the group that she never understood why the target cannot defend themselves and she had no empathy for them in the past. It appeared that after experiencing the drama therapy activities and role playing the role of target, M was able to empathize, which strengthened her confidence to intervene. It seems that the embodied nature of the sessions evoked not only M’s emotions but also impacted her body. She said:

The sessions when we role-played the bully and then the target, both roles gave power and perspectives of what the bully feels, why I bully, what benefits I gain from being a bully, why I need to bully. When we role-played cyberbullying and touched the phone it felt different because, as a teacher, I see it from outside, but when I touched the phone to cyberbully another girl, it was powerful and I felt like my stomach was squeezing.

M also shared how role playing a real incident that she had witnessed in the school influenced her emotions. She said:

It is a real incident that I witnessed in the school. When our turn came to role play, I froze for a moment in particular when the group of the students threatened the target, “If you snitch on us to the teachers or to your parents, we will beat you hard.” The target had to deny that he had been beaten. The target previously was rude to me and disrespectful and I had to shout at him, but when I witnessed what was going on with him, I felt so bad that I had different thoughts about him. I feel sorry about him and about how had I treated him – like a bully (tears in eyes). I was confused and felt weak and helpless. Many feelings and thoughts came up. I felt a storm inside me.
M was very emotional during the sessions in particular when she role played the target, it seemed the role evoked her feelings of empathy and understanding, which helped her to empathize and to have more understanding with the students. Another teacher, N, shared how the drama therapy activities impacted her and said, “When I role-played, I felt the power of the bully, the weakness of the target, and the hopeless of the by-stander.” N continued, “What I felt made me stronger and helped me to believe in myself.” For N, it appears that experiencing the various roles of bullying empowered her personally.

T, who role-played the target during one session where R played the bully, shared:

I am a sensitive person, and I resonated more with the role of the target. When R triggered me, I wanted to respond, but I knew if I did it would cost me a beating. It reminded me of several students in my class, boys and girls, that are bullied; they hear inappropriate words or throw their stuff in the garbage only because a group of students does not like. During the role-play I thought about hitting the bully, but if I did he might hit me back and hard; but they are stronger than me and it is a cycle; they beat me I react and they beat me more. Sometimes I feel hopeless and my hands are tied. I wonder as a teacher where the boundaries are and how we put them in a way to save both sides, the bully and the target.

T’s experience during the sessions seemed to empathize with the target and felt their weakness, as a teacher she wondered how she can help all parties. After experiencing the various roles of bullying, bully, target, and bystander, the teachers showed empathy and understanding when bullying situations occurred and changed their perspective as to how to deal with such behavior. The teachers expressed and shared their feelings when they entered the students’ world and they described how the students—whether bully, target, or bystander—might feel in bullying
situations. R shared how experiencing various roles of bullying expanded his empathy and understanding. He said:

I witnessed the real situation, but I did not feel what I felt when I role played here in this room; I felt it stronger. I felt how the bully uses his power to hurt others and I felt the hopelessness when the target said, “Do not beat me”. I felt how a person can be weak. Role playing the bully I loved being in power and I wanted to tease the target more so he could respond, and it would trigger me to hit him. When you are in power and use it, you will not be calm until you take this power over the other. It is like you must feed the hunger of the anger in your body. This is what I see in the school. The students use hard words in teasing to trigger the target to have an excuse to beat him.

R shared with the group a real bullying story that he witnessed in the school, which later he role played the bully. R emphasized that through role playing he felt two opposite emotions, power and weakness. These two emotions appeared to deepen R’s empathy and understanding to the subject of bullying.

S shared that sometimes other teachers in the school use inappropriate words with their students. S said:

Students use hard words cursing the parents, which is very bad; they are living in cruel world. No mercy, no compassion and the most common behavior is verbal bullying, which leads to physical bullying. Unfortunately, some teachers use inappropriate words with the students. As a teacher, I feel bad hearing those words, and if they come from a teacher that should be a model for the students. I get angry. I can’t help it. I empathized with the students and I understand what they might experiencing when they are involved
in bullying situations. We are living in a tough “school world” when the students have to keep their mouth shut or to lie to protect themselves and not to involve the teachers. It is frustrating and sometimes I feel helpless.

It seemed that for S it was important to share with the group how some teachers use inappropriate words, which might turn the situation to worse. S also shared the importance of the teacher’s role as being a model for the students to use meaningful and encouraging words. It appeared that S has empathy to the students, and during the sessions this empathy was improved and deepened. Additionally, by empowering the skill of empathy the teachers might create a good relationship with their students.

N shared how experiencing the role of the target impacted her feelings and body, and how she felt a sense of empathy with the role. She said:

It was weird feeling that someone has a crush on you but at the same time you are scared of him. Maybe I did not play how scared I was, but my heart was beating hard and my hands were shaking. Hearing S saying ‘don’t talk to any other guys’, I felt that he owned me and that was scary; you know the feeling of control like I will decide about your life, a scary feeling. I almost cried thinking of the girl—what might she be feeling when someone treats her like this. Unfortunately, this is a true story that happened in the school hallway two weeks ago.

For T, it appeared the feeling of being controlled by someone impacted not only her emotions but also her body. It seemed that through this experience, T was able to show more empathy and understanding for others.

The bullying incidents that the teachers shared during the sessions and the interviews were real ones that they had witnessed in the school. Experiencing role-play in drama therapy
and sharing bullying incidents impacted the teachers’ feelings and raised awareness of empathy and understanding of how students might feel in bullying situations. R echoed N, “Role playing made me feel and understand the other but also empowered me personally to believe that I can intervene. I can do it too.” It appeared that the drama therapy activities expanded the teachers’ empathy and understanding for their students and enhanced their confidence to intervene when bullying situations occur.

In the Feelings theme the teachers expressed their feelings, which impacted their personal and professional life. The teachers shared how the drama therapy activities were challenging and rewarding and helped evoke feelings that might empower and contribute to their personal growth. This experience allowed the teachers to have empathy and think of a more appropriate approach to such behavior. The drama therapy sessions provided the stage for the teachers to share and express feelings and thoughts that were not previously available to them in their school.

**Theme 4: Awareness**

The theme deals with the awareness of bullying that was formed and explored through the lived experiences of the teachers. Awareness of the different types and roles of bullying in Arab-Israeli schools might be limited. This view is represented throughout this theme. Within the Awareness theme, two subthemes were found, Awareness of Bullying, which covers types of bullying such as verbal, physical, social, and cyber bullying; and roles of bullying such as bully, target, bully-victim, and bystander. The second subtheme was Embodied Awareness, which describes the use of embodied play such as role play, improvisation, and sculpture to help the teachers express their inner feelings and thoughts.

*Awareness of Bullying.*
The subtheme identified was the Awareness of bullying. Based on the first set of the interviews that were conducted before the sessions of drama therapy, the teachers were aware of bullying behavior in their school. Most of the teachers stated that they were aware of the existence of bullying in their school, and they referred to physical, verbal, and social bullying. The teachers were surprised to know that gestural and cyberbullying are also considered types of bullying. The first time the teachers encountered those types of bullying was in the drama therapy sessions. N said, “Gestural bullying is new to me, I saw the students using facial and hand gestures, but I did not know that it is considered a type of bullying,” and “when I had to sculpture gestural bullying, it was scary.” Another teacher, S stated, “Many of the students in the school use face or hand expressions to threaten other students but I never thought of it as bullying, glad it come to my attention during the sessions.” M said, “I was not aware of gestural bullying.” T stated, “I am glad that gestural bullying was mentioned and experienced during the sessions.” These segments illustrate how the teachers’ perception of bullying was limited prior to the drama therapy sessions.

The teachers shared the importance of becoming aware and familiar with the types and roles of bullying and agreed that it should not be ignored. T stated, “I should be aware of bullying behavior in the school,” and “all teachers—not only the main teachers—should be aware, too, and explained to the students that such behavior is not accepted.” N emphasized how cyberbullying affecting the females in the school more than males and stated, “Spreading rumors about a girl in the school through texting can lead to a very serious problem, or secretly taking a picture and forward it to the males.” On the other hand, M shared how cyberbullying may also affect the male students and said, “Group of students cyberbullied their classmate and forced him to do their homework, they threatened him through the phone and sent threatening
messages, which impacted the student badly. The group of students boycotted him.” It appeared that the teachers had different experiences with their students about cyberbullying.

**Figure 5**

*The Teachers Sculptured Cyberbullying*

![Image of teachers role playing]

**Figure 6**

*Two Teachers Role Played Bully and Target of Physical Bullying*

![Image of two teachers role playing]

The awareness of bullying increased when teachers experienced the types and roles of bullying during the drama therapy activities. R said, “I am more aware of bullying behavior; now it is different than in the past. When I see students teasing or pushing each other, I can tell if they are playing or bullying.” M mentioned how her perspective changed and said, “In the past I saw
students fight, I intervened and solved it—regular student regular fight—I did not give attention to the idea that it might be bullying and repeatedly happening.” S, on the other hand, stated, “I am more aware of the types of bullying and it helped me to look at things from critical and repairing lens.” Experiencing the various types and roles of bullying appeared to increase the teachers’ awareness of the subject, which might enhance their self-efficacy.

The teachers became aware of all types and roles of bullying and not only enriched their knowledge about the subject but also experienced it. The teachers felt connected to themselves through drama therapy sessions and seemed to be excited and showed their willingness to know more about bullying by experiencing the different roles of bullying.

**Embodied Awareness.**

During the sessions and through embodied play such as role play, improvisation, and sculpture, the teachers became aware of their feelings, which helped them to express their inner thoughts. The teachers emphasized that what they experienced in the drama therapy sessions—the often heavy and serious subject of bullying—became clearer and less frightening, and most importantly it could be treated in creative ways. In particularly, given the embodied nature of the drama therapy role plays, the teachers were able to connect to their body’s sensations, inner feelings, and to awaken their self-awareness. As highlighted in many subthemes above, the embodiment in the activities contributed to the teachers’ feelings, understanding, and empathy. M said, “It helped me to live the experience, which allowed me to notice such behavior in the school; I am more aware not only of the definition and types of bullying but also what the students experiencing and feeling.” S expressed when he embodied the types of bullying it allowed him to deepen his feelings. S said:
Bullying is clearer to me, when I self-sculptured the different types, when I punched or cursed, then you said freeze; the freeze moment allowed me to think of the type that I was sculpturing more seriously. I realized that my students were experiencing bullying behavior, but I might not have been aware of it and other teachers were not aware either. Experiencing it opened my eyes.

R expressed that having the awareness of bullying and its types will not be fully complete unless you experience it. The impact of embodiment appeared to vary among the teachers. For S, the embodiment increased the awareness of bullying, he said, “When you have the awareness and when you are experiencing it, then you know how to handle bullying behavior.” For R, the embodiment enabled emotional release, he said, “Experiencing the types and roles helped me to decrease my anxiety about the subject and I feel more connected to myself.” The embodiment allowed the teachers to expand their recognition of body language and contributed to their mode of communication. For T, the embodiment deepened her insight of the subject and enabled emotional release, she stated, “After experiencing the types and roles of bullying, I felt angry at first but then somehow my anger decreased, maybe because I know more about the subject now.” N shared how the embodiment enabled emotional and physical release, she felt joyful and alive during the sessions and said, “Even though bullying is really a serious and difficult subject to handle but experiencing it in the sessions and letting myself become angry and deep in the character made me feel alive.”

The teachers emphasized the importance of being aware not only of the definition of bullying but also about its facets and roles. The teachers gained new information, clarification, and experiencing of the subject of bullying using drama therapy approaches as described in this theme. The embodied awareness invoked inner thoughts and feelings from the teachers, which
enabled emotional and physical release, which seemed to expand their empathy and made them feel present and alive. It appears that the drama therapy activities were innovative and contributed to the teachers’ growth. Through role playing the teachers became more familiar with their inner thoughts and feelings, which led to their innovation and growth.

**Theme 5: Innovation and Growth**

Innovation and growth are often the result of experiences that are both challenging and rewarding. The teachers experienced a drama therapy approach that was new to them, they shared how role play and being an interactive audience and witnessing were beneficial and enriching. The teachers expressed how they faced challenges such as gender and lack of experience, which played a role in their lived experience. The drama therapy approach allowed the teachers to express their feelings and to expand their empathy and understanding. The teachers became aware of bullying definitions, types, and roles. It appeared that through innovation the teachers grow and learned how to approach bullying situations in creative ways and with more confidence, which empowered them and enhanced their self-efficacy. Within the theme of *Innovation and Growth*, two subthemes emerged, *Gained Skills through Interventions* and *Empowered Self-Efficacy*. With *Innovation and growth*, the growth seemed to be related to the teachers’ engagement in an innovative approach such as drama therapy. This engagement seemed help the teachers gain skills and empowered their self-efficacy. This view is represented in this theme.

**Gained Skills through Interventions.**

The first subtheme of *Innovation and Growth* is *Gained Skills through Interventions*. When the teachers were asked in the second interview, after the completion of the drama therapy
sessions, to “Describe what skills you feel you gained (or not) in the sessions in handling bullying behavior in the school?” M answered:

The skills that I gained were the personal attention, empathy, and the ability to make a presence. Another skill is using humor, which I find difficult, I am a serious person and I do not use humor with the students. But when I watched how my colleagues use humor as an icebreaker, it was encouraging. I would like to try it.

For M, it appeared that the drama therapy sessions helped her to gain several skills and strengthened her willingness to integrate humor, which usually she does not use. N described the importance of not judging and trying to understand the student; she answered:

Skills gained were understanding and containing, and most important is not to judge and listen to each side. The sessions helped me to strengthen skills that I was not aware existed in me, like improvising or role play. Also, how things can be looked at when we played the role of audience, like zooming out of the scene.

N was able to expand her understanding of bullying behavior, to have more empathy with the students, and to avoid judgmental action. She also strengthened one of her existing skills such as acting.

R described his experience in approaching bullying behavior in the past and how his approach changed after experiencing the drama therapy sessions:

In the past, when I saw bullying behavior, I got angry and acted as a teacher to immediately punish the bully or the person who started the fight, or called the parents. Now, I stop for a second watch what is going on, wonder what the bully feels, what the
target feels, what happened, and I approach the situation in a calm way, and this is new to me. We should not intervene when we are mad.

It appeared that for R, the new skills he gained were patience and calmness. It seems that the drama therapy sessions as innovative experience contributed to R’s growth as a person and as a teacher.

S described the importance of the discourse the teacher has with the students, “The skill I gained was improving my discourse with the students. When I intervene, I will name it ‘interventional discourse’ how to approach in a different way.” S sees himself as being social and spontaneous, “I am a social person very spontaneous, and my personality makes it easy to get involved with others. It was interesting for me to use my spontaneity during the sessions.” S added how the drama therapy sessions in general and sessions of intervening in particular, helped him to have a deeper look at his action. He said:

Some handled the situation loudly and others with calmness. It was an opportunity for me to see how my colleagues intervened, how they do it differently in the same situation, and their responses when others intervene. It strengthened the power of my inner reflection. I think it is wrong when a teacher witnesses a bullying situation and chooses to ignore or handle it wrongly and make things worse. So, I am being ambitious and I am intervening in a calm way to try to solve the issue.

For S, improving his discourse and approaching the students in a different and creative ways were skills that his gained. S used his existing skills such as social personality and spontaneity during the drama therapy sessions. The skills that S gained and strengthened were not only
through role playing but also as being an interactive audience while he watched the rest of group how they intervened differently, which he learned from.

T and N both spoke about calmness. T said that the drama therapy sessions strengthened her existing skills of calmness and confidence, “Most important is to be calm. To wait and understand what is happening, relax, and then intervene. I feel more confident than in the past; I have more awareness and new creative ideas on how to intervene.” For T, it seems that the sessions strengthened existing skills and gained creative ways to intervene. N’s answer was:

The drama therapy sessions strengthened my sense to be calm and relaxed because when we are calm our mind is clearer, and our actions will be more efficient. Also, the experience of being the audience and witnessing the teachers who role played encouraged me to integrate my social personality and humor to try solving tough problems such as bullying.

N who described herself as a social person, would like to take advantage of her existing skill and to integrate humor when she encounters bullying situations. It appears that the drama therapy sessions allowed the teachers to gain new skills and to strengthen their existing ones. Seems that the innovative approach also empowered the teachers’ self-efficacy.

**Self-Efficacy.**

The second subtheme of Innovation and Growth is Self-Efficacy. The Teachers shared how the drama therapy sessions enhanced their self-efficacy in believing that they have the capability to intervene in bullying situations. S increased his self-efficacy through the drama therapy sessions, he said, “I believe in a change and in creative ways, which allows me to do things differently.” S continued and said, “The experience I had in the sessions influenced my
feelings and my thinking about bullying behavior, encouraged me and empowered my confidence in handling bullying behavior.” It appeared that the sessions allowed S to experience new creative ways that helped him to empower his confidence.

N, who previously shared a story of being helpless when bullying incidents occurred in the school, said “The drama therapy sessions helped me to believe in myself and to have more confidence.” For N, it seems that experiencing innovative approach empowered her confidence. Same as for R who reflected on his experience during the sessions and the growth he perceived from the process, said, “The interventions in bullying situations in the sessions empowered me not to ignore or to avoid such situations. I feel strong enough to intervene; it strengthens my confidence.” On the other hand, T described herself as a calm person and said, “I think my calmness is a strength and I felt it when I intervened during the role play. I saw how it cooled them.” T emphasized how calmness strengthened her ability to intervene that might empower her self-efficacy.

In one of the sessions, S shared his challenge in intervening when girls are involved in bullying situations. After S expressed his difficulties, the researcher asked him to intervene when two female teachers from the group role-played a bullying situation. S said, “That is even more difficult than with students; ok let me try.” S used his sense of humor in his personal and professional life and brought it to the sessions. S entered between the two teachers with open arms but no touching and he moved his arms up and down and his legs right and left as in a dance. As shown in Figure 4. S was surprised at his reaction and said, “I can’t believe it; I will try it with the students and hope it will work same as here.” S shared how illustrating a real bullying situation helped to his growth in finding solution, where he felt helpless in the past. Experiencing new and innovative approach appeared to empower and enhanced S’s self-efficacy.
M shared how her perspective of intervening changed:

In the past when I saw bullying situations, I took a step back and avoided intervening. Now I realize how wrong I was. Maybe because I am weak in these situations. I fear that I might be hurt if I intervene. I do not know. After experiencing ‘the intervener’ role here in the sessions, I feel that I have the courage to do so and because I tried it here in the sessions, I know what I can do and what is beyond my capability. I also witnessed other teachers and how they intervened, which decreased my fear and encouraged me so that I can intervene too.

This sentiment from M described the growth she perceived from her engagement in the role play, in particular, when she had to intervene in bullying situations. M joined the interventions at every opportunity she had during the sessions. M also shared how she enjoyed playing an interactive audience, which helped her to look at things from a different perspective. It appeared that innovative approach not only impacted her growth, but also empowered her self-efficacy.

Figure 7

*The Teachers are Sharing Their Gained Skills and Empowered Self-Efficacy*
Throughout the theme of *Innovation and Growth*, the teachers expressed how the drama therapy sessions as an innovative approach played a role in strengthening and empowering their self-efficacy when it comes to addressing bullying. The teachers gained new skills and strengthened existing ones, which contributed to their growth. The obstacles that the teachers faced during the drama therapy sessions played a role in their growth, which may help them to be more patient and to have more empathy and understanding with others.

**Summary**

This chapter illustrated the lived experience of Arab-Israeli teachers in a bullying prevention program using drama therapy to enhance self-efficacy. Through role play and improvisations the teachers faced challenges, they shared how gender played a role in their lived experience, and they encountered difficulties and struggles due to their lack of experience in handling such behavior. The drama therapy sessions allowed the teachers to express their feelings, to connect with themselves and with others, and to experience empathy and understanding. The teachers emphasized the importance of having awareness of bullying and its types and roles. They also expressed the unique experience of having an embodied awareness in which they were able to feel present and fully alive. The lived experience of the teachers during the drama therapy sessions, led them to innovations and growth where they gained skills through interventions and empowered their self-efficacy.
CHAPTER 5

Discussion

This research study sought to illuminate the lived experience of five Arab-Israeli teachers in a bullying prevention program, using drama therapy to enhance their self-efficacy. The five teachers shared some similar experiences that were highlighted through the themes in the previous chapter. The purpose of this chapter is to discuss the findings of the current study and to highlight connections between the themes and the literature.

This phenomenological study was approached through an IPA lens for analyzing the data, which yielded five themes and 10 subthemes that represent aspects of the lived experiences of the teachers. Though the experiences of the teachers have been explored in depth within the results, it is important to highlight connections between the themes and the current literature to expand the results in the field of drama therapy and research about school bullying in the Arab world.

This chapter will interpret and describe the findings of this research study in light of what the existent literature already tells us and explain any new insights that emerged through the analysis. This study asked, “What is the lived experience of Arab-Israeli teachers in a bullying prevention program using drama therapy to enhance self-efficacy?” As they showed up in the data, the lived experiences of the teachers centered around using a drama therapy approach, facing challenges, investigating feelings, becoming aware of the bullying topic and its types and roles, and assessing innovation and growth. This chapter will also suggest recommendations for implementation of the findings, discusses the limitations of the current study, and describes implications for future research.

Theme 1: Drama Therapy Approach
The research findings yielded five themes that represent aspects of the lived experience of the teachers. The first aspect of the experience was the drama therapy process itself, *Drama Therapy Approach*, which described how the teachers experienced drama therapy as a novel and creative tool that helped them deepen their understanding of bullying behaviors. The drama therapy approach was new to the teachers, as they had not experienced it before; it incorporated various drama therapy components such as sculpture, role play, and improvisation. These components contributed to their stepping into different roles, and then been able to be an interactive audience and witness. Landy (2009) asserted that human beings are “role players by nature” (p. 67), which provides them the opportunity to express their emotions through acting. The teachers shared how these drama therapy approaches were new and innovative for them and allowed to express their feelings in a different way that helped them understand the subject of bullying better. Jones (2007) described how the involvement in the dramatic process may bring together a combination of exploring, thinking, feeling, and creativity. The role plays and the data evidenced that these teachers were able to explore and experience an innovative approach, which helped them to expand their feelings in a creative way.

Through the interviews and the drama therapy sessions, the teachers emphasized how the drama therapy approach strengthened their confidence in how to approach bullying behaviors rather than punishing the students and/or calling the parents. This was evidenced by the teachers, such as when N said, “*Using creative ways which can lighten any tough or serious subject*” and “*To understand the bullying situation more deeply and try to solve it in different ways unlike as in the past by punishing or calling the parents.*” Research showed that harsh disciplinary practices used by teachers result in increased in bullying incidents (Banzon-Librojo et al., 2017). Experiencing role play and improvisations in the drama therapy generated an awareness of the
subject of bullying and encouraged the teachers to handle such behavior in less harsh ways. It has been shown that when role play and improvisations are used in bullying preventative interventions, it increases awareness, promotes empathy, and enhances self-efficacy (Bhukhanwala, 2014; Mayor & Frydman, 2021; Ross & Nelson, 2014). Through the drama therapy approach, the teachers were able to expand their awareness of what bullying is and to have more empathy for what others might be feeling.

At the same time, engaging in drama therapy allowed the teachers to create and enter a fictional world where problems and conflicts can be looked at through different perspectives and might be solvable (Joronen et al., 2011). Entering in a fictional world might give options for creating an aesthetic distance (Landy, 2009), which helped the teachers to control their own feelings, in particular when they felt emotionally overwhelmed as evidenced by statements such as R’s, “When I sculptured the bully, the pause of the few seconds was overwhelming for me, so I changed it and sculptured the bystander.” Through the aesthetic distance the teachers were able to create their own degree of distance and to summon the courage needed in order to intervene. The aesthetic distance enabled them to dramatize their fear, give shape to thoughts and perception, and helped them to rehearse their actions for the future in a relatively safe space (Bhukhanwala, 2014).

In addition to the drama therapy concept of aesthetic distance, the teachers experienced dramatic projection, which enabled them to create vital relationships between inner emotional states and external forms and presences, which is developed through action (Jones, 2007). The dramatic projection through role play allowed the teachers to explore their bullying stories that they brought to the sessions and to become emotionally and intellectually involved, which increased their awareness of bullying and enabled emotional and physical release (Mayor &
Frydman, 2021). Furthermore, the drama therapy helped the teachers connected their outer expressions with their inwardly held feelings or life experiences.

The teachers emphasized how role play and improvisation deepened their understanding of one another. This aligned with Butler’s (2014) description of how role play helped educators understand their students in complex interpersonal exchanges. In addition to increased understanding of one another, the participants strengthened their confidence by exploring real life situations, as was seen by Mayor and Frydman (2021). These experiences allowed the teachers to look at problematic situations from different perspectives. To illustrate, most of the teachers shared how their lived experience through role playing helped them to strengthen their confidence. They also experienced the role of being part of an interactive audience and witnessing in the drama therapy sessions, which allowed them to better support and to understand each other. These different roles, the interactive audience and witnessing, and the shift from audience to actor can act as a pivot for change, enabling perspective and insight (Jones, 2007) and foster understanding (Mayor & Frydman 2021).

The drama therapy processes, including role play, witnessing, aesthetic distance, and dramatic projection seemed to help the teachers look at and approach such behavior through a feeling and thinking lens. Consequently, it might be suggested that the current study offered ways of how drama therapy might be utilized as a creative approach to strengthen and deepen the understanding of bullying behavior.

**Theme 2: Challenges**

While the drama therapy experience deepened their understanding, the teachers encountered challenges both in the group and outside the group when addressing bullying. These challenges included cultural issues related to gender as well as a general lack of experience and
knowledge about the subject of bullying. They faced challenges during the drama therapy sessions, such as gender expectations in the Arab culture and their lack of experience in dealing with bullying behavior. Gender, as described by Kabbash-Zidan and Salem (2019), “is the widely shared set of expectation and norms linked to what should girls and boys behave. These expectations are not fixed but are subject to continuous changes and are reinforced by social relations, economic, and political dynamics” (p. 311). This aligned with the experiences of some of the teachers in the drama therapy sessions where they felt they had to behave in a certain way because of the presence of the opposite sex. While this challenge exists, the drama therapy sessions provided the opportunity for the teachers to express and share their difficulties when mixed gender is involved in bullying situations, as evidenced by statements such as N’s, “When I witness boys fighting, I would not intervene and reach out for a male teacher instead.”

In traditional perspectives, it is assumed that gender is the factor that gives men authority in male-dominated societies of the Arab world. This could be explained by the fact that gender is looked at from an Islamic religious perspective (Haddad & Esposito, 1998), which enables men to take the main role in the family. Gender plays an important role in the Arab culture, in particular in group sessions where mixed gender is involved, which requires interactions among participants. That said, in one of the drama therapy sessions in the current study, one of the female teachers expressed difficulties lying down on the sleeping pad for the guided imaginary even though it was a very large room and the teachers were far from one another, as evidenced by her statement, “I don’t feel comfortable lying down in front of the male teachers.” This statement, which is particularly applicable to Arab culture, aligned with Khan’s study (2013), which asserted that comfort is linked with a balance state of mind and individuals from some cultures feel more comfortable when they are surrounded by those of the same gender.
Another challenge that the teachers experienced in the drama therapy sessions was their general lack of experience and knowledge in dealing with bullying behavior. Through the drama therapy sessions, the teachers talked about a desire for more experience in intervening in bullying situations. They also emphasized the importance of acknowledging such behavior and being trained in ways to deal with it. They made statements such as, “Yes, we need a long-term program but also it would be great to train all the teachers in the school about bullying and how to handle such behavior, which would be useful to us and to the students.” Researchers have shown that teachers need to develop the capability and skills in the use of effective discipline strategies in order to deal with difficult behaviors such as bullying (Allen, 2010; Banzon et al., 2017). Furthermore, Moosa (2020) stated that teachers’ actions when encountering bullying behavior are based on their personal experiences, beliefs, and attitudes due to their lack of knowledge and experience on the subject.

This was evidenced by teachers talking about being trained to overcome the challenge of lack of experience. N and M supported the idea of being trained: “It would be great to train all the teachers in the school about bullying and how to handle such behavior, which would be useful to us and to the students.” In line with previous research, the teachers were able to share their need to be trained and to implement an anti-bullying program to possibly provide their motivation and confidence that bullying behavior can be treated (Letendre et al., 2016). Having teachers trained in dealing with bullying behavior is essential for a positive school environment as asserted by Kyriakides et al. (2014). Gregus et al. (2017) stated that teachers with a lack of confidence or low self-efficacy request more bully-specific training. The authors suggested that if the school provides the knowledge and training specific to school bullying to teachers, this will lead to greater self-efficacy. The drama therapy sessions allowed the teachers to express
emotions and share challenges that they encountered in addressing bullying around cultural or gender-based issues. It gave them an opportunity to talk about their lack of experience and knowledge and gave them new experience and knowledge about the subject. Participation in the drama therapy sessions seemed to support the teachers to overcome some of their challenges and strengthened their confidence.

**Theme 3: Feelings**

The teachers also experienced emotional aspects and showed in the drama therapy sessions, which enhanced their emotional involvement. It appeared that the drama therapy activities evoked various feelings and emotions within the teachers. The theme of *Feelings* indicates moments when the teachers shared an affective experience. Within the theme of *Feelings*, two subthemes emerged, *Self-Expression* and *Empathy and Understanding*. In the subtheme *Self-Expression*, the teachers were able to express their feelings in dealing with bullying situations, which appeared to positively affect their emotions so that they showed more empathy and understanding.

Within the drama therapy approach, the teachers role-played all types and characters of bullying; they were able to share their stories and express their feelings as evidence by statements such as R’s, “*I feel I have more empathy and I have more understanding when I witness such behavior. I feel the other.*” In the drama therapy sessions, the teachers expressed their emotions and feelings through role playing, which helped them to have more empathy and understanding of how the other might feel. As Freakley and MacSporran (2008) describes empathy, it enables one to think beyond their own experience and treat others as they might like to be treated. The drama therapy sessions helped the teachers to see and feel what the student
might feel in a bullying situation as evidenced by statements such as N’s, “*I felt the other when I role played.*”

Similar to Mayor and Frydman (2021), the teachers expressed their feelings of being an interactive audience/witness, which seemed to increase their empathy and understanding of their actions and reactions. It also allowed them to approach bullying situations with less fear and judgment. The teachers stated that the impact of seeing themselves through the eyes of others has put them in touch with their feelings of both the victim and themselves. The increase of the teachers’ empathy appeared in statements such as when N said, “*When I role played the bully, I felt sorry for the target, but when my colleagues role played the same scenario and I was the audience, I empathized with both the bully and the target.*” For S it was important for him to play the audience as it helped him to not judge others, “*Witnessing my colleagues helped me not to judge, to look and to understand the bullying situations from outside, how it looks, how they behave, and how it impacted my feelings.*” As mentioned earlier, role playing seemed to help the teachers to empathize; they began to bridge the distance between self and other, which allowed them to experience the other as human—as human as themselves (Bhukhanwala, 2014; Boal, 2003).

The teachers came with previous levels of empathy and understanding, but the drama therapy approach provided them the opportunity to role play real-life stories of bullying that increased their empathy and confidence. This aligned with Fischer and Bilz (2018), who asserted that the use of real-life bullying episodes through role playing enhanced the teachers’ self-efficacy and increased their confidence to discuss bullying with their students and not just punish when bullying occurs.
The teachers experienced the drama therapy approach as novel and creative, and it seemed to help them to express their feelings, which led to them having more empathy and understanding of their students who are involved in bullying behaviors. That said, the teachers experienced real-life bullying incidents through role play and being an interactive audience, which possibly expanded their empathy levels. By expanding their empathy and knowledge of bullying, they may have decreased their fear and judgment, which increased their awareness and contributed to their growth.

**Theme 4: Awareness**

The drama therapy approach itself, the challenges that the teachers encountered, and the emotional aspects that they experienced all combined to help increase the teachers’ awareness of themselves and bullying. The data showed that awareness of bullying and in particular embodied awareness were part of the lived experience that was deepened through the drama therapy sessions. The teachers shared that they became more aware of the types and roles of bullying through the use of embodied play such as role play, improvisation, and sculpture. Sharing and maintaining an open attitude toward the drama therapy approach during the sessions helped them understand the definition of types and roles of bullying in a deeper sense. The teachers made statements such as R’s, “I am more aware of bullying behavior,” and S’s “Many students in the school use face or hand expressions to threaten other students but I never thought of it as bullying.” The drama therapy approach provided the teachers the space to expand their awareness in a creative way rather than falling back on the traditional approach that was used in their school. Researchers asserted how lack of awareness of bullying influences whether and how teachers intervene (Blain-Arcaro et al., 2012; Gregus et al., 2017). Mucherah et al. (2018) stated that lack of awareness of bullying might be a factor of teachers’ low intervention rates. The
Teachers shared the importance of learning about and physically experiencing the various types and roles of bullying, which increased their awareness and strengthened their capability in intervening when bullying situations occur. This aligned with Gregus et al. (2017), who wrote that having more awareness and knowledge specific to school bullying would lead to greater self-efficacy.

The teachers shared that becoming aware of bullying behavior helped them understand such behavior better. They also expressed how the drama therapy sessions allowed them to experience a state of embodiment and being in touch with their own body’s sensations and feelings. Moreover, in their experience of embodiment, they shared how embodiment deepened their insight of bullying behavior and enabled emotional release, which increased their empathy toward others. This aligned with Leigh and Bailey (2013), who stated that embodied awareness increased empathy and could be beneficial for self-development. Furthermore, Gyllensten et al. (2010) emphasized that the experience of the body helps to understand one’s emotions and to interact with others. The teachers expressed how the embodied nature of the drama therapy role plays enabled them to connect to their emotions and body as evidenced by statements such as N’s “Experiencing types and roles of bullying through role play allowed me to connect to my body, to feel the other.”

Through the drama therapy sessions, the awareness of bullying and embodied awareness not only enriched the teachers’ knowledge but also bolstered their confidence in intervening in bullying situations. It also helped the teachers to invoke their feelings and to awaken their self-awareness, which increased their empathy and contributed to their growth.

*Theme 5: Innovation and Growth*
The teachers experienced the drama therapy approach as inspiring innovation and growth. The drama therapy approach was new to them, as they had not experienced any of the expressive therapies before. The drama therapy sessions provided the space for the teachers to express their lived experiences and share their difficulties and struggles in dealing with behavior that may have previously been unavailable to them. Through the drama therapy sessions, they learned how to innovate and do something new to handle bullying behavior. Experiencing bullying behavior through role play and being an interactive audience helped the teachers to grow, and that growth also gave them new options of engaging. The teachers were open to novelty and they stated that their open and welcoming stance helped them understand the subject of bullying better. The novelty allowed the teachers to boost their confidence, improve communication with others, and feel motivated to learn new skills, which led to growth.

They also emphasized how the role play experiences strengthened their confidence and sense of empowerment as part of their growth, which led to enhancing their self-efficacy. They shared how they benefited from each other as a group and being heard regarding their own experiences, which strengthened their confidence. Furthermore, the teachers were also empowered when they experienced the roles of witnessing and being an interactive audience as evidenced by statement, “Being outside the scene for few moments and watching my colleagues role playing encouraged me to jump into the scene and join them.” The ability or the capacity of the teachers to intervene was increased, which helped their skills and their self-efficacy grow.

Innovation and growth led to the teachers feeling confident so that they were able to intervene when bullying behavior occurred, as evidenced by statement such as, “The sessions strengthened my ability to be spontaneous and calm while engaging in bullying situations.” The role play offered an innovative approach in helping them to strengthen their existing skills and
gain new skills, which enhanced their self-efficacy. In line with previous research, teachers with high self-efficacy are more likely to intervene when bullying situations occur (Fischer & Bilz, 2018; Skinner et al., 2014).

Part of the teachers’ growth was also about learning how to innovate and how to make changes in the occurrences of bullying situations. For example, in the past one of the teachers’ solutions in handling bullying situations was calling the parents, but after their participation in the drama therapy sessions they took the initiative to intervene and their ability to take action increased. As Jones (2007) reflects, drama therapy is powerful, beneficial, and easeful in making the life-drama connection. The teachers were able to see from different angles and to understand the importance of real-life bullying situations and how they affect the parties who are involved, to possibly enhance their self-efficacy to prevent such behavior in their school (Campaert et al., 2017; Jones, 2007).

The experience of being in the drama therapy sessions helped the teachers to increase their ability to intervene in bullying behavior. Sajnani (2011) asserted, “Through our varied approaches, creative arts therapists enable an embodied, affective, and interpersonal responsiveness to change” (p. 186). The teachers took the initiative in intervening and welcoming an innovative approach such as drama therapy. The drama therapy sessions in which the teachers with varying types of skills were placed together and had the opportunity to experience and witness each other role playing, enhanced their self-efficacy, in particular those who were less confident in approaching bullying behaviors. This occurred through intervening differently and creatively during role-playing, advice-giving, emotional supporting, encouraging each other, and sharing ideas. Enhancing their self-efficacy through the drama therapy sessions could help them feel empowered when bullying situations occur. Thus, the teachers use that
power to prevent such behavior, make social change, and empower other teachers in their school, which will further health and overall well-being.

**Recommendations**

There is little research about using drama therapy to enhance self-efficacy with Arab-Israeli teachers. Furthermore, prior to implementing the current research, the researcher found that there were no anti-bullying prevention programs in the Arab schools in the area where the study was conducted. The current research was a catalyst for the researcher to apply the drama therapy approach, in order to enrich the field in this subject. From the findings, this researcher recommended an implementation of bullying prevention programs for Arab-Israeli teachers to increase self-efficacy through drama therapy. Such programs should include the following recommendations:

1. The program might use drama therapy techniques such as role playing and improvisations to create a sense of play and to gain distance and perspective.

2. More sessions of drama therapy would be implemented to deepen the effectiveness of the approach in enhancing self-efficacy. It is possible that an additional number of sessions may allow for the group’s experience, creativity, and expression abilities to be broader.

3. Each session of the drama therapy programs might be longer than 45 minutes.

4. A drama therapy program might be culturally aware, particularly around issues of gender.

5. A drama therapy program would include aspects that addresses school culture as a whole and not just what happens in the group. For example, teachers might hang posters of anti-bullying in the school as part of the school culture.

6. A drama therapy program might be creative and able to challenge previously held ideas and allow the teachers to be innovative.
7. A drama therapy program should accommodate time and space for teachers to discuss their feelings and experiences outside of the drama therapy activities.

8. Drama therapy program might be an opportunity to allow the teachers to tell their stories and be able to share their experiences.

9. Drama therapy program might include guided imagery, which may promote personal wellness for the teachers.

Limitations

The limitations in the current study include limited diversity in demographics. The study was conducted in a junior high school in the center of Jaffa, Israel. All the teachers were Arab-Israelis who were recruited from the same school. This limited the cultural background of the participants in the study but at the same time, it created an opportunity to examine a specific school culture. To extend the understanding of experiencing and using drama therapy to enhance self-efficacy, further research with individuals from more diverse backgrounds should be completed.

Another limitation was the power dynamic that was present in the sessions, as one teacher had a supervisory role, and this might have caused the other teachers to feel uncomfortable. In that case, it might be important to consider including only teachers who do not have additional roles in future studies.

Finally, researcher bias cannot be ignored and was present during the research. The researcher, who shares the same culture as the teachers, served in a dual role as researcher-facilitator due to the limited number of Arab drama therapists in the area where the research was conducted. Therefore, the researcher was not able to take field notes during the sessions in addition to the video and audio recording. Because the researcher served in a dual role, there is a
chance the teachers said what they thought the researcher wanted to hear at times during the interviews and the sessions. To mitigate this, the researcher did her best to be transparent and to encourage an atmosphere of honesty in having the participants share their stories; she also rephrased the interviews questions when needed. Bracketing was also used throughout the process to understand the researcher’s biases that were brought into the study. This was done, in part, through a journaling process that was very helpful to the researcher in trying to control, or at least to minimize as much as possible, her bias.

A part of the phenomenological approach is to describe a phenomenon or a lived experience of a concept in the world through the eyes of others (Creswell & Poth, 2018). Therefore, it is important to note that there are limitations to the researcher’s understanding and presentation of the data.

**Bracketing**

The process of bracketing is a personal practice, therefore while I discuss how I engaged in bracketing for my research, I have chosen to approach this section to first person voice. This study was approached through a phenomenological lens, and I felt it important to bracket my experience because I am from the same culture as the participants. Throughout the interviews and sessions, I kept a journal with my impressions and ideas. This journal served as a tool for bracketing and maintaining a sense of openness and awareness and to bring to light my biases, unconscious or conscious, about the experiences of the teachers. In the interviews, I was curious about the teachers’ experience of bullying and how they would accept drama therapy as an approach to enhance self-efficacy. I was also curious about the acceptance of the Arab culture in participating in an innovative approach such as drama therapy. Moreover, having included mixed
genders in the sessions, I was surprised to find the willingness and the enthusiasm of the teachers to participate in the study and note how mix gender was not a serious issue for them.

With each interview and session, the teachers expressed the sense that they had not previously discussed bullying behavior at length and indicated that they had low self-efficacy in handling such behavior due to lack of experience in this topic. In the journal, I indicated how I experienced this as a positive sign but also felt angry and frustrated at the Ministry of Education for ignoring such an important subject, in particular, when it involves the Arab population in Israel. I was surprised at the level of frustration and anger that came up in me and needed attention. One of the most prominent frustrations was that the Ministry of Education has multiple anti-bullying programs and various workshops provided to teachers across the country on the subject, but none of these programs are implemented in Arab-Israeli schools in the area where the study was conducted. In a few journal entries I thought that the school staff such as the principal or the deputy should address the necessity of providing trainings and programs to their school to the Ministry of Education.

These biases impacted my role in the research and had the potential of clouding my vision. In order to mitigate these biases, I bracketed through journaling and became aware of them and was able to not let them interfere during the data analysis.

Along with the frustration, I felt in many of the responses in the first interviews that there was a tendency toward generalization and stigmatization of students, and this might be due to lack of experience and awareness on the subject. This feeling came about when some of the teachers stated that if the bullying situation does not involve their students, they will not intervene. Hearing such comments from the teachers I perceived it as inappropriate. However, there is a light at the end of the tunnel; one of the teachers stated that if he does not intervene
then his image as a teacher should be questioned. I realized that this teacher was the only one from the group who participated in a play therapy prior to the study, and therefore, it might explain his intervention. In making this realization, I had to bracket my assumptions through journaling that were carried into the sessions and in the analysis of the interviews, which helped me to let go of some of the assumptions.

There were a few occasions when I felt my own role of therapist where the teachers became emotional while sharing their experiences. I found it wise to intervene in order to check in with them to make sure not to enter territory that was too sensitive or beyond the bounds of the research relationship. The teacher reported she was fine and continued the session without incident.

Throughout the study and analysis, I bracketed my assumptions in order to have pure responses, but at the same time I was aware of their existence. The journaling helped me to control my bias and to distinguish my roles of being a researcher, facilitator, and therapist.

**Implications for Future Studies and Contributions to the Field**

A main focus of the study was to highlight the teachers’ experience through the drama therapy approach in a bullying prevention program. As with the pilot study (Kheil, 2019), this research contributes to the limited literature in bullying prevention programs for Arab-Israeli educators and drama therapy. This study can impact future research in the field of drama therapy by highlighting the sense of innovation and personal growth that can be achieved through drama therapy, as well as using this approach to increase teachers’ sense of empowerment and self-efficacy. Most of the teachers emphasized that the drama therapy sessions empowered their confidence, enhanced their self-efficacy, and encouraged them to take action.
Additionally, this research may offer a good impetus for teachers in other schools to use a drama therapy approach in bullying prevention programs in the education system. Moreover, the teachers in the current research give voice to populations that are often ignored in research. There is a hope that more studies on bullying prevention will be conducted among Arab populations, including studies using drama therapy.

Through the researcher’s examination and interpretation of the data, she made the following recommendations for future steps in researching drama therapy to enhance Arab-Israeli teachers’ self-efficacy. This list is by no means exhaustive:

- Further empirical research on the use of drama therapy approach with all levels of teachers, not only the main classroom teachers. This research should include a more representative sampling of Arab teachers from various schools that includes Christians, Druzes, and Bedouins.
- A concentration on research with Arab teachers of varied cultures, races, religions, and other varied identity factors to increase the understanding of the experiences, values, and needs of these populations.
- Continued research on the use of drama therapy approach to enhance self-efficacy for Arab-Israeli teachers. This research should seek to expand empirical knowledge through qualitative, quantitative, and art-based inquiry to create operationalized anti-bullying programs that teachers in other schools can utilize.
- Future research could investigate how familiarity and unfamiliarity with drama therapy served to enhance self-efficacy.
- Students need to be educated and go through a similar training as well as faculty, administration and parents.
Conclusions

The study looked at the lived experience of Arab-Israeli teachers in a bullying prevention program that used drama therapy to enhance self-efficacy. The experiences of the teachers in this study were unique and the drama therapy activities offered a stage to share and express feelings that enhanced their self-efficacy. After the teachers went through the drama therapy process, they overcame their challenges, expressed their feelings about bullying, and became aware of the subject. Then they were able to develop new skills and they grew in their ability, confidence, and self-efficacy to address bullying. They now have a greater capacity to do this on their own. The findings of the current study align with the literature in underlining the importance of enhancing self-efficacy that teachers with high self-efficacy intervened more in occurrences of bullying.

The research indicated that the teachers had engaged in various variations of role-playing, which allowed the use of imagination and creativity in response to bullying behaviors. By learning how to innovate through role playing, the teachers expanded their empathy and understanding and increased self-efficacy. The innovation contributed to their growth. The drama therapy sessions enabled them to look at bullying situations from different perspectives, which led to growth in their skills and self-efficacy.

This phenomenological research adds to the literature of bullying in Arab population within the field of drama therapy by providing a preliminary insight on enhancing teachers’ self-efficacy through drama therapy in a bullying prevention program. This study is one small piece of research to contribute to the literature to expand the existing understanding of the subject of bullying and the importance of enhancing teachers’ self-efficacy through the drama therapy approach generally, and in the Arab population particularly. As the research with Arab populations grows, a decrease in violence may occur.
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أنت مدعو للمشاركة في مشروع بحثي بعنوان "العلاج بالدراما كتدخل وقائي للوقاية من التنمر في المدارس العربية الإسرائيلية". الهدف من هذه الدراسة البحثية هو تطوير المعرفة الموجودة حاليا حول موضوع التنمر في المدارس العربية الإسرائيلية والعلاج الدرامي كوسيلة تدخل محتملة لدى المعلمين. بالإضافة إلى ذلك، سيساعدك في فهم كيفية التدخل باستخدام العلاج الدرامي، ويمكنك اكتساب وتطوير وتعزيز المهارات الحالية والجديدة.

التنمر ويكيفية التعامل مع مثل هذا السلوك، وستتعلم وتجرب كيفية التدخل باستخدام العلاج الدرامي، ويمكنك اكتساب وتطوير وتعزيز المهارات الحالية والجديدة.

لقد تم اختيارك للمشاركة في المشروع البحثي وأن تكون جزءًا من هذه المجموعة من المعلمين بسبب دورك المهم في العمل مع الطلاب. يمكنك التأثير بشكل إيجابي على البيئة المدرسية ويعني ذلك تحسين MODULE في هذه الدراسة.

• يمكنك اختيار عدم المشاركة في البحث ووقف مشاركتك في البحث في أي وقت دون مواجهة عواقب سلبية.
• سيتم الحفاظ على سرية التفاصيل من قبل الباحث، وسيتم ترخيص البيانات التي تم جمعها بأسلوب مناسبة، ولن يتم إبداء الكشف عن هوية المشارك من قبل الباحث.
• سيتم الرد على أي استفسار في أي وقت واتجاه تعليقات في التلقيح، بخصوص شخص (صديق، أسرة) بشأن المشاركة في البحث.
• يمكن لمشاركتك في هذا البحث احتمالًا بسيطًا للتوتر، وبالتالي، سيكون الباحث ومستشار المدرسة متاحين بعد كل جلسة لإجراء محادثة.

إجراءات حماية فردية
• إذا ظهرت أي مشاكل أو أسئلة فيما يتعلق بالبحث، يمكنك الإتصال بالباحثة إيمان كحيل على الرقم 0507802286 أو البريد الإلكتروني ikheil@lesley.edu
• يوجد بالبحث توقيع بحثي للدراسة الشاملة، والدرد أو أي مطالع، والرسالة الإلكترونية للمناقشة وكذلك في التلقيح، بخصوص شخص (صديق، أسرة) بشأن المشاركة في البحث.
• تم الحصول على موافقة على المشاركة بناءً على إرادة الحرة وأنك أفهم كل ما هو مذكور أعلاه. سوف تلقى نسخة من نموذج الموافقة.


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هناك لجنة دائمة للمواضيع البشرية في البحث بجامعة ليزلي والتي يمكن، وبعد الإبلاغ عنها في حالة ظهورها، إتصل برؤساء اللجان على irb@lesley.edu
Appendix B

Drama Therapy Program for Teachers

Session 1. Objectives: Defining and clarifying direct and indirect bullying using expressive arts, in particular, drama therapy. Raise awareness and understanding about what bullying is. After this session, participants will be better able to understand the effects of bullying on individuals and school staff.

Warm-up (5min). The energy circle - name, gesture, and movement, each participant in turn says his or her name to the group with a gesture and the group repeats the name with the same gesture. Each participant will add a movement to the name and gesture in turn and repeated by all participants. The activity continues until each participant in the circle introduces his or her name with gesture and movement.

Drama therapy activity (35 min). “What is bullying?” – In this activity the teachers will define the term of bullying, as unacceptable, unwanted action by one person or group of people, can be done once or repeatedly, and can happen gesturally, verbally, physically, and through technology such as Internet and mobile phones. The teachers will walk in the room, music plays in the background which is controlled by the facilitator, and when the facilitator lowers the volume of the music the teachers will self-sculpture bullying. The facilitator will touch each sculpture in turn and the teacher will name or recites one emotion word. Later, in group of three the teachers will make sculpture of different types of bullying, such as gesture, verbal, physical, and cyberbullying. Lastly, the teachers walk in the room and the facilitator recites words related to bullying then the teachers freeze in a pose.
Sharing stage. Sitting in a circle, the group will share their understanding about the definition and types of bullying. Did the teachers gain new information about bullying? New information about drama therapy?

Session 2. Objectives: Provide a space for expression and shares stories about bullying to develop skills in theatrical improvisation. Being able to be flexible and spontaneous to be attuned to the people involved.

Warm-up (5 min). *I want it, you can’t have it* – line repetition, in pairs one teacher says “I want it” and the partner says “you can’t have it” the line will be repeated with partners returning to each other. After a few attempts, the repeated lines will be traded “I want it” and “you can’t have it”.

Drama therapy activity (35 min). “General examples of bullying” (from personal experience or fiction) – in this activity group of three teachers will discuss in turn about bullying whether personally experienced or fiction. Then each small group (of three) will decide which story they would like to improvise in front of the large group. Each of the small group will have a chance to improvise one of the stories that they discussed.

Sharing. Sitting in circle, the group will share their experience of improvising bullying situations.

Session 3. Objectives: Focus on specific bullying situations observed in the school, healthy and unhealthy relationships, share stories, and to develop the ability to enact those situations. Being open to new experiences such as observation and improvisation, and recognizing language used by the students.

Warm-up (5 min). *Image of Bullying* – The teachers are invited to walk around the space. While they are walking the facilitator names a kind of bullying (e.g. teasing,
cyberbullying, gestural bullying, etc.). The teachers think about that kind of bullying and when the facilitator says “freeze,” the teachers freeze in a pose representing that kind of bullying. The facilitator then walks around to each and they say a phrase, word, or sound related with that kind of bullying. This is done a few times with the different kinds of bullying.

**Drama therapy activity (35 min).** “School bullying” – In this activity each teacher will discuss in turn about bullying incidents observed in the school. In small groups, the teachers will role-play the observed incidents. Each small group will step up on the stage and perform the incident to the large group.

Sharing: In turn each teacher shares their experience of performing school bullying incidents. How the performed incidents are observed by the rest of the group?

**Session 4.** Objectives: Develop the ability to intervene in school bullying situations, warm up, power, game of power, power over, power with, empower another, teacher coach. Introduce effective communication, and negotiation for resolving potentially harassing and violent conflicts.

**Warm-up (5 min).** *Who is in power – chairs, table, or bottle of water.* In the room will have three chairs, one table, and one bottle of water. Each teacher in turn will arrange the objects to make one of the chairs the most powerful object. Then one teacher enters the space and takes up the most powerful position. The rest of the teachers will enter the space together and try to place themselves in an even more powerful position, which will make the first person loses his power.

**Drama therapy activity (35 min).** “Game of Power” – in this activity the teachers will present potential strategies of intervening. Bullying incidents will be created by the facilitator or might use incidents that the teachers presented in session 3. In two small groups the facilitator will hand out role-play scenarios related to bullying. For example, one group will receive this
scenario, “In your school’s playground you noticed two of the students fighting, pushing each other repeatedly. You are the only teacher who noticed them. What would you do?” Second scenario for the second group: “You are walking in the hall of your school and noticed two students pointing to other student and start whispering and laughing. What would you do?” The teachers will present different approaches or different ways to stop the incident.

**Sharing.** In a circle, each teacher will step in the circle and recites one word of power with a movement. By the end of the sharing, the facilitator will ask the teachers for Homework. For the next session, each teacher will notice bullying situations in the school, whether in the classroom, halls, or playground.

**Session 5.** Objectives: Willing to add and to develop the existing skills and to promote self-efficacy in handling bullying situations in the school. Raising empathy, embody bullying, and cultural awareness.

**Warm-up (5 min).** _Arguing in Circles_ – The group stands in a circle two teachers starts an argument with each other for at least one minute. A third teacher interferes to settle the argument. The argument relates to bullying situations, such as “You pushed her to the wall”, “I heard you spreading rumors during the break”, or “Stop making hand gestures”. The activity continues until the entire group has a chance to argue to settle argument, conflict, conflict resolution important, Confront the situation, Agree to work it out, Point of view, Solve the problem or pause and agree to come back again with a teacher present (CAPS).

**Drama therapy activity (35 min).** “Notice and Intervene” – in this activity the teachers in turn will role-play bullying situation that they noticed or situation that teachers struggle with during the past week in their school. The teachers will role play how they intervened or not to
stop the situation. The teachers will simultaneously act and watch themselves in action and play out alternative responses.

Sharing. Sitting in circle and in the center there is a “magic box”. Each teacher in turn will put an image of the skill or skills they earned from the session.

Session 6. Objectives: Experience and understand, through drama therapy activities, ways to intervene in bullying situations. Integrating creative techniques in the school.

Warm-up (5 min). My skill, my struggle – Background music plays and the teachers walk in the room with no interaction with each other. The facilitator controls the volume of the music and when the music stops the teachers pose represent one struggle, they face in relation to bullying and recite the word in turn. When the music is back on, they start walking. The music stops and the teacher recites one skill earned during the sessions. The activity will be repeated twice to hear more struggles and skills.

Drama therapy activity (35 min). “Step up and create your own stage and connecting with your internal teacher” – In small groups, each teacher creates a scene of bullying situation that they struggle with and their partners suggest potential intervention to overcome the struggle. The focus of this activity will be on the ability and self-efficacy of each teacher in handling bullying situation. How each teacher intervened? Was the teacher’s intervention verbally, physically, or they asked for help from other teachers? What skills they used during the intervention? Did their self-efficacy been strengthened? Later, through guided imagery the teachers will meet their own image and what skills they had before their participation in the program. As they get closer to their image, they take advantage of this opportunity to talk to their double and share new skills they earned after their participation in the program.
**Sharing.** In circle, each teacher steps in and recites skills gained from the program and follow with a gesture.

Even though the sessions come to an end, a follow-up in establishing an on-going support group for the teachers, which would also create the ability to mentor other teachers in preventing bullying.
Appendix C

Posters and Core Values

لا للتنمر
לאibreiyneqta
STOP BULLYING

لا للتنمر
לאibreiyneqta
كن صديقاً وليس متنمراً
תהיيه חבר ולא بريو
تصرف الآن!
التנمر يتوقف معك
קח צעד!
عزيزת הבריונות מתהילה
בר
وقف التنمر يبدأ معي

عزيزتي هيرا

מיתיגל

בי
في مدرستنا كل شخص – طالب، معلم، موظف مدرسة. له قيمة. نحن نعطي قيمة للاحترام، المسؤولية، القبول، التعاطف، اللفظ، التواصل، النزاهة والثقة كعناصر أساسية في مجتمع مدرستنا. توفر هذه القيم الأساسية أساسًا لكيفية تعاملنا مع كل فرد له صلة بمدرستنا لتحسين المناخ المدرسي وبناء مجتمع مدرسي إيجابي.

1. الوعي: التنمر هو سلوك غير مرغوب فيه وغير مقبول.
2. احترام زملائنا وموظفي المدرسة.
3. المسؤولية: حل النزاعات بطرق غير عنيفة ومسالمة.
4. التقبل، التعاطف، والطف والمواقف تظهر للآخرين أن لهم قيمة.
5. الصداقة: تواصل مع زملائك "كن صديقا وليس متسنا".
6. التنوع: كل شخص هو مميز.
7. النزاهة: نحن صادقين وملحصون.
8. التوعية وتدخل طاقم المدرسة.

تعريف وأنواع التنمر

التقدير غير مرغوب فيه، وهو إجراء غير مرحب به، ويمكن القيام به مرة واحدة أو بشكل متكرر. مع ظهور التكنولوجيا مثل الإنترنت والهواتف المحمولة، أصبح التنمر يشمل المنصات الرقمية في شكل تنمر عبر الإنترنت.

التنمر المباشر: نوع من التنمر حيث يستخدم التنمر شكلًا مباشرًا من أشكال العنف الإيمائي، اللفظي، الجسدي، الشفهي، الكتابي ضد الآخرين، مثل التهديد والانعدام على الأسماء والضرب والضغط والرسائل النصية.

التنمر الغير مباشر: نوع من التنمر حيث يتسبب التنمر في الأذى بتدمير علاقات الآخرين أو سمعتهم، مثل عزل الضحايا عن زملائهم أو تجاهلهم أو نشر الأكاذيب والشائعات. ويتطلب هذا النوع من التدخل التخطيط.

المستهدف: الشخص الذي يتعرض للتنمر.

المتفرج: الشخص الذي يشاهد حالات التنمر يتخلص ويتخذ إجراءات أمنة. قد يكون التدخل هو تدخل موظفي المدرسة مثل المعلم، وضع مذكرة في صندوق برئ المعلمين، تقديم المساعدة للمستهدف أو الاقتراب من المتورط ومحاولة إيقافه بطريقة سلمية.

المتفرج الناشط: الشخص الذي يشهد حالات التنمر يتدخل ويتخذ إجراءات أمنة. قد يكون التدخل هو تدخل موظفي المدرسة مثل المعلم، وضع مذكرة في صندوق برئ المعلمين، تقديم المساعدة للمستهدف أو الاقتراب من المتورط ومحاولة إيقافه بطريقة سلمية.
Appendix D

Informed Consent

You are invited to participate in the research project titled “Drama Therapy as Preventative Intervention for Arab-Israeli School Bullying Prevention.” The intent of this research study is to contribute to the existing knowledge of bullying behavior in Arab Israeli schools and drama therapy as a potential preventative intervention with teachers. Additionally, as educator you will have more awareness on bullying behavior, you will learn and experience how to intervene using drama therapy, and you may gain, develop, strengthen existing and new skills, and enhance your self-efficacy in handling such behavior.

You were selected to participate in the research project and to be a part of this group of educators because of your important role working with students. You can positively impact the school environment and you can make a valuable contribution to this study. Your participation will entail participation in six sessions of drama therapy once per week for 45-50 minutes, and in a pre-and-post interview for 35-40 minutes on bullying and on your experience of the workshop in handling such behavior. The sessions will include stories and improvisations addressing the subject of bullying and how to handle such behavior. All sessions will be videotaped for data collection purposes but will not be shared with anyone other than the researcher.

In addition

- You are free to choose not to participate in the research and to discontinue your participation in the research at any time without facing negative consequences.
- Identifying details will be kept confidential by the researcher. Data collected will be coded with a pseudonym, the participant’s identity will never be revealed by the researcher, and only the researcher will have access to the data collected.
- Any and all of your questions will be answered at any time and you are free to consult with anyone (i.e., friend, family) about your decision to participate in the research and/or to discontinue your participation.
- Participation in this research poses a small potential for stress, therefore, the researcher and the school counselor will be available after each session for individual conversation.
- If any problems or questions in connection to the research arise, you can contact the researcher Iman Kheil at 050-780 2286 and by email at ikheil@lesley.edu or Lesley University sponsoring faculty Dr. Jason Butler at 001-617-349-8242 and by email at jbutler8@lesley.edu.
- The researcher may present the outcomes of this study for academic purposes (i.e., articles, teaching, conference presentations, supervision etc.) but will never reveal personal details about you.
My consent to participate has been given of my own free will and that I understand all that is stated above. I will receive a copy of this consent form.

________________________  ____________  ______________________  ____________
Participant’s signature   Date   Researcher’s signature   Date

There is a Standing Committee for Human Subjects in Research at Lesley University to which complaints or problems concerning any research project may, and should, be reported if they arise. Contact the Committee Chairpersons at irb@lesley.edu