

## Recruitment of Theatrical performances in Reducing Shyness and Emotionality among University Students

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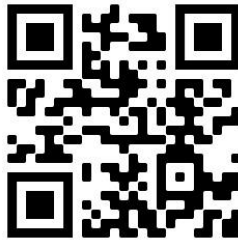
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## Recruitment of Theatrical performances in Reducing Shyness and Emotionality among University Students

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### Abstract:

The current research aims at revealing the use of theatrical performances in alleviating shyness and emotionality among university students. To achieve the goal of the research, the researcher used the quasi-experimental method, the tools of the study were the (shyness-emotional), the tools were applied to a sample of (40) students Specific Education - Aswan University and the research reached several results, the most important of which are: There are statistically significant differences at the level (0.05) between the average scores of the study sample students in the tribal and remote measures of the (shyness-emotional) scale in favor of the post-measurement. . There are also statistically significant differences between the mean scores of the two measurements, before and after, in favor of the post- measurement on the shyness and emotionality scale.

There are statistically significant differences between the average scores of the pre and post measurements in favor of the post measurement to reduce emotional intensity on the shyness and emotionality scale, and there is no statistically significant difference at the level (0.05) between the average scores of the study sample students in the post measurement of the (shyness-emotional) scale according to gender. (males and females).

**Keywords:** (Theatrical performances - shyness - emotionality).

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## توظيف العروض المسرحية في تخفيف حدة الخجل والانفعالية لدى طلاب الجامعة المُلخص العربي:

يهدف البحث الحالي إلى الكشف عن توظيف العروض المسرحية في تخفيف حدة الخجل والانفعالية لدى طلاب الجامعة، ولتحقيق هدف البحث أُسْتُخدم الباحث المنهج شبه التجريبي، وتمثلت أدوات الدراسة في مقياس (الخجل-الانفعالية)، وطبقت الأدوات على عينة قوامها (40) مبحوثاً من طلاب كلية التربية النوعية\_ جامعة أسوان، وتوصل البحث إلى عدة نتائج من أهمها:

يوجد فروق دالة إحصائية عند مُستوى (0.05) بين مُتوسطي درجات الطُّلاب عينة الدراسة في القياسين القبلي والبعدي لمقياس (الخجل-الانفعالية) لصالح القياس البعدي، كما يوجد فروق ذات دلالة إحصائية بين مُتوسطي درجات القياسين القبلي والبعدي لصالح القياس البعدي لتخفيف حدة الخجل على مقياس الخجل والانفعالية. في حين لوحظ وجود فروق ذات دلالة إحصائية بين مُتوسطي درجات القياسين القبلي والبعدي لصالح القياس البعدي على مقياس الخجل والانفعالية.

كما خلصت النتائج أيضاً إلى أن هناك فروقا ذات دلالة إحصائية بين مُتوسطي درجات القياسين القبلي والبعدي لصالح القياس البعدي لتخفيف حدة الانفعالية على مقياس الخجل والانفعالية، كما لا يوجد فرق دالٍ إحصائياً عند مُستوى (0.05) بين مُتوسطي درجات الطُّلاب عينة الدراسة في القياس البعدي لمقياس (الخجل-الانفعالية) وفقاً للنوع (ذكور، وإناث).

**الكلمات المفتاحية:** (العروض المسرحية- الخجل- الانفعالية).

## **Introduction:**

Investigating university students' personal traits has become one of the most important topics in the current period, understanding the true path to the progress and prosperity of society. This is due to their abilities that help them in the process of permanent and continuous renewal and adaptation to the changes of society.

University students are the cornerstone of the progress and prosperity of societies. Understanding the true building tool of society; Due to their common physiological, psychological, and social characteristics, as they are of the same age and belong to the same educational level, in addition to their aspiration for a better future for themselves and their society, and their ability to change through their rebellion against everything remove it negative and traditional in society, and their openness world, and this was only achieved by satisfying their various needs.

Theatrical performances are considered one of the main pillars that contribute to achieving enlightenment and education opportunities for young people in general and university students in particular. This is due to information, knowledge, and facts they are presented in various disciplines, which make them able to shape university students' attitudes and perceptions towards all political, social and cultural events facing society.

Through the foregoing, we find that the study of the personality traits of university students is of great importance, and hence the current research seeks to reveal the role of theatrical performances in alleviating the shyness and emotionality of university students.

## **Research problem:**

The research problem stemmed from the researcher's observation by his work as an assistant teacher in the Department of Educational Media at the Faculty of Specific Education, Aswan University, where he found the attraction of university students to watch theatrical performances on social networking sites, and the extent of their reincarnation and their great influence on the

theatrical characters presented in all its aspects, and the extent of their adoption of the values of the characters who interacted and sympathized. On the other hand, the researcher noted the lack of studies that dealt with the role of theatrical performances in reducing shyness and emotionality among university students.

In addition to the great interest that the Egyptian state has given to young people in recent years. Young people in general and university students in particular. Because they are the pulse of the present, and the rulers of the future. Youth in any society are its basic tool for a better future. They are the true balance of every nation, and its precious stock of human forces. It is the most vital element in the planning process for the future of any nation that aspires to advancement and progress.

From this perspective, the study problem can be identified as showing the role of theatrical performances in reducing the intensity of shyness and emotionality among university students. A set of sub-questions emerges from this main question, namely:

1. What are the theatrical performances?
2. What are the personal needs and characteristics of university students?
3. What is the role of theatrical performances presented in reducing the severity of (shyness - emotionality) among university students?

### **Research importance:**

The following factors contribute to the significance of the current study:

1-First- Theoretical aspect: Providing a theoretical framework on the theatrical performances, and the needs and personality traits of university students.

2-Second - the practical aspect: The results of this research contribute to finding out the strengths and weaknesses in those shows that benefit those who present those theatrical performances, and the current research draws the attention of the

officials to the importance of theatrical performances to develop some personal traits of university students, to build a conscious mindset.

### **Research aims:**

The current research seeks to identify the following main objective: "Revealing the role of theatrical performances in reducing shyness and emotionality among university students."

The following sub-objectives emanate from this goal:

1. Getting to know the theatrical performances.
2. Identify the needs and personal characteristics of university students.
3. Identifying the role of theatrical performances in alleviating the shyness and emotionality of university students watching these shows.

### **A literature review:**

The researcher sought to review the literature and studies related to the subject of his study, to proceed from what other researchers have reached, and the chronological sequence from the most recent to the oldest was relied on in the presentation of previous studies, as follows:

1-Hanan Muhammad Mahmoud's study (2019) entitled: "Personality traits of high school students who participate and non-participants in school theater performances".

The study sought to know the personality traits of high school students participating and non-participants in school theater performances. The study relied on the quasi-experimental approach based on the personal traits scale in collecting data. The study sample consisted of (50) individuals. The most important results of the study were:

One of the reasons for students' participation in school theater activity is (the students' love of acting) in the first order, and in the second- order came (that theater provides entertainment and

entertainment), and in the third- order came (an opportunity to express an opinion or opinions).

There are statistically significant differences between the mean scores of the participants and non-participants in the school theater performances of secondary school students on the personality traits scale.

2- Naglaa Mohamed Mahmoud's study (2018) entitled: "The effect of using video in presenting children's theatrical performances on developing cultural awareness for primary school students."

The study aimed to identify the attraction of children to theatrical performances presented by multimedia and their impact on the development of cultural awareness of children through the performances presented during the study period. The study sample consisted of (30) boys and girls, and a set of plays for the 2016-2017 academic year were recorded on CD, during the month (January, February, March, and April), and the study reached the following results:

There are statistically significant differences between the mean scores of the tribal and remote measurements in the social dimension in favor of the dimensional measurement, and the presence of statistically significant differences between the mean scores of the tribal and remote measurements of the experimental group in the cultural dimension in favor of the dimensional measurement.

3- Hassan Abdel Razek's study (2016) entitled: "The impact of University Theater as a recreational activity on imparting some social values to students at Waist University - Iraq."

The study aimed to identify the effect of University Theater on the acquisition of some social values for the students of the research sample. The researcher used the experimental method, and the research sample consisted of a representative sample of some



students from the faculties of Waist University - Republic of Iraq, and the study reached the following results:

There is a statistically significant relationship between the impact of University Theater on students, and a positive, statistically significant relationship between University Theater and students' acquisition of social values, and there are statistically significant differences between acting teams and student spectators in their preference for social issues presented by University Theater.

4- Manar Ramadan Gad Ghazi's study (2016) entitled: "Happiness and its relationship to some personality traits and compatibility among a sample of university students, a comparative factorial study."

The study sought to find out the relationship of happiness to some personality traits and compatibility among university students. To achieve these goals, the researcher relied on the descriptive approach. The study sample consisted of (200) students from Alexandria University. The study reached the following results:

There are differences between males and females in each of the variables (happiness, extraversion, neuroticism, mentality, social attractiveness, or lying and psychological compatibility in its various forms, and there is a positive, statistically significant relationship between the basic dimensions of extraversion, neuroticism, mentality, social attractiveness, or lying and psychological compatibility In its different forms, there is a variation in the global composition of males and females according to the different research variables (happiness, extraversion, neuroticism, mentality, social attractiveness, or lying and psychological compatibility in its various forms).

5- A study (Bramante, A.C. 2015) entitled: "The relationship between personality traits and self-esteem between students participating and non-participating in educational theater performances.

The study aimed to examine the levels of the relationship between personality traits, and both self-esteem, and self-efficacy between participating students and non-participants in educational theater performances. And the self-esteem scale and the research sample consisted of (85) high school students in a New York American school, and the study reached the following results:

There is a positive, statistically significant relationship between personality traits and both self-esteem and efficiency among the participants in theatrical performances, and a non-statistically significant positive relationship between personality traits and both self-esteem and efficiency among non-participants in theatrical performances.

6- A study (Neles.M.M.2015) entitled: "Personality and theatrical performance.

The study attempted to identify the impact of students' participation in theatrical performances on building their personalities. The study relied on descriptive and experimental approaches. The study tools consisted of a participation questionnaire, semi-structural interviews, neuroticism scale, extraversion, openness, and the five major factors of personality. The study sample consisted of (48) an individual from Birmingham city students, and the study reached the following results:

There is a statistically significant relationship at the level (0.05) between students' participation in theatrical performances and their remove it traits through the scale of the five major personality traits. The analyzes showed that neuroticism, extraversion, and openness were the most affected personality traits among students.

#### **General comment on previous studies:**

After reviewing previous studies, the researcher found that no study has previously addressed the role of theatrical performances in reducing shyness and emotionality among university students

who watch these shows, which enriched the current study in terms of familiarity with the theoretical part on the subject of the research.

### **Benefits from previous studies:**

The researcher has benefited from previous studies in deepening the theoretical knowledge of the subject of the study, and choosing the appropriate theoretical framework for the current study, by identifying the most important sources and references that the researcher can use in the current study, designing research tools that are suitable for data collection, and transforming the objective axes into variables that are subject to change.

For research and measurement by recruiting appropriate statistical analysis methods. At the procedural level, previous studies contributed to determining the type of sample and setting a general vision for the study by identifying the most important dimensions that are focused on remove it addressing the research problem.

### **A cognitive framework for research:**

1-The first axis - theatrical performances:

First- Theatrical Terminology:

1.1-Theatrical author: He is the legitimate father of the theatrical text, its maker, and the backbone upon which the process of creating and inventing theatrical text is based on its language, capabilities, and intellectual, aesthetic, doctrinal, and ideological affiliations.

1.2- Theatrical director: Saad Ardash (1998, 14) believes that the director is the thinking and creative mind of the details and faculties of theatrical performance; It is the planner of the theatrical production project, as it is the intellectual and artistic leadership of the theatrical process, if not - necessarily - it is the financial and administrative leadership.

1.3-Theatrical actor: Samir Sarhan (1987, 30-31) defines the lexical actor as someone who is professional in acting, or who

performs a character in a dramatic show. in which the actor can perform the role.

1.4-Theatrical performance environment: It is the place where all the elements of the theatrical work meet, starting with (author, script, director, actors, lighting designers, decorators, makeup, sound effects, accessories, and clothing) through the spectator audience, where all of them meet to present a theatrical performance. Good (Louis Malika, 1990,4).

1.5-The spectator audience: It is the third party in the theatrical work, in which all parties to the theatrical process, starting with the author and ending with the critic, try to gain his satisfaction and communicate with him (Aziz Al-Shawan, 1988, 78). It is the awareness of the thing in its privacy), the utilitarian method (perceived the thing in its usefulness), and the rational method (it is the attempt to perceive all things and their relationship to each other) (Amin Bakir, 1999, 41).

### **The second axis - personality traits:**

1-First - the needs of university students:

University youth seek to fulfill some different social, psychological, emotional, and physiological needs; to achieve physical, intellectual, and social balance, it can be mentioned as follows, as was reported by Khalid Ali (2009, 44), Suha Abdullah (2006, 32), and Walled Taqish (104, 1994).

\*The need for functional and organic balance such as the need for (food, sleep, sex).

\*The need for psychological integration, such as the need for appreciation and self-esteem.

\*Social needs are the need to perform duties and assume responsibility towards society and others.

2-Second - Personal traits that were addressed:

2.1- Shyness:

Shyness in some people is one of the serious problems facing its owner, and finds it very difficult to overcome. With others, these tend to be lonely and isolated.

## 2.2- Emotionality:

It is one of the most important personality traits. An individual who suffers from emotional imbalance is less able to adapt to the conditions of the surrounding environment; an individual's emotionally unstable behavior is less able to cope with frustration, problems, and the various situations he is exposed to, all of which is a dangerous indicator of a person's lack of mental health.

### **Search procedures:**

In the beginning, the researcher reviewed the previous research and studies related to the topic, and then prepared a waveguide for the focus groups, prepared the experimental treatment material, then prepared the shyness and emotionality scale for the research, and then calculated the psychometric properties for them, put them in its final form, and presented them to the arbitrators to control them scientifically, express an opinion about the suitability of the paragraphs to the objectives of the research, the soundness of formulating the phrases to be used in the application, and finally, statistically processing and interpreting the results.

### **Research Methodology:**

The researcher used the quasi-experimental approach, and the experimental design of one group was relied upon, through a tribal application of the shyness and emotionality scale on the study sample, through a closed educational group on social networking (WhatsApp), then they were exposed to theatrical performances, then the application Dimensional scale on the sample.

### Search tools:

-Shyness and Emotional Scale: The researcher has prepared a scale to reduce shyness and emotionality by reviewing the educational literature, related studies, the theoretical framework of the study, as well as some other personality traits, and the results

of the exploratory study, and a guide for focus groups, in order to achieve the main objective of the research.

### **Search limits:**

1-Human limits: The study was applied to a sample of (40) students from the Department of Educational Media - Faculty of Specific Education - Aswan University.

2- Spatial limits: the study tools were applied at Aswan University; this is due to the presence of specialization in theatrical arts.

3-Objective limits: theatrical performances and personal characteristics of university students.

4- Time limits: The study was applied from 30/3/2021 until 30/4/2021AD.

### **Research terms:**

1-The researcher defines theatrical performances procedurally as: a diagnostic artistic activity based on imitation and imitation of elements and human actions, using all literary, human, applied, and educational arts; To express human feelings, sensations, and thoughts; In order to achieve the goal that the theatrical performance seeks to deliver to the audience.

2- Shyness is defined procedurally as: the individual's tendency to be alone and isolated from others, not to be in contact with them and not to participate in their activities; It is a way of escaping from facing everything that is happening around him."

3- Emotionalism is defined procedurally as: the inability of the individual to control and control, and to control himself optimally in how to deal with problems and various life situations.

### **Research hypotheses:**

1- There are statistically significant differences at the level (0.05) between the average scores of students in the research sample in the pre and post measurements of the shyness and emotionality scale in favor of the post- measurement.

2- There are statistically significant differences between the mean scores of the two measurements, the pre and post measurements, in favor of the post measurement to reduce the severity of shyness on the shyness and emotionality scale.

3- There are statistically significant differences between the mean scores of the two measurements, the pre and post measurements, in favor of the post measurement on the shyness and emotionality scale.

4- There are statistically significant differences between the mean scores of the two measurements, the pre and post measurements, in favor of the post measurement to reduce emotional intensity on the shyness and emotionality scale.

5- There is no statistically significant difference at the level (0.05) between the average scores of the study sample students in the post-measurement of the shyness and emotionality scale according to gender (males and females).

Research results:

The first axis - answering the questions of the study:

Answering the question about watching theatrical performances every week or weekly:

**The number of times theatrical performances are watched per week:**

**Table (1)**

The number of times theatrical performances is watched per week	Freq	%	Rank
Once	23	%57.5	1
Twice	10	%25	2
three or more 3times	7	%17.5	3
<b>Total</b>	<b>40</b>	<b>%100</b>	

It is clear from the previous table that: The rate of viewing theatrical shows on YouTube weekly came with a performance of “once” in the first place with a percentage of (75.5%), and in the

second place “twice” at a rate of (25%), and remove it the last “three times or more” with a percentage of ( 17.5%).

**The researcher attributed** this finding to the fact that more than half of the sample members watch theatrical performances once a week for several reasons, firstly, the university students’ preoccupation with theoretical lectures and practical sessions throughout the week, and the consequent lack of enough time to watch the performances, secondly, the high prices of Internet packages, And the resulting reduction in the viewing process.

Answering the question about the quality of the content presented in theatrical performances:

**The quality of the content presented in theatrical performances that you watch: Table (2)**

The quality of the content presented in theatrical performances	K	%	Rank
Politician	7	%17.5	4
Cultural	11	%27.5	2
Social	14	%35	1
Adventure	8	%20	3
<b>Total people asked</b>	<b>40</b>	<b>100%</b>	

**It is clear from the previous table** that: The quality of the content presented in the university theatrical performances was represented by: “Social” content with a percentage of (35%) in the first place, and in the second place “Cultural” content came in at a rate of (27.5%), followed by “Adventure” with a percentage of (20%), and in the fourth place is the “political” content with a percentage of (17.5%).

From the previous show, it is clear the diversity of content presented in theatrical performances, and this result is consistent with the result of (Zainab Abdel Azim 2019), (Mohammed Alaa



Al-Khatib 2017), and ( Ahmed Saleh Al-Amiri 2011), and (Randa Magdy Mohamed 2010).

### The answer to the question about the quality of art forms for theatrical performances:

♣ Your favorite art templates in theatrical performances you watch:

Table (3)

Favorite Art Templates	K	%	Rank
Poetic	4	%10	4
Al-Mashjat (lyrical)	3	%7.5	5
comedian (laughing)	14	%35	1
Tragic (Weeping)	8	%20	3
Tragi comedic (laughing laughter)	11	%27.5	2
<b>Total people asked</b>	<b>40</b>	<b>%100</b>	

Based on the results of the previous table, it is clear that: The quality of theatrical performances that the members of the sample are keen to watch are as follows:

The theatrical show "comedy" ranked first with a rate of 35%, and in remove it second place the theatrical performance "tragedy" with a rate of (27.5%). It ranked second with a rate of (20%), which is a natural and logical result by linking it with one of the reasons why the study sample watched theatrical performances. The tragic theater is a simulation of an act, an event, or An issue, or a serious problem that society suffers from, and thus all social issues can be discussed tragically.

While the theatrical "poetic" show ranked fourth with a rate of (10%), and finally, the theatrical "lyrical" show ranked fifth and last with a rate of (7.5%). This can be attributed to the lack of interest in theatrical performances by those in charge of theatrical activity despite the importance it plays and the role it plays in discovering singing talents and developing their abilities and talents according to their tendencies and tendencies.

**The second axis - the assumptions:****First hypothesis:**

**"There is a statistically significant difference at the level (0.05) between the average scores of the study sample students in the pre and post measurements of the (shyness-emotional) scale in favor of the post-measurement.**

**Initial premise:**

The researcher used the (T) test to indicate the statistical differences between the averages of two related groups, which are the average scores of students in the pre and post measurements of the shyness and emotionality scale. In order to test the validity of the first hypothesis.

**The following table (4) shows its results:**

Attribute	measurement	average	Standard deviation	coefficient of variation	value (t)	Indication level	Indication type
Shy	Tribal	30.85	4.154	%13.47	110545	0.001	D
	after me	39.65	5.255	%13.25			
emotionality	Tribal	29.68	3.467	%11.68	15008		
	after me	42.38	4.436	%10.46			
the scale as a whole	Tribal	132.08	10.728	%8.12	190463		
	after me	168.38	13.391	%7.95			

**Tabular value (T) at the level of significance (0.001) at the degree of freedom (39) = (3.385).**

It is evident from the previous table that the value of the arithmetic means increased in the post-measurement of the dimensions of the shyness and emotionality scale and its total degree. By calculating the values of (T) for the significance of the differences between the means, it was found that they are statistically significant and in favor of the arithmetic averages of the post-measurement at the level of significance (0.001); thus, the validity of the first hypothesis was confirmed.

***The results of the quantitative analysis observed from the previous table (1) showed the following:***

***There are statistically significant differences between the mean scores of the two measurements, the pre and post measurements,***

***in favor of the post measurement to reduce the severity of shyness on the shyness and emotionality scale.***

Where the calculated t-value came to (11.545), which is greater than its tabular value of (3,385) at a degree of freedom (39) and a significance level (0.001). The coefficient of variation for the pre-measurement, which amounted to (13.47%), and this indicates a real development among students in alleviating the severity of shyness.

***There are statistically significant differences between the mean scores of the two measurements, before and after, in favor of the post measurement to reduce emotional intensity on the shyness and emotionality scale.***

Where the calculated T-value came to (15.08), which is greater than its tabular value of (3,385) at a degree of freedom (39) and a significance level (0.001). We also note that the values of the coefficient of variation in the dimensional measurement reached (10.46%), which is less than the coefficient of variation for the pre-measurement, which amounted to (11.68%), and this indicates a real development among students in reducing their emotional intensity.

***There are statistically significant differences between the mean scores of the two measurements, the pre and post measurements, in favor of the post measurement on the shyness and emotionality scale.***

Where the calculated T-value (19.463) is greater than its tabular value of (3,385) at a degree of freedom (39) and a significance level (0.001). The values of the coefficient of variation for the pre-scale, which amounted to (8.12%), and this indicates that there is a real development among students in the post-measurement of the scale as a whole.

By calculating the effect size using the effect size equation in the case of two related samples of data and the value was (1.95), which is a value greater than (0.8); This indicates that there is a large effect of the independent variable (watching theatrical performances) on the dependent variable (shyness and emotionality).

**The second hypothesis:** The researcher used the (T) test to indicate the statistical differences between the averages of two independent groups, namely, the average scores of male and female students in the post-measurement of the shyness and emotionality scale; In order to test the validity of the second hypothesis, which states that “there is no statistically significant difference at the level (0.05) between the mean scores of the study sample students in the post-measurement of the (shyness-emotional) scale according to gender (males and females).

**The following table (5) shows its results:**

Attribute	Measurement	Average	Standard deviation	Indication level	value (t)	degree of freedom	Indication type
Shy	Male	39.56	3.405	0.932	0.085	38	D
	Female	39.71	6.266				
emotionality	Male	41.25	5.183	0.192	1.322		
	Female	12.43	3.719				
the scale as a whole	Male	166.81	12.619	0.508	19.469		
	Female	169.42	15.639				

Calculating the T-values to indicate the differences between the arithmetic means of students in the post-measurement of the dimensions of the shyness and emotionality scale and its total degree according to gender (males and females) shows that there are no differences between the two groups due to watching theatrical performances, and that the observed differences are due to chance. Thus, the validity of the second hypothesis was confirmed.

The researcher attributes this to the absence of any effect of the gender variable (male - female) in revealing the role of theatrical performances in relieving shyness and emotionality among university students, because the interest of both sexes in theatrical performances in the study sample is close, and the ability of these performances to reduce the severity of shyness and emotionality ) have a close relationship, which was indicated by the results of the study; Therefore, accept the validity of the hypothesis.

### **Recommendations:**

From what has been presented, the current research recommends the following:

- 1- Changing the deficient view of the theater, the belief in its importance, and its active role in the progress and advancement of society.
- 2- The interconnection between state and private theaters.
- 3- Selection and embodiment of purposeful theatrical texts that consider the development of the personal characteristics of the viewers.

### **Suggested research:**

From the results of the current research, several research and studies can be suggested, as follows:

- 1- The role of University Theater in developing awareness of human rights issues among university students.
- 2- The effect of using University Theater in consolidating educational values for university students.
- 3- The role of University Theater in the face of media misinformation.

### **Resources and references:**

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