



Using Turkish comedy cinema films in group therapy to increase self-esteem among adolescents

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Abstract

In this article, it is aimed to describe creation, application and assessment of a programme whose intention is to increase self-esteem levels in Turkish adolescents. It targets a pilot group and different aspects of self-esteem such as biological age, autonomy, confidence and good friendships were taken into consideration. This was achieved with the help of film clips whose names are Banker Bilo and Zugurt Aga so as to depict the four week theme. Adolescents who attended this study were Turkish aged between 15 and 18. The group's self-esteem levels were evaluated using the oopersmith Self-Esteem Inventory beside weekly outcome measures. The group was a quite small one so it was difficult to come up with a prominent change in self-esteem. Although the group was rather small, it was observed that four out of seven participants increased their self-esteem levels while two of them were indifferent and one even decreased. Above all, participants rated the group to a large extend and the film clips appeared useful.

It was a common belief that the film clips worked well. This was proved with high score reports because they had the emotion that the group was true for them, they indicated that they would recommend this group to others because they felt that they were comprehended as a young Turkish adolescent and they had good reviews about themselves at the end of the study. When we take a look at the replies of the participants, we understand that these film clips were well understood and they made it easy to discuss weekly themes about self-esteem.

Keywords: Comedy Films, Group Therapy, Self-Esteem, Turkish Adolescents

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1. Introduction

An adolescent whose self-esteem level is low, is under risk of prominent subjects in his life. If an adolescent has a low self-esteem rate, it is an indicator that this adolescent will have poorer mental and physical health who comes from lower socioeconomic status and is more likely to commit criminal activities when in young adulthood in comparison with those of higher self-esteem levels (Erol&Trzesniewski et al., 2006). Moreover, an adolescent who has low self-esteem rate, is under the risk of developing eating disorders, depression and suicidal thoughts. Growing a good amount of self-esteem may result in a resistance and protective factor against those risk factors and start affecting the life positively (Erol&Orth 2011; leary& Baumister, 2000). Group therapy was a necessary component of this intervention. It has been shown that group therapy is a suitable intervention with those in adolescence and is mainly utilized for these people (Kruczek&Vitanza,1999;Tourigny&Hebert,2007) for some reasons in the opinion of Kruczek&Vitanza (1999) group therapy is less costly than other attitudes and adolescent sees it important to be in the same group with his peers. In the study of Tourigny and Hebert (2007) , like Spaccarelli (1994) group therapy has been targeted to increase looking for supporters and develop dealing abilities. Film using in treatment was another component of the current study. Watching actors' and their actions, customers can find out their personal experiences. With the help of this exploration, customers can use problem-solving methods used by the films' characters (Lampropoulos & Spengler , 2005; Sharp,Smith &Cole, 2002). Moreover, clients may volunteer to discuss subjects and issues related to the film as they have started to abandon their own feelings and they can talk more openly. This approach can form a feeling of safety which enable them to analyze characters' emotions,targets and attitudes and make it easy to explore and incorporate dealing abilities (Lampropoulos & Spengler , 2005)

2. Methodology

This current study made, carried out and assessed a clinical study where Turkish comedy film clips from "Banker Bilo"and "Zugurt Aga" were utilized within adolescent females and males. The aim of this attempt was to increase self-esteem levels in adolescents. In this study, different subjects and situations were to be illustrated from already available films using their film clips. After watching those film clips participants started discussing about the related topics

of the film clips. Those who participated mainly possessed different lifestyles. We hypothesized that after the film therapy, there would be an increase on the levels of self-esteem among participants when we compare them from the beginning. We were seeking an answer to the question whether using film clips would be of help to improve adolescents' self-esteem levels. This could be answered in two possible ways: First a result scale (participant replies form) was used after each part. Moreover, there was a comparison between pre and post tests to find out how effectively it worked in total.

As mentioned above, their examination dealt with producing, carrying out and assessing a clinical study using film clips in a group therapy. Therapeutic aim of this study is classified into two folds: First the application of one single stimulus and film clips would make it easy to discuss the theme of the day in order to establish self-esteem, secondly, that discussing on characters or circumstances in the movies would lead to a deeper level of self-consciousness and awareness of the topic while improving self-esteem.

3. Data-Analysis

Making use of qualitative and quantitative data, we utilized a mixed methods approach in this work. Qualitative data which are offered in this work are in feedback form which are ensured by group members in two questionnaires given to them at the end of each group session. While presenting quantitative data, the form of Likert-scale numerical responses was used in the sessions and weekly group questionnaires beside CSEI, which was used before the pilot group commenced and after it finished. Descriptive statistics for variables like age friends' number, participants places and other activities demographic data were analyzed. The information obtained from these variables is important because they supply us with the information of each participant. Quantitative and qualitative data derived from these questionnaires are regarded as averages of those scores.. one paired t-test was used to make a comparison between pre and post CSEI scores. These data's analysis was utilized to assess whether participants self-esteem levels had changed during the intervention.

4. Results

The data that is offered in this part give us an idea of the participants' view of each group session and change of the self-esteem levels of the participants.

5. Changes in self-esteem

The CSEI was a measure applied to participants before and after the tests. A paired t-test was used in order to make a comparison between pre-test and post-test CSEI scores. The null hypothesis predicted that no shift would be observed between these two scores. The difference was calculated -2.43, that showed that there was CSEI score increase from pre to post. Results were of not much importance, $t(6)=-.97$, $p=.37$. So as to regard the results to be statistically important, the value of the t-test would have to be 2 rather than .97. The p value which was .37 shows the possibility that outcomes are not accurate if the null hypothesis is not taken into consideration. Although the improvement in self-esteem can not be regarded important in terms of statistics, it was a satisfying one. An example size of seven is too small to use implied statistics that try to draw results about the whole population. It is of great possibility that the change in self-esteem was not important statistically as the sample was too small. Their kind of average change in self-esteem can be relevant clinically although it is irrelevant statistically.

When their CSEI scores were evaluated, four of the participants improved their self-esteem to a measurable point. Their improvement range was between 5- to 9- points. Just one participant failed to improve her self-esteem but declined (of 9) points and the other two participants whose scores dropped 1- 2 points, remained stable. These obtained results ensure us some support for more research of group therapy intervention which was developed for the current study.

6. Effectiveness of film clips

Every week, four questions were addressed to the participants about the efficiency of the film clips. Participants chose a number from 1 to 5 in which 1 meant low rating and 5 high rating. The first question tried to find out whether the film clips portrayed the theme for today's session accurately. The second question tried to find out if using these film clips had a prominent contribution to the discussion of today's topic. Finally question was more general; comprehensively whether today's session was right for them. Beside numerical feedback, a space for comments was created for the participants. There was a general consensus that the films

helped discuss the topic(average score 4.86). Finally participants stated that the first session, whose mean score was 5, the peak score possible on this form, was right for them. Also participants gave verbal feedback about the initial session. P1 stated that the group was fun. P2 stated that he liked having the ability to talk and express himself. P3 said that the talk they were having had a lot in common with today's self-image and the perspective a teenager looks from. P4 appeared confused about the issue because she said that the movie was good but did not appeal to her because she was too skinny and she had no problem with her body weight. Despite these statements, she said that comprehensively, the group was the right choice for her. In the second session, the theme of the group was independent and Banker Bilo and Zugurt Aga's (Turkish comedy films) film clips were displayed. Two participants were absent so the average was calculated upon the present five participants. In the end, the participants, having found an average score of 4.20, stated that the session was right for them. Participants had a consensus that the movie made it easier to discuss (mean score 4.20). Members of the group said that the theme had no application upon their lives. (mean score 4.40). Verbal feedback was also received from the participants. P2 stated that this second session was perfect. P3 said that talking about the day was very nice. P4 made an overall rating about the majority of the sentences; she told ; Initially, their father did not want their going to the boxing matches but they wanted to box professionally and in order to do boxing, their father had to sign a paper which indicated that this kind of sport would go successfully or it could be fatal. This participant said that it was very difficult for her to establish her independence to do this sport. She stated that after lots of talks she managed to convince her father to let her practice boxing.

In week three, film clips from Banker Bilo and Zugurt Aga were displayed so as to show the theme of confidence. Almost all the participants agreed that the clips portrayed the theme accurately. (mean score 4.43) There was a general thought among participants that this theme could be applied to their lives (mean score 4.29). The film made it easy to discuss their week's theme. (mean score 4.29.) Eventually, this score meant that participants mostly thought that it was a right session for them. Participants also gave a verbal feedback on the session. Almost all participants preferred not to comment. A participant stated that the film clips were confusing and could have an effect on her neutral rating of the questions.

Positive interpersonal relationships/positive friendships was the theme of the fourth week. In this session, Banker Bilo and Zugurt Aga's film clips were displayed,too. Participants

reported that film clips used in their session were of much less effective. Its score was 3 which means almost null. Some participants were of no opinion while some said that it could help develop. Interpersonal relationships/positive friendships (mean score 3.86). Participants reported that this theme was the least related one when their lives were taken into consideration (mean score 3.71). Some participants said that their film clips had more or less contribution to the discussion (mean score 3.86).

Total score of this session was 3.86 which could be a sign that they thought the session was right for them. Only a few participants gave feedback about this session. P4 told that he enjoyed himself in this group.

7. Results

The data offered in this part explains the thoughts of the group participants of each session and to what extent their self-esteem levels have changed. The SCEI was applied to participants as pre and post-test measures. A paired first test was used so as to make a comparison between pretest and post-test CSEI scores. The null hypothesis predicted that no change would be observed between these two scores. The difference was calculated as -2.43 that showed CSEI score increased from pre to post. Results were of not much importance, $t(6)=-.97$, $p=.37$. So as to regard the results to be statistically important, the value of the t-test would have to be 2 rather than 97. The p value which was 37 shows the possibility that outcomes are not accurate if the null hypothesis is not taken into consideration. Although the improvement in self-esteem can not be regarded important in terms of statistics, it was a satisfying one. An example size of seven is too small to use implied statistics that try to draw results about the whole population. It is of great possibility that the change in self-esteem was not important statistically as the sample was too small. Their kind of average change in self-esteem can be relevant clinically although it is irrelevant statistically.

When their CSEI scores were evaluated, four of the participants improved their self-esteem to a measurable point. Their improvement range was between 5- to 9- points. Just one participant failed to improve her self-esteem but declined (of 9) points and the other two participants whose scores dropped 1- 2 points, remained stable. In the last week, the theme was positive interpersonal relationships and positive friendships. As far as participants' opinions were taken into consideration, discussion played the most beneficial and enjoyable part in the group,

they also declared that the themes were relevant and interesting. They also stated that talking about themes (i.e. body image, future targets, confidence) benefited them. They stated that using these films helped the group work and made it fun in total. At the same time group dynamics such as need to concentrate and respect others more developed. These results obtained from the study ensured some support for more research of the group therapy intervention which was developed for the current study.

8. Discussion And Conclusion

In today's world, adolescents are always in a great deal of media input regularly, and that they are interested in it makes film clips much more interesting for the therapeutic treatments for his target group. Film usage in these treatments is increasing because of the therapeutic benefits it can give (Schuleberg, 2003). While creating, applying, and assessing a group therapy intervention with Turkish adolescents, following assumptions were followed: Usage of Turkish comedy films would make it easy for group members to discuss themes and issues that are important to them, taking part in this group would contribute to their self-esteem levels, and whether participants would state the benefits of this programme. After evaluating a four-week study, it was observed that these group therapy sessions benefited them and also helped them discuss those themes. Although we can not say that the results were statistically important, in terms of self-esteem improvements, we observed some changes that could be clinically important. Four participants reported increase in their self-esteem levels, two did not change, anyway, one of them decreased. The current study concentrated on the use of movie clips in order to discover the possible benefits. Our findings show similarities as Powell et al.'s (2006) who discovered that cinematherapy could be used effectively to increase participants' self-esteem. Powell et al. Carried out a study and in this study there was a control group for adolescents and they received dealing-skills and took a short cinematherapy. Those researchers were trying to find out how this control group would affect self-esteem levels of the participants and they saw that by applying cinematherapy, their self-esteem levels increased. Despite the fact that there were differences between his study and mine in terms of details, I can say that by applying film clips technique, four out of seven participants reported increase in their self-esteem (two made no change and one fell). Some factors such as life conditions, (but not totally), positive communications with other group members and special connection to the films that were displayed had influence on the results.

This research has supplied us with information that states that we can use media positively and benefits reach their peak when the client's character matches the character in the movie. And there is always a possible benefit that if the client has got a similar problem with that of the movie character, he/she can solve it by observing the way the character follows. The client can employ problem-solving techniques like the character does. (Lampropoulos & spengler, 2005; Sharp et al.,2002)

Because people find movies enjoyable, reachable and as they are from a great part of our culture, it is easy to integrate them with people or the group. As the current study was carried out in a group setting, the significance of peer communication must be taken into consideration. For population's age group in this research, peer interactions and communications are of great importance. Sense of self in adolescent females is focused on interactions with peers (Blumer,Werner-Wilson,2010; Morton & Leslie,2005). There are many factors than can influence a person's self-esteem. Because participants attended their course voluntarily and have day-to-day living, conditions outside the group may have influenced their self-esteem. In traditional cinematherapy, the therapist chooses a movie and applies it to the client(individual or family), after that discusses and assesses striking themes. In the next session (Sharp et al.,2002). In Powell et al.'s(2006) study, the effectiveness of cinematherapy was assessed on adolescent girls and boys who had seerious emotional disorders.

Researchers discovered that cinematherapy affected participants' self esteem in a positive way. In the current study, participants told that they they were in the process of learning something new and could employ that thing into their lives. Communications in the group and group discussions might improve skills which could be used in social environments because they make it easy for them to use their social intelligence, learn social signs and figure out when and how to talk in the group. Participants could also discover their responses to different themes and learn from other members' experiences. Using film clips, we can explore many issues of self-esteem via discussions because these film clips give members a central topic to discuss. By this way, a special theme can be explored and it can also have a connection with self-esteem improvements.

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