Original Research Article

Play What, Like What!
The Application of Psychodrama in the Business Management Education in Universities-Marketing Management as an Example

ABSTRACT

The higher education is facing challenges and the learning is flipping. The teaching as a whole-person is one of the major mission of higher education. Psychodrama was developed for psychotherapy and it is used as a psychotherapy technique in group counseling, consultation, and even education in recent years. In business schools, psychodrama offers a creative and more experiential way for students to explore and solve the key issues in business and management practice. This study uses psychodrama in teaching in the real Business-Management course 「Marketing Management」 as the research context.

This study is an action research in Business-Management education. This study is bringing a new learning experience to Business education. Moreover, it also adds humanistic quality and social consideration to students. With the qualitative and quantitative data, the results demonstrates that psychodrama can improve learning outcomes, enhance learning satisfaction, and even enhance the ability of students to business decision-making. Furthermore, this study also provides managerial and practical implications for both higher education in business schools and real world business managers.

1. INTRODUCTION

In addition to facing the environment of the political, economic, social, scientific and technological impact, current business management education in higher education is facing multiple teaching environment impact and change. The first impact and change in nature is that online teaching and the open course and knowledge on the web will replace the majority of classroom instruction in the future. Therefore, the face of this grim situation in the university, teaching methods in the face of this

change is to try to construct the situation, the way the experience of direct teaching to enhance the context in the traditional context of the classroom initiative and interaction Learn. The second trend is that, in the fast-changing business environment and the impact of cross-border competition, personnel training needs to be more closely integrated field of education and practical interaction field. Another important trend: the rapid changes in the business environment, companies need more innovative and humanistic quality of business management personnel (Baker, 2000).

In order to meet these challenges and to move further towards against the challenge of internationalization and international competitiveness, and in order to motivate students to learn more actively in a constructive contextual approach, the business schools of universities continue to introduce all kinds of innovative teaching methods. Which is mainly problem-oriented learning (Problem Based Learning, PBL) and case teaching (Case teaching). However, psychodrama, which is widely used in the field of psychology, offers an alternative to business education (Nolte, 2018).

The Higher Education is flipping! New Learning Experience through psychodrama

Psychodrama was originally a psychological therapy treatment with an element of the use of drama elements. It is with the combination of role theory, action theory, social theory, and drama elements. Through the role-playing approach, this study complied the psychodrama with the traditional business course 「Marketing Management」. That is, in the creative environment and atmosphere of innovation created by the drama or theater elements, students tends to show more sympathy, empathy, humanistic considerations through the learning (Carnabucci, 2014).

With the psychology of the learning background, connected with the psychodrama teaching methods, the psychodrama began to receive professional training, systematic learning (DuBrin, 2004). The psychodrama with theater teaching model can create a learning environment of social interaction, experience and understanding. At the same time, learners can also construct individualized and internalized learning processes in the action and interaction of theater teaching way. The major goal of this study is bringing a new learning experience to business education. Moreover, it also adds humanistic quality and social consideration to students, and even improves their learning outcomes, enhances teaching satisfaction, and even enhances the ability of students to business ethics decision-making. Furthermore, with the qualitative and quantitative data, this study also provides managerial and practical implications for both higher education in business schools and real world business managers.

Literature Review
The Changing Environment and the Challenge universities are facing
The Business schools are facing several challenges in this fast changing world: The impact of Internet technology on higher education, the impact of rapid globalization on talent cultivation, and the impact of rapidly changing business world on talent demand. Apart from the specific and professional skills, the humanistic

accomplishment is also an important learning goal for Business Management students.

First, a variety of open, digital, online education sources, such as COURSERA(a web-based training courses platform), massive open online courses (MOOCs) and many other open online courses, the future of traditional university classrooms and teaching methods will face a significant impact. Although the online teaching and online resources can replace most of the classroom teaching content, there are still the true meanings for the existence of higher education. The process of knowledge transfer and teaching methods should be in the open environment of knowledge resources. The teachers in the classroom can build the direct experience of the way to enhance the context of the classroom context of active and interactive learning. The construct of the situation is the key learning for the business education.

Second, under the complex context of globalization, business administration is facing more and more rapid changes. In the fast-changing business environment and the impact of cross-border competition, personnel training needs to be more closely integrated field of education and practice field interaction. In response to this trend, the University Business School in addition to promoting and encouraging students to participate in business practice, the teaching also introduced a variety of innovative teaching methods. Such as problem-based learning (PBL) and case teaching (Case teaching) and other interactive teaching mode. In addition, a variety of ways to help students learn or platform, such as ZOOVIO, KAHOOT, Khan Academy, also with the development of network technology, such as mushrooming, and also widely business education educators . Such methods and practices, is not expected to be able to implement the academic to business, business management practices.

Third, with the rapid changes in the business world, the need for more innovative and humanistic quality of business management talent is increasing. The trend is to combine the elements with humanities, drama and artistic innovation in the business management curriculum. In other words, the humanities, art, drama and other qualities can contribute to business management, science and technology personnel training, as important foundation of higher education. At present, the cultivation and training of the humanities accomplishment of the students of the School of Business, in addition to relying on the humanities curriculum offered by the general education, need to inject the element of humanistic innovation directly into the business management education platform.

Finally, in recent years, the development of science and technology and the transformation of educational philosophy, school education, teaching, has been gradually changed in nature. "Flipped classroom" and "MOOCs" originate from the application of open educational resources, which are free, open, and free to change and share. It is a new trend of global educational technology in recent years. Education market has a great change (Bergmann & Sams, 2012). Moreover, the cross-border has been a key idea of the learning. The CDIO engineering education model promoted by Massachusetts Institute of Technology (MIT) in the United States in 2000, advocates that students will learn, through the process Conceive,

Design, Implement and Operate. Through the knowledge concept, through the implementation, operation, implementation for the actual results (Roth, 2015). Coincidentally, the design thinking advocated by d.school at Stanford University is pursuing a design thinking that 「people-oriented design spirit and method, considering human needs, behavior, but also considering the feasibility of technology or business」 (Brown, 2009; Fraedrich, Thorne, & Ferrell, 1994)。

In addition to the above, both the flip education, or CDIO engineering education model, or design thinking, are emphasizing the "operational capacity building", the purpose is to enable students to learn in addition to ivory tower knowledge, but also to strengthen and Practical, practical links. This study proposes a theater teaching mode combining the humanities and social accomplishment, integrating the spontaneity and creativity into the teaching and learning process. Theater teaching model will be able to enhance the field of human approach and business management education integration, cultivate more business and management talent with humanistic mind and accomplishments.

Psychodrama

Psychodrama, a group work method developed by Austrian psychiatrist Jacob Levy Moreno (1889-1974), is widely used in the fields of personal growth and development, psychotherapy and counseling, education and organizational development (Baim, Burmeister, & Maciel, 2013; Adam Blatner, 1996; A Blatner & Blatner, 2000). Psychodrama is a drama therapy with psychological elements, and the practice and use is usually in a group manner. Through the spontaneity and creativity of members, through the role-playing approach, healers or directors use a small stage or space, some simple props, special acting skills, sensitivity and creativity to guide participants to explore issues in order to achieve growth and the purpose of treatment (Baim et al., 2013). Psychodrama and its application skills has recently become an important skill of group counseling, counseling, and even teaching (Williams, 1989).

There are many techniques used in psychological drama, such as warm-up, double, mirroring, role playing, role reversal, sculpture, soliloquy, Chairs (Empty chair) and other skills (Adam Blatner, 1996). Psychodrama originated in psychotherapy, so the implementation focused on three levels: 1. Role exchange, connection of minds, action performances. 2. Group dynamics and multicultural sensitivity. 3. Attention to the emotional expression of all group members (Baim et al., 2013).

Psychodrama and Higher Education

Learning needs to experience self, self in the context and interact with the self, others and the environment in the context, so that the physical and mental feelings and the intellectual ability can work synchronously to explore the knowledge the learners want to learn (Lai, 2013). Through psychodrama, the context constructed in theater teaching can integrate the previous experience of the individual into the construction of the knowledge set they are learning now. Through the role playing, theater methods and elements, psychodrama provides a different teaching alternative to the higher education in universities, especially for the business and management schools (Hollander, & Jaffer, 2017; William, & Makoto, 2017)..

2. METHODOLOGY

In this study, the questionnaire was used to collect the feedbacks of the students to the teaching methods of the psychodrama in the way of Action Research. The questionnaire included demographic data, eight quantitative items and three open-ended questions. Quantitative and qualitative data were collected at the same time, and both results were analyzed as a basis for improvement of further teaching.

Subjects and materials

50 third-year students from department of finance in a university business school were recruited for the study (27 females, 23 males). The course is based on the actual Business Management Education Program - "Marketing Management" as the course platform, and the module of using psychodrama was the "Marketing Strategy". Figure.1 demonstrates the process of the combination of the lecture and psychodrama elements.

An 8-item questionnaires were used to collect data. Items were selected and modified from the items used by Pike (1993). Items, such as 「I like the course process today」, were in 5 points Likert-Scale and 5 is "Strongly agree", 1 is "Strongly disagree". The questionnaire is self-compiled by the author, which includes three parts: demographic information, 8 test items for learning satisfaction, and 3 open-ended items for qualitative response for learning. Students were asked to answer the questionnaires at the end of the lecture with psychodrama elements. The process was 3 hours course including 20 minutes answering the questionnaires.
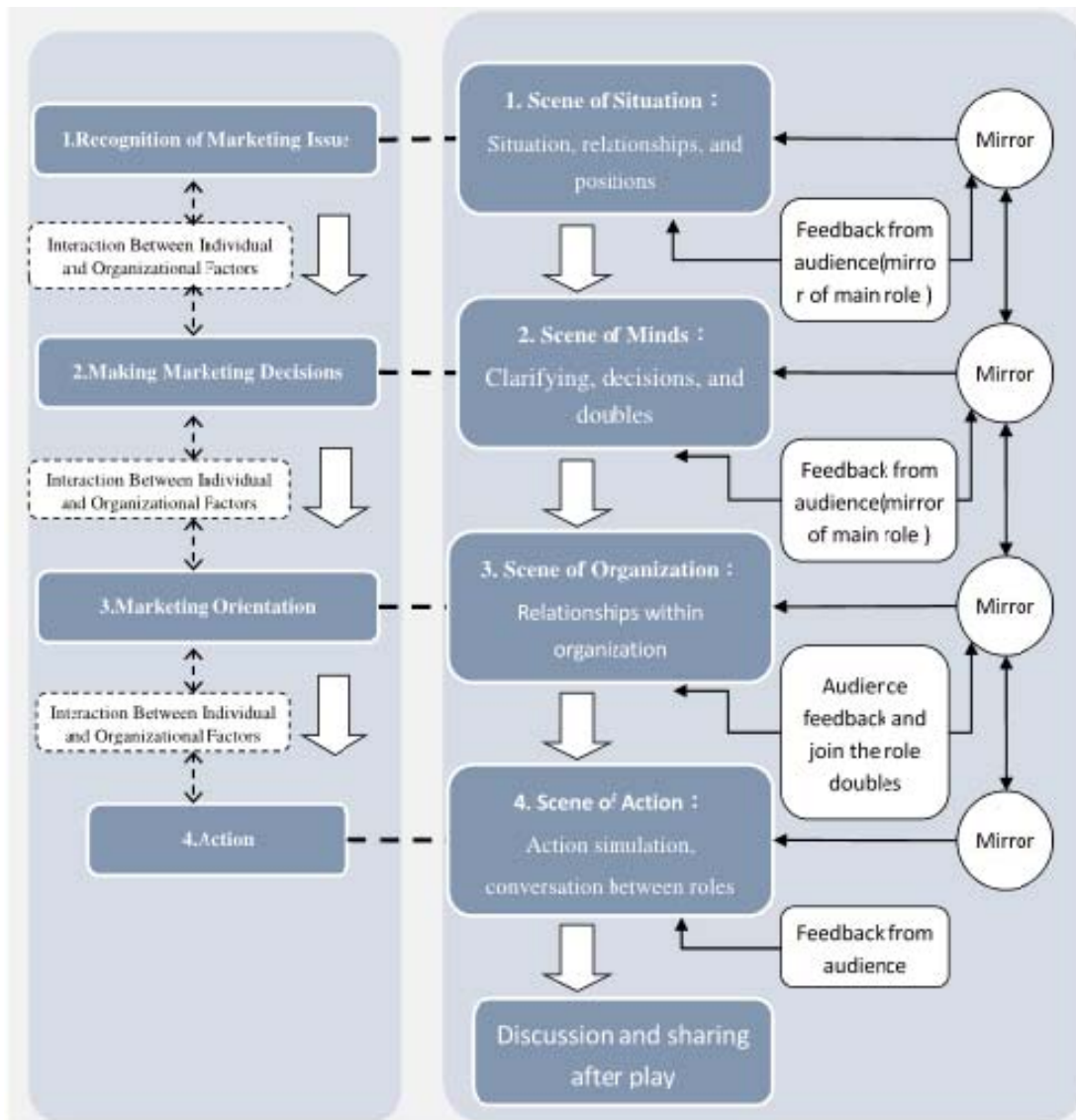
199   Figure 1: The operation of teaching with psychodrama
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202   **3. RESULTS AND DISCUSSION**
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Manipulation check
204   The Cronbach's α value of 8 items in the quantitative questionnaire is 0.905. The
205   content validity was confirmed by a professional psychodrama practioner and a
206   educational professor. That is, the reliability and the validity of the scale were
207   checked and confirmed. Table 1 shows the average response of each items from
208   subjects. The satisfaction response of the two questions are the highest:Q6-「
209   Teacher is teaching with professional knowledge」(M = 4.52), Q3-「Teacher is
210   very devoted in teaching today」(M = 4.48).
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215 **Table1:** The responses of each item

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Mean of Response	4.14	4.26	4.48	4.44	4.34	4.52	4.42	4.44

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Individual difference and satisfaction

The students' academic performance were asked in the demographic part of the questionnaire (average score last semester) and the students were divided in High (above 85), Mid (70-85), Low (Below 70). The MANOVA of Gender (Male, Female) X Academic Performance (High, Mid, Low) on 8 quantitative items were performed with SPSS statistics software. The results showed no main effect of Gender (F=1.234, p.>.05), neither the main effect of Academic Performance (F=.467, p.>.05). That is, no matter male or female, high or low academic achievement students, they all like the lecture with psychodrama. Through the semantic analysis of the 3 qualitative items, 100% of the total 50 students left positive feedback for the psychodrama lecture experience.

The interaction of Gender X Academic Performance on whole 8-items scale was not significant (F=1.065, p.>.05). However, the interaction reach significant level on 5 items: 「The way teacher teach today is interesting」(F=5.098, p.<.05), 「Teacher is very devoted about teaching today」(F=3.875, p.<.05), 「Teaching contents are clearly defined by teacher」(F=5.538, p.<.05), 「Teacher is teaching with professional knowledge」(F=5.113, p.<.05), 「Teacher has the motivation to enhance students' skill」(F=5.452, p.<.05).

According to the post hoc analysis of the interaction of these 5 items, we discovered that for the High and Low academic performance group, satisfaction scores from female students are higher than male students. Interestingly, for the Mid academic performance group, male students have higher satisfaction scores than female students.
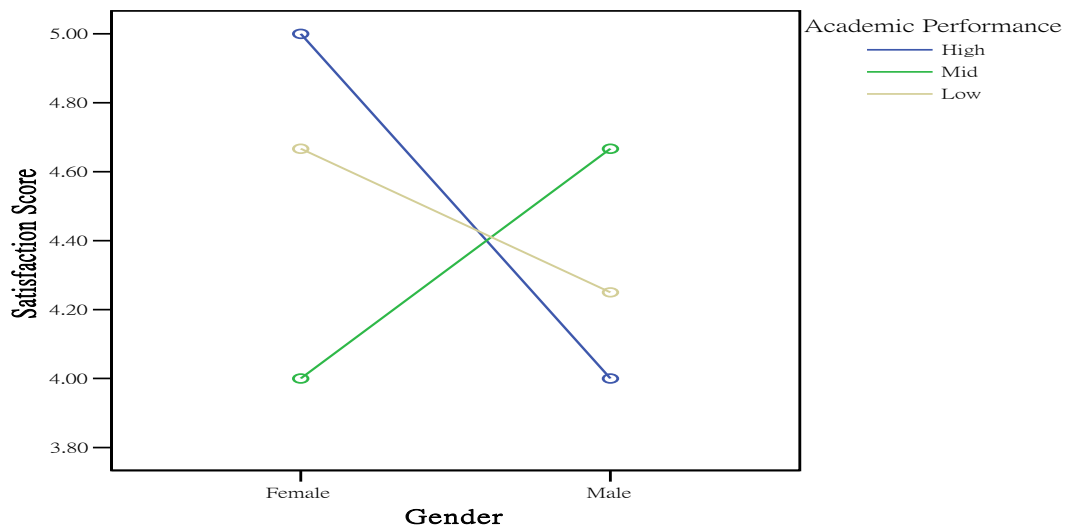
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244 Figure 2: The interaction of Gender and Academic Performance on 5 items
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247 **4. CONCLUSION**
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249 This study complied the business management course with psychodrama which
250 leads the higher education of business and management to a new level. The role-
251 play elements of psychodrama enrich the business schools with more humanistic
252 and empathetic compositions. Apart from PBL, case-study, MOOCs, COURSERA,
253 and many other teaching ways in higher education, his study provide a very
254 humanistic teaching alternative for the business education.
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256 Moreover, according to the self-developed questionnaires in this study, the
257 quantitative results show that, regardless of the level of academic performance, nor
258 the gender, all university students are all equally satisfied with the teaching with
259 psychodrama teaching method. More interestingly, this study also found that, for the
260 mid academic achievement students, male students show more favorable tendency
261 and satisfaction about the psychodrama teaching way than female students. In
262 some university, especially in the departments of science and engineering, the
263 gender majority is usually male. That is, science and engineering are usually
264 classified in male-dominated departments. Based on the findings of this study, in a
265 general fashion, all students are much satisfied with psychodrama teaching way.
266 Therefore, we can deduce that the lecture with psychodrama teaching methods in
267 higher education is very welcomed by university students. Furthermore, for the
268 medium academic achievement students, boys are more satisfied with
269 psychodrama teaching than girls. It's more suitable to promote the psychodrama
270 teaching in the department of Science or Engineering which were considered as
male majority in gender composition.
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