Studying the Role of Teachers' Self-Acceptance in the Development of their Efficacy Level: A Case Study Applied to 37 Teachers at the English Department, Sidi Bel Abbes, Algeria

دراسة دور القبول الذاتي للمعلمين في تطوير مستوى كفاءتهم: دراسة حالة مطبقة

على 37 معلمًا بقسم اللغة الإنجليزية ، سيدي بلعباس ، الجزائر

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Abstract:

Self-acceptance is one of the most pertinent notions that attracted the attention of many scholars. These latters believed that the sense of self-acceptance for people contributes in the emergence of their efficacy level. Simply defined, self-acceptance stands for the ability of the person to admire and accept herself and her potentials. This fact is believed to participate in the personal image creation depending on the qualities and features possessed. Hitherto, the following paper aims, first, to provide a brief and concise definition of self-acceptance, and self-efficacy. It tries to explain the correlation between the three concepts along with its linkage to language teaching. Then, it examines teachers' acceptance level and its influence on their classroom actions. For that purpose, the main methodology undertaken is the mixed method. That means the combination between both quantitative and qualitative research methods. The prime tools selected are a questionnaire and self-acceptance test for teachers. Finally, it suggests some techniques for developing teachers' self-acceptance.

Keywords: Competence, Teachers, efficacy, Self-acceptance, self-esteem.

ملخص:

يعد قبول الذات من أكثر المفاهيم ذات الصلة التي جذبت انتباه العديد من العلماء. كانوا يعتقدون أن الشعور بقبول الذات لدى الناس يساهم في ظهور مستوى فعاليتهم. يتم تعريف قبول الذات ببساطة ، وهو يعني قدرة الشخص على الإعجاب وقبول نفسه وإمكاناته. يُعتقد أن هذه الحقيقة تشارك في إنشاء الصورة الشخصية

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اعتمادًا على الصفات والميزات التي تمتلكها. حتى الآن ، تهدف الورقة التالية ، أولاً ، إلى تقديم تعريف موجز وموجز لقبول الذات والكفاءة الذاتية. يحاول شرح العلاقة بين المفاهيم الثلاثة إلى جانب ارتباطها بتدريس اللغة. بعد ذلك ، يفحص مستوى قبول المعلمين وتأثيره على إجراءات الفصل الدراسي. لهذا الغرض ، فإن المنهجية الرئيسية المتبعة هي الطريقة المختلطة. وهذا يعني الجمع بين طرق البحث الكمية والنوعية. الأدوات الرئيسية المختارة هي استبيان واختبار قبول ذاتي للمعلمين. أخيرًا ، يقترح بعض الأساليب لتطوير قبول المعلمين لذاتهم.

الكلمات المفتاحية: الكفاءة ، المعلمين ، الفعالية ، قبول الذات ، تقدير الذات.

INTRODUCTION

Self-acceptance has a long and rich history. It has been the subject matter for many scholars as it is a fundamental variable, which is directly linked to people's wellbeing. When people accept themselves as being effective and productive, they are more likely to develop a positive esteem about themselves and the skills they possess. The concept of self-acceptance is critical in terms of conceptualization. However, none can ignore its prime role in developing a positive self-image and a higher sense of efficacy..

Definition of Self-acceptance

Owing to researchers, the need for the social acceptance, to be liked and to belong is what creates the self-esteem; it is derived from social interaction mediated by reflected self-appraisal. Self-esteem is compatible to the social expectations. According to Adler (1956) [1] , people have their own construction of the self. They strive for meaning; they work toward the goal of wholeness and for superiority. He used the term "self-acceptance" that involves perceptions of competence and achievement. He stated that gaining self-esteem throughout false superiority is an insufficient way; he believed that it is necessary to face life's problems and coping with them rather than avoiding them.

Definition of Self-Esteem

Several definition has been provided for self-esteem, which sometimes were controversial. In 1969, Branden[2] first posits that "Self-esteem has two interrelated aspects: it entails a sense of personal efficacy and a sense of personal worth. It is the integrated sum of self-confidence and self-respect. It is the conviction that one is competent to live and worthy of living." p. 110). This means that self-esteem is the outcome of the correlation between one's aptitudes and self-reliance which can lead to feeling worthy, thus, healthy self-esteem. More to the point, Smelser (1989) [3] believes that self-esteem means the personal image that someone may give depending on his potentials, when he said "… self-esteem means characterizing some parts of the self in descriptive terms: power, confidence, and agency. It means asking what kind of person one is". Noticeably, both definitions identify self-esteem in terms competency and skills possession. However, other terms have been used either to refer to self-esteem or to demonstrate their connection to it.

Self-Esteem and Language teaching

Many studies have revealed the impact of teachers' self-esteem in controlling their confidence and empowering their personality. Valazza (2011) [4] considers teacher personal development and self-confidence as being widely linked. The more teaching ability is

developed, the better teacher's confidence will be. This confidence in personal teaching will lead to further readiness for moving forwards to the next level. Then, Underhill (1986) as cited in Head, K. and P. Taylor (1997) [5] defined teacher development as "the process of becoming the best kind of teacher that I personally can be." Then Rossner (1992, p.4) as cited in Gerardo Valazza (2011) [4] article "Professional development: teacher development and confidence" advocated that:

"Teacher development is not just to do with language or even teaching: it's also about language development, counseling skills, assertiveness training, confidence-building (my italics), computing, meditation, cultural broadening – almost anything, in fact" Rossner (1992)

[1]

So, both definitions emphasize on the teacher personality, their personal development and sense of self-confidence.

Research Method and tools

 The main methodology selected is the mixed method, which is a combination between both quantitative and qualitative research methods. Thus, the major tools are used. The first tools used is a self-acceptance test; it is composed of 5 questions. It aims at measuring teachers' acceptance level. The second tool is a teachers' questionnaire. This later is made of   7 questions. It tries to understand teachers' conceptualization of self-acceptance, and determines its basic sources.

Population

The major population included in the present study are teachers of the English language at the level of the Djilali Liabes University, Sidi Bel Abbes, Algeria. There were 37 teachers participating in the study. After that, the results were analyzed in SPSS software.
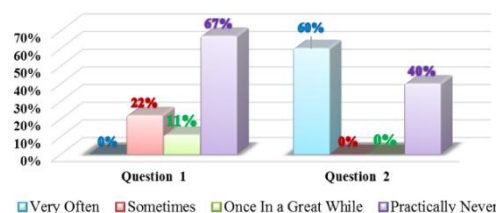
Data analysis and presentation

Analysis of Self-Acceptance Test

This part aims at measuring teachers' self-acceptance level and sources.

1.How often do you feel substandard to most of the superior people you know?

2.Do you ever worry about criticisms that might be made of your work by your colleagues?


Figure. 1 Teachers' Feelings about Being Inferior and Criticized

Question n° 1 and 2 are two sides of the same coin, i.e. they aim at showing teachers self-view. As can be noticed, 22% of teachers have sometimes the feeling of being inferior while 11% have the same feeling once in a great while, but no one 0% experiences that feeling very often. The remaining 67% practically never feel substandard. This category demonstrates teachers' great self-confidence and acceptance. In the same line, 60% of teachers are very often sure that people will respect them one day contrary to 40% of them who practically

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never have the feeling that one day they will be respected. Their choice justifies their previous answer, i.e. they never feel substandard as it is enough to be self-respected. Whilst none of them (0%) has this feeling very often or once in a great while.

3. Have you had the feeling of discouragement with yourself that you wonder whether you are a worthwhile person?
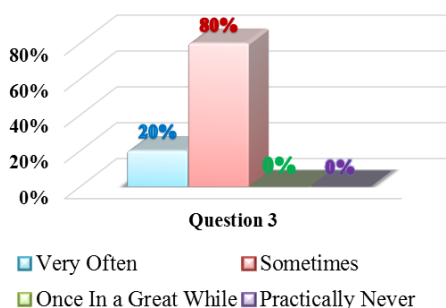

Figure. 2 Teachers' Feelings about Worthiness

As seen in the question n° 3, 80% of teachers sometimes worry about their abilities to convince their colleagues, they feel concerned with others' disagreement. For this kind of teachers, convincing interlocutors is one way to feel capable. At the meantime, only 20% have that feeling. These teachers, in fact, belong to the same categories of the previous questions (1/2). To put it clear, these tutors seem to depend and look for people appreciation and respect. If people respect them and agree with their ideas, they feel more self-accepted and confident. It can be said that their self-acceptance is related to others' view and perception.

4.How many times do you worry whether other people like to be with you?

5.How often do you feel self-conscious?
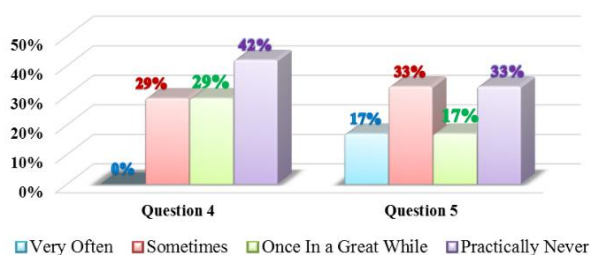
Figure .3 Teachers' Self-Acceptance

In addition, questions n° 4 and 5 are allied. This means, if teachers feel themselves worthless, they are more likely to worry whether others like and enjoy their acquaintance. Thus, 42% of teachers practically never feel discouraged or worthless, while 29% experience that feeling once in a great while, and others 29% sometimes. Yet, no one of them feels worthless very often. Similarly, in question 11, 33% of teachers practically never worry about people's acquaintance, and other tutors 33% feel concerned sometimes whether other people like to be with them. The remaining teachers 17% either worry very often, or 17% only once in a great while about people's acquaintance.
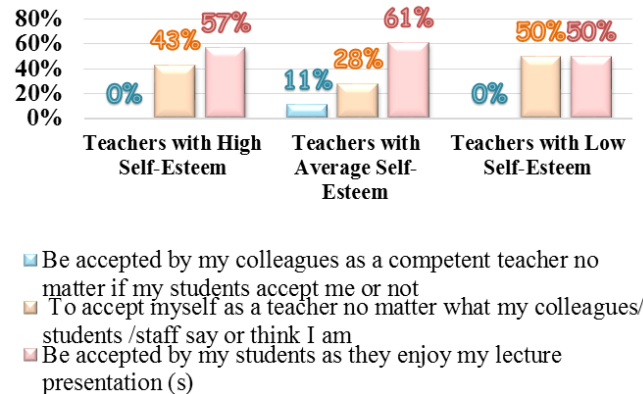
Therefore, thing that can be assumed from the histograms above is that teachers who answered mostly with practically never have a high self-acceptance. Those whose answers are

mainly sometimes have a low self- acceptance, while teachers who answer with either very often or once in a great while have an average self- acceptance.

Analysis of Self-Acceptance Teachers' Questionnaire

Question 1: How can you define self-acceptance in teaching?

The extent to which teachers feel self-confident can be linked to the level of their self-acceptance. Thus, this question is meant to figure out how teachers can define self-acceptance in teaching.

- Be accepted by my colleagues as a competent teacher no matter if my students accept me or not
- To accept myself as a teacher no matter what my colleagues/ students /staff say or think I am
- Be accepted by my students as they enjoy my lecture presentation (s)

Figure. 4 Teachers' Definition of Self-Acceptance in Teaching

As previously noted, self-acceptance refers to the feeling of being a worthwhile and valuable person. Yet, the sources that would intensify such feeling are distinct. Indeed, as it is demonstrated above, 57% of tutors with high self- acceptance define self-acceptance in teaching as being accepted by students since they enjoy lectures' presentation. Compared to 43% of them who think that self-acceptance in teaching is an inner feeling that signifies teachers' acceptance to themselves no matter what others (colleagues, students, staff) think about them. Still, none of them 0% thinks that colleagues perception and acceptance is an appropriate definition.

In fact, some of these teachers tend to put students' feedback at premium. They consider that their professional self- acceptance is the outcome of their students' responses to the several courses' presentation. Whereas others put more emphasis on themselves than anything else; they think that their professional self- acceptance improvement is the outcome of their professional development.

In contrast, 61% of teachers with average self- acceptance have faith in that students' are the prime portrayal of their self-acceptance, i.e. teachers would feel accepted if their students accept them. Whereas only 28% of them think that, it is a matter of being accepted by oneself denying others' perceptions and views. Meanwhile, 11% of teachers consider that self-acceptance in teaching could also be related to colleagues views regardless students' ones.

To put it in a different way, the majority of teachers with an average self- acceptance show their great involvement in their students, while the remaining ones diverge between being accepted by oneself, and being accepted by colleagues. Indeed, for this category of teachers, self-acceptance is not limited to oneself, but it is, also, linked to students and colleagues. The fact that leads for their average professional self- acceptance level.

Regarding teachers with low self- acceptance, parallelism could be noticed between being accepted by students (50%) and being accepted by oneself (50%) regardless others' points of view. While none of them (0%) has opted for colleagues' attitudes. For these teachers,

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professional self- acceptance improvement depends basically on their students' feedback and their self-perception.

2.   Question 02: Do you believe that self-acceptance is an integral component in teaching?

3.   Question 3: Is your sense of self-acceptance a key for your self-concept development?

The aim behind the above questions is compatible. That is, if teachers believe that self-acceptance is an integral component in teaching, they would consider it as a key for their self-concept development. Thus, the aim is to fathom the connection between both self-acceptance and self-concept.

Table II. Self-Acceptance and Self-Concept Connection

Do you believe that self-acceptance is an integral component in teaching?	*Teacher with High Self-Esteem*		*Teachers with average self-esteem*		*Teachers with low self-esteem*	
	Yes	**No**	**Yes**	**No**	**Yes**	**No**
	100%	**0%**	**92%**	**8%**	**100%**	**0%**
Is your sense of self-acceptance a key for your self-concept development?	**100%**	**0%**	**69%**	**31%**	**100%**	**0%**

The table above reveals an accordance between teachers with high and low self- acceptance. Both of them share the same point of view about self-acceptance, i.e. both of them (100%) assume that self-acceptance is an integral component in teaching, and that it is a key factor for developing self-concept. For those teachers, feeling accepted by oneself and by students is paramount in teaching. In other words, if teachers feel accepted, they will be able to improve their feeling of adequacy and skills, which is the core of self-concept.

Nevertheless, teachers with average self- acceptance claim another opinion. For 92% of them, self-acceptance can be seen as a vital component in teaching, in parallel, 69% consider it a key for fostering self-concept. Yet, 8% along with 31% point out that self-acceptance is neither important nor paramount for self-concept improvement. As a matter of fact, teachers disagreement about the idea that self-acceptance eminence and connection to self-concept could be understood in terms of their carelessness to others' perception and views. Indeed, in the previous question, teachers delineate self-acceptance in teaching in terms of accepting oneself no matter what others say of think about them. Their definition clearly justifies their choice. That is to say, for them, self-concept or self-perception is not linked to the fact of being accepted or not, it is also a matter of competency and skills; it is chiefly founded on their potential. For this reason, they do not think that self-acceptance is a major factor in enhancing self-concept. This later, can be further improved by learning new skills, techniques and strategies; the fact that would nurture their self-concept.

Question 04: Are students a source of your personal teaching evaluation?

Question 5: Do you agree or not with the idea that self-acceptance leads to a positive self-evaluation?

The aim of both questions is to discover the link between self-evaluation and self-acceptance.

Table. II Self-Acceptance and Self-Evaluation Linkage

Are students a source of your personal teaching evaluation?	*Teachers with High Self-Esteem*		*Teachers with average self-esteem*		*Teachers with low self-esteem*	
	Yes	**No**	**Yes**	**No**	**Yes**	**No**
	100%	0%	100%	0%	100%	0%
Do you agree or not with the idea that self-acceptance leads to a positive self-evaluation?	100%	0%	83%	17%	100%	0%

According to the table above, parallelism can be noticed. Apparently all teachers, with high, average and low self- acceptance consider students' feedback as paramount in their personal teaching evaluation. This means that all of them 100% consider students as a foremost source of their teaching practices evaluation. None of them (0%) say the opposite.

By the same token, both teachers with high 100% and low self- acceptance 100% besides to the majority of teachers with average self- acceptance 83% assume that self-acceptance can lead to positive self-evaluation. Their choice shows their recognition to the connection existing between self-acceptance and self-evaluation. For these teachers, personal teaching practices' evaluation can be related to the fact of being accepted by oneself, by students or/and by colleagues. This signifies that, if teachers feel accepted, they will positively evaluate themselves.
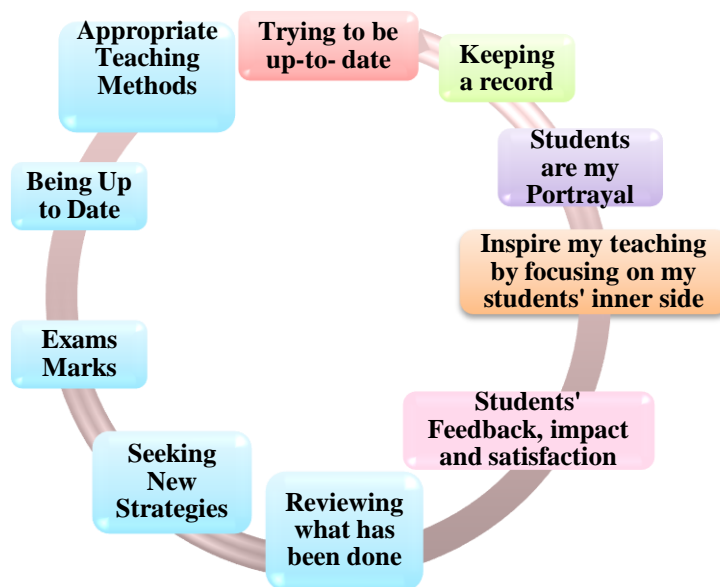
However, the remaining 17% of teachers with average self-esteem do not join the same point of view. To put it differently, these teachers do not depend on their feeling of self-acceptance when evaluating their teaching practices. Although they agree on that students are a prime source for personal teaching practices' evaluation, they still do not think that self-acceptance is related to positive self-evaluation.

As a matter of fact, this category of teachers tend to be the same that defines self-acceptance in terms being accepted by oneself regardless what others think, besides to their disagreement on that self-acceptance is an integral component in teaching and that it is a key element for fostering self-concept. Thus, the previous two questions clearly explain their current choice. For these teachers, positive self-evaluation is not limited to students' feedback. It can be the outcome of their professional development and learning new teaching techniques and skills.

Question 6: How do you evaluate your teaching practices?

Question 7: How do you feel about your teaching competency, knowledge and skills?

Both questions are well-matched. That is, feeling pleased with one's knowledge, competency and skills depends on the way (s) teachers evluate their teaching practices. Thus, the aim of both questions is to discover teachers' sundry methods of personal teaching evaluation besides to their feeling about their own teaching potential.

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Fig. 5 Teachers with High, Average and Low Self-Acceptance Major Ways for Self-Evaluation

Henceforth, as shown in the figure above (that is extracted from teachers' responces), teachers with high self- acceptance tend to rely on the methods, and techniques utilized when teaching for evluating their teaching practices. These teachers are continously trying to be good performers by looking for the appropriate method (s) to teach, and strategies to use. In addition, they believe that exams' marks are good reflectors of their suitable teaching methods' choice. Thus, during their personal teaching evaluation, the emphasis is more on their professional improvement, whilst no attention is provided for students. As such, they tend to feel more competent , knowledgeable and skillful than their students' , i.e. they master their teaching domain.

As opposed to these teachers , educators with average and low self- acceptance tend to be more concerned with their learners when evaluating their teaching practices. Notwithstanding the fact they share some strategies with the previous teachers, many dissimilarities are noticed. Indeed, some of these teachers try to keep a recording of their previous lectures' presentation so that to be able to recognise what is suitable for their students,i.e. reflective teaching. Additionally, inspiring the teaching is focused on the students' inner side,i.e. for these teachers, methods and techniques selection are based on students' preferences. Teachers are always reviewing the lectures, at the mean time seeking to be up-to-date in order to amiliorate the quality of the courses and making the learning process more enjoyable.

More to the point, for some teachers with average self- acceptance, implementation of new teaching methods and strategies is not enough. This means that students' feedback is relevant. To put it clear, after adapting any teaching method, teachers try to see the impact it has on them, their myriad reactions as well as generating their feedback. So, teaching is senseless without students' feedbcak; after all, students' are the first teachers' portrayal. That is why, they tend to feel comfortable about their teaching, and positive about the knowledge they

provide. Their over-all personal evaluation is said to be acceptable, normal not so that satisfied as they think that they still have to learn not only via reading, but also from their students and colleagues.

Suggestions

The following proposals are only some of myriad suggestions that can help teachers improve both their sense of self-esteem and acceptance

1. Believe One Self

Teachers are used to experience difficult situations for which they would feel incapable, i.e. incompetent. In fact, these challenges are what make stronger teachers. So, trusting oneself (capacities, knowledge, social skills …etc.) is important for teachers; such feeling is easily communicated to students.

2. Self-Awareness

Self-awareness can be defined as personal personality' perception and discovery. It is considered as a vital component in human's life, and on which self-concept relies. Self-awareness helps humans to discover themselves in terms of: preferences, strength and weak points, skills and capacities …etc. In his book, "An Essay Concerning Human Understanding (1690)" Locke [6] advocates that self-awareness is what makes a strong personality. To put it differently, Franzoi (1996) [7] defined self-awareness as : "...a psychological state in which one takes oneself as an object of attention.". Then, Crisp & Turner (2010) [8] state that: *"Self-awareness is a psychological state in which people are aware of their traits, feelings and behaviour. Alternately, it can be defined as the realization of oneself as an individual entity.".* Thus, self-awareness is when each person sees/ or considers herself as the subject matter and provides much more attention for discovering and developing it. Though self-awareness is central for self-development, not all people are aware of it.

3. Others' Positive Perception

One of the prime reasons for which speech is important in developing teachers' professional self- acceptance is that students usually perceive their teacher depending on his/her speech, i.e. ways through which the teacher want to convey his/her message. Therefore, teachers need to use appropriate words, as it would reflect their both: personality and self-esteem.

To put it clear, teachers with low professional self- acceptance tend to use lots of negative words even when being in a group discussion (I cannot, I am stupid, I do not think I can do it …etc.). Contrary to professional high self- acceptance teachers who keep using positive words such as: I can do it, I am capable enough, I have the potential, I am nice, I am Intelligent …etc. It is even commonly known that these positive self-words provide a good perception.

4. Self-Expression

Low self- acceptance teachers usually experience a fear of communication, inability verbalize ideas, beliefs, and thoughts. One-step toward developing professional teachers' self-acceptance is self-expression. That is to say, teachers need to discuss their ideas, thoughts openly and freely; keeping them inside and hesitating will not be advantages, but only hindering personal growth. Thus, self-expression is necessary for improving teacher's communication and creating contacts. Such relationships would expand others perception of

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the teacher, and if this later gains a positive perception, it would raises his/ her self-acceptance.

5. Self-Confidence

As previously seen in the literary review, self-confidence is considered as one way to improve both teachers' professional self- acceptance and personality. So, self-confidence is a vital component in commutation. Teachers need to believe in their capacities to express themselves, to communicate their thoughts and beliefs efficiently.

Conclusion

The present research endeavours to amplify the eminence of teachers' self-acceptance and its contribution in developing teachers' self-esteem and improving their efficacy. As confessed by teachers' participants and proved by scholars, self-esteem is an integral component in teaching. It can help to develop teachers' personality, better the teaching performances and improve the learning process. It reflects on teachers' teaching philosophies and behaviours. Thus, its improvement can be beneficial for teachers and learners alike.

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