Full Length Research

The Conflation of Drama in Education and Music Education Techniques, to Cultivate Self-Esteem Skills for High School Children

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The aim of this article is to demonstrate the research process that was carried out at a class of high school children. For the purposes of this experimental research, sixteen interventions based on drama in education (DIE) and music-education (ME) techniques were designed and applied on a sample of twenty-two students. The research included interview and questionnaire data and the statistical analysis of data revealed that the combination of techniques of DIE and ME and their use on high school children had a positive effect on the self-esteem of adolescents of this grade. Thus, more attention should be paid to a DIE and ME based curriculum if adolescents are to be helped to reinforce their self-esteem.

Keywords: Drama in Education (DIE), Music Education (ME), self-esteem, intervention.
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INTRODUCTION

One psychometric concept that parents and teachers are concerned with is self-esteem. It is the one that largely determines the social behavior of children and also influences their academic performance. It is often confused with confidence, although it certainly has an influence on it. The present research was conducted on a group of adolescents who attend an urban high school - that is, it is not a decentralized school - in the city of Argos. Therefore, the lifestyle characteristics of young people, their access to external artistic stimuli and extracurricular activities, as well as their standards of living, opportunities for entertainment etc. were taken into account. The combination of the two techniques,

Drama in Education (DIE) and Music Education (ME), was used with the axis of the concept of self-esteem, followed by the extension of previous researches that studied the same issue, using DIE.

The present survey investigates the association between the use of a combination of the techniques of DIE and ME, and adolescents' self-esteem. On one hand, DIE as something new and radical for the Greek reality of public schools and on the other, ME that has been recognized in Greek education in recent years as an indispensable and integral part of education, were an uncharted combination of research methods. The use of the arts is an important tool and creates opportunities to

shape the personal identity of adolescents while at the same time exerting one of the most important influences on the path to adulthood (Jones, & Truitt, 2012). In this perspective, it was considered necessary to investigate whether the use of techniques borrowed from these two arts - theater and music - could influence a psychometric concept, that of self-esteem. The present survey was also based on earlier surveys that used DIE techniques and measured self-esteem across different age groups, which concluded that further research on this subject was needed.

The main axis of the interventions was the African Slavery Treaty, on which scenarios were gradually expanded to cover all aspects of Self-Esteem under investigation (personal, family and peer). African music was used, as well as its historical evolution after the arrival of Africans in America, their musical forms, and their musical instruments. Students entered a role that was maintained with variations throughout all interventions, using DIE techniques.

Self-esteem in relation to education is a field of controversy within the scientific community, as research shows contradictory results, leading researchers to form different views on whether high self-esteem is a cause or effect (Thanissaro, 2016: 119;McEachron-Hirsh, & Ward, 1995: 250) of good academic performance.

THEORETICAL FRAMEWORK

The term "drama in education" refers to the term that first emerged in the mid-20th century in England, as part of a more general search that the most progressive educators of that time did, out of necessity for a revolutionary, holistic pedagogy that would set boundaries between catechism and learning; a pedagogy that its main focus would be on the student and his/her needs (Doyle, 1993).

The most important and innovative element of DIE is that it is a pedagogy that ceases to be teacher-centered and focuses on the child. With its main tool to be that of imagination, DIE leads to a holistic self – learning (Author, 2012). It is an aesthetic experience, in which the participant interacts with the environment. It is based on the spontaneous tendency of children to play and pretend. The use of drama in the teaching process makes the acquisition of knowledge more attractive to pupils (Goalen, & Hendy, 1993).

By using drama, the teacher acquires a new role, that of the "animator". Thus, he/she ceases to be "impersonal" or to keep all the information about his/her life outside school a secret. He/she deconstructs oneself as authority and now becomes part of the group (Author, 2012). This role is much more attractive to pupils (Prasad, 1992: 177) and this way they become more actively involved in the educational process. The teacher is also given the opportunity to deal with the emotional development of students (Bolton, 1979: 39), which is

often not the case during the formal educational process. It is important that children are called to express themselves in a protected environment, which gives them freedom. Through drama students acquire *"collective identity"* (Grammatas, 1998: 56) give meaning to us, change their stereotypes and beliefs (Author, 2015), and learn to interact socially (O'Neill, & Lambert, 1982: 141). DIE has proven its value as it contributes to the aesthetic education of children, but also enhances learning at all levels of curricula (Kontogianni, Lenakakis, & Tsiotsos, 2013: 28).

The basic principle of Greece's curriculum is that music is a universal human phenomenon. Music is a means of communicating and expressing emotions and ideas. According to the syllabus for the course of music, music is primarily aesthetic experience and an artistic process, aiming to aesthetically enjoying music. It also aims at cultivating musical skills and acquiring musical knowledge in an organized environment, as well as at the personal and emotional development of students. ME must be linked to the wider environment of students - social, physical, etc. - and be approached in a holistic and experiential way. To achieve this, techniques such as improvisation are employed. Through improvisation, the acquired knowledge enlivens and students are also led to recruit new knowledge (Hornbrook, 2002: 75).

It is equally important for students, through the music lesson, to understand that music has the power to reproduce - or even reject - social stereotypes and contribute to the perpetuation or otherwise of oppressive social conditions (Cooke, Evans, & Philpott, 2016: 21). According to Christopher Small, art, education, and society are interdependent, and changes in one bring about changes in the other two (Small, &Walser, 2011: 295).

According to Hegel, music has an effect on the human psyche, it is about abstract self-concept (Sichselbstvernehmen) and simultaneously activates the center of internal change, the heart and the psyche, it manages to externalize the human interior (Hegel, 2002: 40).

The main sectors of ME are improvisation, rhythm, melody, notation, musical forms, dynamics and the history of music.

Self-esteem, which is the dependent variable of the present research, relates to the self-image, how a person views oneself, what one believes about oneself and how others view them (Mruk, 2006). In an attempt to clarify the term "self-esteem" - as it is a word used extensively in everyday life to identify elements of a person's character - we would say that it is the value we give ourselves, the value we give to our identity (Berns, 2015: 76). The rank of self-esteem of the individual is inversely proportional to the dimension between the ideal and the real self (Mruk, 2006: 111). The greater the person believes that the distance between the real self - what he really is - and the ideal of the self - what he would like to be – is, the lower his self-esteem. However,

it is worth noting that opinions have been put forward that call into question the existence of self-esteem, suggesting in contrast, according to Hewitt (2002), the belief that it is a social construct (Mruk, 2006: 31).

According to Coopersmith (1967), four factors are crucial for a person's development: (a) the respect and acceptance of the individuals who are important to him, (b) the individual's successes and the recognition achieved through them; the person's interpretation of these successes based on their personal value system; and (d) the way in which they defend their self-esteem against negative reviews (Ziegler, 2005: 119 - 120).

In the school environment, the role of the teacher is vital to the development of children's self-esteem. In particular, art lessons (aesthetic education, that is, art, music and theatrical education) are indicated to teach children to express their image of themselves and therefore any assistance they may need is feasible (Fontana, 1995: 321).

Searching for the roots of the term studied in the present survey, the name most commonly found in the bibliography is that of William James (1892), who is referred to as the oldest psychologist of the "self" (McEachron-Hirsh, 1995; Wells, &Marwell, 1976; Matthews, 1995: 37). William James (1892), a philosopher and psychologist of the 19th and 20th centuries who attributed the term "self-esteem", argues that the need for a positive self-image is fundamental to human nature (Brown, 2013: 117). Self-esteem, according to James (1892), results from measuring how far the ideal self is from the self - image. Based on this distance, he defined self-esteem as the quintessence of one's successes, to the expectations one has and is described by the formula:

$$Self-esteem = \frac{Success}{Pretensions}.$$

Therefore, self-esteem may change, e.g. increase by increasing successes, or by lowering pretensions (Mruk, & O'Brien, 2013: 164). Success of a person in areas that one considers important is essential for enhancing one's self-esteem (Harter, 2013: 91), as well as key, according to sociologist Charles Horton Cooley (1902), is to success in areas considered important by the person's "significant others", such as his or her family (Harter, 2013: 110). James (1892) focuses on the cognitive appraisal of one's self-sufficiency as a point of self-esteem, while Cooley (1902) places the "roots" of self-esteem in one's social environment, by introducing the term "looking-glass self", essentially speaking of a "social mirror" (Harter, 2013: 89). According to Cooley's (1902) theory, what determines one's perception of oneself is the reactions of others towards them (Matthews, 1995: 39).

The present study

In the present study, it was considered necessary to examine if an intervention program based on the principles of DIE and MA could improve the self-esteem skills of third-grade High school students. The research was based on earlier studies that studied self-esteem, categorized as: (a) those studying self-esteem in elementary school children; (b) those studying adolescents' self-esteem; (c) those studying self-esteem in adults (Hajloo, 2014), d) those studying self-esteem in specific population groups (Crockenberg, & Soby, 1989). From the above categories, three subcategories were divided: (a) those studying self-esteem with DIE as the independent variable, (b) those studying self-esteem with ME as the independent variable, and (c) those studying self-esteem with another independent variable.

Self-esteem in the age group that participated in this research, namely adolescents, plays an important role in development and adaptability in adulthood (Swann, Chang-Schneider, & Larsen McClarty, 2007: 89). That is why this age group was chosen for our research, as the main purpose of education is to prepare people and to provide them with the means to meet the demands of life and to be useful to society. However, there has been an attempt to maintain integrity by the researchers so as not to be trapped in the Platonic notion that every good brings good, as people's desires do not always coincide with what society needs. The prism created by the review of other relevant research was maintained, according to which high self-esteem does not always relate and does not always lead to socially desirable behaviors (Krueger, Vohs, & Baumeister, 2008: 64).

METHODOLOGY

For the purpose of the experimental research, the following research hypothesiswas formulated: The implementation of an interventional program using a combination of DIE techniques and ME techniques, contributes positively to enhancing the self-esteem of adolescents. The main research question was formed: Does a program using DIE techniques in combination with ME techniques enhance the self-esteem of High School children? The secondary research questions were: a) Will the implementation of the interventional program not have a positive effect on how students view themselves? b) Will the implementation of the interventional program have a positive effect on students' view of how their family value them? c) Will the implementation of the program have a positive effect on what children think about themselves in terms of the appreciation they enjoy from their peers?

Therefor, 16 interventions took place, each lasting 45 minutes. Interventions were conducted during the course of ME. DIE and ME techniques were used. These techniques were selected based on existing literature, related research, and student's existing music knowledge up to that grade (3d Grade). It is worth noting that the interventions were designed from scratch before

the program began, and were tailored to the needs of the group identified by the researchers, also consulting the "critical friend's" notes – a third person who observed the interventions and kept notes.

DATA COLLECTION

Methodological triangulation was used for the present research. The Coopersmith (1981) Self-Esteem Inventory (SEI) was used, chosen over the Rosenberg's (1965) questionnaire initially selected, a one-dimensional 10-questions scale using a single factor (Gray-Little, Williams, & Hancock, 1997: 443 - 451). In its original form, the Coopersmith questionnaire had 50 questions to measure the Self-Esteem of children aged 8 to 15 years. Coopersmith (1981) included in his questionnaire 5 areas of self-esteem: (a) classmates, (b) school, (c) family, (d) general social activities, (e) self (Crockenberg, &Soby, 1989: 159).

The Coopersmith Self-Esteem Questionnaire was answered using a four-point Likert scale - to avoid a midpoint, so that the respondent would not be able to place oneself neutral - between "strongly agree" and "strongly disagree". It contains 21 questions, grouped into categories. Through factor analysis, the following subordinate variables emerged: (a) personal self-esteem (13 questions), (b) family self-esteem (5 questions) and (c) social self-esteem (3 questions) (Kokenes, 1978: 149-155). The questionnaire was given to the two groups - experimental and control - twice (pre-test and post-test). The questions were arranged in a different order, both at the beginning and at the end, and were coded, in order to make the necessary measurements. Participatory observation, audiovisual recording,

observation sheets, and semi-structured interviews with the students were the qualitative data collection tools. The researchers obtained a changing observational role (Creswell, 2002: 215) during the interventions, that is, at times they observed and recorded and at times they played an active role, giving instructions, inspiring, acting, playing music etc. All interventions were videotaped, with the written consent of the students' parents. Subsequently, the recordings were studied and notes were taken. Semi-structured interviews with open-ended questions were formed. There was also a recording of observations (participatory observation) by the researchers and a recording of observations (filling in observation sheets) by a "critical friend" who was present at all interventions. These observations were compared at the end to ensure validity and to draw conclusions. The critical friend also used the Flanders Interaction Analysis Classroom (FIAC) observation sheet (Flanders, 1968) to investigate students' verbal behavior during interventions (Sapsford, &Jupp, 2006: 61).

Participants

The sample of the present research consisted of students of the 1st High School of Argos city. More specifically, the students attended the 3rd Grade. The total sample was divided into two groups. The control group consisted of 22 students and the experimental group consisted of 22 students as well. In total, participants were 44 (n = 44), with 40.9% boys and 59.1% girls. In the control group, the girls were 15 and the boys 7, while in the experimental group, the girls were 11 and the boys also 11 (Table 1).

Table1: Research SampleComposition

Experimental Group (N=22)					
Boys			Control Group (N=22)		
11	Girls	Total	Boys	Girls	**Total**
			7	15	22

The particular school was chosen due to convenience. Therefore, the method of purposive sampling was applied, hence the results of the survey cannot be generalized.

DATA ANALYSIS

Quantitative results were measured by SPSS statistical package. The questionnaire was given before the start of the survey, in a random order of the third grade of the 1st High School of Argos, in order to conduct a survey. The homogeneity of the measurement scale was measured and the indices - for all three

factors of the questionnaire - were found to be quite reliable, ie above 0.70.

Cronbach's alpha reliability index was used, in order to calculate the reliability of the measuring scale, for the experimental and control groups, before and after the interventions. In particular, reliability was measured for the three factors mentioned in the quantitative data collection tools. The indices were not found reliable enough, ie they were below 0.70. The inductive method of analysis was followed. The statistical analysis of the data confirmed our research hypothesis.

A regularity check was performed to determine if the distribution of our variables was compatible with normal. Parametric tests were then performed for the

Variables showing a normal distribution and non-parametric tests for the variables showing an abnormal distribution to compare the means or to test homogeneity respectively, in order to reach conclusions.

Initially, the regularity of the variables was estimated, using the Shapiro – Wilk statistic, as the research population was below 50 (N<50). The normality threshold was set at 5% (0.05), whereby it was found that:

For the experimental group, there was a normal distribution for Self-Esteem for all three factors of "Personal Self-Esteem", "Social self-esteem" and "Family self-esteem", so a parametric test for Self-Esteem could be used for all three factors.

For the control group, there was a normal distribution of the variables for Self-Esteem and for the factors of "Personal self-esteem" and "Family self-esteem", while there is no normal distribution for the "Social self-esteem" factor. Therefore, a parametric test could be used for both of the first two factors, whereas a non-parametric test for the third one had to be used.

A mean / homogeneity test was performed for the experimental group. For the bivariate analysis performed, paired samples t-test was used for Self-Esteem and for the first two factors – as these variables apply the normal distribution for the differences of the values before and after -, in order to determine the significance of the difference between the means of the two samples (Stehlik-Barry, &Babinec, 2017) and the

non-parametric Wilcoxon signed rank test, to calculate homogeneity for the third factor, which does not apply the normal distribution (Stehlik-Barry, & Babinec, 2017).

The t-test criterion applies:

Control Criterion (t) = Averages Mean / Mean Deviation.
The following hypotheses were made:
H_0: There was no difference in average students' self-esteem after the interventions (null hypothesis, non-statistically significant)
H_1: Children's self-esteem increased after the interventions (alternative hypothesis, statistically significant) (Stehlik-Barry, &Babinec, 2017).
The correlation between continuous variables and categorical variables was tested. The following applies to cases:
$H_0: \bar{d} = 0$
$H_1: \bar{d} \neq 0$,
where $\bar{d}$ is the mean of the differences of the two measurements (before and after) (Cowan, 1998).
The experimental group showed an increase in the mean scores after the interventions, in all variables (mean column) (Table 2). This indicates, prima facie, that there is a statistically significant enhancement of children's self-esteem after the interventions.

Table 2: T-test for the Control & Experimental Groups' Pre-Test & Post-Test Scores of the High School Students

ExperimentalGroup (N=22)	Pre-test		Post-test					
	M	*SD*	*M*	*SD*	*M*	*SD*	*t-value*	*p-value*
Self-Esteem	2.75	.19	3.20	.30	-.44	.25	-8.347	.000***
PersonalSelf-Esteem	2.81	.24	3.26	.32	-.44	.32	-6.421	.000***
Familyself-esteem	2.67	.53	3.13	.51	-.46	.64	-3.35	.003**
Social self-esteem	2.60	.56	3.06	.56	-.45	.58	-3.63	.002**
ControlGroup (N=22)	*M*	*SD*	*M*	*SD*	*M*	*SD*	*t-value*	*p-value*
Self-Esteem	2.72	.27	2.73	.23	-.01	.11	-.581	.568
PersonalSelf-Esteem	2.69	.30	2.73	.25	-.03	.17	-.943	.357
Familyself-esteem	2.69	.66	2.64	.62	.04	.32	.666	.513
Social self-esteem								.587

Note: ** indicates p< .01; *** indicates p< .001

Accordingly, the following assumptions were made:a. The implementation of the interventional program will not have a positive effect on students' self-esteem.b. The implementation of the interventional program will not have a positive effect on how students view themselves.c. The implementation of the interventional program will not have a positive effect on the students' view of how their family value them.d. The implementation of the interventional program will not have a positive effect on students' view of social self-esteem.

In order to reject the null hypotheses, the probability p, that is, the significance level, must be less than 0.05. Specifically, the closer to 0 its value, the more certain the researcher rejects the null hypotheses.

5% (0.05) was set as the limit for the p-value for the two-sided control. Specifically, for the control group, the results were p = 0 <0.05 for "Self-Esteem", p = 0 <0.05 for "Personal Self-Esteem", p = 0.003 <0.05 for "Family self-esteem" and p = 0.002 <0.05 for "Social self-esteem". Hence, there is a statistical significance.

Therefore, the original hypothesis (H_0) that students' self-esteem has not been enhanced is rejected and we conclude that interventions have contributed to enhancing students' self-esteem, at a 5% significance level. The same applies to all three factors.

Thereafter, the control group showed an increase in the mean scores for the Total Self-Esteem and for the "Personal Self-Esteem" factor and a decrease for the "Family self-esteem" factor. 5% (0.05)

was set as the limit of the p-value for the two-sided control. P = 0.568> 0.05 resulted in "Total Self Esteem", p = 0.357> 0.05 for "Personal Self-Esteem", p = 0.513> 0.05 and for "Family Self-Esteem". Therefore, there was no statistical significance. The Wilcoxon Test for "Social self-esteem" resulted in p = 0.587> 0.05 (Table 3), which means that there is no statistically significant difference for this factor.

Table 3: Wilcoxon Test for Social self-esteem Factor for Control Group

		N	MeanRank	SumofRanks
Social self-esteem Before – Social self-esteem After	NegativeRanks	4[a]	4,50	18,00
	PositiveRanks	5[b]	5,40	27,00
	Ties	13[c]		
	Total	22		

a. Social self-esteem After < Social self-esteem Before

b. Social self-esteem After > Social self-esteem Before

c. Social self-esteem After = Social self-esteem Before

TestStatistics[a]

	Social self-esteem Before – Social self-esteem After
Z	-,543[b]
Asymp. Sig. (2-tailed)	0,587

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

DISCUSSION AND CONCLUSION

The analysis of the preceding quantitative and qualitative results leads to the conclusion that the use of DIE and ME techniques has contributed positively to enhancing the self-esteem of the students in the experimental group. We would venture to say that this demonstrates the influence on self-esteem that the combination of techniques from other fields of art might have, which is also suggested for further research.

According to the statistical analysis, the overall self-esteem was found to be positively affected by the interventions. Individually, we observe that students "personal self-esteem" and students' perceptions of appreciation of their family environment and that of their peers were positively affected.

The critical friend noted that "*The first activities in each workshop excited the students, they actively participated, collaborated and had fun. The information given to them was processed in various ways and most*

importantly, they went from the stage of simple, unconscious participation to the stage of personal involvement. Especially in reflection, more and more children began to speak more honestly and to mention details of their personal life. Equally important was the development of 3 children who were very timid and in fact one received derogatory comments resulting in his exclusion. These children, at first being marginalized, felt helpless and unable to support their place in the group, but as the workshops progressed, they were given space and time to express themselves and become equal members. At the same time, due to the collaborative nature of the activities, empathy and teamwork were enhanced."

Statistical analysis for the factor "Self-Esteem" showed statistical significance at 5% significance level. Participatory observation showed that adolescents increased their self-esteem, felt good each time they

found that "success" meant many different things rather than "doing the right thing". They recognized themselves within the group. They learned to solve problems and deal with dilemmas with confidence. They enhanced their self-control and, at the same time, acted with greater consciousness, as they were called to combine theatrical practice (role, freeze frames, dynamic images, etc.) with musical performance (singing, playing music, dancing, keeping tempo etc.). They boosted their self-esteem by responding to the demands of musical improvisation and performance, and also theatrical activities, harnessing their potential and creativity. The latter were more pronounced in students who were timider and more introverted. Interviews (05/06/18) showed an increase in adolescents' self-esteem. Examples include: "I feel like I can do things I didn't imagine" (P3), "Maybe I have the talent at last" (P22), "I didn't think I could play or write music" (P6), "I feel important" (P6, P19), "I learned to express myself without shame" (P17), "Yes, I have more confidence than before. During the activity with the professions' status, I felt like I understood the value of people, regardless of what they believe in themselves" (P1), (question: List three characteristics of yourself that you love and want to show to others) "Smart, cool and funny" (P12), "Good-hearted, fair and intelligent" (P1).

The statistical analysis for the "Family self-esteem" factor showed statistical significance at 5% significance level. Participatory observation showed that adolescents improved how they perceived the way their family members valued them. In the discussions that followed the interventions, an increasing improvement in the way adolescents perceived themselves in the family was found. They seemed to understand that parenting practices that were perceived as frustration or "high expectations" by parents, were being transformed into something more useful and were described by the students as "love" and as parents' expectations for a better future for their children. Interviews showed improvement in the way they perceived their family valued them. Indicatively, one member of the control group said: "Yes, I feel an important member of the family. My parents have expectations from me of course, but that's just because they know how much I can achieve" (P18).

The statistical analysis for the "Social Self-Esteem" Factor showed statistical significance at 5% significance level. Participatory observation showed a significant improvement in students' perceptions of how their peers valued them. Smooth inclusion of the most marginalized adolescents into groups was observed, whereas in the early interventions there were cases where students were asked not to participate and simply to observe, due to the fact that they were assigned to groups whose members did not like them. In addition, as these members (who didn't like them) had more strong personalities, they supplanted them. Melioration of the cooperation between students and increased

socialization of more introvert students were observed. Interviews showed that students' perceptions of how their peers valued them improved. Indicatively, one said: "It goes without saying that there are dislikes. B., C. and I don't like E. but I can work with her. Other children cannot do this. It makes sense", "At first, I could not work on the theatrical piece with R. but in the end, we had a great time and I suppose I liked it. I think he did too" (P13), "Miss I don't know how to say this but for the first time I think the class appreciates me and sees that I exist" (P3), "When I was my group's leader, everyone listened to me and did what I was telling them. I felt very nice" (P17). A person's self-esteem is largely determined by reflections, that is, the person's perception of how others perceive themselves and how he or she interprets the view of others (Rosenberg, 2015: 12). According to Mead (1999), in each interaction, everyone has to step into the other's shoes, trying to see oneself as others see them (Rosenberg, 2015: 12), a fact that was achieved by the participants in the experimental group.

The findings of the present research conclude that the conflation of techniques of DIE and ME and their use in high school children had a positive effect on the self-esteem of adolescents of this grade. Adolescents felt important within the group, which strongly influenced their self-esteem, confirming Rosenberg and McCullough's (1981) view that the key factor in forming self-esteem is knowing that the person is important to his/her significant others (Hewitt, Flett, &Mikail, 2017: 115). Social comparison is a practice observed in both children and adults, however, children's self-esteem is not so much affected by this comparison, as their social role in their interpersonal environments differs from that of adults (Rosenberg, &Pearlin, 1978: 62). Physical, academic, behavioral competence / aptitude, social acceptance and general self-sufficiency were factors that influenced self-esteem (Berns, 2015: 76).

In addition, qualitative data analysis showed that adolescents' self-efficacy has been strengthened, as has their belief that they can achieve their goals. Another important outcome of the interviews' analysis and critical friend's notes' analysis is that through the program, the students learned to express themselves freely, respecting the group, developing their imagination and creativity. They cultivated their aesthetics, delved into difficult issues as they felt safe to do so, broadened their experiences and experienced the joy of creation.

In conclusion, the conflation of DIE and ME techniques and their use in activities designed for High school students does appear to help cultivate and enhance their self-esteem. Due to the purposive sample selection, the results cannot be generalized. Further research is needed to reach safe general conclusions.

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