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COMBATING ACADEMIC ANXIETY WITH PSYCHODRAMA: A PRE-POST CONTROLLED STUDY

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Abstract— This study explores the effectiveness of **psychodrama therapy** in reducing **state and trait anxiety** among final-year postgraduate students aged 20–25 during a period of heightened academic stress caused by final examinations and campus placements. Psychodrama, an experiential group therapy method involving role-playing, doubling, role reversal, and sociometry, was used to foster emotional expression and stress relief. Utilizing the **Sanjay Vohra Psychometric Test**, a culturally relevant tool for the Indian population, which measures five psychological dimensions—**Tension, Guilt Proneness, Maturity, Suspiciousness, and Self-Control**—the study examined pre- and post-intervention scores of 30 participants who received a five-day psychodrama intervention. A **paired samples t-test** was conducted to assess the statistical significance of changes across both forms of anxiety.

The results revealed that psychodrama significantly reduced **state anxiety**, particularly in the areas of tension, guilt proneness, and self-control, with a notable enhancement in maturity. While suspiciousness showed a downward trend, it did not reach statistical significance within the state anxiety domain. In contrast, **trait anxiety** scores demonstrated highly significant improvements in guilt proneness, maturity, suspiciousness, and self-control, underscoring psychodrama's potential for facilitating deeper emotional and behavioral transformation.

Though promising, the study's limitations include a modest sample size and brief intervention duration. Future research should focus on long-term outcomes and larger, more diverse populations. The findings support psychodrama as a useful approach for managing situational anxiety and enhancing emotional resilience in academic settings.

Index Terms— Psychodrama, State Anxiety, Trait Anxiety, Sanjay Vohra Anxiety Test, Academic Stress, Indian Students, Group Psychotherapy, Emotional Resilience.

I.
II. INTRODUCTION

Academic anxiety is a widespread psychological concern among students, particularly during high-stakes periods such as final examinations and campus placement interviews. These stressors can significantly affect students' emotional well-being, academic performance, and overall mental health. Anxiety during such times can manifest in two forms: **trait anxiety**, which reflects a person's long-term tendency to experience anxiety, and **state anxiety**, which arises as a temporary response to situational stress. Addressing both dimensions requires timely, structured interventions that build emotional resilience and enhance coping mechanisms.

Psychodrama, conceptualized by Jacob L. Moreno, is an experiential group psychotherapy technique that utilizes role-playing, role reversal, doubling, and sociometry to help individuals explore and express inner conflicts. Unlike traditional talk therapies, psychodrama emphasizes action and interaction, allowing participants to externalize their emotions and gain insight through dramatized experiences. Its dynamic and participatory nature makes it especially suitable for addressing the psychological challenges faced by students in academic settings.

This study, titled *Combating Academic Anxiety with Psychodrama: A Pre-Post Controlled Study*, investigates the effectiveness of psychodrama in reducing **state and trait anxiety** among final-year postgraduate students (aged 20–25 years) preparing for exams and job placements. A **pre-test and post-test control group design** was adopted using the **Sanjay Vohra State and Trait Anxiety Test**, a culturally validated instrument for the Indian population. Over a structured five-day psychodrama workshop, students in the experimental group engaged in therapeutic enactments aimed at processing academic stress.

The findings from this study aim to highlight psychodrama as a culturally relevant, non-pharmacological intervention that supports stress management in educational environments. Insights drawn from this research may

inform the integration of experiential therapies into academic counseling and mental health programs across institutions.

III. LITERATURE REVIEW

A. Theoretical Foundations of Psychodrama

Jacob L. Moreno's Core Contributions:

(Moreno 1987) in the study "Psychodrama, Role Theory, and the Concept of the Social Atom" emphasized role theory as central to understanding human behavior in psychodrama. This research explores how individuals develop and express their social identities through role-playing. The concept of the "social atom" is introduced, illustrating how interpersonal relationships shape psychological well-being. The study underscores the importance of spontaneity and creativity in role development, reinforcing Moreno's belief that psychodrama can facilitate profound psychological change.

Historical Perspective and Evolution:

(Giacomucci 2021) in the study "History of Sociometry, Psychodrama, Group Psychotherapy, and Jacob L. Moreno" explores the origins and historical evolution of sociometry, psychodrama, and group psychotherapy. It outlines the key life events of Jacob L. Moreno and his contributions to the development of these methods. The study examines how Moreno's techniques gained popularity and later declined, analyzing the reasons behind these trends in the United States and globally. Additionally, the research draws connections between Moreno's work and the broader field of social work while positioning him as a significant figure in therapeutic group work.

B. Integration and Interdisciplinary Applications

Psychodrama and CBT Integration:

(Wilson 2009) in the study "Moreno and Beck: Psychodrama and CBT" pointed out that although psychodrama and cognitive behavioral therapy (CBT) are vastly different therapeutic approaches, they share enough similarities to be integrated effectively. This thesis introduces the work of Jacob L. Moreno and Aaron T. Beck, and explores the theoretical foundations, therapy goals, and application techniques of both approaches. It argues that psychodrama can enrich CBT by incorporating action-based methods and provides an example of supervised therapy demonstrating this integration, discussing implications for clinical practice.

Psychodrama and Social Work:

(Giacomucci 2021) in the study "Introduction to Social Work, Sociometry, and Psychodrama" examined the relationship between social work, sociometry, and psychodrama. It highlights the lack of integration between Moreno's methods and social work practice while demonstrating their compatibility. The research outlines the philosophical, theoretical, and practical connections between these disciplines and provides applications of psychodrama in individual, group, and community interventions. The book serves as a resource for professionals in social work, psychology, and group therapy.

Educational and Social Interventions (Sociodrama):

1. Psychodrama in Educational Applications:

A recent Springer book, "Psychodrama in Education: Creativity and Experiential Teaching Around the World" (2024), synthesizes decades of experience from psychodrama educators to provide theoretical and practical foundations for using psychodrama in educational settings. The book covers applications across various cultures and age groups, emphasizing experiential teaching methods that foster creativity, emotional intelligence, and social learning. It is part of the "Psychodrama in Counselling, Coaching and Education" series and is recognized for its global perspective and comprehensive methodologies.

2. (Ramalho 2021) in the study "Sociodrama and Role-Play: Theories and Interventions" differentiates sociodrama from psychodrama and explores their applications in educational and social contexts. The study illustrates the effectiveness of sociodramatic techniques in promoting social change, particularly in training, workshops, and community interventions. It presents case studies demonstrating how role-play and sociodramatic processes help participants engage with different perspectives and address collective issues. The research underscores the value of these methods in fostering group dynamics, empathy, and problem-solving skills.

C. Core Techniques and Clinical Effectiveness

1. Psychodrama and Trauma/PTSD

Springer's series also includes works focusing on the use of psychodrama for trauma and PTSD. One seminal open-access resource is "Disorder-Specific Psychodrama Therapy in Theory and Practice" (2024) by Reinhard T. Krüger. This book details how psychodramatic methods, including roleplay, doubling, and scene-setting, are tailored to mental health conditions such as PTSD. It explains the mechanisms behind how psychodrama facilitates the processing of traumatic memories, emotional regulation, and post-traumatic growth. The integration of psychoanalytic mentalization is a novel aspect, making psychodrama compatible with broader psychotherapeutic frameworks.

2. Psychodrama Therapy and Anxiety Disorders

For anxiety disorders, Chapter 6 in Reinhard T. Krüger's 2024 book "Disorder-Specific Psychodrama Therapy in

Theory and Practice" specifically addresses the application of psychodrama to conditions like panic anxiety. This chapter provides practical approaches and case examples demonstrating how psychodramatic action enhances mentalization and emotional integration, reducing anxiety symptoms. The book offers comprehensive treatment models that therapists can adapt for individuals or groups with anxiety disorders, utilizing experiential techniques to challenge dysfunctional schemas and promote resilience.

3. Essential Psychodrama Techniques:

(Cruz et al. 2018) in the study "The Core Techniques of Morenian Psychodrama: A Systematic Review of Literature" identifies and analyzes the core techniques used in psychodrama. The research extracted 56 techniques from selected studies and refined them into a list of 11 essential psychodrama methods, including soliloquy, role reversal, mirror, resistance interpolation, and sociometry. The study provides updated definitions for these techniques and examines their applications in modern therapy. The findings highlight the importance of preserving Moreno's foundational techniques while adapting them to contemporary clinical practice.

Application in Individual and Group Psychotherapy:

(Litwińska-Rączka 2018) in the study "Jacob Levy Moreno's Psychodrama as a Work Technique for Treating Patients in Group and Individual Psychotherapy" presents psychodrama as an effective therapeutic technique for both group and individual psychotherapy. Through case studies, the research illustrates how psychodrama facilitates emotional processing, conflict resolution, and personal growth. The study highlights the mechanisms of change that psychodrama offers, including insight, abreaction, acceptance of internal impulses, confrontation with emotions, and behavioral training. It concludes that psychodrama accelerates psychological healing and contributes to resolving long-standing conflicts.

Spiritual and Trauma-Based Applications:

(Nichols 2023) in the study "A Return to The Roots: Mysticism and Psychodrama for Traumatized Populations" explores the spiritual foundations of psychodrama and its therapeutic application for trauma survivors. The research synthesizes studies on post-traumatic stress disorder (PTSD), spirituality, and expressive therapies, demonstrating how psychodrama can be a transformative healing process. The study incorporates Moreno's original writings and discusses how his philosophy aligns with mystical traditions. It emphasizes the importance of staying true to the core principles of psychodrama while adapting it to contemporary trauma therapy.

D. Contemporary Trends and Future Directions

Scientometric Insights into Research Trends:

(Lim et al. 2021) in the study "Surveying 80 Years of Psychodrama Research: A Scientometric Review" states that psychodrama has evolved significantly since its inception by Jacob L. Moreno nearly a century ago. This study uses scientometric analysis to map out key research trends in psychodrama, identifying dominant themes, major publications, and future directions. The findings highlight increasing integration of psychodrama with other psychotherapeutic approaches and the growing role of technology in psychodrama practice.

Multidimensional Applications:

(Von Ameln and Becker-Ebel 2020) in the study "Fundamentals of Psychodrama" state that psychodrama is a multifaceted method that extends beyond psychotherapy into social work, education, and organizational development. This book provides a comprehensive overview of psychodrama's theoretical foundations, key techniques, and real-world applications. The authors emphasize Moreno's vision of psychodrama as a flexible and dynamic approach that fosters creativity, spontaneity, and personal growth.

Significance of the Study

Academic anxiety is a growing concern among postgraduate students, especially during high-stakes periods such as final examinations and campus placement drives. While various therapeutic approaches have been explored globally, there is limited empirical research in the Indian context that examines the effectiveness of **psychodrama**—a dynamic, experiential form of group psychotherapy—for managing academic anxiety. Most existing studies focus on Western populations or rely on conventional talk therapies, leaving a notable gap in culturally contextualized, action-based interventions for Indian students. Moreover, few studies have specifically measured psychodrama's impact on **state and trait anxiety** using standardized Indian psychometric tools. This study addresses that gap by employing the **Sanjay Vohra State and Trait Anxiety Test (STAT)** to evaluate the pre- and post-intervention outcomes of a structured psychodrama program among postgraduate students. The research aims to contribute to the academic and clinical understanding of psychodrama's therapeutic potential in promoting emotional resilience, reducing short-term and persistent anxiety, and enhancing mental well-being in educational settings.

Objectives:

1. To study the **State Anxiety** among adults before and after undergoing **Psychodrama.**
2. To study the **Trait Anxiety** among adults before and after undergoing **Psychodrama**.
3. To explore the differences in both **State** and **Trait Anxiety** among adults before and after undergoing **Psychodrama.**

Hypothesis:

1. **H1:** There will be significant difference in the levels of State Anxiety among adults before and after the implementation of Psychodrama.
2. **H1:** There will be significant difference in the levels of Trait Anxiety among adults before and after undergoing Psychodrama.
3. **H1:** There will be significant comparative difference in the levels of State and Trait Anxiety among adults before and after undergoing Psychodrama.

IV. METHODOLOGY

Study Design

This study employed a pre-test and post-test experimental research design to assess the effectiveness of psychodrama in combating academic anxiety. Anxiety was measured using the standardized psychometric tool — STAT (State-Trait Anxiety Test) by Sanjay Vohra, developed specifically for the Indian population and based on Spielberger's State-Trait Anxiety Inventory (STAI). The tool differentiates between:

- State Anxiety: Temporary, situational anxiety
- Trait Anxiety: Long-term, stable anxiety disposition

The study involved a group:

- Experimental Group: 30 participants who engaged in a five-day structured psychodrama workshop

The pre-test was administered before the workshop began, and the post-test was conducted on the final day to compare changes in anxiety levels before and after the intervention.

Participants

The study sample included 30 students from the same academic institution, aged between 20 and 25 years. The inclusion criteria were as follows:

- Only participants who scored above average on the STAT anxiety assessment were enrolled in the experimental group.
- No prior participation in therapy workshops or stress-relieving interventions in the past six months
- Not undergoing any form of medical or psychological treatment for anxiety
- Voluntary consent to participate in the study

Data Collection and Instrumentation

Anxiety levels were assessed using the STAT (State-Trait Anxiety Test) developed by Sanjay Vohra, a validated instrument for the Indian population. STAT is conceptually aligned with Spielberger's STAI and comprises two dimensions:

1. State Anxiety – Measures temporary, situation-based anxiety
2. Trait Anxiety – Measures consistent, personality-related anxiety

The STAT was administered twice (as a pre-test and post-test) to the experimental group to evaluate the effectiveness of the psychodrama intervention on anxiety levels.

Validity:

The Sanjay Vohra STAT, adapted for the Indian population, is conceptually grounded in Spielberger's STAI and has strong content and construct validity, supported by expert reviews and empirical studies.

Reliability:

The STAT shows high internal consistency and test-retest reliability, ensuring stable and dependable measurement of state and trait anxiety across repeated use.

The 5 Day Psychodrama Workshop

The 5-day psychodrama workshop combined theory with experiential learning to build group cohesion, emotional insight, and therapeutic skills. Participants engaged in core psychodrama techniques such as role reversal, doubling, tele, and surplus reality, along with culturally adapted methods like the Magic Tree. Sociometry and sociodrama exercises enhanced group dynamics, while dream work and symbolic re-enactments supported deeper emotional exploration. Theoretical concepts were integrated with structured role-play, culminating in participant-led psychodrama sessions and a reflective closure after post-testing with the STAT tool.

V. RESULTS AND ANALYSIS

Background

The Sanjay Vohra Psychometric Test assesses **state and trait anxiety** across five key psychological dimensions:

1. **Tension (Tn)** – Persistent worry and nervousness
2. **Guilt Proneness (Gp)** – Inclination toward self-blame and remorse
3. **Maturity (Ma)** – Ability to cope rationally and responsibly under pressure
4. **Suspiciousness (Su)** – Distrust and hypervigilance towards others
5. **Self-Control (Sc)** – Capacity to regulate emotions and behaviour

This study was conducted on **30 final-year postgraduate students (Age: 20 – 25 years)**, divided into:

- **Experimental Group (n = 30)**: Received a **5-day psychodrama therapy**
- **Interpretation of p-values**:
  - p < .05 = **Statistically significant**
  - p < .01 = **Highly significant**
  - p > .05 = **Not significant**

All participants were preparing for **final exams and campus placements**, a period marked by heightened anxiety and emotional pressure.

1. State Anxiety (Short-term anxiety in response to immediate stressors)
Experimental Group (with Psychodrama Therapy)

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre_st_tn_total - post_st_tn_total	1.250	2.784	.526	.171	2.329	2.376	27	.025
Pair 2	pre_st_gp_total - post_st_gp_total	1.357	3.153	.596	.135	2.580	2.278	27	.031
Pair 3	pre_st_ma_total - post_st_ma_total	1.821	2.450	.463	.871	2.772	3.933	27	.001
Pair 4	pre_st_su_total - post_st_su_total	1.107	3.059	.578	-.079	2.293	1.915	27	.066
Pair 5	pre_st_sc_total - post_st_sc_total	1.393	2.753	.520	.325	2.460	2.677	27	.012

Pre and Post Psychodrama Therapy Scores on State Anxiety Dimensions
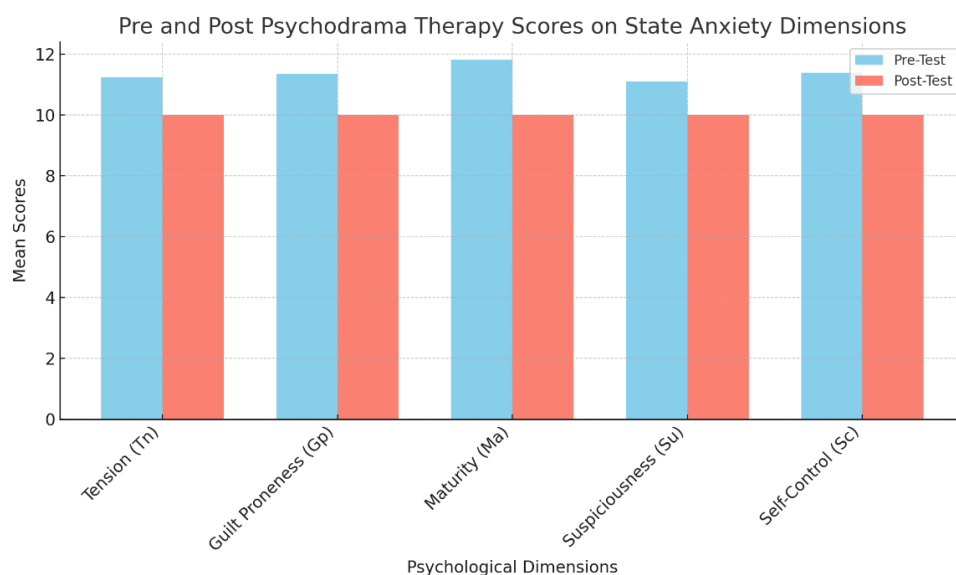
Findings and Interpretation
After the 5-day psychodrama workshop, participants exhibited a **significant reduction in state anxiety across all five measured dimensions**. The findings indicate that psychodrama therapy produced statistically significant reductions in multiple dimensions of state anxiety, specifically in **tension**, **guilt proneness**, **maturity**, and **self-control**, while the change in **suspiciousness** was not statistically significant.

| Dimension	p-value	Result
Tension (Tn)	.025	Significant ↓
Guilt Proneness (Gp)	.031	Significant ↓
Maturity (Ma)	.001	Highly Significant ↑
Suspiciousness (Su)	.066	Not Significant
Self-Control (Sc)	.012	Significant ↑

- The significant decrease in **tension** (p = .025) demonstrates psychodrama's effectiveness in alleviating immediate psychological distress and worry, often triggered by high-stakes academic settings such as final examinations and campus placements. The expressive and cathartic elements of psychodrama likely enabled participants to release built-up stress, resulting in reduced nervousness and restlessness.
- The reduction in **guilt proneness** (p = .031) suggests that participants experienced relief from momentary self-blame and regret. Through role-play and emotional externalization, psychodrama appears to have facilitated cognitive reframing and temporary detachment from internalized guilt in a supportive environment.
- A highly significant improvement in **maturity** (p = .001) reflects enhanced rationality and decision-making under stress, even in short-term situations. Participants seemed better equipped to respond thoughtfully rather than reactively, highlighting psychodrama's role in promoting psychological stability during acute stress.
- The statistically significant increase in **self-control** (p = .012) indicates improved emotional regulation and behavioral management in high-pressure contexts. This could be attributed to the experiential learning involved in psychodrama, which allows participants to simulate real-life situations and practice adaptive responses.
- The reduction in **suspiciousness**, although present, did not reach statistical significance (p = .066), suggesting that while psychodrama may initiate trust-building, brief interventions might not be sufficient to overcome acute interpersonal defensiveness or hypervigilance.

In summary, psychodrama therapy was found to be an effective short-term intervention for reducing immediate anxiety symptoms across most psychological dimensions, particularly in regulating emotional responses, reducing guilt, and improving maturity. However, certain aspects of anxiety rooted in interpersonal dynamics, such as suspiciousness, may require longer or more intensive therapeutic engagement to yield meaningful changes.

2. Trait Anxiety (Long-term anxiety)
Experimental Group (with Psychodrama Therapy)

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre_trait_tn_total - post_trait_tn_total	.536	1.835	.347	-.176	1.247	1.544	27	.134
Pair 2	pre_trait_gp_total - post_trait_gp_total	2.179	2.245	.424	1.308	3.049	5.134	27	.000
Pair 3	pre_trait_ma_total - post_trait_ma_total	1.893	2.149	.406	1.060	2.726	4.661	27	.000
Pair 4	pre_trait_su_total - post_trait_su_total	1.857	1.860	.352	1.136	2.578	5.283	27	.000
Pair 5	pre_trait_sc_total - post_trait_sc_total	1.821	2.389	.451	.895	2.748	4.034	27	.000

Pre and Post Psychodrama Therapy Scores on Trait Anxiety Dimensions
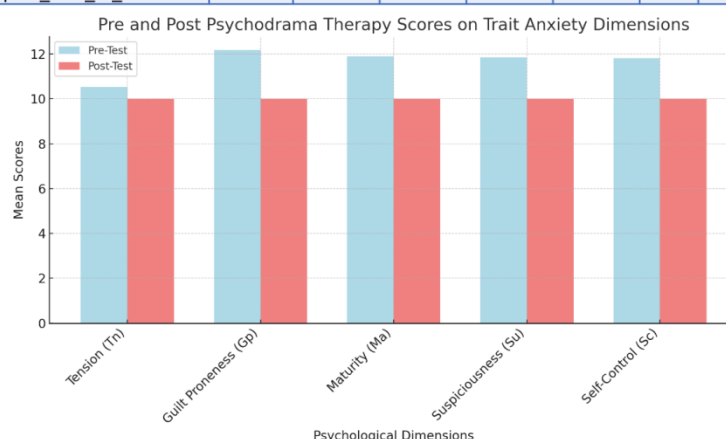
FINDINGS AND INTERPRETATION

The analysis of trait anxiety revealed highly significant improvements in four out of five psychological dimensions: **guilt proneness**, **maturity**, **suspiciousness**, and **self-control**. Although the reduction in **tension** was not statistically significant, the overall findings underscore psychodrama's potential for facilitating long-term psychological transformation.

Trait Dimension	Mean Difference	p-value	Result
Tension (Tn)	0.536	.134	Not Significant
Guilt Proneness (Gp)	2.179	.000	Highly Significant ↓
Maturity (Ma)	1.893	.000	Highly Significant ↑
Suspiciousness (Su)	1.857	.000	Highly Significant ↓
Self-Control (Sc)	1.821	.000	Highly Significant ↑

- The non-significant reduction in **tension** (p = .134) suggests that ingrained patterns of chronic worry and emotional restlessness may not be easily altered through brief intervention. This reinforces the notion that trait-level emotional characteristics, particularly those linked to generalized anxiety, may require sustained therapeutic engagement for durable change.

- The highly significant decrease in **guilt proneness** (p = .000) reflects psychodrama's powerful role in helping individuals process long-standing feelings of self-blame and internalized remorse. The use of techniques such as role reversal and catharsis likely facilitated emotional release and re-evaluation of past experiences, contributing to deep psychological relief.

- The significant improvement in **maturity** (p = .000) indicates an increased capacity among participants to manage stress with insight, rationality, and adaptive behavior. This suggests that psychodrama may not only address acute coping mechanisms but also foster enduring personality growth and resilience.

- The marked reduction in **suspiciousness** (p = .000) points to a shift in interpersonal orientation, with participants becoming less guarded and more trusting over time. Group enactments and shared emotional narratives may have cultivated a sense of psychological safety, reducing chronic mistrust and defensive tendencies.

- The statistically significant increase in **self-control** (p = .000) demonstrates that psychodrama contributes meaningfully to the development of internal regulation mechanisms. Participants appeared to gain greater control over emotional impulses and behaviors, which is essential for long-term mental health and social functioning.

Overall, the trait anxiety findings highlight psychodrama's potential to bring about deep and sustained changes in core emotional and behavioral tendencies. Its impact on guilt resolution, emotional maturity, interpersonal trust, and self-regulation positions it as a promising modality for long-term therapeutic outcomes, beyond mere symptomatic relief.

3. Comparison in results of State Anxiety and Trait Anxiety:

Dimension	Mean Difference (State)	p-value (State)	Mean Difference (Trait)	p-value (Trait)	Greater Reduction In
Tension (Tn)	1.250	.025 (✔)	0.536	.134 (✖)	State
Guilt Proneness (Gp)	1.357	.031 (✔)	2.179	.000 (✔✔)	Trait
Maturity (Ma)	1.821	.001 (✔✔)	1.893	.000 (✔✔)	Trait (slightly)
Suspiciousness (Su)	1.107	.066 (✖)	1.857	.000 (✔✔)	Trait
Self-Control (Sc)	1.393	.012 (✔)	1.821	.000 (✔✔)	Trait

Findings and Interpretation: Dimension-Wise Comparison Between State and Trait Anxiety

1. **Tension (Tn):** Psychodrama therapy led to a statistically significant reduction in state-level tension, indicating its effectiveness in providing immediate emotional relief during high-stress academic situations. However, the lack of significant change in trait-level tension suggests that deeply ingrained patterns of worry and restlessness may require a longer intervention period or more intensive therapeutic work to achieve substantial improvement. Thus, while psychodrama is effective in addressing situational anxiety, its impact on chronic anxiety traits remains limited without extended application.

2. **Guilt Proneness (Gp):** The intervention produced significant improvements in both state and trait guilt proneness, with a markedly greater reduction observed in the trait dimension. This suggests that psychodrama not only facilitates immediate emotional release but also enables deeper psychological processing and restructuring of long-held guilt patterns. Role reversal, catharsis, and group validation likely contributed to the reduction in chronic self-blame, indicating the therapy's potential to foster meaningful, lasting emotional change.

3. **Maturity (Ma):** Participants demonstrated significant gains in maturity on both state and trait levels, with slightly higher improvement observed in the trait dimension. This finding indicates that psychodrama therapy enhances not just temporary rational coping under stress, but also promotes the development of stable, mature responses over time. The experiential nature of psychodrama may facilitate

self-awareness, insight, and adaptive decision-making, supporting long-term emotional and cognitive growth.

4. **Suspiciousness (Su):** While psychodrama therapy did not significantly reduce state-level suspiciousness, it produced a highly significant reduction in trait-level suspiciousness. This suggests that while short-term trust may not be easily established during brief interventions, the group dynamics and emotional engagement inherent in psychodrama can lead to gradual dismantling of defensive attitudes and mistrust. The findings imply that psychodrama fosters deeper interpersonal openness when practiced over time, likely due to the safety and empathy generated within the group setting.

5. **Self-Control (Sc):** Psychodrama resulted in significant improvement in both state and trait self-control, with a more pronounced and statistically robust effect in the trait domain. This indicates that participants not only experienced better emotional regulation in the immediate context but also developed a sustained capacity to manage impulses and behaviors. The structured enactments and reflective processes involved in psychodrama may have strengthened internal regulation mechanisms, promoting long-term behavioral discipline and emotional resilience.

VI.DISCUSSIONS

The findings of this study provide robust support for the effectiveness of **psychodrama therapy** in managing both **state and trait anxiety** among young adults during periods of acute stress. In line with the **first objective** and **Hypothesis 1**, the results revealed a statistically significant reduction in **state anxiety** post-intervention. Notably, participants demonstrated meaningful improvements in tension, guilt proneness, self-control, and maturity. These outcomes highlight psychodrama's capacity to provide immediate emotional relief and promote adaptive functioning during high-pressure situations such as final examinations and job interviews. The experiential nature of psychodrama—featuring techniques such as role reversal, catharsis, and guided enactments—appears to facilitate emotional ventilation and a sense of control over present stressors, validating its short-term therapeutic impact.

Addressing the **second objective** and **Hypothesis 2**, the study also found highly significant changes in **trait anxiety**, particularly in guilt proneness, suspiciousness, maturity, and self-control. These results suggest that psychodrama not only provides immediate symptom relief but also fosters **enduring psychological transformation** by targeting deeply ingrained emotional and behavioral patterns. In line with the **third objective** and **Hypothesis 3**, the **comparative analysis** revealed that while state anxiety showed greater immediate improvements in situational tension, **trait anxiety reflected more substantial and lasting reductions**, especially in guilt, mistrust, and emotional regulation. This distinction underscores the dual utility of psychodrama—as both a **crisis intervention tool** and a **developmental therapeutic modality**—that contributes to long-term personality restructuring. Collectively, the results affirm the hypotheses and underline psychodrama's versatility in addressing anxiety on both transient and dispositional levels.

VII. LIMITATIONS OF THE STUDY

This study has certain restrictions notwithstanding the encouraging results. The rather limited sample size might restrict the generalisability of the findings. Furthermore, the brief length of the intervention might have limited the full possibilities of psychodrama in treating state anxiety since anxiety reduction usually depends on ongoing interaction over time. Lack of long-term follow-up limits another aspect by prohibiting an evaluation of whether the anxiety reductions persisted outside the immediate post-test period. Longitudinal assessments should be included into next research to measure how psychodrama affects anxiety control over time.

Implications and Suggestions for Future Research

The present study provides encouraging evidence for the effectiveness of psychodrama in reducing both state and trait anxiety. However, these findings also highlight important areas for further exploration to enhance the theoretical understanding and practical application of psychodrama-based interventions.

1. **Longitudinal Studies:** Future research should employ longitudinal designs to assess the sustainability of psychodrama's therapeutic effects over time, particularly with respect to trait anxiety, which represents enduring psychological tendencies. Tracking participants over several months would help determine whether initial gains are maintained or require reinforcement.

2. **Larger and More Diverse Samples:** To improve the external validity and generalizability of results, future studies should include larger and more heterogeneous samples, encompassing a wider range of academic disciplines, institutions, and cultural backgrounds. This would enable a more comprehensive understanding of psychodrama's applicability across diverse populations.

3. **Comparative Intervention Studies:** A direct comparison between psychodrama and other established therapeutic modalities—such as Cognitive Behavioral Therapy (CBT), mindfulness-based interventions,

or art therapy—can yield critical insights into the unique mechanisms of psychodrama. Such comparative research could also help identify synergistic or complementary therapeutic approaches.

4. **Trait-Specific Psychodrama Modules:** Designing psychodrama sessions that specifically target persistent traits such as chronic guilt, suspiciousness, or emotional dysregulation may enhance the precision and effectiveness of the intervention. Tailored therapeutic modules can allow facilitators to address core psychological issues more directly.

5. **Mixed-Methods Approaches:** The incorporation of qualitative methods—such as participant narratives, reflective journals, or observational data—can provide richer insight into the subjective and transformative aspects of the psychodramatic process. A mixed-methods framework can bridge quantitative outcomes with experiential depth, thus yielding more holistic findings.

6. **Booster Sessions for Maintenance:** Research should also explore the role of periodic booster sessions in maintaining therapeutic gains. Investigating the optimal frequency and format of follow-up interventions can inform best practices for long-term anxiety management.

7. **Technology-Enabled Delivery Models:** Given the increasing demand for accessible mental health interventions, future studies might examine the feasibility and efficacy of virtual psychodrama sessions or hybrid (online-offline) models. Technologically mediated psychodrama could significantly expand its reach, particularly in underserved or remote populations.

VIII. CONCLUSION

The study establishes that **psychodrama therapy is a powerful intervention** for addressing both **state and trait anxiety** among students facing academic stress. While immediate relief was observed in tension and self-control, **long-term personality growth** was most apparent in guilt resolution, maturity, suspiciousness, and emotional regulation. These findings highlight psychodrama's **dual benefit**: short-term emotional ventilation and long-term restructuring of personality traits associated with anxiety.

These results underscore the value of **structured, expressive group interventions like psychodrama** in promoting emotional regulation, resilience, and mental clarity during high-pressure academic transitions. The experiential nature of psychodrama allowed participants to process stress through role-play, emotional expression, and group cohesion, contributing to their emotional well-being. Although the sample size and duration of the intervention were limited, the significant differences between the experimental and control groups point to psychodrama's potential as a practical and therapeutic approach. Future studies with larger cohorts and longer follow-ups are recommended to assess the sustained impact of psychodrama and explore its utility across diverse populations and psychological concerns.

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