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TÍTULO: Investigar el efecto del teatro oprimido en el buen comportamiento de los prisioneros y mejorar su interacción humana y responsabilidad social

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RESUMEN: El funcionamiento del teatro oprimido en las cárceles, que hasta ahora se ha abordado poco, debe investigarse de manera científica y analítica. Esta es una investigación aplicada en términos de propósito, descriptiva-experimental y correlacional. La población estadística incluía 135 prisioneros en la provincia de Yazd, y el tamaño de la muestra se estimó en 100 según la tabla de Cochran. Los datos estadísticos se analizaron mediante SPSS. Los resultados muestran que el teatro oprimido es efectivo en la rehabilitación y entrenamiento de prisioneros.

PALABRAS CLAVES: Teatro Oprimido, rehabilitación de prisioneros, organización penitenciaria, provincia de Yazd.

TITLE: Investigating the effect of oppressed theater on prisoners' good behavior and enhancing their human interaction and social responsibility.

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ABSTRACT: The functioning of the oppressed theatre in prisons which has been little addressed, so far should be investigated in a scientific and analytical manner. This is an applied research in terms of purpose, descriptive-experimental and correlational in terms of methodology. The statistical population included 135 prisoners in Yazd province, and the sample size was estimated to be 100 according to Cochran table. Statistical data was analyzed via SPSS. The results show that Oppressed Theater is effective in rehabilitation and training of prisoners.

KEY WORDS: Oppressed theater, Rehabilitation of Prisoners, Prison Organization, Yazd Province.

INTRODUCTION.

Nowadays, the function of theater in various social domains has been addressed by artists, sociologists and psychologists. Among the various types of theater functions, educational one and behavior modification in the form of oppressed theater has been most welcomed in Iran.

The audience of this type of theater is mostly those who feel the need to change their behavior, lifestyle, and thought, but because of the limitations for playing this show, such as writing an appropriate text, effective functional space and the artists' ability to communicate effectively in this way, some social groups have less benefited from this kind of play. The group of prisoners, due to their specific security and protection conditions, less likely participate in this type of theatre. Therefore, the functioning of the oppressed theatre in prisons which has little addressed so far should be investigated in a scientific and analytical manner.

Sentences that deprive prisoners of their freedom are manifested in the form of holding inmates in the House of Correction with the aim of correcting and rehabilitating them. Hence, it is fully in line with the primary and main objectives of the prisoners' criminal justice system. It should be noted that the prisoners' proceeding is organized solely with the aim of training and providing them with expediency and the foundation of this system is based on growth-based prevention.

The growth-based prevention approach is also focused on educating and interfering in prisoners' character seeking to prevent the occurrence and persistence of delinquency. Educational, cultural and recreational programs in the Center of Correction all induce the concept of order, responsibility and healthy life-time education that are regulated to eliminate the factors causing delinquency of help-seekers. In other words, rehabilitation of prisoners lies at the center of all these measures. The emphasis of international documents on this issue also confirms the provision of welfare, education and training for liberty-deprived prisoners. Therefore, the measures and programs of the Rehabilitation Center are completely consistent with the goals of the growth-based prevention and provide the growth-centered objectives of the criminal justice system of prisoners in general and in particular (Niyazpour, 2012, p. 23).

Educational programs at the Correctional Center are being pursued in two areas of academic and professional studying; these programs provide legitimate opportunities for the achievement of the goals through the scientific and practical empowerment of prisoners. Such a process is effective in preventing crime from the point of view of the theory of pressure. "The prevailing idea in this theory is that the cause of crime can be seen hidden in inadequacy or inappropriateness of the tools or opportunities to achieve certain goals. It is revealed that the tools or opportunities that are inadequate or inappropriate compared to other tools and opportunities are available to other people in the community. One of the strategies that this theory uses to reduce crime is to re-socialize the guilty with regard to the common goals, means and methods of socialization" (Salimi, 2007, p. 11).

From the crime prevention perspective, the pressure theory supports actions that aim at expanding educational, employment and other social opportunities; therefore, attention to this issue in the field of growth-centered measures is needed that seeks to prevent the repetition of the crime of delinquent prisoners. In this research, using the descriptive-empirical method, it is tried to examine the role of this type of drama in rehabilitation and training prisoners, who, in the author's opinion, are one of the

main groups needing this educational method to finally provide practical solutions for their correction and training.

DEVELOPMENT.

Literature review.

The art of theater has a long history in Iran and one of its styles has been manifested in Ta'zieh plays. In the book "History of Bokhara" it is stated that the Iranian display has risen from of mythology and rituals. The first theater in Iran began in Rasht. The first women's theater in Iran was the drama of Adam and Eve, which was played by patriotic women's community in Tehran. From the beginning of Iran's familiarity with Western theater until its embedment it lasted about a century and half a century was still necessary for the traditional Iranian community to recognize and accept the theater and induce an independent and Iranian language in the theater (Ghahremani Nejad, 2014, p. 20).

One of the studies conducted in this area is the study entitled "The art and soul of theatre of the oppressed in prison" that is written by Mr. Katya Buchleitner in the book "The glimpses of freedom ". In this book, the writer focuses on the release of prisoners from inner nodes and complexes in the closed jail environment using the techniques of oppressed theater. This book has a meaningful relationship with the research from the perspective of the type and manner of theater, namely the Oppressed Theater, as well as the focus on the individual psychological function of the prisons. Methods, theories and results from this book will be considered effective sources in this research.

The research titled as "International case studies and practical challenges" is another study written by Monika Prendergast and Juliana Sacksten in the book of "Applied theatre" (Chapter 8). This book addresses three case studies in prisons in Israel, the United States and Brazil. It examines the issues like critical citizenship in prison, the relationship between the prisoner's father and the family, and the issue of human rights in prison. This book focuses on tangible behavioral patterns and basic needs of prisoners in order to introduce theater functions in prisons. Although the scope of the book

includes three different places with different needs level and is not closely related with the present research, it can be considered in terms of how theater can be played with prisoners (Ghahremani Nejad, 2014, p. 21).

"Oppressed theatre in women's prison" written by Ghazaleh Kanaan Panah and Gulrokh Boroujerdi in the book "Oppressed Theater" published by the Academic Center for Education, Culture and Research, is the other study in this area. It is focused on general issues and definition of oppressed theater in prisons and female prisoners. What seems to be the case is that the paper examines the general issues regardless of specific cases, but the definitions, terms, and brief introduction of oppressed theater in prisons might be a helpful source for our research.

"Oppressed theatre in prisons: a study of eight years of working with adults and young people in prisons" is the next study conducted by Mr. Martin Morgan Mitchell as his doctoral dissertation in 2007. He examines the ritual role of the oppressed theater and dramas in prisoners' socialization and convergence in the prison environment. The study further explores the impact of oppressed theater on creating interpersonal and group relationships in prison so that it is easier for prisoners to tolerate prison conditions during the conviction. However, the effects of this method can continue after conviction, but the main purpose of the research is not a persistent personality impact. But the techniques used in the implementation, the analysis method as well as its theoretical structure can be a useful source for our research.

James Thomson conducted the research entitled "Critical Citizenship: Boal, Brazil and Theatre in Prisons". This article deals with the implementation of the "Human Rights" project in Brazilian prisons through oppressed theater. The author further think of the citizenship concept and the recognition of the prisoner's citizenship rights and its relationship with human rights by an overview approach. The process of teaching and transferring these concepts is done by theater as the instrument. Although it is similar to our research in terms of the target community and can be used in many cases

as a helpful source, it generally regards theatre as the typical mode of performing on the stage where the prisoners do not participate in as much as the oppressed theater. However, from a general perspective, there can be a functional relationship between the two studies (Ebrahimi, 2000, p. 29). Considering the above-mentioned background, the following hypotheses are presented and tested to achieve the main objective of the research:

Hypothesis 1: Oppressed Theater affects the prisoner's proper understanding of the situation and presentation of the behavior appropriate with the condition.

Hypothesis 2: Oppressed Theater can strengthen the conditions for creating an effective human interaction that leads to learning in prisoners.

Hypothesis 3: Prisoners' participation in oppressed theater improves their social responsibility along with individual role.

Materials and methods.

This is an applied research in terms of purpose, and a descriptive-correlational study in terms of methodology. In the correlational research (which is a descriptive one), the relationship between variables is analyzed based on the purpose of the study. Correlation is established if changes of a variable are associated with other variable changes. The statistical population of this research includes 135 help-seekers in Yazd province. According to the statistical population, the sample size is estimated to be 100 by Cochran table:

$$n = \frac{\frac{Z^2 pq}{d^2}}{1 + \frac{1}{N} \left(\frac{z^2 pq}{d^2} - 1 \right)}$$

n=100.

N = Population of the study.

n =sample size.

t or z = Standard percentage error of acceptable confidence coefficient.

P = A proportion of the population lacking certain attributes (e.g., the male population).

$q=1-p$ = A proportion of the population lacking certain attributes (e.g., the female population).

D = Degree of confidence or optimal precision.

So, according to the formula, the sample size is 100.

Statistical data was gathered by field methods using questionnaire specific to the model for the first six months of 2017, and the library information was collected by note taking technique.

The questionnaire of this research is based on the theoretical model of Rennes L. Likert, which includes the research hypotheses. The questions are designed in such a way that the respondents mark the options based on the Likert scale of the five-choice (I totally agree, agree, partially agree, disagree, totally disagree). The questionnaire for the purpose of collecting information includes two sections: the first part is related to the respondent's profile, including age, gender, level of education and work experience, and the second part includes questions related to independent and dependent variables. The questionnaire is the result of an interview with a number of senior executives and experts on the overall composition and schema of the questionnaire, its design and general format of the research hypotheses and questions. "Attitude Assessment Questionnaire" was prepared using the Likert scale to investigate the role of oppressed theater in the rehabilitation and training of prisoners.

In order to verify the reliability of the research tool, the questionnaire was piloted by distributing among 10 managers of the prisons organization, and after solving the drawbacks, the final questionnaire was designed based on the logic that it is necessary to provide the researcher with more precise evaluations than a purely general evaluation. Content validity was used to verify the instrument's validity. In this regard, the supervisor's and experts' comments were used. In other words,

the researcher, referring to the opinion of experts and professors has ensured validity of the measuring instrument.

The information obtained from this research is analyzed and presented consistent with Augusto Boal's ideas and, if necessary, in the form of table and diagram. The validity of all questions of the questionnaire will be calculated using Cronbach's alpha test. The most important and basic step of any research is to achieve the answer that the researcher has been seeking. Therefore, the analysis of the information estimates the ultimate goal of conducting a research. At first, the Kolmogorov-Smirnov test is used to test the normal distribution of the population. If the distribution is normal, parametric statistics and otherwise, nonparametric statistics will be used. Statistical analysis of the information was carried out by SPSS21.

Results.

The findings showed that out of 100 subjects of the study 56 ones (56%) were 31-36 years old, 36 (36%) were 51-41 years old and 8 (8%) were 51 years and older. In addition, 56 participants (56%) were male and 44 ones (44%) were female. 61 of the prisoners (61%) had diploma and lower degree of education, 19 participants (19%) had associate degree, 16 of them (16%) had bachelor's degree, and 4 of them (4%) had masters degrees and higher.

Regarding the correlation test, a significant linear relationship is observed between the two variables in all three age levels. The notable point is that the most correlation is observed in the age group of 41-50 years. Also, the lowest relationship is observed in the age group of 51 years and older.

Table 1: Relationship between age and oppressed theater (drawn by the author).

Age	No.	Pearson	Value
31-40	56	0.72	0.000
41-50	36	0.78	0.000
51 years and older	8	0.61	0.000

According to the correlation test, a significant linear relationship is seen between the two variables in both genders. The results clearly show that females have a lower relationship with job and financial security, that is, women less likely concern job and financial security than men.

Table 2. Relationship between gender and oppressed theater (drawn by the author)

Gender	No.	Pearson	Value
Male	56	0.74	0.000
Female	44	0.51	0.000

The correlation test indicates that there is a direct and significant linear relationship between the two variables at all four levels of education. The results clearly show that higher education has a more linear relationship with the dependent variable (oppressed theater), that is, the higher the level of education, the more attention is paid to the oppressed theater.

Table 3. Relationship between education level and oppressed theater (drawn by the author)

Education level	No.	Pearson	Value
Diploma and lower	61	0.72	0.000
Associate degree	19	0.73	0.000
Bachelor's degree	16	0.76	0.000
Master and higher	4	0.82	0.000

The correlation test shows that there is a direct linear relationship between the two variables at each of the six levels of prison record. The results clearly indicate that more prison record has a more linear relationship with the dependent variable, namely, the more prison record, the more attention is paid to the oppressed theater.

Table 4: Relationship between years of service and oppressed theater (drawn by the author)

Record of prison	No.	Pearson	value
Under 5 years	24	0.62	0.000
6 to 10 years	23	0.65	0.000
11 to 15 years	20	0.69	0.000
16 to 20 years	10	0.76	0.000
21 to 25 years	10	0.78	0.000
26 to 30 years	13	0.83	0.000

Examining the normality of variables distribution by Kolmogorov-Smirnov test.

First, before examining the research hypotheses, normality of variables distribution should be checked by one-sample Kolmogorov-Smirnov test. In this section, we first examine the normality of the variable. According to Table 5, the significance level of the variables is not lower than 0.05, so the zero assumption is not rejected and with a confidence of 95% it can be said that all of the variables are distributed normally.

Table 5 - Kolmogorov-Smirnov test for the evaluation of variables normality.

Variable	value of statistic (Z)	Sig. level	Result
Rehabilitation and training	0.936	0.155	Normality P>□□□□
Good behavior	0.822	0.341	Normality P>□□□□
Human communication	0.772	0.298	Normality P>□□□□
Education	0.712	0.122	Normality P>□□□□
Taking responsibility	0.895	0.152	Normality P>□□□□
Social responsibility	0.687	0.113	Normality P>□□□□

Testing Hypotheses.

Hypothesis 1: Investigating the relationship between good behavior and oppressed theater

Since the correlation coefficient is 0.89, a relationship is observed between the oppressed theater and prisoners' good behavior, and because the sig. level is 0.038, which is less than 0.05, there is a significant relationship between the oppressed theater and reflection of an appropriate behavior by prisoners.

Table 6. Hypothesis test results.

Correlations			Good behavior	Oppressed theatre
Spearman's rho	Oppressed theatre	Correlation Coefficient	1.000	.892*
		Sig. (2-tailed)	.	.038
		N	100	100
	Good behavior	Correlation Coefficient	.892 *	1.000
		Sig. (2-tailed)	.038	.
		N	100	100

*. Correlation is significant at the 0.05 level (2-tailed).

Hypothesis 2: Investigation the relationship between oppressed theatre and human interaction.

Since the correlation coefficient is 0.83, oppressed theater is related with human interaction among the prisoners. Considering that the sig. level is 0.305, which is less than 0.05, there is a significant relationship between oppressed theater and human interaction.

Table 7. Test hypothesis results.

Correlations			Human interactio	Oppressed theatre
Spearman's rho	Oppressed theatre	Correlation Coefficient	1.000	.835*
		Sig. (2-tailed)	.	.035
		N	100	100
	Human interraction	Correlation Coefficient	.835*	1.000
		Sig. (2-tailed)	.035	.
		N	100	100

*. Correlation is significant at the 0.05 level (2-tailed).

Hypothesis 3: Investigating the relationship between oppressed theatre and social responsibility

Since the correlation coefficient is 0.68, oppressed theatre is related with social responsibility and because the sig is 0.031, which is less than 0.05, there is a significant relationship between oppressed theater and social responsibility.

Table 8. Test hypothesis results.

Correlations			social responsibility	oppressed theatre
Spearman's rho	oppressed theatre	Correlation Coefficient	1.000	.684
		Sig. (2-tailed)	.	.0031
		N	100	100
	social responsibility	Correlation Coefficient	.684	1.000
		Sig. (2-tailed)	.031	.
		N	100	100

CONCLUSIONS.

Good behavior, human relations, and social responsibility are the independent variables and oppressed theater is the dependent variable of the present research hypotheses. Therefore, there was no evidence to reject the three hypotheses with the defined attributes. Investigating the relationship between good behavior and oppressed theater showed that since the correlation coefficient is 0.89, there is a relationship between the two variables and because the significance level is 0.038, which is less than 0.05, the relationship is a meaningful one.

Investigating the relationship between oppressed theatre and human interaction indicated that since the correlation coefficient is 0.83, there is a relationship between the two variables and because the significance level is 0.055, which is less than 0.05, the relationship is a significant one. Investigating the relationship between oppressed theatre and social responsibility revealed that since the correlation coefficient is 0.68, there is a correlation between the two variables, and because the significance level is 0.031, which is less than 0.05, the relationship is a significant one.

Given the explanations, all the measures and executive programs of the House of Correction have been organized in order to develop personality, emotional and physical growth and excellence of the help-seekers to train normative and legal adolescents and prevent committing a crime by them.

Obviously, all these positions are conceptualized in the context of growth-based prevention. In other words, it can be claimed that the House of Correction, under the influence of growth-based teachings, tries to target personal, familial and educational problems of the help-seekers, and has focused its supportive programs on their elimination. Also, the international rules in this area emphasize these issues; therefore, the House of Correction as one of the most important institutions responsible for responding to adolescents in conflict with the law runs the growth-based goals of the pediatric criminal justice system because the system, with the basic aim of protecting and training children and adolescents in conflict with the law, is based on the principles of growth-based prevention, and except in this area, no justification can be found for establishing a differential proceeding system suitable for children and adolescents.

Additionally, not insisting on the full execution of the sentences of imprisonment, the possibility of appeals by the judge, and the prediction of mechanisms for suspending the enforcement of punishment, parole, amnesty and discharge, which would allow early departure and release of the client from the House of Correction is another example of a growth-oriented approach ruling on the above-mentioned institutions. In other words, as the name of such institutions in the legal system of Iran suggests, the primary goal of holding the help-seekers is not only their imprisonment at fixed and inflexible time, but also their correction and rehabilitation, and whenever this goal is achieved, there would be no reason for the continued presence of the help-seeker in the House. In other words, what matters is the rehabilitation of the help-seekers to prevent future crimes and their return to a healthy life. Obviously, if these important and critical goals are achieved, not only there would be no justification for continuing the presence of the help-seeker in the House of Correction, but also,

otherwise, more presence would lead to reverse outcomes and in conflict with the high objectives of justice system.

Comparing the findings of this research and previous studies show that the variables considered in this research well explain the role of oppressed theater in rehabilitating prisoners; as well as, our findings are consistent with the results of previous research.

Recommendations.

If the goal of the Correction House is to convert the help-seeker into a law-abiding citizen, then it must pay attention to this issue. Help-seekers need to be familiar with the concept of order and its compliance, and this value should be embedded in them, because in light of this, obeying the law in the community can be taught to them.

Help-seekers must abandon the absolute individualism approach and accept that a collective life requires compliance with the norms of that society, and thus a healthy and successful life in the society requires adherence to the rules, the norms of the community and respect for the rights of others. Therefore, by teaching and practicing order in the House environment, they are prepared for normal life in the community.

The concept of order should be embedded and the mere coercion is not enough. In this regard, holding order training classes in the environment and inviting the relevant professors will be very helpful for the clients, because the help-seekers will get aware of the importance of this issue and consequently its effects will be reflected in their behavior and lifestyle. In addition, to plan for doing affairs is one of the ways to train order. For this reason, in the House of Correction, there is a schedule for the twenty-four hours of the clients and a certain time is considered for all of their activities; sleep time, awakening, educational classrooms and even their leisure time are clear. As a result, the help-seekers get familiar with the concept of scheduling and set their works according to the schedule.

One of the main and basic programs of the Correction House trainers should be to strengthen the sense of taking responsibility among the clients, because due to strengthening such a sensation, they will be careful about their actions. They have to learn to encounter consequences of their actions and accept the realities resulted. Escape from reality is not good for a normative citizen. In addition, they must be taught that they are not allowed to do anything, and they have a primary responsibility for their actions and should not always seek to find the guilty among others. Moreover, in the environment they live in, they have to learn that they are responsible to themselves, the people around them and the community, and they have duties to be responsible for. Hence, some of the works of the Correction House are assigned to clients in order to sensitize them to their environment; for example, arranging and cleaning each dorm is up to the members.

The decorating and arrangement of dormitories is also done by the help-seekers. The formation of a city council and the election of the mayor in the House also can be explored in this area. Undoubtedly, it is very effective to involve the help-seekers in creating a sense of belonging to the Correction Center. Furthermore, as a result of these measures, help-seekers' indifference towards the Center is eliminated, and they learn that every normative person, in the environment in which he is living, receives assignments according to his rights and others are not always responsible for doing their duties.

The creation of employment in the Center for prisoners seeks to achieve this goal; they learn to use their own wage and not to obligate others to fulfill their desires. As long as there is no effort, there will not be any gain; hence the concept of quest for life is transmitted in this way. This is the same concept that many of the help-seekers of the Center are alien to, because they are always looking for the easiest way to achieve their dreams, while the ultimate goal of the measures of the Center is to familiarize them with the legitimate means of reaching the goals. They must learn the shortest path is

not always the most appropriate, but the best way is the legitimate, legal and predefined path. Most importantly, to reach the goal in any way is not correct.

Every human being must endeavor to fulfill his aspirations and others must not compensate his failure. These concepts are the ones that make help-seekers aware of the sense of taking responsibility which are effective in instructing the right lifestyle. Growth-oriented prevention is based on training; it seeks to personify the individuals." In other words, this prevention emphasizes on the healthy growth of people by the use of educational and training measures. This is why the prevention attempts to disturb the formation of a criminal character and lead the person to socialization" (Niyazpour 2004: 103).

Concerning educational programs is very important in order to direct executive programs of the center in the direction of growth-based prevention purposes. "A prisoner inside the jail has a great opportunity to use his thinking and imagination. If this advantage is not used in the positive direction to correct him, it will be definitely used to commit crime and misdeed". Therefore, all cultural and educational programs of the Center should be aimed at varying the help-seekers' behavioral and ethical systems, using regular planning for the daily lives of them.

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