The Impact of Teachers’ Professional Self-Esteem on Students’ Academic and Personal Development

The Case of Third Year LMD Students at the English Department of Djilali Liabes University, Sidi bel Abbes

Dissertation submitted to the Department of English Languages in Partial Fulfillment of the Requirement for the Magistère Degree in Educational Psychology

Presented by: Miss. BAGHLI Asmaa

Supervisor: Prof. Merbouh Zouaoui

Board of Examiners:

Prof. MELOUK Mohamed Prof President UDL, Sidi Bel Abbes
Prof. MERBOUH Zouaoui Prof Supervisor UDL, Sidi Bel Abbes
Prof. OUERAD Abass Prof Examiner UDL, Sidi Bel Abbes

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To My Dear Family
Acknowledgments

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Abstract

Self-esteem is one of the notions that is widely conferred with researchers. The image provided by oneself can be the core foundation for either his/her success or failure. Its heightening is related to the logical concomitant of a number of personality aspect’s growth such as: self-confidence, self-acceptance and self-efficacy. Hence, the balance between these factors is believed to result in a healthy level of self-esteem. Then, students’ success or failure can be the upshot of teachers’ self-esteem level. Hitherto, the present research is meant to divulge the influence that teachers’ self-esteem has on students’ academic and personal development. The notable objective is to scrutinize teachers’ self-esteem sources, and to examine its impact on students’ learning and personality growth. Then, to seek some appropriate and plausible techniques for a healthy level of self-esteem. The study is structured into four chapters. The first chapter is a portrayal to the English language learning and teaching at the Djilali Liabes University, Sidi Bel Abbes, as well as a presentation of the main methodology followed. It endeavours to demonstrate the educational system at this department, then, to describe teachers and students’ profile. It also presents the main tools used in collecting data. The second chapter is devoted to the literature review of self-esteem. It tries to present the history of self-esteem, and its connection to the other concepts. It also stabs at revealing the linkage between self-esteem and language learning and teaching. The third chapter accentuates on the analysis and interpretation of the data collected. It incorporates the Analysis of four prime tools: test, questionnaire, interview and observation. The last chapter suggests some plausible strategies for improving teachers’ self-esteem.
List of Abbreviations and Acronyms

- BAC: Baccalauréat
- CEST: Cognitive-Experiential Self-Theory
- ESP: English for Specific Purposes
- JFS: Jenis Field Scale
- LMD: License, Master, Doctorate
- MAB: Assistant Master Class "B" (Maitre Assistant Class “B”)
- MAA: Assistant Master class "A" (Maitre Assistant class “A”)
- MCB: Conference Master Class "B" (Maitre de Conférence class “B”)
- MCA: Conference Master Class "A" (Maitre de Conférence class “A”)
- TD: Tutorial classes (Travaux Dirigés)
- TEFL: Teaching English as a Foreign Language
- USA: United States of America
- UK: United Kingdom
- M2: Second Year Master Class
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General Introduction

It is undeniably clear that the state of any country depends mainly on the quality of the education provided since it contributes to the development of both personal and societies’ level. The fact that the existence of human beings would be worthless without education makes the later paramount. It is meant to be the means of respect, recognition and identification that humans possess.

Education stands for the holistic and continuous process of learning and seeking knowledge in several disciplines. It has a positive and constructive impact on humans’ lives as well their community. The prime aim of education is to foster, not only, students’ knowledge and crafts, but also their personality. This means that the teaching process aims at nurturing individual moral and intellectual capacities so as to make them valuable members in society.

As a matter of fact, teaching is a noble profession. The terms of teaching has materialized a positioned area of research as embraces an endless range of meanings. Since the teaching process involves a cluster of activities, researches’ attention was deeply drawn into the secret behind effective teaching.

Notwithstanding the reality that myriad studies accentuated on the teaching effectiveness relevancy, still there is no clear or absolute definition of effective teaching. Teaching effectively may differ due to multifaceted cultures, perceptions and interpretations. In some cultures, a good and effective teacher is that who monitors students’ learning and puts a strong emphasis on individual creativity and independent learning. In such atmosphere, students may be able to question, challenge and sometimes are free to gainsay what the teacher says.

Thus, creating a conductive learning atmosphere depends basically on teachers’ personal beliefs and principles about both the teaching and learning processes, as well as their personality type. Despite the fact that researchers diverged in defining teachers’ effectiveness in a foreign language class, portfolios of studies have proved that teachers’ personality, tends to contribute to a large extent in the progress of students’ language learning.

Indeed, one of the most important personality traits that teachers need to possess is self-esteem. It solely defined as the personal image that people provide for themselves, how they perceive themselves as being valuable and worthy members in society.

Incontrovertibly, psychological inquiries along with second/ foreign language teaching and learning studies demonstrate that self-esteem is an integral component in any human beings
character. For teachers, it is deemed to be the secret behind their efficient teaching. The fact of holding a high or low self-esteem in language teaching is crucial. It has been acclaimed for teachers, more than others, to develop their personal self-esteem since it can level off both the teaching and learning processes.

In many cases, the teacher is viewed as an ideal person, with a particular attractive character that tends to influence students desire to language learning. If that teacher’s self-esteem is either high or low, students are more likely to recognize and depict it. Although several studies had been conducted on the concept, few of them approached teachers’ self-esteem.

For that reason, the motive behind undertaking this research is to delve into the self-esteem notion in general, and to pore over teachers’ professional self-esteem in particular. In view of the fact that teachers are different in terms of self-esteem level which impacts their behaviour, decisions, contact with students and the way (s) of dealing with conundrums in classroom, the researcher thought to divulge the connection between teachers self-esteem and students language learning and personality development. Since the issue “teachers’ professional self-esteem” has been absent from most of educational psychology discussions, the researcher believes that it would be worthy to scrutinize the significance of that self-esteem in foreign language classes as a means to revitalize the teaching process.

Henceforth, the present study represents an attempt towards enlightening the concept of teachers’ professional self- esteem at the level of the English Language Department, Djilali Liabes University, Sidi Bel Abbes. The primary objective of the investigation is to confirm that both successful teaching and learning can be discernibly linked to self-esteem and to affirm the extent to which its development is necessary for efficiently teaching foreign language learners’ classes.

Thus, the core question of this research is:

**Does teachers’ professional self-esteem impact students’ willingness to learn besides to their academic and personal improvement?**

Then, further sub-questions are raised:

1. **Do teachers believe that self-esteem contributes to their effective teaching?**

2. **Does students’ academic failure / or success affect teachers’ self-esteem?**

3. **Is students - teachers’ relationship important in developing teachers’ professional self-esteem?**
The following hypotheses are proposed to conduct the research:

1. **Students are more likely to be motivated to learn especially when teachers possess an acceptable level of self-esteem to which students’ accomplishment is linked.**
2. **Most teachers confess the importance of professional self-esteem in their teaching career.**
3. **Students’ academic failure/ or success can either nurture or decrease teacher’s professional self-esteem.**
4. **Students- teachers’ relationship is part of teachers’ professional self-esteem development.**

The following research is based on a “comparative study” that is made between teachers with different levels of self-esteem. The aim is to compare teacher’s professional self-esteem and to examine its impact on students’ at both academic and personal level. Therefore, students’ views will be also taken into account, i.e. the way they perceive their teachers’ self-esteem and whether they are emotionally and academically affected or not. This signifies that the research sample embraces both teachers and students. Then, in order to achieve the pre-ordained objectives, four main tools have been utilized: Janis Field Test for teachers, questionnaire for both teachers and students, interview for teachers, and observation.

Subsequently, in trying to explain the concept and analyzing the situation, the study consists of four chapters. The first chapter is a description to the teaching and learning situation. It aims to provide a general portrayal to teachers and students’ profile, teachers’ teaching experiences, and the main hindrances faced by teachers in trying to develop professionally. The second chapter is a literary review. It focuses on defining self-esteem in general, and tries to find out its affiliation with other concepts. It recapitulates the prime leading self-esteem theories, and list some of the main factors that impact teachers’ self-esteem.

The third chapter is devoted for analyzing the data that is gathered through a number of tools, then, interpreting it. The goal of this section is to figure out the difference between possessing a high/ and low self esteem, and to notice its impact on students in practice. The final chapter is concerned with offering some ideas and suggestion about the way (s) to develop teachers’ self-esteem. It tries to propose some techniques that can improve teachers’ personal view, and that would fit our objective that is rejuvenate the teaching process via enhancing educator’s self-esteem.
Chapter One

Description of The Teaching and Learning Situation
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1.1. Introduction

This chapter sheds light on the status quo of professional self-esteem in regard to teaching and learning the English language at the level of the English Department at Djilali Liabes University, Sidi Bel Abbes. First, a stab will be made at explaining, briefly, what self-esteem means and stating its importance in teaching. Then, it is necessary to provide a clear portrayal of the English department and determine the difference between the contemporary LMD educational system and the Classical system that is fading away. After that, teachers’ profile, their teaching experience and their behaviours in classroom will be looked at. It also intends to highlight teachers’ students contact and relationships in class. Finally, it describes the methodology followed, and the tools used in this study.

1.2. Background of the Study

In Educational psychology, self-esteem has materialized an important area of research. James and Mead (1890) were the first ones to launch some studies about self-esteem. They claim that self-esteem is the source of one’s success. In order to increase self-esteem, one may either improve his/her successes, or decline his/her negative expectations for accomplishment. This affects one understanding of self-esteem (Wickline, 2003).

In addition, owing to Bednar and Peterson (1999), each person relies on the creative self as a means to build up his own real view. So, self-esteem is that feeling of satisfaction that is the outcome of one success. In his turn, Coopersmith (1967) mentioned that the feeling of unworthiness and inadequacy makes people experience a sense of inferiority and incapability to tackle or improve their situation.

Then, as the figure below demonstrates, Coopersmith (1967) suggests three prime sources that lead to the development of self-esteem, which are: personal value provided to one experience of success, personal definition of success and failure, as well as the ways of dealing with negative feedback and criticism. As for the humanists, self-esteem is regarded as the prime source of academic achievements.
In the western and European culture, students’ academic performances are depending mainly on their self-esteem (Spinath et al., 2006; Skaalvik and Valas; 1999). But, the ability to generalize the findings on other cultures is still questioned. On the same line, a research done in Kenya focuses on the link between self-esteem and academic performance in Math and English reveals that students who have high grades tend to possess a high self-esteem (Herbert W. M; 2006).

1.3. Significance of the Study

As evaluating students’ language progress is necessary, measuring teachers’ improvement is relevant too. That is to say, if teachers are professionally developed, they would possess a healthy self-esteem. It is for this reason that knowledge about the role which teacher’s professional self-esteem plays in second language class is to be clear for both teachers and students.

Hence, self-esteem is significant not only in one’s personal life, but also in the professional one. Greater understanding of how far teachers’ professional self-esteem impacts students’ academic progress will facilitate the improvement of learners. The absence of healthy professional self-esteem has a negative influence that has been shown by sundry studies as Mwiti (1989), in the sense, that it would change the desire of students to excel in their studies and the teachers’ aspiration in their teaching.
1.4. Statement of the Problem

In Algeria, the concept of students ‘self-esteem is discussed on a large scale. Yet, little attention is provided for teachers’ self-esteem and its influence on student’s improvement especially in language learning. Still, one of the common beliefs is that teachers play a vital role in shaping students’ lives. Indeed, most of Algerian students claim that they have been deeply touched and encouraged by their teachers. They feel so attached to their tutors that they would sometimes, change their attitudes, beliefs, or learning habits ; teachers’ helped them to gain an insight vision about themselves.

When it comes to language learning, students tend to be quite attracted by their teachers and so fellow them up, because they influence them. That is to say, they would imitate their teachers in their way (s) of speaking, behaviours…etc. However, if these teachers do not pay attention to their behaviours in classroom, or do not try to further develop their level, deepen their knowledge or learn some new skills, they will not be able to influence their students. This fact would lead to decrease students’ desire for learning.

Still, the problem is that little attention is provided for teachers’ professional self-esteem and what influence it has on students. If teachers are bound to provide necessary knowledge for learners and to help them improve, who is responsible for teachers’ improvement? Then, it is also believed that university teaching is somehow different from High/middle school teaching, teachers need to be professionally, but mainly, psychologically prepared for facing hundreds of learners and ready to change their lives.

Nevertheless, as it is the case for most Algerian teachers, no training courses are provided for university teaching. The big issue is about teachers’ ability to create a professional self-esteem that would help them to be more dynamic and flexible with learners. In return, it would enable students to develop both academically and personally.

For these reasons, the major problematic of this study is to investigate teachers own understanding of self-esteem, and to evaluate it based on some selected research instruments. The study aims to rejuvenate the concept of self-esteem in teaching; it tries to examine teachers’ professional self-esteem and see what impact it has on learners while learning a language. It also tries to show the link existing between teachers’ professional self-esteem and students’ language learning development.
1.5. **Purpose of the Study**

The main purpose of the study is to pore over the essence influence of teachers’ professional self-esteem on learners. It is meant to discover teachers’ estimation of their professional self-esteem and how can it interact with learners’ language learning development. On the basis of this purpose, some objectives have been formulated.

1.6. **Objective (s) of the Study**

- To revitalize the importance of the self-esteem concept in language teaching.
- To reveal the relationship that exists between teachers’ professional self-esteem and students’ development.
- To examine the impact of teachers’ professional self-esteem on students both academic and personal improvement; how can teachers affect students language learning development/ or failure.

**Figure 1.2. Objectives of the Study**
1.7. Research Questions

On the basis of the previously mentioned objectives, four main questions were underscored:

1. Does teachers’ professional self-esteem impact students’ willingness to learn besides to their academic and personal improvement?

2. Do teachers believe that self-esteem contributes to their effective teaching?

3. Do students’ academic development affect teachers’ self-esteem?

4. Is students - teachers’ relationship important in developing teachers’ professional self-esteem?

1.8. The Scope of the Study

The study is conducted at the level of Djilali Liabes University, faculty of Letters, Languages and Arts; English Department, in Sidi Bel Abbes, Algeria. The Department contains students from different towns, the majority possessing the same nationality, Algerian. The location is selected because it is thought to encompass a variety of teachers who hold different kinds of academic degrees and distinct professional self-esteem level.

1.9. Personal Motives of the Study

Many students believe that some teachers have shaped their lives. Such teachers could influence their students either personally or academically, i.e. either throughout their teaching methodology or personality and behaviours. Then, teacher-students’ relationship is, also, said to be paramount in improving student’s willingness to learn, and maintaining teachers’ positive self-image. Hence, the essence derive behind undertaking such investigation is to reveal the link between teachers’ self-esteem and students’ personal and academic growth.

1.10. Research Method (s)

The research is based on a comparison between teachers who have different types of professional self-esteem: high, average and low self-esteem. Since the notion of professional
self-esteem has gained little attention, that is, few data and methods could be found and followed, a Pilot study ¹ was first conducted.

In addition, as the prime aim is to measure teachers’ professional self-esteem as well as describe it, a combination between qualitative and quantitative method within a single research framework seem to be an appropriate method to follow. This later is called “The Mixed Method”. This means that a variety of instruments will be selected as to facilitate data collection and to make the study somehow reliable.

1.11. Sampling

There are many methods of selecting the right sample for the research. The main ones are: Probability methods - Quota methods - Selective methods - Convenience methods - Ethnographic methods (see the table 1.1 below). As the study is concerned with teachers’ professional self-esteem, teachers of the English language at the Djilali Liabes University will be the target population. Then, since the majority of teachers are available and easy to contact, the simple random sampling method seems the appropriate sampling method. Although the total number of teachers at this department is does not exceed 38, only 22 teachers have been selected to be questioned and tested and 05 teachers would be picked up for observation.

Moreover, as to compare teachers’ personal professional view with students’ sight towards teachers, third year LMD students will, also, be part of the study sample. Yet, since third year LMD students’ number is between 180 up to 260; and it is difficult to question all of them, only one group “E” will be chosen.

¹ Pilot Study: A small study conducted in advance of a planned project, specifically to test aspects of the research design
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## Probability Methods

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<td>It is believed to be the best as it is possible to use the most powerful statistical Analysis on the results.</td>
<td>Simple Random Sampling</td>
<td>Whole population is available.</td>
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<td>Stratified Sampling</td>
<td>There are specific sub-groups to investigate (ex. demographic groupings).</td>
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<tr>
<td></td>
<td>Cluster Sampling</td>
<td>When population groups are separated and access to all is difficult (ex: in many distant cities)</td>
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## Quota methods

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<td>Often used when the study involves groups where sub-groups are small.</td>
<td>Quota Sampling</td>
<td>Accessibility to a wide population, including sub-groups, only needed are selected.</td>
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<td>Proportionate Quota Sampling</td>
<td>When normal sampling may not give enough in minority groups</td>
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<td>Non-Proportionate Quota Sampling</td>
<td>Minimum number from each sub-group is selected he study is about characteristic within minority groups</td>
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## Selective methods

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<td>When there is a particular groups</td>
<td>Purposive Sampling</td>
<td>Study focuses on a particular groups.</td>
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<td>Expert Sampling</td>
<td>Seeking expert opinions</td>
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<td>Snowball Sampling</td>
<td>When recommendations are required,</td>
</tr>
<tr>
<td></td>
<td>Modal Instance Sampling</td>
<td>‘Typical’ opinions are sought.</td>
</tr>
<tr>
<td></td>
<td>Diversity sampling</td>
<td>When the study seeks specific differences</td>
</tr>
</tbody>
</table>

## Convenience Methods

<table>
<thead>
<tr>
<th>Definition</th>
<th>Methods</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>If there is no time or funds, convenience methods are suitable.</td>
<td>Snowball Sampling</td>
<td>Similar subjects are sought.</td>
</tr>
<tr>
<td></td>
<td>Convenience Sampling</td>
<td>The sample is selective from people who are available</td>
</tr>
<tr>
<td></td>
<td>Judgment Sampling</td>
<td>It is to guess a good-enough sample</td>
</tr>
</tbody>
</table>

## Ethnographic Methods

<table>
<thead>
<tr>
<th>Definition</th>
<th>Methods</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>The study is based on who is available and willing to participate.</td>
<td>Selective Sampling</td>
<td>Focus is needed in particular group, location, subject, etc.</td>
</tr>
<tr>
<td></td>
<td>Theoretical Sampling</td>
<td>Theories are emerging and focused sampling may help clarify these.</td>
</tr>
<tr>
<td></td>
<td>Convenience Sampling</td>
<td>Others samples cannot be found.</td>
</tr>
<tr>
<td></td>
<td>Judgment Sampling</td>
<td>It is a quick sample selection representative of the study purposes.</td>
</tr>
</tbody>
</table>

| Table 1.1. Sampling Methods |
Chapter One: Description of the Teaching and Learning Situation

1.12. Research Tools

In order to attain the intended objectives, a combination of instruments have been chosen: Personality Test (Revised Janis and Field Scale) – questionnaire – interview and observation.

**Figure 1.3. Main Research Tools**

1.12.1. Personality Tests

There exist several methods of self-esteem measurement; one of the most common way is the use of a “test”. Some of these tests are particularly designed for younger children as for: Coopersmith Self-Esteem Inventory, Pope's 5-Scale Test of Self-Esteem for children, and Kid-kindl, whereas the others means are premeditated for adults such as: Rosenberg Self-Esteem Scale and Janis-Field Feeling of Inadequacy Scale.

**Figure 1.4. The Main Personality Tests**
1.12.1.1. **Rosenberg Self-Esteem Scale**

Self-esteem test was a pioneer idea come up by Rosenberg. The later believed that self-esteem is shown when the person has the same positive/ or negative attitude towards oneself and the others (person/objects). In this respect, if the attitudes towards other objects can be measured, then, measuring attitudes toward oneself is also plausible. Rosenberg test comprises 10 questions evaluated using four level scale.

1.12.1.2. **Janis-Field Feeling of Inadequacy Scale (JFS)**

Janis- Field Feeling of Inadequacy Scale represents only one part of a large number of instruments used to measure self-esteem. The original JFS was developed in 1959 and designed for adults. It embraces 23 questions meant to reveal people’s self-consciousness, anxiety and personal worthlessness. People express their agreement on the questions asked using five alternative responses: very, fairly, slightly, not very and not at all. Those items are scored from zero to four (0 to 4) for a possible feeling of inadequacy from 0 to 92. Low scores indicate low self-esteem, and high scores indicate high self-esteem. (Cited in John P. Robinson, Phillip R. Shaver, Lawrence S. Wrightsman, page 124).

JFS was modified so many times in accordance with Shavelson et al hierarchical facet model of self-esteem. Items added tackle self-regard, academic abilities, social confidence and appearances. Thus, the scale scoring changed from (0 to 4) to (0 to 7). The JFS was recommended for researchers dealing with the main components of self-esteem.

1.12.1.3. **Measurement of The Revised Janis-Field Feeling of Inadequacy Scale (JFS)**

The JFS test was the first selected tool as a means to measure teachers’ professional self-esteem. Yet, among the 36 questions of the revised Janis-Field Feeling of Inadequacy Scale, only 15 questions were picked up. These questions are believed to be linked to the current study, whilst the remaining questions (21) do not.

To put it clear, questions (1/7/9/10/11) are meant to discover teachers’ self-acceptance, while questions (6/13) are considered as the outcome of the previous questions (1/7/9/10/11). This means that, if teachers experience a sense of inadequacy, and worthlessness, they would experience a sense of inferiority as well. Questions (2/3) deal with teachers’ self-efficacy, whilst only one question (5) caters body image. Questions (4/8/14/15) are meant to discover teachers’
self-evaluation, i.e. if people’s views affect teachers’ personal evaluation or not. The last question (12) tackles teachers’ self-consciousness.

Henceforth, teachers need to express their view on the 15 questions using four items: very often, sometimes, once in a great while and practically never, or the extent of their confidence using the items: very confident, slightly confident, not very confident and not at all confident. The items are, then, scored from 1 to 4. The total score can range from 30 up to 60.

Then, the Likert scale is used as the means to calculate teachers’ professional self-esteem mean. The general teacher’s test score will be divided by the number of questions (15). The mean will determine teachers’ professional self-esteem level. That is to say, if the mean is more than one and less than two \((1 \leq \text{the mean} \leq 2)\) it is a low self-esteem. If it is more than two less than three \((2 \leq \text{the mean} \leq 3)\) it is a medium self-esteem. If it is more than three nearly four high self-esteem \((3 \leq \text{the mean} \leq 4)\), for instance: \(2 \leq 2.3 \leq 3\) is an medium level of self-esteem.

1.12.2. Questionnaire

There are sundry ways for gathering information; surveys are the wide known ones. That is to say, a survey is a simple discussion or interview done with individuals about a specific topic. A questionnaire can be simply defined as series of questions addressed to participants to gather specific answers. It helps to describe the nature and find out the truth behind an existing condition or determine the relationship between events in a natural setting.
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<table>
<thead>
<tr>
<th>Types of Question</th>
<th>Explanation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dichotomous Questions</td>
<td>It is two possible responses questions like: Yes/ or No.</td>
<td>If your learners challenge the information you provided, will you accept it?</td>
</tr>
<tr>
<td>Open-ended questions</td>
<td>Open-ended questions can be answered by more than one word, sometimes a sentence.</td>
<td>What definition would you give to goals, values in teaching?</td>
</tr>
<tr>
<td>Likert Scale Questions</td>
<td>These questions are used when the researcher is trying to determine respondents’ attitudes or feelings about something</td>
<td>How would you rate your self-confidence in teaching? (high/low/medium)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Choice Questions</td>
<td>The aim behind this kind of questions is to make the respondents choose the best possible answer among all options presented</td>
<td>What are the sources of your self-confidence in teaching?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Your students’ trust and satisfaction from lectures’ presentation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Your evaluation to your personal teaching practices and teaching experience (s).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Your colleagues/ and student respect.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Your professional self-image and self-esteem</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Your contribution(s) to different seminar (s), conferences and academic publications.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. The academic degree (s) (diploma) you have.</td>
</tr>
<tr>
<td>Categorical Questions</td>
<td>It means when the researcher gives possible answers that are categorized, and the respondent must belong to one category.</td>
<td>What definition can you give to self-confidence in Teaching?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Always seek to be up-to-date in your field.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Use a diary to write workable strategies used each day.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Enlarge your knowledge by reading books related to your field.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Maintain a good relationship, and contact with both colleagues and students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Team-teach a class to develop your teaching practices.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Always seek help from experts and specialized of the field.</td>
</tr>
</tbody>
</table>

Table 1.2. Types of Questionnaire’ Questions
For this reason, the second tool chosen for the current study is a questionnaire. The later is meant to scrutinize teachers’ professional self-esteem depending on five of its main components: self-confidence, self-acceptance, self-consciousness, behaviours and self-efficacy, and teachers’ goals, values and the effect of reward.

In this respect, the questionnaire embraces five parts; each one tackles a specific component of self-esteem. The questions asked are a mixture of six main types of questions: Yes/No questions – Open-ended questions – Close-ended questions – multiple-choice questions – Categorical questions – Likert Scale questions. Therefore, the questionnaire is dedicated, at the first place, to teachers of the English language at the level of the English department at Djilali Liabes University, Sidi Bel Abbes. Then, a second questionnaire is distributed to students.

1.12.3. Observation

One the most significant tools in a research is observation. It has been claimed to be an effective way to collect data for enquiries’ purposes. The origins of observation date back to the early natural sciences development. In contemporary education researches, it caters highly complex social phenomenon.

In other words, as defined by Marshall and Rossman (1989), observation is "the systematic description of events, behaviours, and artifacts in the social setting chosen for study" (p.79). Thus, using observation, the researcher is able to describe an existing situation (cited in Barbara B. K, 2005). In addition, among the sundry types of observation (see the table 1.2); a combination of two kinds are selected in the current study: the structured and non-participant observation. This means that, the researcher will be a non-participant observer; all that is to be observed is premeditated beforehand.
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<table>
<thead>
<tr>
<th>Type of Observation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Casual Observation</strong></td>
<td>It means observing the right thing at the right place by a matter of chance</td>
</tr>
<tr>
<td><strong>Natural Observation</strong></td>
<td>It is the observation of behaviours in a natural setting.</td>
</tr>
<tr>
<td><strong>Subjective and Objective Observation</strong></td>
<td>It is the observation of one's own instantaneous experience. Whilst objective observation is to observe the thing as being separated from the rest of things being observed.</td>
</tr>
<tr>
<td><strong>Direct Observation</strong></td>
<td>In a direct observation, the researcher collects necessary information with no intervention the situation. That is to say, the researcher is the observer, s/he gathers data from the sample being observed but without becoming involved in the entire context.</td>
</tr>
<tr>
<td><strong>Indirect Observation</strong></td>
<td>It involves observing and recording but depending on another person.</td>
</tr>
<tr>
<td><strong>Participant Observation</strong></td>
<td>Participant observation means that the researcher is actively involved in the situation being observed; s/he contributes in the same activities of the sample for the sake of gathering as much data as possible.</td>
</tr>
<tr>
<td><strong>Non Participant Observation</strong></td>
<td>Contrary to participant observation, non-participant observer is meant to observe the setting but without being integrated. The observer should have no relationship with the sample.</td>
</tr>
<tr>
<td><strong>Structured Observation</strong></td>
<td>In the structured observation, the researcher observes things that are pre-ordained. This means, that structured observation depend on a plan already managed, all that is to be observed is decided beforehand.</td>
</tr>
<tr>
<td><strong>Unstructured Observation</strong></td>
<td>In the unstructured observation, all things that to be observed are not decided. The researcher simply selects a sample, and the setting, then, the observer takes notes of what is relevant for the study.</td>
</tr>
</tbody>
</table>

Table 1.3. Types of Observation in Research
1.12.4. Interview

Interviews are represent an important tool in research project. There exist three essence types of interviews: structured – semi-structured and unstructured interviews. As far as the former type is concerned “structured interview”, it is usually used in a quantitative research when specific information is required. It needs obedience to particular set of rules. The researcher is ought to read the interview questions word by word with no deviations.

The semi-structured interviews are bit relaxant than the former one and often use in qualitative research. The interviewer can be friendly and sociable with the interviewee. The last genre is the unstructured interview that frequently utilized in case studies (qualitative). It is simply described as free discussion between the interviewer and the interviewee. It is more like a conversation than an interview.

Henceforth, among the three main kinds of interview the second type seems to be appropriate for the current research. The semi-structured interview will be concerned with teachers that are selected for observation. It is a means to collect much more information for the study.

1.13. The Research Limitations

The research had five basic limitations: lack of references the questionnaire application, the sample size, questionnaire responses and students’ sloppiness and lack of vocabulary.


1.13.1. Lack of References

The first and the foremost limitation that encountered the researcher is the absence of discussions on the issue “teachers’ professional self-esteem”. Notwithstanding that there are so many publications on self-esteem in general; many books and references that have targeted self-esteem in an implicit way, little attention is given for teachers’ professional self-esteem. It can be said that it takes only a corner from the wide questioned notion.

1.13.2. Difficulties in The Questionnaire Application

Self-esteem is definitely not a new notion; indeed, it has been widely researched by scholars like: Roseburg, Coopersmith, Janis and many other researchers. Those researchers have used variety of tools in their inquiries. Some of these tools are questionnaires (or self-esteem tests) and observation. Although these tools were of a great benefit for the current study, some problems arose in their application.

That is to say, the main problem encountered in the utilization of the previous listed tools is the inappropriateness of some of the questionnaire questions. Revised Janis and Field Scale, for instance, was designed for a particular kind of population that differs from the present research population in terms of culture and beliefs. Thus, during the JFS distribution process, some questions seemed ambiguous to some teachers. The researcher was obliged to ignore a number of question, and select the ones that fit with teachers’ culture.

1.13.3. The Sample Size

Several studies were conducted on self-esteem. Despite the fact that it was discussed from different perspectives, almost all enquiries share the same number of participants from 100 up to 200 participant. Hence, since the number of teachers at the level of the English department at Djilali Liabes Universirty does not exceed 38 teacher, the sample size was problematic. The researcher had to work with a small number of teachers.

1.13.4. Questionnaire Responses

Another major problem encountered during this study was teachers’ responses to the questionnaire. To put it in a different way, after the questionnaire distribution, some teachers refused completely to respond, whereas others rejected some questions. The fact that was problematic during the questionnaire interpretation.
1.13.5. Students’ Sloppiness and Lack of Vocabulary

In order to confirm the parallelism between teachers’ professional self-view and students’ image towards their teachers, students were also questioned. During the questionnaire distribution process, students were motivated for responding and ready to cooperate in the research. Hitherto, during the interpretation process, the major challenge faced was to grasp students’ responses, i.e. not all of students’ answers were compressible due to their lack of vocabulary. Besides, some of students’ questionnaire responses were written with sloppiness and carelessness, no honest or clear view was expressed.

1.14. Description of the English Department

Since the current selected department is English, a historical review of the department besides to its main educational systems are to be described.

1.14.1. Historical Review

Djilali Liabes University was originally founded in the 1st of August 1989. Its creation is the outcome of 20 years of hard work and expansion. Before being a university, several statutes have governed it:


The University of Djilali Liabes, Sidi Bel Abbes has gained status in 1989 after it was an academic center whose activity began in 1978. The university is composed of Six (06) Faculties: (Science, Law, Engineering Sciences, Medicine, Economic Sciences and Humanities) spread over 09 sites.

In fact, the humanities science faculty was originally built in January 1991 and containing only one field which is the English language. Since then, the faculty witnessed an increasing number of students calling for different fields and specialties which led to the opening of several options as for: Arabic language, French language, translation and Civil Engineering.
By the beginning of 2012, a new faculty called “the Campus” was officially established; it contained four prime departments; two of which were transferred from the former faculty “Letters and Human Sciences” to the new one, that is the case of: The French, English languages, the German Language besides to Arts. Nowadays, this faculty is called “Faculty of Languages”.

1.15. The Educational Systems

The English Department offers myriad courses in different forms: small and large, introductory and advanced, undergraduate and graduate. In fact, the department adopted two different systems: Classical and LMD system.

1.15.1. The Classical System

Hitherto, two educational systems were recognized: The classical and the LMD system. Regarding the classical system, it was implemented right from the opening of the department. Students used to study for four years to obtain a Bachelor of Art Degree. In the first year, students should study for seven (07) modules, in the second and third years, student were ought to study for ten (10) modules, while in the forth year, they had 06 modules (as seen in the table below). Unfortunately, the classical system nowadays has completely disappeared. The adoption of the LMD system has created a radical change in the educational system.

Figure 1.8. The Classical System

### Table 1.4. Classical System Modules

<table>
<thead>
<tr>
<th>1st Year Modules and Coefficients</th>
<th>2nd Year Modules and Coefficients</th>
<th>3rd Year Modules and Coefficients</th>
<th>4th Year Modules and Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Expression</td>
<td>3</td>
<td>Phonetics</td>
<td>American Literature</td>
</tr>
<tr>
<td>Oral Expression</td>
<td>3</td>
<td>Oral Expression</td>
<td>American Civilization</td>
</tr>
<tr>
<td>Grammar</td>
<td>3</td>
<td>British Civilization</td>
<td>Psycholinguistics</td>
</tr>
<tr>
<td>Phonetics</td>
<td>3</td>
<td>American Civilization</td>
<td>TEFL</td>
</tr>
<tr>
<td>Linguistics</td>
<td>3</td>
<td>British Literature</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>Culture</td>
<td>1</td>
<td>African civilization</td>
<td>Memoire</td>
</tr>
<tr>
<td>Arabic language</td>
<td>1</td>
<td>American Civilization</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>British Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Linguistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>American Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arabic Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Psychology</td>
<td></td>
</tr>
</tbody>
</table>

**Chapter One: Description of the Teaching and Learning Situation**
1.15.2. The LMD System

Recently, Algeria, as the other countries, aims at improving the educational system to meet the needs imposed by the new socio-economic data. As such, the implementation of the LMD “Licence-Master-Doctorate” system seemed to be a good option.

Since the implementation of The LMD system started first in the European countries and North American universities (USA/ Canada) moving to UK and other North African universities (as Tunisia, Morocco), Algeria considered it as an initial step towards globalization. So, as most of universities adopted this new educational system, new means have been added by the governments to fit for the requirements of the new data and global trends.

In a systemic approach, the LMD system is composed of a bland of interacting elements, forming an integrated whole, working for a common goal. The accomplishment of the LMD system objectives relies on the following steps, which are primordial; they can be determined as follow: needs, design, production, use and disposal. Thus, the LMD system intends to involve all its components (that are teachers, students) in training and are no more regarded as viewers as it is the case in the classical system.

1.15.2.1. The Aims of the LMD System

The application of the LMD systems in Algeria aims at:

★ Promoting students mobility

★ Improving the transparency of the qualifications on job markets

In order to realize these aims, three strategies are utilized:

★ Organize studies around three levels.

★ Define programmes of study

★ Using credits system as a means to assess students’ knowledge and skills.
1.15.2.2. The LMD system Structure

The LMD system is based on three referenced levels: Licence, Master and Doctorate levels. The Licence level contains three years to get a Bachelor of Art Degree. In order to pass to the Master degree, students should have reached the needed credits, to be able to continue their studies for two years. For the Doctorate Level, students are bound to sit for a written contest; if they succeed, they will be able to process their studies for three up to five years. This can be explained as follow:

- Bachelor of Art Degree: BAC + three years.
- Master Degree: BAC + 5 years.
- Doctorate Degree: BAC + 8 years.

![Figure 1.9. The LMD System](image)

1.15.2.2.1. Bachelor Art of Degree in English (BAC + 03 Years)

Students study for three years continuously in order to obtain their Bachelor of Art Degree. Each year contains two semesters, with different modules to be studied. In case students do not obtained the pass mark in a specific module (s), the LMD system allows them to pass for the next year (s) but those modules that were not compensated will have to be studied as an extra to the modules programmed for the year.
### Table 1.5. First Year 1\textsuperscript{st}/ 2\textsuperscript{nd} Semester LMD System Modules

<table>
<thead>
<tr>
<th>N°</th>
<th>Modules of The 1\textsuperscript{st}/ 2\textsuperscript{nd} Semester</th>
<th>1\textsuperscript{st} Semester Coef.</th>
<th>Credits</th>
<th>Coef. Exam</th>
<th>2\textsuperscript{nd} Semester Coef.</th>
<th>Credits</th>
<th>Coef. Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social Sciences Linguistic</td>
<td>1</td>
<td>2.00</td>
<td>50.00</td>
<td>1</td>
<td>2.00</td>
<td>100.00</td>
</tr>
<tr>
<td>2</td>
<td>Oral Comprehension and Expression</td>
<td>2</td>
<td>6.00</td>
<td>50.00</td>
<td>2</td>
<td>4.00</td>
<td>100.00</td>
</tr>
<tr>
<td>3</td>
<td>Written Comprehension and Expression</td>
<td>4</td>
<td>4.00</td>
<td>50.00</td>
<td>4</td>
<td>6.00</td>
<td>100.00</td>
</tr>
<tr>
<td>4</td>
<td>Grammar</td>
<td>2</td>
<td>4.00</td>
<td>50.00</td>
<td>2</td>
<td>4.00</td>
<td>100.00</td>
</tr>
<tr>
<td>5</td>
<td>Linguistics</td>
<td>1</td>
<td>4.00</td>
<td>100.00</td>
<td>1</td>
<td>2.00</td>
<td>100.00</td>
</tr>
<tr>
<td>6</td>
<td>Phonetics</td>
<td>1</td>
<td>4.00</td>
<td>100.00</td>
<td>1</td>
<td>2.00</td>
<td>100.00</td>
</tr>
<tr>
<td>7</td>
<td>Cultural Civilization</td>
<td>1</td>
<td>4.00</td>
<td>100.00</td>
<td>1</td>
<td>2.00</td>
<td>100.00</td>
</tr>
<tr>
<td>8</td>
<td>British/American Literature</td>
<td>1</td>
<td>4.00</td>
<td>100.00</td>
<td>1</td>
<td>2.00</td>
<td>100.00</td>
</tr>
<tr>
<td>9</td>
<td>Research Methodology</td>
<td>1</td>
<td>4.00</td>
<td>100.00</td>
<td>1</td>
<td>4.00</td>
<td>100.00</td>
</tr>
<tr>
<td>10</td>
<td>French Language</td>
<td>1</td>
<td>2.00</td>
<td>100.00</td>
<td>1</td>
<td>2.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>
# Chapter One: Description of the Teaching and Learning Situation

<table>
<thead>
<tr>
<th>(N^o)</th>
<th>Modules of The 3(^{rd}/4(^{th}) Semester</th>
<th>3(^{rd}) Semester</th>
<th>4(^{th}) Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Civilization</td>
<td>Coef 2.00</td>
<td>Credits 100.00</td>
</tr>
<tr>
<td>2</td>
<td>Written Expression</td>
<td>Coef 2.00</td>
<td>Credits 100.00</td>
</tr>
<tr>
<td>3</td>
<td>Linguistics</td>
<td>Coef 1.00</td>
<td>Credits 100.00</td>
</tr>
<tr>
<td>4</td>
<td>American / British Literature</td>
<td>Coef 2.00</td>
<td>Credits 100.00</td>
</tr>
<tr>
<td>5</td>
<td>Morpho-syntax</td>
<td>Coef 3.00</td>
<td>Credits 100.00</td>
</tr>
<tr>
<td>6</td>
<td>Oral Expression</td>
<td>Coef 3.00</td>
<td>Credits 100.00</td>
</tr>
<tr>
<td>7</td>
<td>Phonetics/ Phonology</td>
<td>Coef 5.00</td>
<td>Credits 100.00</td>
</tr>
<tr>
<td>8</td>
<td>ESP</td>
<td>Coef 5.00</td>
<td>Credits 100.00</td>
</tr>
<tr>
<td>9</td>
<td>Research Methodology</td>
<td>Coef 5.00</td>
<td>Credits 100.00</td>
</tr>
<tr>
<td>10</td>
<td>Informatics</td>
<td>Coef 1.00</td>
<td>Credits 100.00</td>
</tr>
<tr>
<td>11</td>
<td>French Language</td>
<td>Coef 2.00</td>
<td>Credits 100.00</td>
</tr>
<tr>
<td>12</td>
<td>Communication Sciences</td>
<td>Coef 1.00</td>
<td>Credits 100.00</td>
</tr>
</tbody>
</table>

Table 1.6. Second Year 3\(^{rd}/4\(^{th}\) Semester LMD System Modules
<table>
<thead>
<tr>
<th>N°</th>
<th>Modules of The 5th/6th Semester</th>
<th>5th Semester</th>
<th>6th Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Coef</td>
<td>Credits</td>
</tr>
<tr>
<td>1</td>
<td>Civilization</td>
<td>3</td>
<td>3.00</td>
</tr>
<tr>
<td>2</td>
<td>American/British Literature</td>
<td>3</td>
<td>3.00</td>
</tr>
<tr>
<td>3</td>
<td>Psycholinguistics</td>
<td>4</td>
<td>4.00</td>
</tr>
<tr>
<td>4</td>
<td>Sociolinguistics</td>
<td>4</td>
<td>4.00</td>
</tr>
<tr>
<td>5</td>
<td>TEFL</td>
<td>4</td>
<td>4.00</td>
</tr>
<tr>
<td>6</td>
<td>Educational Psychology</td>
<td>4</td>
<td>4.00</td>
</tr>
<tr>
<td>7</td>
<td>Research Methodology</td>
<td>5</td>
<td>5.00</td>
</tr>
<tr>
<td>8</td>
<td>Memoire</td>
<td>3</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Table 1.7. Third Year 5th/6th Semester LMD System Modules
1.15.2.2. Master Degree (BAC + 5 years)

The English department at Sidi Bel Abbes offers the possibility to students to access the Master class in two different areas: “Didactics / Literature”, but with some restricted conditions. That is to say, students should not have set for the make-up exam during the previous three years of the Bachelor Art studies. They should have got good (if not high) scores to be able to sit for the Master Class.

To put it clear, in order to pass for the Master class, the head of the master’s project studies students’ files, and controls their academic scores. It is also worth mentioning that only some students of the classical system can also get access to the Master class to continue their studies as the classical system has vanished; but, they also should conform to the rules.

<table>
<thead>
<tr>
<th>1st Semester Modules</th>
<th>Coefficients</th>
<th>Credits</th>
<th>2nd Semester Modules</th>
<th>Coefficients</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informatics</td>
<td>2</td>
<td>2</td>
<td>Cultural Studies</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Psychology</td>
<td>2</td>
<td>2</td>
<td>Informatics</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>4</td>
<td>4</td>
<td>Educational Psychology</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Sociolinguistics</td>
<td>4</td>
<td>5</td>
<td>Sociolinguistics</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>TEFL</td>
<td>4</td>
<td>5</td>
<td>TEFL</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ESP</td>
<td>4</td>
<td>4</td>
<td>ESP</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Research Methodology</td>
<td>4</td>
<td>4</td>
<td>Research Methodology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Translation</td>
<td>2</td>
<td>2</td>
<td>Proposal</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Studies</td>
<td>2</td>
<td>2</td>
<td>Translation</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 1.8. Modules of the 1st Year Master Didactics (LMD), 1st/2nd Semester

As far as the Master (02) is concerned, students continue to study for one semester. The first M2 semester contains sets of modules whereas the second semester is left for the preparation of the memoire (see below). The master Degree qualification allows students to be in a direct contact with the working-world.
Chapter One: Description of the Teaching and Learning Situation

<table>
<thead>
<tr>
<th>1st Semester Modules</th>
<th>Coefficients</th>
<th>Credits</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informatics</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Psycholinguistics</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>TEFL</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ESP</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Research Methodology</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Translation</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Cultural Studies</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Table 1.9. Modules of the 2nd Year Master Degree Didactics (LMD)

1.15.2.2.3. **Doctorate Degree (BAC + 10 Years)**

After obtaining the Master degree, students used to present their files containing all their previous years’ scores, then, sit for a written examination. Generally, the study of the file is measured as 75% and the written exam is scored 25%. This means that students cannot have access to the doctorate degree unless they have got good scores during the five previous years and passed the exam. After the admission (as far as the didactic doctorate field is concerned), students are provided with different conferences, seminars, workshops and directed works.
## Chapter One: Description of the Teaching and Learning Situation

<table>
<thead>
<tr>
<th>Activités</th>
<th>Semestre 1</th>
<th>Semestre 2</th>
<th>Semestre 3</th>
<th>Semestre 4</th>
<th>Semestre 5</th>
<th>Semestre 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conferences (14)</strong></td>
<td>1- Didactics of Foreign Languages</td>
<td>1- Teaching New languages Aptitudes</td>
<td>1- Evaluation (formative/ summative)</td>
<td>1. Introduction of TIC s in English Teaching</td>
<td>1. English Position in the world</td>
<td>2. Globalisation and English language</td>
</tr>
<tr>
<td></td>
<td>2- Teaching methodology and approaches History</td>
<td>2- English as a Speciality</td>
<td>2- Academic Exams and tests</td>
<td>2. E-Learning</td>
<td></td>
<td>3. The Future of English as a Foreign language</td>
</tr>
<tr>
<td></td>
<td>3- Competency Based Approach in Teaching</td>
<td>3- Teaching Roles</td>
<td>3- Feedback and Correction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4- Towards new Teaching methodology</td>
<td>4 Learners Autonomy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Workshops 06</strong></td>
<td>Research methodology :</td>
<td>Documentation and Research bibliographies (books, articles and Internet sources)</td>
<td>Problematics and Questioning in research methods in English didactics</td>
<td>Corpus Elaboration and working action research plan (population- tools of research)</td>
<td>Scientific research writing</td>
<td>-Techniques for writing thesis. -Posture of research and reflexivity.</td>
</tr>
<tr>
<td></td>
<td>- Forming Objective Research.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identifying research tools.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Seminars 06</strong></td>
<td>-Teaching as a field</td>
<td>-Academic preparation of teachers</td>
<td>- Continued Teachers’ Training. Supervising.</td>
<td>-Observation internship.</td>
<td>Courses Preparation</td>
<td>Collective Seminars</td>
</tr>
<tr>
<td></td>
<td>-Teachers’ Qualifications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Teachers’ linguistics’ preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Practical Teachers’ Preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Doctorate Students’ Works 240 Hours / 30 Hour per semester</td>
<td>-Problematics Prepositions</td>
<td>Thesis Presentation</td>
<td>Advancement of thesis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Others</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1.10. Doctorate Degree Courses 1st Year
1.16. Teachers’ Views and Problems with the LMD System

For the last years, the LMD system became the most implemented educational system in all universities, as it is the case of Djilali Liabes University. The decline of the classical system and the implementation of the LMD one led to the raise of a wide debate; different teachers expressed their various views on the LMD system stating its advantages and disadvantages.

Seemingly, some teachers believe that the LMD system is a shortcut to get a Licence degree where students are involved in their own learning and personal language development. Then, as this system is officially recognized abroad, students are supposed to easily access to Master classes in a foreign country. In addition, they think that as this system is progressively becoming recognized in the work-world, students have an easy access to the work posts. So, this makes it clear that there is no doubt that the adoption of the LMD system is a good step towards education development.

However, other teachers argue that the LMD system puts a lot of pressure on both teachers and students. The number of lectures designed in the programme do not fit with students’ level; that is, students are, in fact, unable to grasp all lessons provided by the teachers. Moreover, because the educational LMD system syllabi include a number of lectures and directed lessons; teachers feel that they are under pressure, as they have to finish the syllabus designed. Therefore, teachers are facing a great challenge in their profession, i.e. they are bound to be competent enough to fit for student’s needs.

This means that students’ learning depends on teachers’ competency on the one hand, and on teachers’ personal development on the other hand. Teachers’ sense of self-development and the feeling for the need of competence affect their teaching career. If teachers feel that they are not ready for teaching a specific course, or experience challenges in their professional development, the outcome would impact students’ learning.

1.17. Teachers’ Profile

Description of teachers profile is paramount in order to better understand the teaching situation. Teachers would be described in terms of: qualification, attitudes towards English language teaching, experience, and personality.
1.17.1. Teachers’ Qualification and Ranks

Teachers of the English language at the level of the English department at the Djilali Liabes University, Sidi Bel Abbes can be classified into six main categories as shown in the table below.

<table>
<thead>
<tr>
<th>Teachers’ Qualification</th>
<th>Magistère (MAB)</th>
<th>Doctorate Students (MAA)</th>
<th>Doctorate Degree (MCB)</th>
<th>Doctorate Degree + Habilitation (MCA)</th>
<th>Professor</th>
<th>Part Time Teachers (of English Language)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>05</td>
<td>14</td>
<td>01</td>
<td>08</td>
<td>04</td>
<td>07</td>
</tr>
</tbody>
</table>

Table 1.11. Teachers’ Qualification (2014-2015)³

This means that the majority of teachers (14) are doctorate students’ assistant teachers category (MAA), while (8) teachers are senior teachers’ category (MCA). The remaining categories include (5) assistant teachers class (MAB), whilst there is one senior teacher class (MCB). Besides to 03 professors and a number of part time teachers (07).

1.17.2. Teachers’ Attitudes to English Language Teaching

Attitude has gained an enormous attention in second language learning. Many researchers had linked attitude to motivation. Indeed, scholars believe that both motivation and attitudes are frequently viewed as two sides of the same coin. That is to say, if the person possesses a positive attitude toward something, it would definitely increase his motivation to do it. Regarding teaching, if teachers have a positive attitude vis-à-vis teaching, then, they will be motivated to teach, and vice-versa.

As a matter of fact, most teachers (if not all) seem to like their teaching career and enjoy their teaching practices. The reasons behind their enjoyment diverge. Some of them enjoy their teaching career due to the advantages it offers such as: ability to seminar contribution,

good salary, long/ or short training … etc. These benefits lead to an auspicious attitude to teaching. However, others like teaching for the sake of teaching itself, i.e. imparting knowledge, exchanging ideas and helping, not only, students but also colleagues upsurges their teaching self-satisfaction.

More to the point, the pleasure and the patience that teachers have for teaching could be seen in the extent of their teaching commitment. Teachers who possess a favorable attitude towards English language teaching tend to put at premium: responding to students’ needs and preferences, helping colleagues, seeking and sharing knowledge as well as readiness to provide guidance and invest efforts.

Consequently, teachers who are intrinsically motivated to teach are interested in teaching for its own sake, for the enjoyment it provides, the knowledge it expands and the self-satisfaction it evokes whereas teachers who are extrinsically motivated, they are interested in teaching either for the advantages it offers, or they have not had another choice. Teachers’ motivation (intrinsic / extrinsic) is what creates their attitudes to teaching.

1.17.3. Teachers’ Teaching Experience

At the current English department, tutors’ experience varies. It ranges from 2 years up to 41 years. Most of those teachers claim that their teaching experience was to a large extent, advantageous. It enables them to deepen their knowledge, revitalize their teaching philosophy, learn more about students’ behaviours and innovate in their teaching techniques and strategies. More to the point, the experience that they gained rises their teaching self-confidence, which would magnify their professional self-esteem.

1.17.4. Teachers’ Personality

Personality is one of the most studied notions in psychology; it materialized an important area of research. Indeed, scholars have offered a blend of personality types and categories. Some of the most common ones are: extraverted versus introverted. As far as the extraverted type is concerned, it refers to the person who obtains her energy from the outside world. S/he likes harmony, openness, connection, creating debates, friends, and negotiation. Whereas, an introverted person is the one that gains her energy from the internal world. S/he tends to have limited but deep friendship and likes solitudes.
Furthermore, as personality is the first determiner of people’s behaviours, it tends to play a crucial role in person’s success or failure, and teachers are of no difference. To put it in another way, teachers’ personality determines teachers’ behaviours in class, teachers’ students contact and relationship and even courses’ presentation. That is to say, an extraverted teacher tends to be open to his students, ready to contact and create debates, eager to listen and exchange ideas, prepared to share knowledge and experiences. Contrary to an introverted teacher who seems to limit his/her contacts and conversations. Therefore, teacher at the English Department (Sidi Bel Abbes) represent a mixture of the previous mentioned types. Some tend to be introverted whilst others seem to be extraverted.

1.18. Students’ Profile

Students profile is discussed in terms of motivation, attitudes to English language learning, attitudes towards teachers, students – teachers’ relationship

1.18.1. Students’ Motivation

Most of English language learners aim at developing their language skills in the target language. They are willing to, not only, further their knowledge but also fluently speak the target language. Generally speaking, English language students at the current English Department are motivated to learn the target language for miscellaneous purposes that they fall into two main broad categories: instrumental or integrative motivation. Some of them learn English because they like it and would love to develop their communicative skills. These students have an integrative motivation; their prime goal is to learn English to be actively integrative in the target language community. The other kind of students learn the target language as they had no other options; hence, their real interest is only good marks. Such learners have an instrumental motivation; their language learning is based only on the realisation of their practical goals.

1.18.2. Students’ Attitudes To English Language Learning

Students’ attitude to English language learning can be linked to: the type of motivation they have and their teachers’ personality. To be more explicit, as shown above, two main kinds of motivation can be distinguished: instrumental and integrative motivation. Thus, students who have an integrative motivation tend to possess a favourable attitude toward English learning. They consider learning English as an enjoying and fruitful experience. Whereas students who
have an instrumental motivation seem to have an unbalanced attitude to English learning. That is, their attitude would be based on the extent to which their practical goals are realised. In case of failure, negative attitude increases.

In addition, other aspects can play a vital role in students’ attitude; one of them is the teacher himself. To put it clear, teachers who possess an attractive personality (in the sense of respecting students, exchanging knowledge, increasing debates and classroom discussions) besides to a healthy self-esteem, a rational teaching philosophy and constructive learning beliefs tend to impact their students’ attitude to language learning. This means that students would love English learning due to their teachers. Similarly, if teachers themselves are not motivated for teaching, they will have a negative attitude toward teaching; hence, they are more likely to communicate this feeling to their students. Students would dislike learning the language because of the character their teacher has, or the attitude s/he possesses.

1.18.3. Students’ Attitudes Towards Teachers

As previously mentioned, Teachers’ personality/ or style can affect, to a large extent, students language learning. In fact, teachers’ styles have positioned an important area of research in TEFL and educational psychology studies. Debates on the issue led to a wide range of views and diverged categorisation of teachers.

To put it in a different way, teachers at this department are believed to belong to one of the three main genres: authoritarian, authoritative and laissez faire teacher. As far as the “authoritarian teacher” is concerned, s/he seems to place firm limits and few communicative opportunities are provided. Though these teachers are believed to be competent, they tend to rarely motivate their students. Thus, students’ attitude is negative.

The second type of teacher is “laisser faire” teachers. Such kind of tutors provide too much freedom for students to explore themselves; yet, accept their misbehaviour so that not to hurt them. These instructors’ decisions are mostly based on feelings rather than academic needs. Despite the fact that students’ freedom is necessary for their academic improvement, welcoming misbehaviours, and depending on feelings are not appropriate for teachers. In such case, students’ would view their teachers as being too fragile, thing that would increase students’ misbehaviours. Hence, students’ attitude is the outcome of the absence of classroom control and guidance.
Chapter One: Description of the Teaching and Learning Situation

Regarding the “authoritative teacher”, s/he is somehow between the two previous types “The authoritarian and the laissez faire”. That is, the authoritative teacher tends to be flexible, smooth but firm and fair to control the class. Students in such class are more motivated to learn as they are guided in their learning and feel comfortable in class. Such teachers can create students’ positive attitude. Henceforth, teachers’ style plays a vital role in students’ attitude toward teachers.

1.18.4. Students – Teachers’ Relationship

Teachers’ type are paramount not only in creating students’ favourable attitude but also in establishing and maintaining a good relationship. Indeed, authoritarian teachers, more often than not, require too much respect, and place some barriers between them and their students. These barriers would lead students to be anxious, or experience a stage of fright, as well as prevent them from seeking help and guidance. In this case, student-teacher relationship is believed to be absent if not ignored.

Teachers-students relationship can be associated to the kind of teachers’ personality. For instance: teachers who are extroverted tend to create a smooth and relaxing classroom atmosphere, where students would feel rather active than submissive. Such atmosphere makes it easier for the teacher to establish a good relationship with students.

Regarding, students’ teachers’ relationship in the English department, it is assumed to be: either limited or appreciated. This means that some teachers prefer to limit contact with their students; they consider that maintaining a good relationship with learners has nothing to do with their professional development. Whereas others view students’ relationship paramount in their professional development. These teachers believe that students’ relationship is essential in their self-perception; they see themselves as academically improved because they are accepted by their learners.

1.19. Conclusion

So far, this chapter represents an attempt towards providing a portrayal to the selected teaching situation. First, a brief background of the study and the main objectives were provided. Second, since the current selected teaching-learning situation is the English Department, Djilali Liabes University, Sidi Bel Abbes, a description of the English department, as well as the educational system were required. Then, in order to clarify the research process, the
methodology procedures were to be explained. More to the point, some students view their teachers as an archetype; the fact that leads to a description of teachers’ profile. In this respect, teachers were described in terms of: qualification, experience, attitudes towards teaching and personality. Besides, because students are the first teachers’ evaluators, students’ profile was also paramount; students were described in terms of: motivation, attitude towards learning and teachers. Students’ attitudes towards teachers is said to be linked to teachers’ self-image. For this reason, the next chapter attempts to provide a literary background about self-esteem, and its implication in both foreign language teaching and learning.
Chapter Two

Literary Review
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2.1. Introduction

The primary aim of the present chapter is to furnish a theoretical background about the notion of self-esteem. It is an attempt toward clarifying its importance in both foreign language teaching and learning. We will try to discuss the issue from a different and new perspective than what is used to be; it is concerned with teachers’ self-esteem. First, in order to demonstrate the significance of self-esteem’s implication in teaching and its influence on the learning process, a general definition to both processes is necessary. Second, since self-esteem is an integral component in every single person’s personality, we will endeavour to apprehend what personality means in psychology, and shed lights on its essence components. Next, we will essay to provide a general definition of self-esteem and discover its nature and history. Subsequently, we will make an effort to probe the connexion between self-esteem and other concepts. After that, we will explore the general factors that may either foster or inhibit teachers’ self-esteem. Finally, we will inspect the sources of self-esteem and its major types.

2.2. Definition of Teaching

Owing to Kelly (2012)⁴, Teaching is a lofty and a demanding profession as it incorporates many tasks for instance: facilitating students learning, imparting knowledge or skills, and controlling behaviours to induce the learning process. The fact, which makes teachers often face a great defy. By teaching, tutors accept, not only, to afford necessary knowledge and guidance, but also approach a high degree of ambivalence⁵ since teaching needs great diligence⁶ on the part of the teacher to be able to carry out his/her responsibility with satisfaction.

In addition, the “teaching” process has been further defined. One of the most troublesome definitions describes “the teacher as an artist and teaching as an art”⁷. Because teachers are most of the time, engaged in a broad spectrum of teaching activities, playing several roles, creating and varying the tasks, they are simply called artists and the act of teaching seems

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⁴ A Rewarding Career by Melissa Kelly, available online at: [http://www.netplaces.com/new-teacher/can-you-really-do-it-all/a-rewarding-career.htm](http://www.netplaces.com/new-teacher/can-you-really-do-it-all/a-rewarding-career.htm)

⁵ Ambivalence: (adj) having two opposing feelings at the same time, or being uncertain about how you feel (from Cambridge online dictionary).

⁶ Diligence: (adj) careful and using a lot of effort. (from Cambridge online dictionary)

to be like an art. The more teachers innovate in their teaching practices, the better their teaching performance will be. Owing to Wells (1998)\textsuperscript{8}, teaching is defined as:

"Cluster of activities that are noted about teachers such as explaining, deducing, questioning, motivating, taking attendance, keeping record of works, students’ progress and students’ background information”.

\textbf{Wells (1998)}

Moreover, Farrell and Oliveira (1993) posits that teaching can be viewed as the reasonable and strategic act denoting interaction between the teacher and the student as they operate on some kind of verifiable facts and beliefs, it encourages students’ participation and expression of their own views.

Such different tasks make teaching, to some extent, a complicated profession; individuals are bound to be accountable for their job to gauge\textsuperscript{9} students’ achievement and their learning progress. Yet, the act of teaching cannot be the teachers’ responsibility alone; it is a shared process between parents, schools and community to help students attain success. For these reasons, teaching is such a rewarding and challenging career; teachers impart their knowledge with students and help them overcome academic, social, and emotional challenges to ensure success.

\textbf{2.3. Definition of Effective Teaching}

Teachers are frequently regarded as the role models and motivators for students. The quality of their teaching has a great influence on students’ learning. The profession is an ever-surprising mix of sheer hard work and ecstatic successes. In teaching, it is necessary to well grasp the meaning of ecstatic success; when teachers feel satisfied about their teaching performances and the knowledge provided, as well as the skills learnt and developed, they are more likely to communicate their satisfaction to their learners. Indeed, professional knowledge


\textsuperscript{9} To Gauge: (v) to make a judgment about something, usually people's feelings
and intellectual practices are two essence factors in an honest and sincere teacher who enjoys noticing his/her students’ development.

Teachers enter the field of education in the hope of changing something in the world. They have that desire to make constant efforts to breathe new life into this profession. They are, often, aware that any word uttered by them or any action taken can leave a lasting impression on their students’ minds. They have the power to cross young and impressionable minds, and this can prove their effectiveness.

In fact, Teacher effectiveness has been widely questioned resulting in a plethora of definitions. Clark (1993, p. 10) wrote that: “Obviously, the definition involves someone who can increase student knowledge, but it goes beyond this in defining an effective teacher.”. Vogt (1984), in his turn, related effective teaching to the ability to provide instructions to students of different abilities, at the meantime, incorporate instructional objectives and assess the effective learning mode of the students. Collins (1990), while working with the Teacher Assessment Project established five criteria for effective teachers: their commitment to students and learning, mastery of the subject matter, their responsibility for managing students, they often reflect on their own practice, and they are a member of the learning community.

In addition, Swank et al (1989) viewed, “effective” as the decrease in the negative unproductive practices such as negative feedback and low-level questions, at the same time, the increase of academic questions. Million (1987) also believed that effectiveness is based on the lesson and teaching method. Papanastasiou (1999) stated: “that no single teacher attribute or characteristic is adequate to define an effective teacher”.

Researchers as Sanders (1999) , Horn (1997) et al demonstrated that teachers’ effectiveness can be gauged, and may be critical to student success. Both Sanders’ (1999) and Wenglinsky’s (2000) work asserted that teacher effectiveness is what contributes to student success. This means that teachers’ effectiveness is related to the extent to which students have accomplished their objectives.
2.4. Definition of Learning

There are many definitions of learning as the number of researchers who strived to define it. Owing to Webster Dictionary\textsuperscript{10}, learning is: \textit{“The activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something.”}. This means that learning happens when the student is able to make in use his knowledge in real life situation.

In other words, to learn stands for acquiring knowledge or skill. Learning may involve a change in an attitude or a behaviour. Students usually acquire knowledge and skills to be able to solve their learning problems. It is worth mentioning that each student has a distinct experience of learning which makes him/her different, as each learner is a unique individual. These experiences affect their willingness to learn and their understanding to their the requirements.

More to the point, it has been found that learning is not necessarily the outcome of good teaching. This means that some of academically talented students are able to demonstrate a good level than that expected. Students can possess a specific knowledge by themselves, and then develop it while being at school. Thus, teachers need to focus more on the quality of what has to be taught rather than the quantity presented.

2.5. Definition of Personality in Psychology

Personality has been the subject of interest for so many researchers. Their studies have opened a wide range of definitions and interpretations to the term. It can be defined as a dynamic and organized set of characteristics possessed by a person that influence his/her cognitions, motivation, and behaviours in various situations. The word is originally Latin “persona” that means, “mask”. Notably, the mask was used by performers in the theatre either to play different roles or to disguise their identities.

According to Child (1968) and the Concise Oxford Dictionary\textsuperscript{11}, personality can be defined in two ways either as being a person; personal existence or identity; or as a distinctive personal character. A mutual agreement is put forth on that personality yields an enormous

\textsuperscript{10} Online English Dictionary: http://www.merriam-webster.com/
\textsuperscript{11} Online English Dictionary: http://www.oxforddictionaries.com
influence upon behaviour. This means that even if the person adjusts to the environment; his/her behaviours are not the outcome of the environmental forces.

To put it simple, each individual is unique thanks to his personality. It is developed from within and remains fairly consistent throughout life. Other definitions have been provided as for Funder (1997) who advocated:

"Personality refers to individuals' characteristic patterns of thought, emotion, and behaviour, together with the psychological mechanisms -- hidden or not -- behind those patterns. This definition means that among their colleagues in other subfields of psychology, those psychologists who study personality have a unique mandate: to explain whole persons."12

Funder (1997)

So, depending on the previous definitions, personality is a set of peculiar and special traits that human beings possess and that makes them unlike.

2.6. Components of Personality

The question of what makes up personality was paramount to a number of researchers. They have assumed that traits, patterns of thought and emotion build an important part of an individual’s personality. Still, there are other fundamental elements that are: Consistency - Behaviours and Actions - Multiple Expressions.

<table>
<thead>
<tr>
<th>Components of Personality</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistency</td>
<td>Humans’ behaviours are generally believed to be ordered and regular. The fact that makes people behave and act the same way in each situation or each time they face the same conditions.</td>
</tr>
<tr>
<td>Behaviours and Actions</td>
<td>Human’s personality has not only an effect on the way they move or respond. It is more influential in the behalf of pushing people to act in a particular way.</td>
</tr>
<tr>
<td>Multiple Expressions</td>
<td>Whether strong or weak the personality is, it is automatically reflected throughout the language and the expressions used by the individual. It is displayed in more than behaviours. It can be depicted via human’s thoughts; feelings close relationships and other social interactions.</td>
</tr>
</tbody>
</table>

Table 2.1. Components of Personality

12 Quotation available online at: http://www.haverford.edu/psych/ddavis/psych212h/funder.html and / or http://psychology.about.com/od/overviewofpersonality/a/persondef.htm
2.7. Definition of Self-Esteem

Self-esteem has a long and rich history, and has been investigated for more than a century. It is a potent means for self-construction that exists within each individual. It is more than a sense of self-worth. Numerous definitions exist and the most recent studies have made the concept the buzzword of the century. Thus, self-esteem refers to people’s confidence in their own abilities that would enable them to cope with any unpredictable situation and challenges. It means their inner right to feel happy, worthy deserving and living every moment with enjoyments.

The notion of “self-esteem” attracted a number of scholars from several disciplines, as being one of the most influential variables that is basically related to wellbeing’s lives. It, indeed, affects people in every single part of their lives, their motivation, functional behaviour and satisfaction. Yet, the concept of self-esteem witnessed a wide conflict in terms of conceptualization and operationalization 13, and its main definition and usage have been critical.

Baumeister et al (2003) believed that there is no link between the two: self-esteem and academic achievement. This lack of consistency and consensus means that mental health practitioners and educators may be making their own assumptions about self-esteem’s nature, relying on common sense. Still, self-esteem is a construct and it is not seen but believed to exist via its artifacts. Going back 30 years ago, Wells and Marwell (1978) had provided four approaches through which self-esteem could be clear up. These approaches are: object/attitudinal approach- the relational approach- psychological responses approach and the personality function/component approach14.

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13 Operationalization: Operationalizing is defined as to put something into working order.

Figure 2.1. Marwell’s Approaches to Self-Esteem (1978)

So, one of the several self-esteem studies’ upshots is the diversity in its definitions. Even though, Wells and Marwell\textsuperscript{15} assumed that self-esteem can be categorized into two primary aspects: evaluation and its emotional experience or affect.

There are other accepted definitions that have been afforded, as for Smelser (1989); he seeks to identify it as “almost universally accepted components of the concept.” He began by presenting three of them.

“There is first, a cognitive element; 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. Second, there is an affective element, a valence or degree of positiveness or negativeness attached to those facets identified; we call this high or low self-esteem. Third, and related to the second, there is an evaluative element, an attribution of some level of worthiness according to some ideally held standard.”

Smelser (1989, p. 10)

Some definitions portrayed self-esteem as a stable personality trait whereas others describe it as the responsive to situational and contextual influences, the fact that makes it fluctuates. Today’s interpretations to the concept is seen as: “trait versus state” (Leary & Downs,

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2.8. The Nature of Self-Esteem

Self-esteem is deeply believed to be related to everyone’s life and language, and they all automatically depict its significance as well as meaning. Scholars have classified self-esteem definitions into three main categories: Global self-esteem, feelings of self-worth, and self-evaluation.

2.8.1. Global self-esteem

Global self-esteem is an umbrella term that involves the whole principles and worth sense that the person possesses and claims for himself or herself; it should be distinct from his/her evaluation of her own traits or abilities (such as academic self-concept\textsuperscript{17}). Owing to psychologists, psychiatrists, sociologists, and educators, “global self-esteem” plays a vital role in people’s lives. It is the first determinant of their inner desire, their ambition toward their profession, academic success, job fulfillment and satisfaction, and mental and physical health (e.g., Baumeister et al 2003).

So, because it is exclusively linked to other personality traits, it is one of the widely researched individual differences area. Yet, what is quite perplexing is that some researchers

\textsuperscript{17}\textit{Self-concept}: The term self-concept is a general term used to refer to how someone thinks about or perceives themselves.
considered it as an unattached concept and treated it as an independent entity. Besides, the several archetypes of each person as his/ or her feelings, thoughts, and behaviours are mandatory because of their impact on them, like: Robins et al (1999). The first writers and researchers to write about this concept have advocated that this notion “global self-esteem” should be treated separately.

William (1890) posits that self-esteem is the personal judgments about one own qualities and traits (i.e., self-esteem = success/pretensions ratio\textsuperscript{18}). This hint led the following researchers to regard that individuals evaluate their personal capacities and attributes to arrive, at the end, at an overall sense of self-worth. Nevertheless, this view did not really appeal to other scholars in terms of research.

Indeed, people possess some images about themselves on a particular profession (e.g., academic or athletic self-esteem), but these fields-special-evaluations are modestly joined to their self-esteem (Marsh, 1988). In fact, James (1890) pointed out that: “There is a certain average tone of self-feeling … which is independent of the objective reasons we may have for satisfaction and discontent”. In his statement, he accredited that generalized personal and particular abilities and attributes create some kind of personal feeling on which some aspects of self-esteem toughly depend.

2.8.2. Feelings of Self-Worth

The term self-esteem also stands for the momentary personal evaluation to certain balanced reactions; thing that is believed to threaten or boost people’s self-esteem. For example, a person might say her self-esteem was sky-high after getting a big promotion or a person might say his self-esteem plummeted after a divorce. Hence, such reactions are believed to be highly affective in nature and are called feelings of self-worth even though it would be plausible to view them in cognitive, judgmental terms. This means that the term self-worth is sometimes used by other researchers to mean state self-esteem, while trait self-esteem stands people’s personal value and feeling about themselves; this means that, self-worth is the way persons value themselves; it can decrease or disappeared.

\textsuperscript{18} Pretensions Ratio: as people attain more of their pretensions, the ratio grows larger and self-esteem becomes correspondingly stronger. Said by: Dave Kelly, online: \url{http://psyed.org/r/pers/pt/compensatory-pretensions.html}
2.8.3. **Self-Evaluations**

The term self-esteem is, sometimes, used to mean how people evaluate themselves, their abilities and skills. Other terms have been linked or used for the same meaning as for: self-efficacy and self-concept. Yet, it is preferable to name these beliefs as self-evaluations or self-appraisals as they portray people’s personal evaluation to their physical attributes, abilities, and personality characteristics.

Self-evaluation means the personal individual judgment or assessment of himself, his possibilities, his qualities, and his position among other people. Self-evaluation centers personality and is the initial regulator of their behaviours. It has a vital role, as it determines people’s relationships with others, the demands they make on themselves, and their attitude toward success and failure. That is why, it is linked to the level of the person’s aspirations, or the degree of difficulty involved in attaining goals. The difference between the person’s aspirations and his current capacities leads to an incorrect self-evaluation and behaviours.

2.9. **History of Self-Esteem as a Construct**

Undeniably, the study of self-esteem has some ancient roots, as it has been being part of the human psych. According to Campbell and Foster (2006), self-esteem is “likely provided information about social standing and performance …” (p. 345). Being a distinct concept, “self-esteem” appeared first during the European Age of Enlightenment. Milton (cited in Leonard, 2003) may have coined the word “self-esteem” when he wrote in An Apology for Smectymnuus in 1642: “Nothing profit more than self-esteem, grounded on what is just and right.”

However, James is credited to be the begetter of the American Psychology, and the first who investigated the “self” in psychology. Since then, the concept started to be recognized as a modern psychological notion. In his Principles of Psychology, originally published in 1890, James advocated that his self-esteem depends on how well he compares his chosen field to others. If no one else can match his expertise, his self-esteem is satisfied. If someone else surpasses him, his self-esteem is devastated. This means that James’ view of self-esteem is like self-appreciation consisting of feelings and emotions toward the self. He conceptualized self-

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esteem as an equation of self-evaluation, and believed that there is a connection between: values, competences and success.

Figure 2.4. James’ Contemplation to Self-Esteem Components (1890)

In addition, he assumed that one carries an average level of self-feelings regardless of objective reality; that is, self-esteem is considered as a trait. So, each individual has a feeling of acceptance, values, liking and worth. This makes James’ definition to self-esteem affective. In his turn, Cooley (1902) who is well recognized for his conceptualization of the looking glass self\(^{20}\), clarified that personal self-understanding is determined by perceptions of others’ judgments.

Then, he added that the social environment plays a crucial role in who the person is, while people can represent the social mirror and the definer to whom the person is and through which it would be possible to discover their opinion towards him/her. People often create their personality, and imagine themselves depending on what others see or think about them as for: character, looks, behaviours, and so forth.

Mead (1934) beheld the self as the upshot of interactions that reflect upon others’ behaviours. Even if he did not approach the concept directly, he discussed self-evaluation as an attitude toward self. Contrary to James and Cooley, Mead’s belief is reasonable, he believed that the self is the natural outcome of the “I” interaction (the subjective, private, experiencing part of the self) with the Me (the objective, social aspect of the self).

\(^{20}\) The looking glass self: is a social psychological concept, created by Charles Horton Cooley in 1902 (McIntyre 2006), stating that a person’s self grows out of society’s interpersonal interactions and the perceptions of others.
Henceforth, the “I” occurs from infancy and is composed of the mindfulness of the thinking and feeling experiences. Then, as children will progressively develop their capacities to distinguish objects from themselves, the “Me” starts slowly to develop. Mead views that the outside environment and community helps individuals experience themselves.

The social world is the first producer of the “self”. The discrimination between the qualities of self and the other generalized society is the main functioning of the “Me”. James, Cooley and Mead believed that the social environment has a great impact on the self-image, especially others’ perceived assessment and evaluation.

A number of theorists as for Horney (1950) helped to better the understanding of the self-esteem concept, as he assumed that it is the outcome of achieving a unique potential that everyone possesses since his/her birth. Sullivan (1953), in his turn, postulated that 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), 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.

Owing to Allport (1961), child’ self-esteem development is paramount to early childhood. He believed that when one believes that s/he can do things depending on themselves (on their own), a sense of pride arises which is associated with self-esteem. In White’s point
of view (1959), self-esteem is derived from two sources: internal and external. The former “internal” represents a sense of accomplishment, whereas the second “external” symbolizes the affirmation from others. He described self-esteem as a developmental process and recognized competence as a key factor.

![Figure 2.6. Sources of Self-Esteem According to White (1959)](image)

Humanists have also given their description of the concept self-esteem. Rogers (1951) defined self-esteem, as how do people like, value and accept themselves. He believed that the combination between what is experienced and what is interjected gives birth to the self-derived from values and affective preferences. The individual conceptualizes an ideal self, or the “person you would like to be” and the actual self-image. The more congruent are these three aspects of the self, the healthier the self-esteem.

Maslow’s hierarchy of human needs (1968), self-esteem is considered as the basic need, second only to self-actualization. He defined it as: “The desire for strength, for achievement, for adequacy, for mastery and competence, … and for independence and freedom”. The first researchers to develop theories of “self-esteem” as a significant personality construct grounded in empirical methods were Rosenberg (1965, 1979) and Coopersmith (1967). Although their populations were distinct, the result was the same.

Rosenberg (1965) main concern was the development of self-image among adolescents and its impact on them and adults. He considered self-esteem as a global aspect of the personality. Every element of the self is evaluated according to a value that has developed during childhood and adolescence. Feedbacks from significant people are the key element of self-esteem; this feedback can be actual or perceived. Rosenberg documented that self-esteem has double nature. It can be either a situational evaluation or a general one. The specific appraisal of the combination of the numerous and varied characteristics of individual represent the self-esteem.
Moreover, people give more importance to certain domains than others. The importance of that special feature to the individual is what creates the weight of each value. In other words, how much each constituent characteristic matters to the individual determines the weight given, or its salience. Apparent reactions from significant others is important to self-esteem improvement. Personal attributes, life, roles and present circumstances are frequently and socially evaluated. Thus, the seeming prestige of that element is relied on the individual’s sense of worth. Therefore, a person’s global self-esteem is based: “not solely on an assessment of his constituent qualities but on an assessment of the qualities that count” (Rosenberg, 1979, p. 18).

Coopersmith (1967) approached self-esteem at the pre-secondary level. He believed that self-esteem is a complex phenomenon that is based on self-evaluation and manifestations of defensive reactions to that evaluation. Being composed of two parts: subjective expression and behavioural manifestation, self-esteem is a self-evaluation of personal worthiness. It is a critical process in which “performance, capacities, and attributes” (Coopersmith, 1981, p. 5) that is scrutinized depending on personal standards and values that developed during childhood. Coopersmith addressed tow genres of self-esteem: true self-esteem21 and defensive self-esteem22.

The notion of self-esteem materialized a positioned area of research especially during the human potential movement in the 1960s and the 1970s, and it became a popular phenomenon. It is the buzzword nowadays, and entered the national consciousness. The extent to which self-esteem is central to everybody’s success and well-being becomes part of the American culture. Hence, helping professionals, teachers, and parents have made efforts to increase self-esteem in the belief that high self-esteem will result in a plethora of positive outcomes, but with little substantive evidence (Baumeister et al 2003).

Nowadays, researches on the exact meaning of self-esteem continues. Branden (1969) defined self-esteem as a standard by which one judges oneself, an estimate, an emotion, and as “the experience that we are appropriate to life and to the requirements of life” (1992, p. 8)23

21 True Self-Esteem: seen in those who actually feel worthy and valuable.
22 Defensive Self-Esteem: seen in those who feel unworthy but who cannot admit this threatening information
His initial work was the first to include both competence and worthiness. He added the dimension of the relationship between personal self-efficacy and self-respect.

In his cognitive experiential theory, Epstein (1973) regarded self-esteem as the primary human need. Self-enhancement is a basic motive. Self-esteem is viewed as the personal understanding of both the world and others. The “self” strives to maintain equilibrium through compromises among various motives. This implies people’s reactions and low/ high self-esteem in regard to different feedbacks (positive/ negative).

People usually experience either success or failure; these two factors are directly linked and affect their self-esteem. Besides to acceptance and rejection (Epstein, 1979), he noted that there exist three distinct levels of self-esteem: global, intermediate, and situational. The global and intermediate self-esteem affect situational self-esteem.

Gecas (1982) made the difference between two main kinds of self-esteem: self-esteem based on “a sense of competence”, “power, or efficacy” which involves effective performance and is associated with self-attribution and social comparison processes. The second is self-esteem based on “a sense of virtue or moral worth” that is linked to values and norms of interpersonal conduct. These two aspects are interrelated; sense of worth may be affected by sense of competence, and vice versa.

Figure 2.7 GECAS’ Division to Self-Esteem (1982)

24 Global Self-Esteem: is the general evaluation of the self.

25 Intermediate Self-Esteem: involves specific domains, such as competence, lovability, self-control, and body appearance.

26 Situational Self-Esteem: is the day-to-day manifestation of self-esteem that varies with circumstances.
Regarding Harter (1999), it is important to discriminate between self-evaluations and one’s cognitive competence (e.g., ‘I am smart’), social competence (e.g., ‘I am well liked by my peers’), athletic competence (e.g., ‘I am good at sports’), and so forth” (p. 5). She reinforced what Mead and Cooley stated saying that the personal evaluation depends on social views. Opinions and values that significant others provided for children in their childhood is what helps its construction, as they will adopt those standards later. She highlighted that not only the self-evaluation of other domains is what makes self-esteem.

Brown (1993) supported conceptualizing self-esteem in terms of global feelings separate from specific self-evaluation. He made a case for global self-esteem affecting specific self-evaluations, not the reverse. Wylie (1974) and Gurney (1986) suggested a hierarchic relationship between specific and global self-esteem. Clearly, it is not possible to generalize from global to specific or vice versa (Harter, 1999).

By reviewing the previous existing theories of self-esteem, Mruk (1995/2006) introduced his self-esteem theory based on an interaction of two basic factors: competence and worthiness that he believed are the major defining elements of self-esteem that represents it as self-competence and self-liking. The former corresponds “to one’s history of success and failure in meeting goals” (Tafarodi & Milne, 2002, p. 467), while, the second derives from “appraisals of worth conveyed by others or reflexively generated by the ‘generalized other’ of self-judgment” (p. 468).

2.10. Self-Esteem as Competence

More than a century ago, James stated:

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“So our self-feeling in this world depends entirely on what we back ourselves to be and do. It is determined by the ratio of our actualities to our supposed potentialities; a fraction of which our pretensions are the denominator and the numerator our success”

\[
\text{Self-esteem} = \frac{\text{Successes}}{\text{Pretensions}}
\]

*James (1890)*

Such a fraction may be increased by diminishing the denominator as by increasing the numerator. (James, 1980, p. 296). So, this definitions highlights a number of worthy things to be considered. First, James saw self-esteem from the perspective of successful and competent action. In such case, individual’s self-esteem relies on his desires to succeed “pretention” and his/ her ability to realize them that necessitates “competence”. So, he focuses on behavioural outcomes and the degree of discrepancy between one’s “ideal” self and “real” self.

James went further in his definition, he stated that individual competence in a specific area that is relevant to him is what constitutes real self-esteem, and it is that competence that determines success or failure. In his words:

“I, who for the time have staked my all on being a psychologist, ammortified if others know much more psychology than I. But I am contented to wallow in the grossest ignorance of Greek. My deficiencies there give me no sense of personal humiliation at all. Had I ‘pretensions’ to be a linguist, it would have been just the reverse.”

*(James 1890, p. 296)*

Yet, self-esteem is not related to general competence or degrees of success that are not significant for individual. Then, James in his ratio definition to self-esteem(1890) clarified that it tends to be fairly stable as a trait, which is referred to as “a certain average tone of self-feeling.” However, like all ratios, the number of successes or failures one has can change as well, which means that self-esteem is also a dynamic phenomenon and must be maintained, especially during times of challenge.

By the beginning of the twentieth century, the “notion of self-esteem” became a significant one carried by the psycho-dynamic tradition. As Adler pointed out, succeeding is
paramount, it is a means to overcome the feeling of “basic inferiority”, such feeling tends to play a large role in determining human behaviour. In in order to develop and maintain self-esteem, Horney (1937) discriminated between the “real” and “idealized” selves as being the central variables. However, in his work, White (1959, 1963) links self-esteem to competence. Based on James’ definition, Crocker and Park stated that:

“Our central proposition is that people seek to maintain, protect, and enhance self-esteem by attempting to obtain success and avoid failure in domains on which their self-worth has been staked. Contingencies of self-worth, then, serve a self-regulatory function, influencing the situations people select for themselves, their efforts in those situations, and their reactions to successes and failures.”

_Crocker and Park (2003, p. 291)_{33}

So, success and failure determine individual’s self-esteem, then in some sense, individuals’ are bound to their domains that are of a great significance to them. The can become “enslaved” to these areas as they are so invested in success. Owing To Crocker and Park (2003, 2004), self-esteem is the motive behind people’s success, and failure avoidance in ways that are harmful to themselves and to others. This represents an important aspect of self-esteem that they referred to as “problem of pursuing self-esteem” which are:

1. The loss of autonomy risk that is due to the derive toward success rather than just the desire to get it.

2. The loss of the taking risks / or learning capacity that results in a constant failure an incapacitating fear of it.

3. Developing conflicts in relationships that are created by the need to defend against losing self-esteem when honesty and openness would serve one much better.

4. Problems with “self-regulation” that might lead to overly aggressiveness and so forth.

Therefore, the main conclusions that can be drown from defining self-esteem in terms of “competence” are: first, the approach certainly merits the status of a major school of thought

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and work on the topic. Second, throughout grasping the exact meaning of self-esteem in relation to success and failure, it would be possible to appreciate it in terms of human motivation and motivational psychology.

Yet, Crock and Park (2003) depicted a noticeable problem with this definition: If self-esteem is defined in terms of competence alone, then it is truly contingent on individual’s successes and failures. Because success is not durable and the possibility to fail is always involved, this view of self-esteem means that success is a fragile foundation on which to build an identity or a life.

2.11. Self-Esteem as Worthiness

Rosenberg (1965) had developed another definition that led to the raise of another major school of thoughts and work in the field. He saw the concept in terms of special type of attitude that is based on the perception of feeling about one’s value “worth”, so:

“Self-esteem, as noted, is a positive or negative attitude toward a particular object, namely, the self. . . . High self-esteem, as reflected in our scale items, expresses the feeling that one is “good enough.” The individual simply feels that he is a person of worth; he respects himself for what he is, but he does not stand in awe of himself nor does he expect others to stand in awe of him. He does not necessarily consider himself superior to others.”

(Rosenberg, 1979, p. 30–31)

One thing noticeable in such definition is the “cognition” matter more than “affect”. That is, it is possible to see self-esteem in terms of the psychology of attitude formation. Then, it is also seen in term of “certain attitudes” as that one concerned with people’s evaluation or judgment of their personal “worth” that calls for the notion of value on the self-esteem work stage.

This means that, every single person wants to be worthy and valuable; being worthy or unworthy is significant for each person since s/he is generally recognized as being inherently more desirable or “good” and the other is generally viewed as being distinctly undesirable, inferior, or perhaps even “bad.”. This definition implies dealing with all that is linked to cultural relativity and the question of whether there are any universal values. So, in this case, self-esteem can be measured.
Another recent definition of self-esteem in terms of “worthiness” might be found in cognitively oriented theorists and researchers, such as Seymour Epstein’s Cognitive-Experiential Self-Theory (CEST) (Epstein, 1980 et al) in which worthiness is more implicated to one’s personality; Epstein noted that people can evaluate themselves implicitly, unconsciously.

In addition, self-esteem is explicitly and implicitly relevant to one’s perception, experiences and motivation at both levels. It is fundamental to humans’ behaviours and highly related to identity and self-regulation. Other researchers working on the same definition went further in theirs saying that implicit self-esteem is much more influential as it is seen to be more spontaneous, reactive, or “hotter” and, therefore, more directly connected to the self than the explicit one (Campbell, 1999 et al).

Moreover, Baumeister et al (1996) said that:

'Although some researchers favor narrow and precise concepts of self-esteem, we shall use the term in a broad and inclusive sense. By self-esteem, we mean simply a favorable global evaluation of oneself. The term self-esteem has acquired highly positive connotations, but it has sample synonyms the connotations of which are more mixed, including pride, egotism, arrogance, honor, conceitedness, narcissism, and sense of superiority, which share the fundamental meaning of favorable self-evaluation."

(Baumeister et al, 1996, p. 5)

Thus, self-esteem can be linked to individual’s features being either positive as: dignity, honor, conscientiousness, or negative ones as, narcissism, or aggression.

2.12. Self-Esteem as Competence and Worth

In 1969, Branden first offered this definition:

“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.”

(Branden, 1969; p. 110)  

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Branden’s definition depended mainly on the philosophy of “objectivism” rather than empirical studies. He believed that humans have a fundamental need for feeling worthy, which makes them act rationally and makes decisions. In this case, competence is seen as the ability to directly face reality and make reasonable decisions that would solve their problem.

In relating competence to worth, a distinguished view of self-esteem can be seen that is detached from competence. In this new sense, competence is a behaviour that tends to reflects on worth that matters for self-esteem. In this case, feeling good about one’s self does not necessarily reflect self-esteem. Yet, such feeling should be logical, and based on behaviour. Unfortunately, this definition did not receive much others’ attention as it is depending on philosophical rather than empirical studies.

2.13. Self Esteem in Relations to Other Concepts

Self-esteem can be related to a number of concepts as proved by scholars, the following are some of them.

![Figure 2.8. Self-Esteem Connection to Other Concepts](image)

2.13.1. Self-Esteem In Connection to Self-Concept

The notion of self-esteem is often associated and confused with other concepts such as “self-concept”. This later is usually referred to as the separated object from the environment that portrays the reflections of an individual’s being. It is said to be:
"The totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence"

(Purkey, 1988).

Self-concept is solely the image that the person provides for him/ or herself, whilst self-esteem is the assessment of self-concepts character and components. The primary difference between the two notions is “the addition feeling”. Self-concept stands for the personal knowledge about one’s self; while, self esteem is the “feeling” that one holds about himself/ herself concerned with what s/he knows.

Because the two terms are often linked or appear to be similar, some authors used them interchangeably. That is to say, both notions have a lot in common, they can be impacted not only through observing one's own self and behaviour objectively, but also by observing the reactions that other people have to individuals and their behaviours. Besides, both of them can be fostered via a comparison of oneself to people around, and that is why self-esteem can be high or low, for instance: when a person observes her/ his own capacities and compares them to those around, his/ her self-esteem will be raised since those people do understand his/her own values.

Owing to Baumeister (1999), self-concept is: "the individual’s belief about himself or herself, including the person’s attributes and who and what the self is". It is highly needed for each individual as it contributes to its personal development. Franken (1994) states the importance of one’s self-concept:

"There is a great deal of research which shows that the self-concept is, perhaps, the basis for all motivated behaviour. It is the self-concept that gives rise to possible selves, and it is possible selves that create the motivation for behaviour"

Franken (1994; p. 443).

Franken (1994) explained the extent to which self-concept is relevant to every single person, it is the basic reason behind each one’s motivation. In addition to this, Franken proposed that both self-concept and self-esteem are interrelated:
"People who have good self-esteem have a clearly differentiated self-concept.... When people know themselves they can maximize outcomes because they know what they can and cannot do"

(Franken, 1994; p. 439).

On the other hand, Hansford and Hattie (1982) found that people develop and maintain their sense of self-concept via taking actions, then, being reflective about what they have done or people’s views about their taken actions (Brigham, 1986). This means that, self-concept is not inborn, but is rather built and improved throughout the individual’s interaction and connection to the environment. So, several components can help in the development of self-concept.

More to the point, the “Social Identity theory” by Tajfel proposed that self-concept encompasses two parts: personal identity and social identity.

![Figure 2.9. Tajfel Self-Concept Components](image)

Personal identity involves personality traits and things that build up person’s personality and make him/ her unique. The Social identity is about the social groups where each belongs as for: community, religion, college, and other groups. Other studies demonstrated that self-concept is actually composed of other components as physical, academic, social, and transpersonal aspects.

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35Social identity Theory: it is a person’s sense of who they are based on their group membership(s).
The Physical Aspect: These aspects are concrete such as: how the person looks, his/her sex, height, weight…etc.

Academic Aspects: it is related to individual’s academic performances, how well they are in school, and their demonstrated academic learning abilities.

General Academic Aspect: how good one is overall

Specific content-related self-concepts: how good one is in math, science, language arts, social science, etc.

The social Aspect: how is the person is related to other people.

Transpersonal Aspect: how one relates to the supernatural or unknowns.

On the same stream, Bracken (1992) advocated six domains to which self-concept is related.

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**Figure 2.10. Aspects of Self-Concept**

- The Physical Aspect
- Academic Aspects
- General Academic Aspect
- Specific content-related self-concepts
- The social Aspect
- Transpersonal Aspect

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**Figure 2.11. Self Concept’s Domains According to Bracken (1992)**
- **Social Domains**: the ability to interact with others.

- **Competence Domain**: the ability to meet basic needs.

- **Affect Domain**: the awareness of emotional states.

- **Physical Domain**: the feelings about looks, health, physical condition, and overall appearance.

- **Academic Domain**: the success or failure in school

- **Family Domain**: how well one functions within the family unit

As far as the humanist psychologist Rogers is concerned, there are three different parts of self-concept.

![Figure 2.12. Self-Concepts Parts According To Rogers](image)

1. **Self-image**: means how an individual sees herself/himself. Such imagined picture does not necessarily go hand with hand with reality. People might have an inflated self-image and believe that they are better at things than they really are. Conversely, people are also prone to having negative self-images and perceive or exaggerate flaws or weaknesses.

2. **Self-esteem**: is much more related to how the individual value himself/herself. When people respond positively to individual’s behaviour, s/he is more likely to develop positive self-esteem.

3. **Ideal self**: the imagined picture that the person believe or think s/he will be like. In many cases, the way an individual sees himself/herself and how s/he would like to see himself/herself does not quite match up.
2.13.2. Self-Esteem In Connection to Self-Confidence

Self-esteem is often connected to the term self-confidence. Self-confidence is defined as the belief that one holds about his/ her own capacities and skills; a mental attitude of trust and relying on one self. One could develop his/ her self-confidence throughout being free from doubts; yet, confidence is automatically called when the result/ or the outcome is not certain. So, confidence is simply said to be the feeling of being comfortable about uncertain situations even if the outcome is not sure.

In other words, confidence is referred to as the feeling of being certain and pleased about one abilities, and the trust in other people. As confidence means that things, or plans will go well, it is, sometimes, confused with optimism. In addition, the notion of self-confidence is multifaceted, the confidence formula is: Confidence = self-efficacy + optimism. Thus, confidence stands for individual’s belief that their capacities fits for their goals, and that they can achieve them, besides to the belief that the future is bright. So, if self-confidence increases, self-esteem will develop.

2.13.3. Self-Esteem in Connection to Self-Efficacy

Bandura (1994) was the pioneer to coin the term “self-efficacy”. He simply defined it as the personal beliefs in one’s abilities for success in specific domains. “Self-efficacy is the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations." So, it is the individual’s certain beliefs that s/he can bring about some specific actions to attain a special outcome. It has a fundamental role in how people perceive and approach their goals, tasks and tackle or deal with challenges.

The concept of self-efficacy centered the social cognitive theory established by Bandura. Since he published his seminal in 1977 ‘Self-Efficacy: Toward a Unifying Theory of Behavioural Change’, the concept of ‘self-efficacy’ became the subject matter of most

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36 Optimism: it is the tendency to believe if something will go wrong or right.

37 The Social Cognitive Theory: emphasizes the role of observational learning and social experience in the development of personality.
psychologists. He argued that people who possess a high sense of self-efficacy tend to challenge difficult tasks easily and measure them as to be mastered rather than to be avoided.

In 1984, Ashton expanded the meaning of self-efficacy throughout the publication of her revolutionary study. It includes the extent to which teachers feel that they are competent and capable enough to bring about some learning outcomes. She also identified two dimensions of teachers’ self-efficacy: general and personal.

![Ashton Self-Efficacy Dimensions](image)

Figure 2.13. Ashton Self-Efficacy Dimensions

1. The general dimension: refers to the extent to which a teacher believes her/his students can learn the material.

2. The personal dimension: the extent to which a teacher believes her/his students can learn under her/his instruction.

Ashton maintained that teachers’ strong beliefs in their abilities to bring about some changes and efficient learning outcomes in the classroom plays a vital role in effectively serving students and their needs.

2.13.3.1. Teachers’ Self-Efficacy

Mastery Experiences: They are the direct encounters with success through engagement in a behaviour that brings about a desired outcome. For example, student teachers who facilitate laboratory experiments in which students demonstrate conceptual understanding may believe their actions lead to student learning.

Vicarious Experience: it stands for the observation of others’ performances without adverse consequence. It can enhance personal self-efficacy by demonstrating that the activity is “do-able” with a little effort and persistence.

Verbal Persuasion: People believe they can successfully accomplish a task or behaviour through the use of suggestion, exhortation, or self-instruction.38

Emotional Arousal: it happens by diminishing emotions such as fear, stress, and physical agitation.

2.13.3.2. The Role of Self-Efficacy

Practically, people have some goals that they would like to achieve and some things they want to substitute or change, but the process of realizing them is quite difficult. That is why Bandura stated that self-efficacy has an integral role in the realization of these goals and the ways the struggles are approached.

38 Self-Instruction: the ability of one to cognitively plan, organize, direct, reinforce, and evaluate one’s own independent learning without a teacher’s prompting.
People who possess a high sense of self-efficacy tend to consider difficult tasks or problems as tasks to be mastered. They are more likely to become motivated and contribute actively in the activities. Hence, they form a strong sense of commitment to their interest. However, people with low sense of self-efficacy steer clear from hard and challenging tasks because they believe that they are incompetent. They develop a sense of negative feeling and outcome. Thus, they rapidly lose their self-confidence.

2.13.3.3. Strategies to Improve Self-Efficacy

There are so many ways to improve one sense of self-efficacy, these are some of them:

- **Providing Feedbacks:** as the teacher feedback is paramount to learners, the opposite is also true. Teachers need to know about the efficiency of their teaching as a means to develop their sense of self-efficacy.

- **Model:** exposing teachers to an expert model can be one way to develop their motivation and their sense of self-efficacy. It helps them solve problems using sets of techniques.

2.13.4. Self-Esteem In Connection to Self-Evaluation

If self-esteem stands for the personal image and the level of ability that an individual gives, or believes that s/he possesses, self-evaluation is the personal evaluation of what have been believed to be possessed. To be more explicit, the term “self-esteem” can also refer to how people do evaluate their capacities and skills as well as their various attributes. For instance, people who believe that they are academically competent tend to possess a higher self-esteem than those who believe they are incompetent. So, such beliefs are commonly referred to as “self-evaluation”.

In addition, owing to Feingold (1992): “**People who own some qualities as intelligence, good looking, and popularity tend to have higher self-esteem than other individuals who do not possess such features**”. So, the person will be more likely what s/he believes herself/ himself to be. A professor with 11 grants and 115 publications is no more apt to have high self-esteem than is a professor with no grants and 1 publication. This means that people self evaluation is somehow based on their self-esteem, how do they perceive themselves.
Controversially, other studies have demonstrated that even if self-esteem is unassociated with people real status, it tends to be linked to what they think they are. People with high self-esteem have an inner tendency to be liked, attractive and intelligence thought they are not, but believe that fact, than those with low self-esteem.

2.13.5. Self-Esteem in Connection to Body Image

One of the other ways to define self-esteem is to relate it to body image. This evidence can be strongly influential. When the individual holds some negative thoughts, it tends to be normal. Yet, the process of constructing some positive ideas or trying to be a positive person is hard; still it is one way to higher from one’s own self-esteem.

Self-esteem, also, depends on personal thoughts and feelings that are related to the body looking. In some cases, personal beliefs on how people judge or view the body can have an impact on the body image. So, thinking negatively about one’s body or appearance can be give birth to a poor body image. For this reason, it is believed that body image is the major contributor personal self-esteem (Huebscher, 2010).

The link between high/ or low self-esteem and the personal body image have been well documented as Ata et al (2006, p. 1024) advocate: "Self-esteem is so intrinsically linked to thoughts about one’s body that physical appearance has consistently been found to be the number one predictor of self-esteem at many ages". On defining the body image, Duncan et al (2002) pointed that body image stands for the personal evaluation to one’s body throughout an associated feelings and attitudes. As self-esteem is the personal provided image to one self, it can empower or poorer body (Green & Pritchard, 2003).

As clarified by Frost & Mckelvie (2005), body image is an aspect through which a person evaluates, approves or disapproves values himself. It also stands for the personal portrayal to one own body in their minds. Attitudes and beliefs are the biggest contributor to the body image; which changes with time and as a response to lifestyle events (Women's Health, 2007).

2.13.6. Self-esteem In Connection to Academic Performance

Self-esteem is believed to be related to academic performance and achievement (William, 2012). Owing to Gagne (1995, 2000), there is a positive link between both self-esteem and academic upshots. On the same line, Simon and Simon (1975) found that feeling good about one self means a good or great score. Similarly, Purkey (1970) showed throughout studies that there is an endless connection between self-esteem, success, academic / or verbal performance and achievement.

In regard to the real world, there is an evidence which advocates that people with high self-esteem tend to perform better than those who do not. Early literature as for Brockner (1983) and Tharenou (1979) revealed that there is a high connection between high self-esteem and work performance. The possible explanation that can be put forward is that the significance of self-esteem varies depending on the kind of work the individual is engaged in. Still, the salient point is that self-esteem may improve job performance, and vice-versa, i.e. occupational success may boost self-esteem whereas failure diminishes it.

2.14. Self-Esteem and Foreign Language Learning

Though self-esteem have been well documented in the literature, an absence of studies have been noticed about its implication in the classroom. Indeed, few publications and studies tackle self-esteem or foreign language classrooms. One of those scholars who revealed the vital role that self-esteem has in class, and its importance in foreign languages was Arnold (1999). Then, Horwitz et al (1991) explained the vital difference between the “true self” as known to the language learner and “the more limited self” that probably is present at any moment in the foreign language and that would seem to distinguish foreign language anxiety from other academic anxieties.

In foreign language learning, self-esteem (high/or low) can have some dangerous consequences. Students with low self-esteem may be afraid or completely avoid taking risks to acquire the language. They may experience a lack of security, and so, avoid the class entirely. As students’ self-esteem is necessary, teacher self-esteem is paramount too, i.e. teachers need to know their own level of professional self-esteem, to understand it, to recognize the sources that foster or inhibit it, and how can they apply it in a class as a means to improve students’ one.
2.15. Self-Esteem and Language Teaching

As previously mentioned, self-esteem is also related to one’s level of self-confidence. If one sense of confidence is strong, his/her self-esteem will be high. This signifies that if teachers are bound to improve their students’ level via their developed self-esteem, they need to raise their self-confidence too. Gaining this confidence in teaching skills and abilities of practices is not limited to only novice teachers, but also concerned with those experienced teachers, especially, when they encounter some challenges in their profession that tend to intimidate their long standing values and beliefs about both teaching and learning processes.

Valazza (2011) 40 believes that teacher personal development and self-confidence are closely related. 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. He added that that teacher’s personal and professional development is the path to gain confidence. Underhill (1986) (as cited in Head, K. and P. Taylor (1997)) defined teacher development as “the process of becoming the best kind of teacher that I personally can be.”.

Then, Rossner (1992, 4) advocated that:

“The 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) 41

So, both definitions emphasize on the teacher personality, their personal development and sense of self-confidence. This later can be enhanced via fostering four main components of teacher development: knowledge- skills- attitude and awareness. (2011) 42.

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41 Cited in: (the previously mentioned reference) Gerardo Valazza (2011)
42 Cited In: (the previously mentioned reference) Gerardo Valazza (2011)
2.15.1. Self-Confidence and Knowledge

Knowledge is one of the main components of teachers’ professional development. It embraces: knowledge of the subject matter – teaching and learning theories – knowledge of the students – knowledge of the workplace.

- **Knowledge of The Subject Matter**

  Teacher first requirement is to further their subject matter knowledge about/ or in the profession they are engaged in. In case of teaching English, teachers can study the English language to discover its functioning via special courses.
• Recognition of Teaching and Learning Theories

Teachers need to deepen their knowledge about the theories of teaching and learning in order to enhance their teaching practices.

• Knowledge about The Students

Teachers can better and improve their teaching throughout knowing their students; this could be done if further chances are provided for learners to speak about themselves, showing them that they are significant, and that their feedback is important.

• Knowledge of the Workplace

It is necessary for teachers to recognize, the setting where the teaching and the learning processes will take place as well as he context like: syllabuses, assessment procedures, and the materials to be used in the lesson.

2.15.2. Self-Confidence, Teaching Ability and Skills

Throughout knowing the previous components, teachers would be able to develop their abilities and skills, so as to put this knowledge into practice. This can be done via trying out the sundry methods and approaches, and reflecting on their efficiency.

2.15.3. Self-Confident and Awareness

It would be possible for teachers to develop their level as well as their sense of self-esteem if they improve their awareness about all that is given in class, their teaching practices, their students outcomes...etc.

2.15.4. Self-confidence and Attitude

Teachers require a positive attitude toward the activity of teaching itself if they are to be professionally developed. It helps them to refrain the impact of problems on their teaching or the failure, discourage feeling, since all that is needed is personal enjoyment.
2.16. Factors Affecting Teachers’ Self-Esteem

Several factors can affect self-esteem; they can be classified into four main sorts: Social factors, failure and success experiences, physical and mental appearance and other factors.

![Diagram showing factors affecting teachers’ self-esteem]

2.16.1. Social Factors

Some of the social factors that can influence self-esteem are: family presence, school institution and colleagues presence.

2.16.1.1. Family Presence

Family is often regarded as the first educational institution as it provides the basis of values, and mainly social support to ensure the growing of its individual from birth to death. It is thanks to the family that each person constructs a meaning to its existence and can understand the significance of its presence and depicts her/her role within society.

Regarding teachers, they tend to play a vital role in society, as their job requires great amount of efforts in order to attain their objectives. For this reason, they need to feel important first among their families, as being an important member who contributes positively in their
development. They also need to experience that social support which causes them to feel secure and results in their emotional stability.

2.16.1.2. School/ or Institution Impact

School is the first milieu where the teaching process takes place. If teachers feel at ease when doing their job, the result will be an effective learning. However, if teachers find any kind of difficulty as for instance: the absence of organisation, the lack of teaching facilities (like the computer, internet space, data show …etc.), lack of teaching resources as (books, journals …etc.), limiting teachers’ autonomy, the severe administrative rules, along with other conditions, teaching becomes a difficult task to tackle. Teachers, will then, be demotivated, and tend to lose their confidence in their capacities to effectively present the lecture and attaining their objective. Thus, the loss of their self-confidence will automatically lead them to have low self-esteem.

2.16.1.3. Acquaintances / Colleagues Presence

The presence of some valuable people in each one’s life can be beneficial. Teachers’ colleagues / or even acquaintances have an integral role in developing the tutor’ personality. Acquaintances relationship can develop teachers’ social capacities and skills as it allows them to be more open to people, meet and befriend new persons and learn from others experiences as well evaluating one self. It is also advantageous for teachers to befriend experimented teachers as it gives them the opportunity to deepen their understanding of the profession and learning from others’ experiences. The more these people were mature, cultivated, experimented and competent, the best teachers’ level (especially novice ones) will be.

2.16.2. Failure/ Success Experiences

Failure or success in any experience can improve or decrease self-esteem. Similarly, a new experience or a situation can also foster or reduce one’s self-esteem.

2.16.2.1. New Experience/Situation

New situations and conditions can contribute to the growing or the decrease of one self-esteem. If people are put in a new situation, they may experience new feelings, that of being
unsecure, lack of one abilities and skills, this is the case of teachers. The way they approach and tackle the situation plays a vital role in the improvement of self-esteem.

So, people who possess a positive self-esteem have the capacity to handle a new situation with a great confidence, for instance: teachers, with low self-esteem, presenting a project in a conference room tend to stick with people they know. In contrast, to teachers who have a high self-esteem tend to be highly confident and eager to meet new people and make new friends and colleagues.

2.16.3. Physical / Mental Appearance

The physical and mental appearance can be summarised in terms of self-body image, maturation and mental progress.

2.16.3.1. Self-Body Image

Teachers, who believe themselves to be physically attractive, think that their physical beauty will lead to their effective teaching. Tutors who depend on their physical beauty as a means to accomplish their teaching objectives tend to suffer in case they are not pleased about their body. Those who consider that their body image will attract their students’ attention to the lecture are more likely to experience some difficulties especially if they are not convinced about their physical beauty.

2.16.3.2. Maturation and Mental Progress

It is often noticed that early maturation is linked with positive self-esteem. Maturation allows the person to contribute in a cluster of social activities that provides a significance to the person and gives him/her a positioned statue. Thus, teachers’ mental progress permits them to taste responsibility, which will leave a positive image about themselves.

2.16.4. Other Factors

Other aspects can strengthen or weaken self-esteem such as: doubting words from a loved one, excessive negativity and criticism and perfectionism.
2.16.4.1. Doubting Words From A Loved One

The presence of some people in each individual life is paramount, especially in improving one’s self-esteem. On the one hand, if one of these special people expresses his/her pride of what the individual has achieved, self-esteem will develop. On the other hand, if s/he expresses his/her disappointment about this individual, it will cause him/her to lose control, and diminish his/her self-esteem level. So, loved ones can either build or break down one’s self-esteem.

2.16.4.2. Excessive Negativity and Criticism

Negative terms have tremendous influence on people’s lives. If a person is dependent on a negative criticism or comment, after a period of time, s/he starts believing in that comment, and so, begins thinking negatively. These negative words enter human subconscious mind and cause him to manifest negatively.

2.16.4.3. Perfectionism

Often, people are extremely obsessed by perfectionism. They invest effort on their actions to be perfect. As far as teachers are concerned, some of them, tend to put all their focus on being perfect; take more time on planning activities, designing meaningful and rigorous tasks that would be useful for learners as well as establishing realistic and achievable objectives. Yet, in case of their failure to accomplish their objectives, their sense of perfection will decline, which will automatically cause them to have low self-esteem.

2.17. Sources of Self-Esteem

One of the first ones to approach sources of self-esteem was Coopersmith (1967). He suggested four main sources: power (the ability to influence or control others), significance (being valued by others as shown by their acceptance), virtue (the adherence to moral standards), and competence (a successful performance in regard to a goal).

Figure 2.18. Coopersmith (1967) Sources of Self-Esteem
2.17.1. Acceptance vs. Rejection

Acceptance stands for the feeling of being accepted, valuable and worthy; family, siblings, colleagues…etc. relationships tend to affect personal self-esteem. As far as professional life is concerned, caring, respect, attraction are necessary for developing self-esteem and maintain relationships. Whereas being ignored, rejected, mistreated, or disrespected affect negatively one self-esteem resulting in his/ her ignorance to her/his own skills, and loss of self-confidence.

2.17.2. Virtue vs. Powerlessness

Coopersmith (1967) defined “virtue” as the complete obedience to particular moral and ethical rules. People usually react according to a reasonable standard; these actions make them feel worthy. Yet, in case people fail to react positively, negative self-esteem raises.

2.17.3. Achievement vs. Failure

Achievement is a term that stands for a special type of success. The term is usually confused with another word that is a paramount component in self-esteem that is “competence”. Studies done by Epstein(1979), Jackson (1984), and Mruk(1983) demonstrated that the ways individuals deal with problems, when trying to attain their goals push them to exhibit a high level of competency. Such success (that of overcoming problems) is an achievement in a developmental sense, which makes it the appropriate term to be used in such case.

2.17.4. Competence and Worthiness

Owing to Coopersmith (1967), people self-esteem can be high if they are successful in only one or two areas that are relevant to their lives. The feeling of being worthy depends on the individual’s achievements, value, power and influence, this way, self-esteem increases. Crocker and Park’s (2003) pointed out that the excessive need for success in a particular domain can lead to unhealthy outcomes. This means that self-esteem relies on success; yet, because failure is always present in one mind, self-esteem cannot sustain for a long term. So, the existence of competence balances worthiness throughout involving the individual in more than being loved, or appreciated.
2.18. Types of Self-Esteem

Generally, self-esteem is classified into four main categories: high self-esteem, secure vs. fragile self-esteem, implicit and explicit self-esteem, and low self-esteem.

![Diagram of types of self-esteem]

**Figure 2.19. Types of Self-Esteem**

2.18.1. High Self-Esteem

Individuals who possess high self-esteem tend to feel pleased about themselves. They are convinced with their skills and capacities to tackle any situation with the way they select and find appropriate. As far as teachers are concerned, they tend to teach with a great confidence because they feel that they are skilful enough in the field they are involved in as they do possess the necessary knowledge; this develops their desire for teaching.

2.18.2. Features of High Self-Esteem

These are the main characteristics of people with a healthy level of self-esteem

- Confident
- Have a good sense of self-worth
- Positive
- Supportive (support others)
- Good communicators
- Extroverted, energetic and ambitious
- Consider mistakes as part of learning
These features enable the individual to be flexible and approach each situation with a great confidence. Cutler (1995) 43.

2.18.3. Secure vs. Fragile Self-Esteem

Secure high self-esteem is said to be a positive self-esteem at both explicit and implicit level (Kernis, 2003). Whilst, people with fragile self-esteem, as Bosson et al (2003) advocated tends to be more ready to engage/ or look for self-enhancement strategies than those with secure self-esteem.

2.18.4. Explicit vs. Implicit Self-Esteem:

Explicit self-esteem stands for the general conscious evaluation of one self, and so it can be reported; while implicit self-esteem is the process of unconsciously evaluating one self. (Kernis, 2003). Therefore, when both implicit and explicit self-esteem are associated, individuals tend to have secure self- esteem.

2.18.5. Low Self-Esteem

Low self-esteem is the first and the foremost element that hinders individuals from succeeding. A person with low self-esteem is more likely to feel incompetent, unworthy, and incapable; s/he tends to experience a hopeless life because of her/his feeling of rejection.

2.19. Conclusion

This chapter skims through the self-esteem’ literature and its association with foreign language teaching. First, we try to explain what teaching means. Second, as personality is important in that process, we endeavour to clarify its meaning and highlight some of its essence components. Next, we attempt to spell out the notion of self esteem and its nature. Then, we strive to soak up how self-esteem is tightly related to other concepts. After that, we make an effort to review the previous theories and current programmes that spotlighted its importance, as well as the sources of its development. Finally, we essay to accentuate on the main kinds of self-esteem.

Chapter Three:

Data Analysis and Interpretations
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3.1. Introduction

As previously seen in both chapters one and two, self-esteem is a widely tackled notion. Yet, as heretofore stated, teachers’ self-esteem represents only a corner from the wide questioned notion. Henceforward, the ensuing chapter is an endeavor towards studying teachers’ self-esteem and examining its impact on students at both academic and personal level at the Djilali Liabes University, The English Department, Sidi Bel Abbes. To reach these objectives, two prime methods are selected: qualitative and quantitative. They are undertaken as a means to reflect on the pre-ordained research questions and hypotheses. In this respect, four primary tools are selected for data assortment: a test (teachers), questionnaires (for teachers and students), observation and an interview. Thus, this chapter intends to analyze and interpret the findings gathered during the research procedures.

3.2. Research Procedures and Methodology

The focal point of this inquiry is to scrutinize teachers’ professional self-esteem and its impact on students’ academic and personal development. For this reason, it is relevant to clarify the diverse research procedures undertaken and the several instruments used in data collection.

3.2.1. A Pilot Study

The notion of self-esteem has materialized a large area of research in educational psychology. Many scholars have aimed to investigate different types of self-esteem among both adults and young people. That is why, different kinds of research tools are chosen. Yet, during the pre-used means application process, some obstacles have been met. So, in order to avoid and overcome difficulties, a “pilot study” has been carried out as a first step before starting the entire research. It aims to:

- To test research questions and refine hypotheses.
- To test the feasibility of instruments selected (questionnaire, and a test)
- To predict the time that the study will take.
- To foresee the number of participants needed for the research.
- To collect feedbacks and notice participants’ reactions and willingness to contribute in the research.
3.2.2. Research Methodology

In order to ensure the reliability and validity of the research, both qualitative and quantitative methods are selected. The mixture of both qualitative and quantitative methods in the same research framework is referred to as “The Mixed Method”. This implies that a number of tools are used.

3.2.2.1. Qualitative and Quantitative Tools

The mixture between both qualitative and quantitative methods may make the study more reliable. The chief qualitative tools depicted for data collection are: the Janis Field test. Then, a questionnaire for both students and teachers. After that, structured and non-participant observation with five selected teachers. Finally, the semi-structured Interview which is believed to be more relaxant than the other kinds of interviews.

Figure 3.1. Research Methods and Tools

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44 Qualitative Method: It is mainly concerned with description of the targeted situation. It means all things that can be noticed but unmeasurable

45 Quantitative Method: It is mainly concerned with measurement
3.3. **Subjects of The Study**

The study sample selection is based on “simple random sampling method”. The population includes:

1. Teachers of the English Language at the Djilali Liabes University, Sidi Bel Abbes. The total number of the teachers is 32. Yet, because of the difficulty to contact all of them; only 22 teachers are questioned and tested. Then, 05 teachers have been randomly selected for the observation. In fact, randomization is a tactic used to ease the selection of each individual from the entire population.

2. In order to confirm teachers’ answers, students of the English language are also involved in the research. The total number of students ranges from 150 to 260 students. Those students are divided into 06 main groups from “A” to “F”. Due to time constraints, and the impossibility to observe the 05 teachers with the entire groups, only one group “E” is picked up.

3.4. **Data Analysis and Interpretation**

The major goal of this part is examine the results obtained from the data gathered. It is meant to analyze both teachers’ and students’ responses so that to reach the study objectives.

3.4.1. **Revised Janis and Field Scale**

The aim behind the Revised Janis and Field Scale is to evaluate teachers’ professional self-esteem. This evaluation would make it possible to figure out which of the following three categories does each teacher’s professional self-esteem belong to: high, average or low. The test anonymity and privacy were highly respected so that to make teachers feel at ease while answering.

Henceforth, the test embraces 15 questions, each of which aims at discovering a specific point related to self-esteem (Figure 1.10, chapter one). To put it clear, the test exhibits: teachers’ self-acceptance – teachers’ sense of inadequacy and worthiness – teachers’ self-efficacy – teachers’ self-evaluation – teachers’ self-consciousness, and body image. Then, the Likert scale is used for the general scale calculation. Thus, the test can be divided into six parts.
3.4.1.1. Revised Janis and Field Scale Analysis and Interpretation

The general results of the Revised Janis and Field Scale reports that amid 22 teachers, 44% of teachers possess a high self-esteem (3 ≤ 3 up to 3.7 ≤ 4 on the Likert Scale). Whilst 50% of them have a medium level of self-esteem (2 ≤ 2.2 up to 2.9 ≤ 3 on the Likert Scale). The remaining 6% of teachers have a low self-esteem (1 ≤ 1.4 ≤ 2 on the Likert Scale).

![Graph showing self-esteem levels]

**Figure 3.2. Teachers’ Professional Self-Esteem**

3.4.1.1.1. Part One: Teachers’ Self-Acceptance

Questions (1/7/9/10/11) aim at discovering teachers’ sense of self-acceptance.

![Graph showing self-acceptance levels]

**Figure 3.3. Teachers’ Self-Acceptance**

The figure above demonstrates the results of teachers’ sense of self-acceptance discussing questions (1/7/9/10/11). Question n° 1 and 7 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
Chapter Three: Data Analysis and Interpretation

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 never have the feeling that one day they will be respected. Their choice justifies their previous answer, i.e. they never feel substandard as they do not care of people’s respect; for them, it is enough to be self-respected. Whilst none of them (0%) has this feeling very often or once in a great while.

More to the point, as seen in the question n° 9, 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 (1/7). 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.

In addition, questions n° 10 and 11 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 histogram above is that teachers who answered mostly with practically never have a high self-esteem. Those whose answers are mainly sometimes have a low self-esteem, while teachers who answer with either very often or once in a great while have an average self-esteem.

3.4.1.1.2. Teachers’ Sense of Self-Worthiness and Inferiority

Questions 6 and 13 are interrelated. That is to say, if teachers do not feel worthless about their capacities to solve problems in a specific situation, it is because they have confidence in their abilities and vice versa.
Figure 3.4. Teachers’ Sense of Self-Worthiness and Inferiority

Hence, the graph above shows that 34% of teachers feel sometimes useless in case they can do nothing about a situation, while 33% of them have that feeling once in a great while, and others 33% practically never have that feeling. Still, none of them 0% do not experience that feeling. Similarly, 80% of teachers are very confident about their abilities, whilst 20% of them are slightly confident about their capacities. Actually, these questions are compatible with question n° 1. In other words, teachers who are very confident (80%) about themselves do not experience a sense of inferiority (67%). Whereas those who doubt about their skills and capacities to solve problems (20% / 34%) have more often than not a feeling of being inferior (22%).

3.4.1.1.3. Teachers’ Self-Efficacy

Both questions 2 and 3 are well matched. This means that, if people doubt about their general capacities and skills, they are more likely to lose their conversational abilities.
Indeed, the graph above demonstrates that 50% of teachers have sometimes trouble thinking of the right thing to talk about, while 16% face this situation very often. Whereas 17% of tutors have that feeling only once in a great while, whilst 17% practically never feel that way. Likewise, question n°3 categorizes teachers into two groups: the first group has some difficulties to select the right thing to talk about either very often 17% or sometimes 17%, contrary to the second group of teachers who experience such feeling once in a great while 33% or practically never 33%.

As a matter of fact, teachers who think that there is something they cannot do well are more likely to trouble thinking of the appropriate topic for the right situation. That is to say, if teachers doubt about their general skills, they tend to lose their conversational abilities. Their uncertainty would lead them to feel anxious in a conversational situation, afraid to express themselves, share their ideas and provide opinions. The fact that would lead them either to avoid communication, be isolated, or keep silent. Such teachers are believed to belong to the teachers with low self-esteem’ category.

3.4.1.4. Teachers’ Body Image

Question n° 05 tackles teachers’ body image. That is, if teachers’ self-body image is appealing, they are more likely to have a high self-esteem.

Hence, as can be depicted from the graph above, 20% of teachers sometimes feel they are physically appealing; meanwhile 20% of tutors feel, very often, physically attractive.
Seemingly, these two categories of teachers tend to consider people’s view while evaluating oneself. That is to say, their physical attractiveness depends on people’s opinion.

Contrary to 40% of instructors who do not have that feeling on a regular basis, i.e. they think about others’ views on their physical appearance only once in a great while, whereas 20% of them practically never have such feeling. The last two categories show teachers’ confident about their physical appearance. It is worth mentioning that the two last groups of teachers, apparently, do not take physical appearance or people’s regard to their physical look into account as they have that feeling only once in a great while or practically never; they simply trust themselves.

3.4.1.1.5. Teachers’ Self Evaluation

Questions n° 4, 8 and 15 are widely linked to question n° 14. To put it clear, if teachers depend on others’ (students, colleagues) views, critics, or unfavourable opinion, this is going to determine their self-evaluation, i.e. they see themselves either as a failure or success in their job.

Therefore, the graph above displays that 50% of teachers worry only once in a great while about what others think they are, while 33% sometimes worry about it. The same two categories of teachers (50% and 33%) share the same feeling about colleagues’ views and criticism in question n° 8. That is to say, 66% of tutors sometimes worry about colleagues’ criticism, whilst 17% of teacher feel concerned once in a great while about it. In contrast, 17% of them practically never worry about people’s regard, and none of them 0% experiences that
feeling very often. By the same token, 17% of teachers practically never worry or fear colleagues’ disapproval. Still 0% of instructors cares very often about colleagues’ critics.

In the same way, 50% of teachers feel concerned once in a great while about people’s unfavourable opinion. These teachers are the same who worry about people’s view and criticism. Nevertheless, other tutors care about people’s negative attitudes either sometimes 25% or very often 25%. Still, no one of them practically never cares about what others view or think. Correspondingly, 75% of teachers worry sometimes about whether people regard them as a success or a failure in their job. As can be noticed in the graph, these teachers’ depend heavily on others’ opinions and critics as a means to evaluate themselves. That is to say, their personal evaluation does not rely on their inner sense of self-confidence, it is rather the outcome of what others opinions and views. Meanwhile, 25% of them worry very often. Though such teachers do not take into account people’s opinions and critics, they still worry about whether they are regarded as a success or a failure. This fact clearly exhibits their luck or unbalanced self-confidence. Still, no teacher (0%) cares once in a while 0% or practically never 0% of what others regard him: success or failure.

3.4.1.1.6. Teachers’ Self-Consciousness

Question n° 12 aims at discovering the extent to which teachers are self-conscious.

![Question 12](Figure 3.8. Teachers’ Self-Consciousness)

Thus, 83% of teachers claim that they are very often self-conscious, while 17% of them assume it only sometimes. But, no teacher feels conscious only once in a great while 0% or practically never 0%. This fact ensures that self-consciousness is commonly present amid all teachers.
3.4.2. Questionnaire

The current study embraces two questionnaires distributed to both teachers and students. Both of them aim at discovering the linkage between teachers’ professional self-esteem and students’ learning progress. More to the point, the questionnaire is not anonymous so as to be able to select the right participant for the next tool application, i.e. observation.

3.4.2.1. Teacher’s Questionnaire Structure

The questionnaire embraces five main parts. Each one of these parts tackles a notion that is believed to impact professional self-esteem. Measuring teachers’ responses is done by percentage.

A. Part One: Professional Self-Esteem and Self-Confidence

This part aims at discovering how self-confidence can develop teachers’ professional self-esteem. That is, questions (1, 2, 3, 4) are, first, meant to examine teachers’ understanding to self-confidence in teaching. Second, to determine the main sources of self-confidence in teaching, and what strategies they use to develop it.

B. Part Two: Professional Self-Esteem and Self-Acceptance

Questions (5, 6, 7, 8, 9, 10, 11) intend to study the role of self-acceptance in teaching, and developing professional self-esteem.

C. Part Three: Professional Self-esteem and Self-Consciousness

The objective behind questions (12, 13, 14, 15, 16,) is to find out the extent to which teachers are self-conscious.

D. Part Four: Professional Self-esteem, Teachers’ Goals, Values and The Effect of Reward

Questions (17, 18, 19, 20, 21) of this part aim to define the role of goals, values and reward in developing teachers’ professional self-esteem.
Chapter Three: Data Analysis and Interpretation

E. Part Five: Professional Self-Esteem, Teachers’ Behaviours and Self-Efficacy

This is the last part of the questionnaire. It aims to figure out the link between teachers’ behaviours, self-efficacy and professional self-esteem.

3.4.2.2. Teacher’s Questionnaire Analysis and Interpretation

The objective behind the questionnaire use is to, deeply; pore over teachers’ professional self-esteem and to soak up its linkage to the following concepts: self-confidence – self-acceptance – self-consciousness– teaching goals, values and the effect of reward – behaviours and self-efficacy. In fact, those concepts represent its main components on which professional self-esteem measurement will be based.

3.4.2.2.1. Part One: Professional Self-Esteem and Self-Confidence

This part intends to know to what extent self-confidence can develop teacher’s professional

- **Question 01: What definition can you give to self-confidence in Teaching?**

The aim of this question is to understand teachers’ perception to/ and definition of self-confidence in teaching.

![Figure 3.9. Definition of Self-Confidence in Teaching](image)

The above question is a categorical one, i.e. teachers’ responses show to which category they belong. Hence, as can be noticed in the figure above, 80% of teachers with high self-esteem define self-confidence in teaching as being competent and skillful enough to cater any domain-related topic, whilst only 20% of them delineate it as feeling comfortable when teaching, being friendly with students and able to well impart knowledge.
Contrary, 62% of teachers with an average self-esteem consider that self-confidence in teaching is more about feeling comfortable in teaching and being friendly with students, besides to the ability to well-impart knowledge. While, 38% of them view skills and competency to tackle any domain related topic as the appropriate definition. Still, none of the three categories (0%) takes into account academic degree possession as a means to define self-confidence in teaching.

As a matter of fact, self-confidence in teaching could mean skills, competency and comfort. Yet, a slight difference can be noticed in terms of teachers’ emphasis. For those tutors (80%) feeling competent and skillful is more paramount than anything else in teaching. That is to say, they tend to focus more on their professional development, i.e. competency and skills. As such, the common belief is that teachers’ academic development would lead to students’ academic improvement.

On the contrary, for those teachers with an average self-esteem, comfort in teaching could be related to teachers-students contact and relationship. This means that these teachers seem to emphasize on the learning process and students improvement as means to be professionally developed. For this category of teachers, students are the key behind their professional success.

Regarding low self-esteem teachers, self-confidence in teaching could be defined as both skills and competency, at the meantime, comfort and friendly behaviours. That is to say, these teachers consider that possessing a good level of competency goes hand in hand with befriending learners. For this reason, both options have reported the same percentage 50%. While, possessing a higher academic degree does not matter at all (0%).

**Question 02: What are the sources of your self-confidence in teaching?**

The aim of this question is to know the sources that teachers rely on in developing their self-confidence in teaching.
All teachers have different sources thanks to which their self-confidence emerges. Those bases are divergent as teachers’ professional self-esteem level is diverse. Still, some similarities are noticeable. Indeed, as can be seen in the figure above, an accordance has been reached between both categories teachers with high and average self-esteem. That is to say, teachers with high (38%) and average (38%) self-esteem share the same point of view which is relying on student’s satisfactions from the lecture’s presentation (s) as a means to be self-confident in teaching. They both agree that students’ confidence in the teacher besides to well presented courses are paramount, and could lead to enhance teachers’ self-confidence.

In addition, 31% of teachers with high self-esteem bank on their personal evaluation to their teaching practices and teaching experience (s) as to evolve their self-confidence in teaching. Whilst 23% of them depend on their professional self-image as to enhance their teaching self-confidence. Meanwhile, only 8% of them consider contribution to seminar (s), conferences and publications as source for their self-confidence. However, none of them 0% relies on students and colleagues’ respect as well as academic degrees as a way to be self-confident.

In contrast, 25% of teachers with average self-esteem are self-confident thanks to their evaluation to their personal teaching practices and experiences. Meanwhile 19% of them look
for colleagues and students’ respect as a means to be self-confident, whilst seminars, academic publication and conferences seem to be the reason behind self-confidence for 9% of teachers’. Similarly, only 6% and 8% depend on their professional self-esteem and academic degree (respectively) to be self-confident teachers.

As a matter of fact, a slight opposition could be noticed between the two categories in terms of colleagues and students’ respect and academic degree possession. That is to say, on the one hand, for teachers with high self-esteem, self-confidence could be seen as the outcome of their professional development desire. For this reason, students’ and colleagues respect and academic degree (s) were not taken into account. Dissimilarly, for teachers with average self-esteem, those elements were taken into consideration. These teachers view that professional development goes hand in hand with other elements such as: respect and academic degree (s) possession.

Regarding low self-esteem teachers, students’ trust and satisfaction from the lectures are 100% the prime source of their self-confidence in teaching. These teachers seem to be deeply involved with their learners. For them, personal teaching practices evaluation is based on students’ feedback. In addition, neither academic degree (s) 0% nor contribution to seminars 0% are relevant as students’ views. Such teachers tend to be sensitive to their learners; they seem ready to provide the necessary knowledge, guidance and pieces of advice so that to satisfy their students.

- **Question 03: What are your strategies to improve your self-confidence in teaching?**

![Figure 3.11. Teachers’ Strategies for Developing Self-Confidence](image)

- Always seek to be up-to-date in your field
- Use a diary to write workable strategies implemented each day
- Enlarge your knowledge by reading books related to your field
- Maintain a good relationship, and contact with both colleagues and students
- Team-teach a class to develop your teaching practices
- Always seek help from experts and specialized of the field
As the sources of teachers’ self-confidence are distinct depending on their professional self-esteem level, the strategies for its improvement would be divergent too. Indeed, as can be seen above, on the one hand, 31% of teachers with high self-esteem develop their self-confidence in teaching via enlarging their knowledge and reading books. Similarly, 25% look for being up-to-date in their teaching domain as to foster their self-confidence. In addition, 19% always seek help from experts and specialized in the field. Yet, 13% of them consider students’ and colleagues contact and relationship a means to enhance their self-confidence. On the same line, the remaining options parallel. That is to say, 6% of teachers use diary as to write each day workable teaching strategy and 6% team-teach a class in order to develop their teaching practices. As previously found and mentioned, this category of teachers put professional development at premium, i.e. these teachers are always seeking knowledge, trying to be up-to-date, as well as frequently asking for experts views and good students’ contact and colleagues’ relationship are slightly considered.

On the other hand, teachers with average self-esteem share the same strategies of self-confidence development as teachers with high self-esteem. To put it simple, 33% of them try to be up-to-date in their fields, correspondingly, 30% view reading books as a good way that would enlarge their knowledge and boost their self-confidence. Similarly, 22% of teachers take into consideration students’ and colleagues contact and good relationship. These teachers contemplate contact, trust along with good relationships with both students and colleagues as valuable strategies for self-confidence enhancement. As such, only 11% of them seek help from experts in the teaching field while 4% find that team-teaching is a good strategy to intensify self-confidence. Yet, none of them 0% uses a diary to write down day-to-day workable teaching strategies.

Concerning teachers with low self-esteem, a concordance is remarked in their answers. That is, seeking knowledge by reading (25%), trying to be up to date (25%), maintaining good contact with both colleagues and students (25%) as well as using a diary for practical teaching strategies (25%) are all paramount. Whereas none of them (0%) team teaches a class or seeks experts help or pieces of advice in the specialized field. In fact, comparing teachers’ with high, average and low self-esteem teaching strategies’ selection, a slight alteration can be noticed. That is to say, depending on their choices, teachers with high self-esteem seem to widely focused on their professional career improvement. That is why maintaining good contact with both workmates and students is limited to only 13%. In comparison, 22% and 25% of teachers
with average and low self-esteem (respectively) view that connection and communication with others (students / colleagues) play a vital role in their professional life. These teachers tend to be intensely involved in their students’ learning process. Into the bargain, working with colleagues sound to be expedient for them (average) as it enables: exchanging experiences, ideas, elaborating programmes... etc.

3.4.2.2. Part Two: Professional Self-Esteem and Self-Acceptance

The purpose of this part is to ascertain the role of self-acceptance in enhancing professional self-esteem.

- **Question 04: 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.

  ![Figure 3.12. Teachers’ Definition of Self-Acceptance in Teaching](image)

  - 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 3.12. Teachers’ Definition of Self-Acceptance in Teaching**

  As previously discussed in chapter two, 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-esteem 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-esteem 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-esteem improvement is the outcome of their professional development.

In contrast, 61% of teachers with average self-esteem 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-esteem show their great involvement in their students, while the remaining ones diverge between being accepted by oneself, and being accepted by colleagues. On the same line, Sullivan (1953), postulates that the need for the social acceptance, to be liked and to belong is what creates the self-esteem. 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-esteem level.

Regarding teachers with low self-esteem, 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, professional self-esteem improvement depends basically on their students’ feedback and their self-perception.

- **Question 05:** Do you believe that self-acceptance is an integral component in teaching?

- **Question 06:** 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 3.1. Self-Acceptance and Self-Concept Connection

The table above reveals an accordance between teachers with high and low self-esteem. 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-esteem 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 07:** Are students a source of your personal teaching evaluation?
- **Question 08:** 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>
<thead>
<tr>
<th>Question 04</th>
<th>Teachers with High Self-Esteem</th>
<th>Teachers with average self-esteem</th>
<th>Teachers with low self-esteem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are students a source of your personal teaching evaluation?</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 05</th>
<th>Teachers with High Self-Esteem</th>
<th>Teachers with average self-esteem</th>
<th>Teachers with low self-esteem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you agree or not with the idea that self-acceptance leads to a positive self-evaluation?</td>
<td>100%</td>
<td>0%</td>
<td>83%</td>
</tr>
</tbody>
</table>

Table 3.2. Self Acceptance and Self-Evaluation Linkage

According to the table above, a parallelism can be noticed. Apparently all teachers, with high, average and low self-esteem 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-esteem 100% besides to the majority of teachers with average self-esteem 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 tends 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 09**: How do you evaluate your teaching practices?

- **Question 10**: 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 evaluate 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.

Henceforth, as shown in the figure above 3.12 (that is extracted from teachers’ responses), teachers with high self-esteem tend to rely on the methods, and techniques utilized when teaching for evaluating their teaching practices. These teachers are continuously 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, figure 3.13 demonstrates that teachers with average and low self-esteem 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-esteem, 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’ feedback; 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.

3.4.2.2.3. Part Three: Professional Self-Esteem and Self-Consciousness

The objective of this part is to find out teachers’ understanding of consciousness in teaching.

- **Question 11: What definition can you give to consciousness in teaching?**

  The aim of this question is to recognise teachers’ elucidation of consciousness in teaching.

![Figure 3.15 Teachers’ Understanding of Self-Consciousness In Teaching](image)

1. To take my students’ needs into account.

2. To be on time, provide the necessary amount of knowledge for my students and fairly evaluate them.
Before tackling the results obtained, it is worth mentioning that self-consciousness, as previously defined in chapter two, stands for the tendency of the direct attention towards the self. This notion is, in fact, often used to mean the same as self-awareness (that is simply said to be personal perception of one’s own potential and status). This later can be either private (personal perception to some aspects of personality: weaknesses or strength in a specific domain), or public. That is, if teachers recognise the responsibility they have towards their students, it means they are conscious about their duty. Similarly, if they know what do they represent for their apprentices, it means they are aware of their onus (public awareness).

Then, as demonstrated in the figure above, some of teachers with high self-esteem 44% define consciousness in teaching in terms of being on time providing necessary knowledge and fairly evaluate students. Whereas, 39% of them understand consciousness in teaching as taking students’ needs into account, whilst the remaining 17% comprehend it as possessing and depending on appropriate beliefs and actions, behaviours and expectencies for well teaching class.

By the same token, it would be rational to believe that teachers’ behaviours, beliefs and expectancies are the upshot of a personal teaching philosophy. This later is what leads to punctuality and faire evaluation. To put it simple, the teaching philosophy, punctuality and faire evaluation are a matter of personal cognisance of the teaching responsibility. Thus, the great majority of teachers with high self-esteem (44% and 17%) have a private self-consciousness (or awareness), while minority (39%) have public self-consciousness.

Regarding teachers with average self-esteem, 20% of them consider that consciousness in teaching is relying on one’s one beliefs, behaviours for well teaching the class. On the same line, the rest of teachers’ responses diverge marking a parallelism. That is, 40% of teachers view that consciousness in teaching is the outcome of being on time and providing necessary knowledge, while; the other 40% believe that it is more about taking students’ needs into consideration.

As far as teachers with low self-esteem are concerned, both learners’ needs (50%) and punctuality (50%) are cognate. To put it in a different way, for these teachers being on time and affording the required knowledge are well-matched. Yet, none of them 0% think that personal beliefs, actions and behaviours is an appropriate definition to consciousness in teaching.
As opposed to teachers with high self-esteem, the great majority of teachers with average self-esteem (40% and 40%) and low self-esteem (50% and 50%) seems to possess a combination between private and public self-consciousness, whilst the minority (20%) has private self-awareness. To put it in a different way, these teachers seem to be aware of their duty, meanwhile, they take cognisance of their students’ needs. They tend to have a clear picture of what they represent for learners, and the myriad roles they are required to play.

- **Question 12**: Do you feel conscious and responsible about your teaching?

- **Question 13**: Are you concerned with your students’ academic and emotional level?

One of the common beliefs is that teaching is more than providing knowledge and explaining courses; it has also to do with caring about students’ wellbeing. As such, conscious teachers are believed to fervently care about their learners. Thus, the aim behind both questions above is to discern if teachers hold the same belief or not.

<table>
<thead>
<tr>
<th></th>
<th>Teachers with high self-esteem</th>
<th>Teachers with average self-esteem</th>
<th>Low Self-Esteem Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question 02</strong></td>
<td>YES 100%</td>
<td>YES 100%</td>
<td>YES 100%</td>
</tr>
<tr>
<td></td>
<td>NO 0%</td>
<td>NO 0%</td>
<td>NO 0%</td>
</tr>
<tr>
<td><strong>Question 03</strong></td>
<td>YES 100%</td>
<td>NO 0%</td>
<td>YES 100%</td>
</tr>
<tr>
<td></td>
<td>92%</td>
<td>8%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Table 3.3. Teachers’ Consciousness and Concern with Students**

Thus, as noticed in the table above, both teachers with high (100%) and low self-esteem (100%) alongside 92% of teachers with average self-esteem assume that they are conscious and responsible about their own teaching, at the mean time, they are fully and ardently concerned with their students. Yet, 8% of teachers with average self-esteem confess that they are not concerned with their learners. For those tutors, teaching large classes is problematic since it prevents them from being fervid with all students. So, their concern is rather academic.

- **Question 14**: How will you care about one of your students if s/he feels uncomfortable during your lecture(s)?

This question reveals teachers careness and consciousness about their students.
Figure 3.16. Teachers’ Careness about Students

Feeling comfortable in class can not be limited, only, to classroom management or the teaching method. It is also about students’ feelings and attitudes towards teachers. In this way, students would rather prefer careful teachers than careless ones. Thereafter, teachers who care about their learners can easily depict their students’ discomfort. In such cases, they would have some special means that reveal their careness, at the mean time, enable them to deal with the problem. These means can be slightly distinct from one teacher to another depending their self-esteem level.

Although teachers with high self-esteem claim that they are fully concerned with their students’ academic and emotional side, their answers of the current question report a slight contradiction. Hitherto, for this category of teachers, caring about students’s much more academic than emotioanl. To put it clear, for these teachers, students’ discomfort can be the outcome of lecture’s misapprehension. In such case, they claim that it is better to look for another way to clarify the message, at the mean time, reminding students to pay attention. For these teachers, caring for all students is no more than a waste of time, which should be devoted to enlarging the students' repertoire.

Other teachers of the same category postulate that learners should be viewed as individuals; this means that being concerned with their academic level is not enough. Yet, they state that caring for learners’ emotional side is not easy, and generally depends on the situation. To put is simple, some of these teachers join the 8% of teachers with average self-esteem (in
the previous question) who state that it is quite difficult to care for all students, particularly, in large classes.

Regarding teachers with average and low self-esteem, being close to students is one way to care about them. They denote that it is better to start first by understanding the problem; what causes students discomfort in class. Then, try to find out a solution. Alongside, encouraging and motivating students as well as providing the assistance needed is also relevant. This way, they tend to be fully concerned and involved with their learners.

- **Question 15: What would you do in case you have mismeasured one of your students?**

  The aim of the above question is to discover what would be the teacher’s reaction(s) or behaviour(s) in case s/he mismeasures one student.

![Figure 3.17. Teachers with High, Average and Low Self-Esteem Common Behaviours](image)

Accordingly, teachers with high self-esteem declare that such cases rarely happen. Yet, if one day they mismeasure students, one way to fix it up is to devote more time and efforts to assess them for the second time. Another way is to try to catch up in the second exam. A minority of these teachers state that they would rather confess their mistake, apologize and try to correct it no matter the consequences.

As far as teachers with average and low self-esteem are concerned, responses are common, i.e. most of them are convinced that nobody is perfect, even though they try hard not to give such opportunity for students, they still confess that it may happen. Thus, in this case, they prefer to immediately apologize, take the problem into consideration, and do something in order to help students; either to reevaluate it again, adding some extra points, or fix it up in the next assessment. In view of what has been mentioned, teachers with high, average and low self-esteem would have the same behaviour if they mismeasured their students. That is, apologizing, re-correcting and catching up are the rational behaviours for such cases.
3.4.2.2.4. **Part Four: Professional Self-Esteem, Teachers’ Goals, Values and the Effect of Reward**

The objective of this part is to determine the importance of teachers’ goals and values in teaching, and to realize what is the impact of reward on them.

- **Question 16:** What definition would you give to goals and values in teaching?

- **Question 17:** What are your essence goals and values in teaching?

Teachers are believed to have set some specific goals to be achieved and have some values to transmit to students. So, the aim of both questions is to discover what are teachers’ goals and values in teaching. Hence, on the one hand, teachers’ with high self-esteem, goals and values are compatible, they are essential for any teacher. They are, both, the secret behind an efficient comfortable teaching. For these teachers, being part of the teaching and learning process, a partner, a guider as well as a source of knowledge are the prime goals, i.e. to be responsible.

In addition, such instructors aim to contribute to the development of learners (whether linguistic, emotional, cognitive, social and academic), that is, to form excellent learners. This could be reached by making students familiar with the language. In other words, teachers strive to enable learners to have a clear conception and produce correct English by helping them to acquire the necessary language skills and to use the target language in the most correct and appropriate way. At the same time, to afford the essential support in order to get rid of the obstacles that may impede their learning.

On the other hand, teachers with average and low self-esteem seem to share the same delineation of both goals and values in teaching. For these teachers, goals and values are primeval and imperatives; teaching is senseless without them. They are considered as the heart of teaching and learning. To put it clear, goals and values differ as teachers beliefs diverge. For some tutors, transmitting knowledge goes hand in hand with respect. On the same line, to attain learners’ satisfaction and to determine good teaching methods are the major goals. For these teachers, goals and values are meant, after all, to motivate students.

More to the point, average and low self-esteem seem to set out goals by emphasizing on learners. Indeed, they believe that creating a relaxing atmosphere for learning is one way that enables them to attain their major goal, which is to make students independent, skilled and
up to date. They accentuate more on students’ motivation and comfortable learning environment than anything else.

- **Question 18: Will you invest extra efforts to receive accolades?**

  The aim of the above question is to know what teachers think about accolades in teaching.

  ![Figure 3.18. Teachers’ Views towards Accolades](image)

  As demonstrated above, the majority of teachers with high (75%) average (64%) and low self-esteem (100%) assume that they will not invest extra efforts for the sake of receiving an accolade. For this kind of teachers, devoting extra efforts should be done out of a conviction not only for a reward, i.e. their reward is internal not external, regardless its nature, since it will not last forever. Besides, they assume that if they had to devote more efforts that would be for achieving their objective that is forming competent students. Working hard for a praise is not their interest as it is regarded as a duty. They reckon on their students’ feedback; that is their true accolade.

  Whereas, the remaining teachers with high self-esteem (25%) and (36%) average self-esteem think that it would be advantageous to obtain accolades for extra exertion devoted. Praise would enable teachers to feel indifferent from the others; it is regarded as an impetus for their hard work.

- **Question 19: Do you think that praise helps teachers develop their self-esteem in teaching?**

  The aim out of this question is to know the benefits of praise (accolades) for teachers.
Chapter Three: Data Analysis and Interpretation

The figure above reveals that praise is believed to be either beneficial for professional self-esteem teachers or not. Thus, teachers with high self-esteem are divided between supporters and opponents. That is, 50% of teachers with high self-esteem, alongside 83% of teachers with average self-esteem believe that praise can better improve their professional self-esteem. They state that praise can help teachers do more efforts and develop their capacities, and so, they will gain a feeling of achievement; this will contribute to develop their self-concept. To put it in a different way, these teachers assume that praise is a good booster to their professional self-esteem. It is regarded as a powerful tool that motivates them, and increases positive behaviours.

They add that praise can distinguish between good and bad performing teachers. Indeed, praise is a huge positive energy that allows the teacher to feel worthy of what s/he is doing, it would certainly make the teacher more enthusiastic, which is quite essential in the classroom. It is also worth mentioning that praise can be either material, spiritual and symbolic. Regardless its genre, it is a good means to enhance teachers’ professional self-esteem as it encourages them to do better, to be motivated for teaching. For those teachers, it is always gratifying to be praised. However, the remaining 50% of teachers with high self-esteem, in conjunction with 17% of teachers with average self-esteem and 100% of low self-esteem teachers do not think that praise can progress teachers’ professional self-esteem. They claim that it is not necessary, or, it might help but not to a large extent as teachers may become slaves of rewards.

3.4.2.2.5. Part Five: Professional Self-Esteem and Teacher’s Behaviour(s), and Self-Efficacy

The objective of this part is to determine the link between teachers’ behaviours and their self-efficacy and how can they both develop professional self-esteem.
• **Question 20: What is your own definition of Self-Efficacy?**

The aim of this question is to figure out teachers’ elucidation of the self-efficacy notion. Definitions of the self-efficacy concept are discrete as teachers are different. As previously defined in chapter two, self efficacy stands for person’s belief that they can perform certain behaviour. In addition, Bandura (1986) determined four main bases for self-efficacy: mastery experiences - Vicarious experiences - Verbal persuasion relates - Emotional arousal. Thus, for teachers with high self-esteem, self-efficacy is much more based on their actual performance accomplishments as well as verbal persuasion. To put it clear, they define self-efficacy in terms of teaching efficiently and effectively and expecting some positive feedback from students.

On the same line, other teachers of the same category consider that self-efficacy means one’s beliefs to accomplish some tasks and goals, at the meantime, to be objective and well versed in the teaching domain and to self-evaluate their teaching practices. These teachers tend to depend on their actual performances’ accomplishment and the various experiences as a means to develop their sense of self-efficacy. This means that what others (students, colleagues) think or perceive of teachers’ performances is linked to tutors’ actual accomplishments.

Regarding teachers with average and low self-esteem, self-efficacy refers to the ability to reach an objective, and to get a positive feedback. In other words, these teachers depend on their self-confidence and good preparation in order to be self-efficacious. They rely on the verbal persuasion, i.e. their inner belief that they can accomplish a task or attain an objective. In fact, as they aim to be experts in the teaching field, professional in elaborating lectures, a combination between verbal persuasion and emotional arousal is needed as to attain the preordained objectives. Teachers endeavor to diminish their fears in order to bring about some changeability in their teaching.

• **Question 21: According to you, how can teachers’ behaviours play a vital role in developing teachers’ professional self-esteem?**

Teachers’ behaviours can be related to their professional self-esteem level. Their attitude and their behaviour are the outcome of their personal image. Thus, the aim of this question is to know how teachers ‘behaviours contribute into the development of teachers’ self-esteem. Therefore, for teachers with high and low self-esteem, no clear explanation has been provided.
Contrary to teachers with average self-esteem, behaviours are paramount in teaching. They believe that they need to be a model to be considered, careful and sensitive about their learners. In addition, they assume that teachers with good behaviours tend to provide a good impression. In fact, they think that behaviours are not limited only to support students’ or impose respect all the times; but it is also about working with consciousness and self-confidence. After all, teachers are viewed as artists.

- **Question 22: In what way can your previous teaching experiences help expecting your actual performance?**

  Expectancies in teaching is a well-documented concept. Teachers’ expectancies can depend on previous experiences and accomplishments, and it can have pros and cons. Thus, the aim of the above question is to discover how experiences can help teachers expect their actual performances.

  Hence, all teachers agree that experiences help to enrich and expect actual performance. It can also help to better the teaching process. That is to say, experiences are said to be either (1+1) or (1*1); each experience can be beneficial if it is better ameliorated. If the same experience is repeated, it will not be beneficial. Indeed, they claim that any previous experience can be, to different degrees, a help for going ahead and bettering one’s performances.

- **Question 23: Are you open to students who challenge the information provided?**

- **Question 24: Will you be verbally harsh with your student (s) if you experience a difficult situation?**

  Both questions are correlated. As commonly known, the classroom is an open stage for different learners to express themselves and ideas. Yet, some students enjoy interrupting the classroom atmosphere; in such cases, teachers are believed to act in a particular way. Thus, the aim of this question is to discover first if teachers provide some opportunities for students to express themselves, then, to examine teachers’ behaviours and actions toward students’ misbehaviours.
Chapter Three: Data Analysis and Interpretation

### Table 3.4. Teachers’ Openness and Reactions

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Are you open to students who challenge the information provided?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Teachers with high self-esteem</td>
<td>80%</td>
</tr>
<tr>
<td>Teachers with average self-esteem</td>
<td>100%</td>
</tr>
<tr>
<td>Teachers with low self-esteem</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 2</th>
<th>Will you be verbally harsh with your student(s) if you experience a difficult situation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Teachers with high self-esteem</td>
<td>60%</td>
</tr>
<tr>
<td>Teachers with average self-esteem</td>
<td>53%</td>
</tr>
<tr>
<td>Teachers with low self-esteem</td>
<td>0%</td>
</tr>
</tbody>
</table>

As revealed, none of both teachers with an average (100%) and low (100%) self-esteem, alongside the great majority of teachers with high self-esteem (80%) would limit students’ ideas or prevent them. That is, these teachers confess that they are ready to hear from all students and listen to their views, their thoughts and critics. They seem to welcome students who challenge the information provided. They argue that since courses are dedicated for students’, it would be irrational not to provide them with opportunities to reveal their insight competences and ideas. Seemingly, freedom of expression is regarded as premium.

Contrary, only 20% of teachers with high self-esteem admit that they are not open to students who challenge the information. They maintain that, teachers are the only ones who are aware of the teaching syllabi and the teaching objectives. In this way, they are supposed to be the first source of knowledge, i.e. the foremost cognoscenti of the teaching field. Thus, students are not supposed to challenge the information provided.

In addition, 60% of teachers with high self-esteem, together with, 53% of teachers with average self-esteem confess that they would be verbally harsh with students in case they experience a difficult situation. To put it in another way, in case some students misbehave in classroom, or disrespect them, these teachers will not hesitate to be verbally harsh. For them, all classroom discussion are based on respect, if one student surpasses the limits, teachers would be ready to react.

In contrast, 40% of teachers with high self-esteem, together with, 47% of teachers with average self-esteem as well as 100% of teachers with low self-esteem refuse to be verbally harsh with students, even if they misbehave in class. For these teachers, being verbally harsh with students will not be advantageous, and will definitely provide a wrong impression. They
advocate that being verbally harsh is a traditional way; they would rather prefer to have a private discussion with such students.

Indeed, these teachers claim that a misbehaviour can be the outcome of something that does not seem to appeal for students, i.e. it can be the teaching methodology, the lesson’s content, teachers’ behaviours…etc. For this reason, listening to students’ point of view about teachers’ performances is paramount in teaching. It can be a solution to students’ misbehaviours and helps avoiding problems before they occur.

- **Question 25: Do you consider your actual accomplishments as the prime source for developing your self-efficacy?**

- **Question 26: Do you think that others persuasion about your own capacities and skills would improve your sense of self-efficacy?**

- **Question 27: Could we regard teacher’ self-efficacy as one way to improve professional self-esteem?**

The core of the three above questions is the self-efficacy concept. The aim is to figure out the role of teachers’ actual performances in developing their sense of self-efficacy. Then, to determine teachers’ positions from others’ persuasion, at the meantime, to know if self-efficacy can improve professional self-esteem.

<table>
<thead>
<tr>
<th>Teachers with high self-esteem</th>
<th>Teachers with average self-esteem</th>
<th>Teachers with low self-esteem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes  83%</td>
<td>No  17%</td>
<td>Yes  83%</td>
</tr>
<tr>
<td>Question 1: Do you consider your actual accomplishments as the prime source for developing your self-efficacy?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Question 2: Do you think that others’ perception about your own capacities and skills would improve your sense of self-efficacy? |
| Question 3: Could we regard teacher’ self-efficacy as one way to improve professional self-esteem? |

Table 3.5. Teachers’ Sights towards Self-Efficacy
As previously defined, self-efficacy is the belief in one’s own skills as to execute courses of actions. Then, successful accomplishments can be the outcome of such belief. So, both accomplishments and self-efficacy tend to be harmonized. Consequently, as is demonstrated in the table above, both teachers with high (83%) and average self-esteem (83%), together with 100% of teachers with low self-esteem share the same opinion; all of them depend on their actual accomplishments as a means to enhance their sense of self-efficacy. To argue, they consider that the realization of any teaching task or even objectives are, basically, linked to their beliefs on themselves and their capacities.

As opposed to these teachers, 17% of teachers with high and average self-esteem do not rely on their actual accomplishments as a means to improve their sense of self-efficacy. For these teachers, developing the beliefs of one’s own potential cannot be limited to, only, what has been realized so far. Although it might help to some extent boost self-efficacy; this later has other sources through which it can be enhanced. Indeed, for those teachers, self-efficacy can be intensified through the subject matter knowledge and mastery as well as successful previous experiences. To put it clear, these teachers focus on enlarging their linguistic repertoire as a way to improve their confidence in their own potential. Meanwhile, successful previous experiences help them to cope with distinct situations, and to amplify their teaching practices.

In addition, self-efficacy can be impacted by others’ perceptions and views. As seen above, 60% of teachers with high self-esteem, along with, 86% of teachers with average self-esteem confess that others’ perception and attitude towards their skills influences their sense of self-efficacy. For these tutors, it is important to know what others (students, colleagues) think about them. That is, positive attitude towards their skills, together with, constructive feedback can be a major contributor in magnifying their sense of self-efficacy.

However, 40% of teachers with high self-esteem and 14% of teachers with average self-esteem with 100% of teachers with low self-esteem do not take into account others’ attitudes or opinions about their crafts. They state that others’ point of view will not help in developing their sense of self-efficacy. They believe that their mental and verbal dexterity is enough, i.e. believing in one’s own abilities, along with, enriching knowledge and enhancing personal linguistic repertoire is ample. Regardless what others contemplate, these elements are necessary for improving self-efficacy.
Furthermore, if self-efficacy is the positive perception of personal crafts, then, it will be considered as a functional way to improve professional self-esteem. Actually, for all teachers with average and low self-esteem (100%), self-efficacy is efficient and paramount in developing professional self-esteem. They assert that positive beliefs about personal capacities would definitely lead to positive self-image. Contrary, only 17% of teachers with high self-esteem do not think that self-efficacy is a good way to improve their professional self-esteem. For them, professional self-esteem could be further developed via other elements such: students’ feedback and satisfaction. That is to say, students’ enjoyment of the courses is one factor that leads to positive self-view. Seemingly, students are the prime foundation for their professional self-esteem development.

3.4.3. Comparative Analysis of Teachers’ Questionnaire

Teachers’ personality can positively or negatively influence students either: academically or personally, or at both levels. For this reason, developing teachers’ personality is necessary. In fact, one of the major elements upon which personality is founded is self-esteem. This later, as previously defined, can simply stand for the personal description of the self. Then, that description can be related to a set of elements, some of them are: self-confidence, self-acceptance, self-consciousness, goals, values and reward as well as self-efficacy. These personality aspects are believed to be common between all people, but differ in degree. Thus, teachers are of no difference. Actually, these factors can be viewed as the chief foundation for teachers’ professional self-esteem.

Indeed, Smelser (1989, p. 10) advocated that: “...self-esteem means characterizing some parts of the self in descriptive terms: power, confidence, and agency”. Thus, confidence is part of self-esteem construction. Notwithstanding that all teachers care about their self-confidence, their definition is slightly dissimilar. Undeniably, teachers’ delineation of self-confidence in teaching differs depending on their professional self-esteem. As reported in teachers’ questionnaire, the majority of tutors with high self-esteem postulate that self-confidence in teaching is a matter of competency and skills. On the same line, James believed that there is a connection between: values, competences and success.

In addition, Gecas (1982) made the difference between two main kinds of self-esteem, one of them, is the self-esteem that is based on a sense of competence, which involves effective performance. Accordingly, teachers with high self-esteem’ responses tend to convey James and
Gecas’ interpretations. This means that, these teachers rely on their crafts as a means to develop their professional self-esteem.

Moreover, Gecas’ second definition to self-confidence is based on a sense of virtue or moral worth that is linked to values and norms of relational behaviour. Then, since a great number of teachers with average self-esteem tend to consider self-confidence as the outcome of feeling comfortable in teaching and being friendly with students, their delineation seem to be compatible Gecas’ one, i.e. these teachers depend on their moral worth as a means to develop their professional self-esteem. As far as low self-esteem teachers are concerned, they tend to combine between both Gacas’ types of self-esteem. That is to say, as these teachers define self-confidence in terms of both aptitude and comfort, their professional self-esteem is the result of both competence and moral worth sense.

Furthermore, self-esteem can also be linked to self-acceptance. This later, that is sometimes referred to as self-satisfaction, is an important part in developing self-concept. Indeed, the findings reports that the great majority of teachers rely on their self-acceptance in order to improve their self-concept. They, even, consider both of them as integral in teaching. Indeed, Franken has elucidated the significance of self-concept to every person’s motivation; then, clarified the connection between both self-concept and self-esteem saying:

"*People who have good self-esteem have a clearly differentiated self-concept... When people know themselves they can maximize outcomes because they know what they can and cannot do*"

(Franken, 1994; p. 439).

On the same way, Hansford and Hattie (1982) affirm that taking actions and being reflective is one way to improve self-concept. This implies that self-evaluation is another aspect through which self-concept can be developed. In fact, self-evaluation, in its turn, differs depending on teachers’ understanding of the notion.

So, as already seen, most teachers with high self-esteem seem to define self-acceptance in terms of students’ satisfaction from the courses. Then, for these teachers, self-evaluation is mostly based on their teaching methods and techniques, as well as students’ marks. This signifies that students’ contentment is not a basic source for their self-evaluation. Thus, their self-concept development is based on specific content area, i.e. professional development. This means that their professional self-esteem improvement is related to their competency and skills.
Nonetheless, teachers’ with average and low self-esteem focus on students’ contentment from the lectures as a source for their self-acceptance, in parallel, students represent an essential part in their self-evaluation process. This denotes that, teachers’ sense of self-concept development emphasizes more on the social aspect (how one is related to the people) than academic one. Hence, their professional self-esteem is the outcome of, not only skills and competency, but also students’ perceptions.

Additionally, self-consciousness in teaching can be explained as teachers’ awareness of students’ needs and interests as well as teaching objectives. Indeed, for teachers with high self-esteem, self-consciousness, together with careness (that is part of self-awareness) can be summarized in terms of academic improvement, i.e. to enlarge learners’ linguistic repertoire. This later represents their prime goal. Contrary, some of teachers’ with average and low self-esteem self-consciousness and careness’ definition can be potted in terms of motivating students and helping them overcome obstacles. Seemingly, their teaching goals are students centered.

Thus, teachers’ discrepancy in self-consciousness’ understanding depends on their professional self-esteem level and sources. On the same line, Robert (1959) advocates that there are two broad sources for self-esteem: external and internal. That is to say, teachers with high self-esteem academic careness as well as students’ academic development can be seen as the outcome of their desire for accomplishment. This means that their professional self-esteem is internal. In contrast, both teachers with average and low self-esteem consider that both self-consciousness and careens are mainly related to students. As they seek others’ affirmation, their professional self-esteem tend to be based on external sources.

More to the point, self-efficacy is another crucial component of self-esteem. As previously analyzed, teachers with high self-esteem feeling of self-efficacy is the upshot of a combination between actual performance and accomplishment as well verbal persuasion and various experiences. That is to say, their professional self-esteem is a matter of professional development. However, average and low self-esteem teachers’ self-efficacy is the outcome of verbal persuasion and emotional arousal. This means that their professional self-esteem can be linked to student’s feedback besides to competency and skills.
3.4.4. Students’ Questionnaire Structure, Analysis and Interpretation

Students’ questionnaire is a means to know how teachers impact students at the personal and academic level. Yet, because it is difficult to distribute the questionnaire to all teachers with high, average, and low self-esteem, only one tutor of each category is picked up. Thus, students of those selected teachers would be considered. Thus, the questionnaire is composed out of two broad categories: students’ academic level and students’ personal development.

★ Section One: Students’ Academic Level: This section embraces two main parts.

– Part one: Students ‘Attitudes Towards The Lecture(s):’ This part aims to figure out how can teachers influence their students’ academically. It tries to scrutinize students’ attitudes towards courses and teachers’ performances.

– Part Two: Students’ Perceptions to their Teachers’ Performances: This part targets students’ distinct views towards their tutors’ performances.

★ Section two: Students’ Personal Development: This section is composed out of three parts.

– Part One: Teachers’ Leadership: This part aims to discover if teachers are regarded as leaders.

– Part Two: Teachers’ Students’ Relationship: This part endeavours to examine the kind of relationship that exists between the teacher and the students.

– Part Three: Students’ Motivation, Communication, and Stress-Management: The aim of this part is to examine students’ motivation to learn, their comfort in class as well as discovering how can teachers help them overcome their communication stress.
- **Question 01: Do you like the module?**

  The aim behind this question is to know students’ partialities towards the module (s) being learnt.

  ![Bar chart](chart.png)

  **Figure 3.20. Students’ Partialities towards the Module**

  Before catering the results, it is worth mentioning that the three teachers with high average and low are in charge of different modules, i.e. TEFL, educational psychology and written expression respectively. Thus, as seen above, 46% of students of teachers with high self-esteem confess that they like the module, while half of the students 50% like it just a little bit. The remaining 4% admit that they do not like it at all.

  In contrast, the majority (88%) of students of teachers with average self-esteem avow that they have a great pleasure to study the educational psychology module, while only 12% claim that they like it just a little bit. Still, none of them (0%) shows their dislike to the module. Whilst, a large number 95% of students of the low-self-esteem teacher like the module, and only, 5% like it just a little bit.

- **Question 02: In your opinion, are you provided with certain freedom to express yourself in class?**

- **Question 03: Has your English language improved in this class?**

  Both questions are connected. That is to say, students’ level would develop if they were provided with some freedom to share their ideas and express themselves, the opposite is
also true. Thus, the aim that lies behind these questions is to discover if students’ freedom of expression is tolerated, and if their level has improved.

<table>
<thead>
<tr>
<th>Question 01</th>
<th>In your opinion, are you provided with certain freedom to express yourself in class?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students of Teachers with high self-esteem</td>
<td>Yes</td>
</tr>
<tr>
<td>Students of Teachers with average self-esteem</td>
<td>Yes</td>
</tr>
<tr>
<td>Students of Teachers with low self-esteem</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 02</th>
<th>Has your English language improved in this class?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students of Teachers with high self-esteem</td>
<td>Yes</td>
</tr>
<tr>
<td>Students of Teachers with average self-esteem</td>
<td>Yes</td>
</tr>
<tr>
<td>Students of Teachers with low self-esteem</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Table 3.6. Students’ Language Level Improvement

First, it is worth mentioning that freedom of expression means, but not limited to, sharing and exchanging ideas, it can also stand for expressing distinct point of view regarding the teaching methodology, lecture’s content besides to be engaged in the learning tasks’ choice. Still, such belief seems to be scarce.

Indeed, as the table above reveals, 52% students of teachers with high self-esteem, alongside, 19% of students of teachers with average self-esteem, and 21% of students with low self-esteem claim that their freedom of expression is limited. On the same line, 37% and 46% along with 32% of students of teachers with high and average and low self-esteem (respectively) declare that their level has not really improve. On the same way, 11% of students of teacher with high self-esteem postulate that no opportunities for expressing oneself are provided; and, 33% of them add that they have not improve at all. Still, none of students (0%) of teachers with an average self-esteem claim that no opportunity for discussion is provided, or their level has not developed.

Nevertheless, 37% of students of teachers with high self-esteem, together with, the majority of students 81% of teachers with average self-esteem and 79% students of teacher with low self-esteem advocate that they are free to express themselves in class. On the same way, 30% and 54% alongside 68% students of teachers with high, average and low self-esteem (respectively) admit that they feel free in class to share their ideas and express themselves,
In fact, as previously seen, teachers with high self-esteem diverge between opponents and supporters of the idea challenging the information. That is to say, some of them claim that they would not refuse students’ interruption as the lectures are learners’ centered, students’ ideas and opinions are paramount. In contrast, some teachers with high self-esteem confess their refusal to students who challenge the information believing that they are regarded as the first topic cognoscenti. Regarding the current selected teachers with average and low self-esteem, the majority of students’ responses tend to convey to teachers’ ones. To put it clear, as students assertion towards freedom of expression seems to be the outcome of teachers’ belief, i.e. limiting students’ opportunities to exhibit their distinct views is irrational as courses are learners based.

However, teachers with high self-esteem responses seem not to go right in line with students’ ones. This slight discrepancy can be explained in terms of two factors: teachers’ personality, or learners’ style. To put it simple, as previously explained, there exist different types of personalities. These later play a vital role in creating students’ positive or negative attitudes towards teachers. Thus, the current selected teacher with high self-esteem is viewed by the majority of students as an authoritarian tutor who rarely provides communicative opportunities. Yet, the remaining students think that s/he is an authoritative, as they feel free to communicate in class.

More to the point, students’ assertion differences can be explained in terms of their learning styles. That is to say, it is believed that no two learners are akin. This signifies that students who claim that few communicative opportunities are provided tend to be a sort of thinking learners, i.e. such learners often enjoy debates and discussion. Contrary, the other students who tend to be a kind of sensing learners that avoid confrontations, i.e. freedom of expression is a matter of agreeing or disagreeing with the teacher.

- **Question 04: Are you aware of what is expected from you to achieve at the end of these courses?**

  The aim of this question is to know if students are conscious about the advantages of the module or not.
As demonstrated in the figure above, a great number of students (85% and 84%) of teachers with average and low self-esteem, along with, some students (64%) of teachers with high self-esteem advocate their awareness of the learning outcomes. On the same line, 24% and 12% along with 11% students of teachers with high, average and low self-esteem advocate their limited cognizance of what should be achieved at the end of the courses. Indeed, for those students, TEFL aims to prepare students to be good, competent, skillful and responsible teachers. Meanwhile, psycho-pedagogy module aims to engage students’ consciousness about and honesty towards the learning process. Then, the written expression module targets students writing competencies and enables them to put their ideas and thoughts onto papers.

This means that, although the teacher with high and average self-esteem are in charge of different modules, the learning outcomes are compatible. That is to say, TEFL module is meant to enlarge students’ repertoire concerning the sundry teaching methodologies, techniques and strategies vis-à-vis the target language, at the meantime, the educational psychology module aims to engage learners’ in the myriad techniques of learning as well as demonstrating the myriad teaching styles. Thus, the learning outcome can be summarized in terms of preparing students for the real life, i.e. to enable students to depict the appropriate actions and suitable behaviours depending on the situation.

Nevertheless, 12% and 4% together with 5% students of teachers with high, average and low self-esteem (respectively) are not aware at all of what is expected from them to achieve at the end of these courses. Their unawareness can be viewed as their carelessness to the courses and the learning process.

Figure 3.21. Students’ Expectancies about the Learning Outcome (s)
• **Question 05: For what reason (s) do you attend the Lecture (s)?**

The aim behind this question is to know students’ attendance motives.

![Figure 3.22. Students’ Attendance Motives](image)

As demonstrated above, for most students of teachers with high self-esteem, TD mark as well as succeeding in exams are the two major reasons behind students’ presence in class. Indeed, 45% students attend the courses just to pass the exam, while 34% of them are present only to have good marks. In fact, these students tend to have an instrumental motivation, i.e. their motive behind attending the course can be linked to their practical goals, that is, academic success. Yet, few students (18%) seem to be interested in the educator’s way of teaching and classroom communication. Still, only 02% of them attend the lectures just to spend time, and have fun!

In contrast, for students of teachers with average self-esteem, the teacher’s way of teaching and communication seem to be the most appealing. That is to say, 40% of student attend the lecture just because they are interested in the tutor’s methodology and interaction. But, 35% and 19% of them are present only to, successfully, pass the exam, and have a good TD mark respectively. Still, 4% attend the lecture in order to have fun, whilst 02% of them try to avoid teacher’s criticism.

Regarding students of the teacher with low self-esteem, 36% of them attend the courses because they like the teacher’s methodology and communication. While 28% and 33% assert that, their presence is for the TD mark obtainment and successfully passing the exam. Yet, none
of them 0% denies teachers’ criticism. Still, 3% of them consider the lecture as one way to spend time and have fun with friends.

- **Question 06: Are you always attentive to your teacher’s explanation?**

  This question is associated with the previous one. That is to say, students’ attentiveness to the teacher’s explanation can be linked to the reason (s) behind their attendance. Thus, the aim of this question is to discover if students are focused in class.

![Figure 3.23. Students’ Attentiveness to the Teacher](image)

As previously said, students’ attention in class is determined by the sundry motives behind their attendance. Hence, as can be perceived, the great majority of students of teachers with average self-esteem (92%) confess that they are attentive to the teacher, while 8% admit their slight attention. Yet, none of them (0%) states that they are not focused. As opposed to these learners, 68% students of teachers with high self-esteem assume that they are attentive to the teacher, while 25% of them listen to the teacher but just a little.

However, 7% confess that they do not listen. In fact, as noticed in the figure below, students who are not concentrated in class argue that the teacher explicates fast, while remaining 20% cannot grasp the teacher’s clarification. Regarding teacher with low self-esteem, 89% students advocate that they are fully attentive to their teacher, while, the 11% of them just to some extent. Still, none of them 0% claims the opposite.
Chapter Three: Data Analysis and Interpretation

Figure 3.24. Students’ of High self-Esteem Teacher Reasons behind Their None Attentiveness

- **Question 07: How would you evaluate your teachers’ Performances in Class?**

The above question reveals students’ perception to their teachers’ performances, i.e. students’ evaluation.

![Diagram showing reasons for low attentiveness](image)

**Figure 3.25. Students’ Evaluation to the Teachers**

As the figure indicates, 48% students view their high self-esteem teacher as a good performer; meanwhile, 33% of them regard him/her as a very good tutor. Then, only 19% evaluate their teacher’s performance as average. Still, none of them 0% thinks of their teacher’s performance as bad or so bad. Concerning average self-esteem teacher, most of students 63% believe that their educator’s performances are very good, at the meantime, 22% of them view it as good. Then, only 15% of student think that their teacher’s performance is average. Still, none of them 0% considers their teacher as a bad or so bad performer. Regarding the teacher with low-self-esteem, 55% students think that their teacher is very good, while 45% of them believe that s/he is good.
Chapter Three: Data Analysis and Interpretation

- **Question 08:** Do you think your teacher is a leader?
- **Question 09:** If yes, what kind of leader s/he is?

The purpose of these questions is to scrutinize students’ perception to their teacher’s leadership, besides to examining the kind of leaders they are.

![Graph showing students' opinion about teacher's leadership](image1)

![Graph showing students' categorization to teachers](image2)

**Figure 3.26. Students’ Opinion about Teacher’s Leadership**  
**Figure 3.27. Students’ Categorization to Teachers**

First of all, it is worth mentioning that teachers’ professional self-esteem can be reflected by their leadership, i.e. the kind of leaders they are. Thus, as the figure 3.25 above indicates, the great majority of students of teachers with high (96%) and average (95%) self-esteem alongside with all students (100%) of low self-esteem teacher regard their teachers as leaders. In contrast, few of students 4% and 5% view the opposite.

Likewise, students’ opinion towards teachers’ leadership tend to depend on the level of self-esteem that they possess. Indeed, as noticed in the figure 3.26 above, students’ consideration to teachers’ leadership diverge. This means that, 59% of students consider their high self-esteem teacher as an autocratic. Even so, 19% and 22% of students view their teacher as authoritative and democratic leader.

In fact, students’ perception towards teachers’ leadership can be linked to either teacher’s character or students’ learning style. That is, as previously explained; there are no two leaners alike. So, if those learners are afraid of teacher’s misinterpretation of ideas, or teacher’s criticism, they are more likely to be sensing leaners. On the same line, if the teachers is firm,
and requires too much respect, this causes students stage of fright; thus, communication avoidance.

In addition, 63%, along with 30% students of average self-esteem teacher believe that their teacher is both authoritative and democratic. Still, 7% regard him/her as an autocratic. Meanwhile, 68% students of low-self-esteem teacher view him/her as a democratic leader, whilst 21% and 11% regard him/her as both a laissez-faire teacher and a authoritative leader.

In fact, authoritativeness is the concomitant of teachers’ democracy. To put it simple, a teacher leader is the person who keeps the temper in check, i.e. to be firm and strict vis-à-vis classroom rules and discipline, at the meantime, motivating students for communication via opening a space for discussion. This kind of teachers’ leaders are more likely to motivate students for learning. Hence, seemingly, the current selected average self-esteem teacher tends to be an authoritative and democratic leader.

- **Question 10: Do you like your teacher?**
- **Question 12: Do you trust your teacher?**
- **Question 11: Is your teacher conscious?**
- **Question 13: Is your teacher Fair?**

The above four questions are linked to each other. That is to say, when teachers are conscious (aware) about their teaching, they are more likely to be faire in their evaluation to students. The facts that would lead to gain students’ respect and trust. Thus, being admired by learners. So, the aim behind the above questions is to discover if teachers are conscious, trustful and fair, as well as to examine the association between those qualities.

<table>
<thead>
<tr>
<th>Students of High Self-esteem Teacher</th>
<th>Students of Average Self-esteem Teacher</th>
<th>Students of Low Self-esteem Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 01 <strong>Do you like your teacher?</strong></td>
<td>63% 30% 07%</td>
<td>92% 08% 0%</td>
</tr>
<tr>
<td>Question 02 <strong>Is your teacher conscious?</strong></td>
<td>77% 15% 08</td>
<td>77% 15% 08%</td>
</tr>
<tr>
<td>Question 03 <strong>Do you trust your teacher?</strong></td>
<td>63% 33% 04%</td>
<td>92% 08% 0%</td>
</tr>
<tr>
<td>Question 04 <strong>Is your teacher Fair?</strong></td>
<td>36% 48% 16%</td>
<td>69% 15% 15%</td>
</tr>
</tbody>
</table>

Table 3.7. Students’ Perception towards Teachers’ Qualities
Henceforth, as can be seen in the figure above, 77% along with 15% students of the current selected teacher with high self-esteem teacher perceive him/her as conscious, or somehow. Yet; only 36% and 48% of them think that s/he is fair, or in some way. In contrast, 8% of students regard their teacher as unconscious. Meanwhile, 16% of them consider him/her as unfair. On the same way, 4% of learners do not consider the tutor as trustworthy, while, 7% of them do not like him/her.

In fact, a slight paradox can be noticed between the high and low number of students who think of their teacher as conscious and fair. This fact can be linked to students’ conception of teachers’ fairness, i.e. for those students, teachers’ fairness is a matter of exam’s evaluation. Yet, it is worth mentioning that teachers’ fairness is twofold, it can be linked to students’ grading and teachers’ treatment to students. That is to say, when the teacher treats all students equally, with no differentiation, s/he is being fair with them.

Similarly, the same percentage of students who trust the teacher like him/her 63%. Seemingly, teachers’ trustworthiness and like are compatible. In other words, if students trust their teacher, they will like him/her. Notwithstanding that a minority of students regard the tutor as fair, still most of them trust and like him/her. Therefore, for those students, teachers’ trustworthiness, like and consciousness are put on the one hand, while teachers’ fairness on the other hand.

Regarding the teacher with average self-esteem, 77%, together with 69% of students consider their teacher as conscious and fair respectively; while 15% of them think that s/he is, in some way, mindful and unbiased. Likewise, the same number of students (92%) trust their teacher like him/her. In addition, 15% students think that their teacher is, by some means, aware and impartial. In contrast, 8% and 15% of them think s/he is conscious and fair. Yet, none of them (0%) does not like and trust him/her. Therefore, a convergence can be depicted throughout students’ points of view. That is to say, for these learners, a conscious and fair teacher is trustworthy, thus, s/he is likeable. In fact, for these students, consciousness in teaching as well as fairness are concomitant of trustworthiness and like.

Concerning the teacher with low self-esteem, 63% along with 30% of students perceive their tutor as likeable, or just to some extent. Yet, 07% do not like him/her. On the same line, 63% of together with 33% think that s/he is a trusty person, or somehow trustworthy. Nevertheless, 4% ponder that s/he untrustworthy. Students love to their teacher and perception
towards his/her trustworthiness lead to believe that s/he is conscious. Indeed, 77% together with 15% believe that s/he is conscious about his/her teaching job, while 8% believe s/he is unconscious. In addition, 16% consider that s/he is unfair, whilst 36% and 48% of them believe that s/he is fair. In fact, for these students, liking and trusting the teacher go hand in hand; they are regarded as the outcome of teachers’ consciousness. Yet, fairness is put on the other hand.

- **Question 14: Is your relationship with your teacher good?**

The aim of this question is to figure out if teachers care about developing a good relationship with students.

![Figure 3.28. Teachers’ Students’ Relationship](image)

As the figure above demonstrates, more than the half of students of high self-esteem teacher believe that their relationship with their teacher is not so that bad, while, only 33% of them maintain that it is good. Yet, 7% of them advocate that their relationship with their teacher is not good. Nonetheless, most of students 77% and 74% of average and low self-esteem teacher postulate that they have a god relationship with their teacher; whilst, only 19% alongside 21% of them state that it is somehow good. Still, 4% and 5% students of average and low self-esteem assume that it is not good at all.

As a matter of fact, students’ perception towards teachers’ relationship can be associated to the kind of teachers’ leaders. Indeed, as previously seen, most of students regard their teacher (with high self-esteem) as an autocratic, while the remaining ones think that s/he is both authoritative and democratic. This signifies that students who think their relationship with the tutor is good or somehow good tend to perceive the teacher as an authoritative.
Whereas, students who are convinced that their relationship with their instructor is not good at all seem to identify their teacher as an autocratic.

- **Question 15**: Have you learnt some values from your teacher?
- **Question 16**: If yes, which of the following values you learnt?

The above questions are interrelated. That is to say, the aim is to analyze teachers’ values and the way they communicate them to their students.

<table>
<thead>
<tr>
<th>Have you learnt some values from your teacher?</th>
<th>Teachers with High Self-Esteem</th>
<th>Teachers with Average Self-Esteem</th>
<th>Teachers with Low Self-Esteem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>52%</td>
<td>85%</td>
<td>89%</td>
</tr>
<tr>
<td>Somehow</td>
<td>37%</td>
<td>15%</td>
<td>11%</td>
</tr>
<tr>
<td>No</td>
<td>11%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 3.8. Students’ Perception to Teachers’ Values

Accordingly, the table above reveals that more than half of students (52%), along with 85% of teachers with high and average self-esteem (respectively) claim that they have learnt some values from their tutors. Contrary, 37% together with 15% of students of teachers with high and average self-esteem (respectively) view that they have, by hook or by crook, learnt some values from their instructors. Still, 11% students of teachers of high self-esteem think that they have not learnt any value from their teacher.

![Figure 3.29. Teachers with High, Average and Low Self-Esteem Values](image)

Indeed, as noticed in the figure above, students assume that respect (39%), flexibility (21%) and honesty (18%) are the first and the foremost values shared and learnt from teacher
with high self-esteem. Yet, others believe that further values such as empathy (8%), accountability (8%) and uniqueness (5%) are communicated to them. However, 22% of students of teacher with average self-esteem advocate that respect and honesty go hand in hand. i.e., they are two of the basic values learnt. In parallel, 19% regard flexibility as another important principle that they have noticed in their tutor. In addition, 14% consider their teacher as a good example for accountability, (12%) empathy and uniqueness (11%).

Regarding the teacher with low-self-esteem, respect 32% and honesty 30% are the major values learnt. In addition, 17% and 13% consider their tutor as flexible and empathetic. Meanwhile, they also believe that their educator is a good example for uniqueness 6% and accountability 2%. As a matter of fact, students of the three teachers who consider that flexibility, honesty and respect as the major values learnt are more likely to feel comfortable in the classroom. In other words, teachers’ reverence for their students, readiness to accept different views and honesty in discussions tend to make students at ease while learning. In addition, teachers’ empathy and understanding to learners as individuals make students feel unique; the fact that motivates them to be accountable.

- **Question 18:** Do you feel stressed while communicating in Class?
- **Question 19:** Does your teacher help overcome this stress?

The aim of the above questions is to discover the extent to which students feel stressed in class and how teachers can help overcoming such feeling.

<table>
<thead>
<tr>
<th>Teacher with High Self-Esteem</th>
<th>Teacher with Average Self-Esteem</th>
<th>Teacher with Low Self-Esteem</th>
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<td></td>
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<td>34%</td>
</tr>
<tr>
<td></td>
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<td>10%</td>
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<tr>
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</tr>
<tr>
<td></td>
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<td>41%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Table 3.9. Students’ Communication Stress vs. Teachers’ Communication Improvement Strategies**

As the table above demonstrates, the majority of students (55% and 34%) of the teacher with high self-esteem avows that they feel stressed, or somehow, when communicating
in class, while, only 10% do not. Similarly, 41% of learners affirm that their teacher helps them overcome their stress. Still, the remaining 60% (30% and 30%) diverge between yes and no.

Contrary, students of the teacher with average self-esteem tend to feel more comfortable in class. That is, 52% claim that they feel somehow stressed while 28% affirm that they do not experience such feeling at all. On the same line, 82% of students along with 18% declare that their teacher helps them overcome their anxiety. Yet, 20% claim that they feel anxious in class. Still, none of them (0%) denies teachers’ help.

In fact, students’ stress can be linked to their teachers’ perception. That is to say, in the previous question, students of the teacher with high self-esteem believe that respect is the chief value communicated. Yet, if respect is too much required, students are more likely to experience a stage fright. Students would be overawed by their tutor. However, teachers’ combination between respect, flexibility and honesty tends to make a good impression, i.e. students feel at ease in class.

Regarding students of teacher with low-self-esteem, none of them (0%) feels extremely stressed in the class. This means that, 53% feel relaxed while 47% feel in some way stressed. On the same way, none of the students 0% denies the teacher’s help, i.e. 71% along with 29% students claim that their teacher provides a great help to overcome classroom stress. In fact, students’ anxiety can be the outcome of teachers’ style and character. Teacher’s carefulness about students, as individuals, tends to create a relaxing atmosphere where leaners feel comfortable.

- **Question 20:** Are you motivate to learn this module?

- **Question 21:** For what reason do you do your homework?
Figure 3.30. Students’ Motivation

As seen in the figure above, students’ motivation differs from one teacher to another. Indeed, 41%, along with 37% of students of the teacher with high self-esteem are motivated, or somehow, to learn the TEFL module. Yet, 22% of them feel demotivated. In comparison, the great majority 84% students of the teacher with average self-esteem are willing to learn the educational psychology module. Meanwhile, 16% of them feel somehow motivated to learn the courses. Concerning 94% along with 6% students of teacher with low self-esteem are enthusiastic, or somehow, to learn the written expression module. Still, none (0%) of students of both average and low self-esteem teachers is demotivated. In fact, there are miscellaneous reasons for students’ motivation. This means that students’ desire for doing their homework diverge.

Figure 3.31. Students’ Motivation Sources

Indeed, as shown in the figure 3.31 above, the major reason for 34% students of the teacher with high self-esteem to do their homework is the obtainment of good marks and the avoidance of criticism. Similarly, 28% of them do it with a great pleasure, while, 25% of them consider homework as a good way to reveal their insight competences. Still, some students...
(6%) either do their assignments with sloppiness or do not do it at all. Nonetheless, more than half of the students (54%) of the teacher with average self-esteem do their homework with a great pleasure. Likewise, 29% of them do it to show their crafts. Still, 11% of them do their assignments just to avoid bad marks and criticism, while 6% do it with carelessness.

Likewise, 44% and 41% students of low self-esteem consider their homework as one way to prove their competency to their teacher, meanwhile, a pleasure to be done. Nonetheless, this does not deny that there are some students who fear teacher’s criticism and others are sloppy. That is to say, 7% of them do their homework to avoid teacher’s condemnation, while others 7% do it with carelessness. Actually, students’ motivation and willingness to do their homework can be associated to the extent to which they like the module. As previously seen in question 01, none of students of the average self-esteem denies their adoration to the educational psychology module. In contrast, students’ admiration level to the TEFL module differs.

3.4.5. Observation

The structured observation is an important tool that supports this study. The researcher has been a non-participant observer for a whole month. During this period, the pre-ordained observation’ rudiments have been achieved. This means that, throughout the observation of four sessions in the TEFL, educational psychology and written expression modules, some aspects have been noticed. These later, are believed to affirm the discrepancy existing between teachers’ professional self-esteem level.

3.4.5.1. Teachers with High Self-Esteem

Regarding teachers with high self-esteem, discipline and accuracy are highly recommended. In other words, the teachers’ emphasis is more on the students’ academic development. Indeed, right from her/his entry into the class, the teacher asks, in direct questions, about the previous courses (s), and only some students respond. This signifies that not all students are involved in the participation.

Then, notwithstanding teachers’ body position, that exhibits readiness for listening and creates a welcoming atmosphere, silence is what covers most sessions. That silence can be understood as the outcome of students’ much respect to the teacher. Besides, interaction tends
to be the perfect means for teachers to carry on the course. That is to say, tutors try to listen to students’ answers and consider it as a medium for classroom communication.

In addition, the teachers’ endeavours, from time to another, to smoothen the learning environment by smiling or laughing with students, but; this takes only seconds, and silence recovers the courses again. Still, teachers try to involve themselves with the learners by asking, guiding, and advising them. Besides, offering strategies, listening and responding to questions or even interpreting students’ way(s) of reading are important to the educators. It enables them to recognise students.

In this respect, students’ behaviours on stage is one way with twofold: it can show the extent to which they feel comfortable in class, at the meantime; it demonstrates how teachers’ behaviours can be influential. In fact, with one of the high self-esteem teacher, after twenty minutes of students’ reading for summarising, they are called on stage. Some of them feel anxious while others tend to feel good. Meanwhile, the teacher, in closed arms, attentively listens to the students, shares ideas, and explains.

Moreover, body gestures are one of the most important elements noticed. Indeed, the current teachers with high self-esteem use arms/hand movement whilst explaining, and closed arms when listening. These gestures have a large meaning and can depict teachers’ personality. To put it clear, psychologists have distinguished between three main kinds of palm positions; the aggressive palm position is the most used one.

![Palm Kinds and Positions](image)

**Figure 3.32. Palm Kinds and Positions**

The teachers’ use to that kind of palm position can be the reason behind students’ silence and respect and can demonstrate teachers’ self-esteem level. That is, the aggressive palm position symbolizes the listener mandatory submission to the speaker. It is in fact one of the most frustrating gestures that a person uses when speaking.
More to the point, arms gestures are also remarked; while one of the two teachers listens to the students, the arms are crossed. In fact, there exist many kinds of arms cross gestures, but, they share the same signification, i.e. a defensive attitude. It is usually defined as a widespread gesture that signifies a negative attitude towards almost anything, and reflects uncertainty and insecurity.

Furthermore, the teachers’ head movement and eye contact can be a signal towards teachers attentiveness to the students. That is to say, direct eye contact with learners demonstrates the teachers concentration, and attention to the students’ ideas and responses. Meanwhile, head movement (up, down) when students are responding seems to be a good way to motivate them.

Additionally, as teachers are asked to explain in few lines how their personality can affect students, their answers would serve as a means to analyze teachers’ handwriting. So, both of them emphasize more on the way (s) of teaching and communicating as to define his/her personality affect on students. Besides, the teacher’s handwriting reflects some aspects of his/her personality. To put it simple, letters and line slop show the person’s sociability and mood. Then, as seen in figure 3.34 the right and straight slant means that s/he is self-controlled, enjoys new experiences and is a reliable person.

More to the point, words’ spacing and the writing’ pressure show that both of them like freedom and do not like to be overwhelmed, they are good with commitment, taking things very seriously, and quickly react to criticism. Concerning the letters’ writing, it gives an insight to the person’s self-image. Thus, capital letters are written in the same size of the others, this means they are humble.
The short think line “T” with a long cross demonstrates that the person is fixated on ideas, wants to be in charge, determined, enthusiastic, stubborn and have some difficulties in letting things go. Regarding the dotted “I”, the closed “o” and the narrow “l”, they all display that they are detailed oriented, self-restricted, empathetic and organized in what they say or do, very private, limited to sharing personal feelings and introverted.

As a matter of fact, the teacher’s handwriting is a great help towards the comprehension of teachers’ self-esteem. The key word behind that analysis is “the introversion personality kind”. Owing to educational psychologists, introverted people tend to limit their friends and contact. This fact justifies the body gestures’ movement that are found to be defensive. As such, the teacher prefers to keep respect and control the classroom all the time, in spite of laughing from one time to another, as to be safe and avoiding problems.

3.4.5.2. Teachers with Average Self-Esteem

During the four sessions observed with the educational psychology and psycholinguistics teachers, the first and the foremost thing noticed about the psycho-pedagogy’ teacher is the facial expression, i.e. smile. To put it in another way, before starting courses, the teacher always smiles at students, even, late comers, and greets them. Meanwhile, students seem happy and at ease while learning.

In addition, as the previous high self-esteem teachers, interaction is the basic medium to carry on the courses. Yet, the difference is in terms of participation. That is, all students contribute in the psycho-pedagogy lesson, even those set in the back. At the same time, the teacher exhibits her/his attentiveness, and carefulness to her/his students. This shows that s/he is a good listener. The debates are prolonged and the atmosphere is relaxant, both students and the teacher laughs and jokes, but with limits.

Correspondingly, debates can go beyond the students’ academic needs, i.e. students are free to talk about themselves, their experiences, and express their different point of view. The teacher also speaks about his/her personal experiences, from time to another. At the meantime, eye contact is maintained on the speaker. This can be used as a means for being closed to students. Notwithstanding students’ noisiness, the noise does not interrupt the course. Students are even free to move from their places inside the class.
However, although the psycholinguistics’ teacher tries hard to gain students but still, does not work. That to say, few students concentrate with the teacher, and participate in class. While the teacher is explaining, the students are whispering, without caring about what has been said. Even though the teacher endeavours to ask about any uncleanness, students do not respond. This could be explained in terms of module like, i.e. students’ behaviours in class and inattentiveness tend to show their repugnance to the psycholinguistics module.

Still, some body language gestures are commonly used by both teachers. Both of them use hands while explaining. The open hands’ movement reflects teachers’ readiness for listening. Yet, the second teachers seems to experience anxiety, which is revealed through his/her legs. Indeed, when the person is standing with feet together, then this may display anxiety.

Moreover, as can be seen in both figures 3.37 and 3.38, teachers’ handwritings differs, which implies that both teachers tend to be different to some extent. To put it simple, letters and line slop clarify that the first tutor is an outgoing, self-controlled and reliable person, while the second one is shy, optimistic and energetic.

Regarding the words’ connection and pen’s pressure, it shows that the first teacher (3.38) is not always practical, good with commitment and taking things seriously. Whilst the second educator (3.37) seems to be imaginative, sensitive and empathetic. Notwithstanding this discrepancy, both of them share some personality aspects.
Indeed, their capitalisation to letters have the same size as the other letters; this shows that they are both humble. Concerning the “T”, the “I” dotted, the “o” and the “l” writing of both teachers, they all show that they are fixed on ideas, creative, relaxed, spontaneous. They easily expresses themselves, are detailed oriented, organized and empathetic.

Henceforth, some personality aspects’ likenesses have been depicted via teachers’ handwriting analysis. In other words, despite the distinction in the teaching methodology, and students’ participation, both of tutors are found to be “outgoing”. In fact, an outgoing person is and extroverted person. According to psychologists, an extroverted person is the one who enjoys being with others. Thus, as already seen with one teacher with average self-esteem, enjoyment is remarkable.

Indeed, providing real examples about personal life experiences shows that the teacher feels relaxed, and enjoy being with students. However, for the second teacher, amusement is a complex matter to be analysed. That is to say, the teachers’ excitement about teaching can be clearly seen, even though, few students contribute in class. This fact can be linked to students’ perception to the module itself.

3.4.5.3. Teacher with Low-Self-Esteem

As previously seen, self-esteem test has been distributed to 22 teachers and reports the existence of only one teacher with low-self-esteem. Hence, only one tutor has been observed during four sessions. The chief aspect noticed is the learning environment, i.e. the learning atmosphere seems to be a combination between a laissez fair teacher’s style and students’ democracy.

To put it in a different way, during one of the practical courses (TD), the teacher focuses on group work as a means to encourage students for writing. The remarkable thing is that groups are formed depending on students’ preferences, i.e. each student works with his friends. In addition, while working on a piece of writing, the students are free to move from one place to another without teacher’s permission. This fact demonstrates students’ self-determination and authority in learning.

More to the point, students’ phone ringing and late comers does not seem to interrupt the teacher. This implies teacher’s laisser faire character. Besides, the teacher explains, at the meantime, writes on the board as a means to keep students focused. Yet, not all of them are
listening; few of them participate. Although the classroom seems a bit noisy, noisiness does not mean disrespectfulness.

Even though, the teacher seems to be deeply involved with her students. Moving from one group to another to check out work, guiding, correcting and advising, replying to their calls and answering their questions or even providing personal point of view. His/ her behaviours and gestures reveal her/ his sensitivity towards her/his learners.

Additionally, as observed, students are put at priority, i.e. the teacher accentuates more on students as individuals, cares about their needs and thoughts, only then, on their academic wants. Indeed, while communicating with each other, students use the dialectal Arabic language, unless they speak with their teacher. This means that the tutor in concerned with what learners’ message, ideas, and the language comes afterward.

Furthermore, body language is one of the significant aspects perceived. The closed arms, as previously explained are the outcome of a defensive attitude. Besides, hands in the pocket are another sign of teacher’s self-image; it implies that self-image is not stable. On the same line, the teacher uses the facial expression “smile” from time to another to attract students’ attention.

Figure 3.39. Crossed Arms
Figure 3.40. Hands in the Pocket

Furthermore, body language is one of the significant aspects perceived. The closed arms, as previously explained are the outcome of a defensive attitude. Besides, hands in the pocket are another sign of teacher’s self-image; it implies that self-image is not stable. On the same line, the teacher uses the facial expression “smile” from time to another to attract students’ attention.

Figure 3.41. Teacher with Low-Self-Esteem Handwriting
Moreover, teacher’s handwriting analysis, basically, letter and line slop and letter
capitalisation, reveals that s/he is mostly independent, optimistic, energetic, and humble person.
Letters connection, the “i” dotted and the “t” writing, show that the person is systematic, logical
, carefully makes her decisions, detailed oriented, empathetic , organised, determined,
enthusiastic and stubborn. Regarding the “o” writing, it demonstrates that she is very limited to
sharing feelings and introverted.

Henceforth, the observation and the handwriting analysis help predicting teacher’s
personality. The current teacher tends to be similar to the teacher with high self-esteem, i.e.
introverted. That is to say, teacher’s introversion can be seen as the outcome of teacher’s
shyness and sensitivity. Teachers who are shy, quiet and sensitive to their students, are believed
to have trouble making friends or contacts. Then, in his book “assertiveness”, Garner (2012)
postulate that shyness is similar to unassertiveness. Although the teacher seems to feel
comfortable in the classroom, still, shyness can be depicted, and interpreted as the outcome of
tutor’s introversion.

3.4.6. Comparative Analysis of Students’ Questionnaire and Observation

Students’ perception to their teachers’ character depends on teachers’ personal self-
image. The way teachers portray themselves reflects on their teaching methodology, behaviours
and treatment to students. This implies that teachers’ self-esteem is one way to improve
students’ level. Indeed, as previously seen in students’ questionnaire, their perception to the
module and participation in class differs from one teacher to another. Both educational
psychology and written expression modules of teachers with average and low self-esteem attract
students’ attention. None of the students claims their dislike to the module, or denies the
freedom of expression provided in class. Regarding the teacher with high self-esteem, some
students confess their contentment while others state the opposite.

In addition, the teacher with high self-esteem’ academic emphasis is reflected via
students’ motivation. To put it clear, most of students’ prime reasons behind their attendance
to the TEFL courses are related to instrumental goals, i.e. good TD or exam mark. This fact
leads to an instrumental motivation; students are interested in achieving some practical goals
rather than learning the language for developing oneself. As a matter of fact, students’
perception to the three modules (TEFL, psycho-pedagogy and written expression), participation
and motivation has been depicted during the observation sessions. The teacher with average
self-esteem students’ contribution and motivation is outstanding. The learning atmosphere is 
based on students as individuals and not only learners. It encourages them to speak about 
themselves and share their personal life experiences. This is the outcome of the “outgoing/ or 
extroverted” teacher’s personality.

Likewise, the teacher with low self-esteem seems to create a combination between a 
laissez-faire and democratic environment. Then, the observation reveals that the teacher seems 
to be involved with students, at the meantime, engaged in developing their learning. Such 
behaviour encourages students to attend the courses, as the teacher is a source of encouragement 
and a motive for learning. This way, students would have an intrinsic motivation. Although the 
tutor’s handwriting shows that s/he exhibits an introverted personality, it is scarcely noticed.

3.4.7. Interview Analysis

The interview contains five questions devoted to three teachers with different level of 
self-esteem. It aims to soak up their teaching philosophy and opinions regarding both teaching 
and learning processes.

• Question 01: what is your teaching philosophy?

This question is meant to comprehend and to compare the teaching philosophy basis 
of the three teachers. Thus, for the teacher with high self-esteem, professional development is 
the prime teaching philosophy’ foundation. Although honesty in teaching is necessary, focusing 
on students’ needs is put at premium; it is one way to help discover what is applicable for 
learners. That is to say, the teacher trusts personal and students’ knowledge as well, looks for 
innovation, new trends, techniques, approaches and methods, i.e. to be up-to date in the teaching 
field.

Nonetheless, the teacher with an average self-esteem accentuates more on students’ as 
individuals. In other words, the tutor’s philosophy turns around a good teacher-students 
relationship that is the chief way to both teaching and learning success. This means that, 
considering learners’ psychological side is of paramount importance, i.e. making learners feel 
at ease while learning is a key initial step towards good learning.

Regarding the teacher with low self-esteem, being the field cognoscenti is not limited 
only to the teachers’ linguistics repertoire; it can also be linked to other skills mastery such as 
classroom management, learners’ needs analysis, course planning, a safe learning environment
creation that facilitates learners’ involvement in the lessons, to be good classroom controller and a listener.

- **Question 02: Is students-teachers’ relationship important in developing your professional self-esteem?**

  This question aims to discover the role of teachers and students relationship in fostering teacher’s self-esteem. Thus, according to the teacher with high self-esteem, innovative education is the outcome of friendly behaviours. To put it in another way, being close to students enables the teacher to look for learners’ needs. Flexibility and formality are the basis of such relationship. In contrast, for the teacher with average self-esteem, good relationship with students can raise not only teachers’ self-esteem but that of students too.

  Then, good learning can be the outcome of a healthy relationship, i.e. if students like the teacher they will like the module. Similarly, students’ attentiveness in class makes the teacher feel confident. In addition, the basis for such relationship is respect. In fact, respect is the main key behind both teachers and students’ achievement. The teacher confesses that s/he never considers students as students, but first and foremost as individuals. Indeed, each one of them has his own personality, way of thinking and feeling, i.e. learners’ psychological side is noteworthy.

  For the teacher with low self-esteem, feeling at ease, trust and respect are notable for a good teacher-students relationship. That is to say, the tutor explains that written expression module is one way that allows students to freely express themselves via some pieces of writing. The privacy and personal life details in their pieces of writing makes the teacher feels students’ trust on him/her. This fact enhances teacher’s self-esteem.

- **Question 03: Does students’ academic failure or success affect your professional self-esteem?**

  This question targets students’ academic failure or success impact on teachers. It endeavours to explain how teachers are influenced by their students’ accomplishments or failure. Hence, for the teacher with high self-esteem, poor results can touch his/her self-confidence. S/he feels that s/he did not fulfill her/his job correctly. Yet, this is not considered as an obstacle since students’ failure is the shortcoming of several reasons. That is to say, students’ demotivation and unemployment may be some of the essence sources behind their academic
failure. To put it clear, after graduating, most of students face some difficulties in finding a job. This real fact leads them to be demotivated in class.

Regarding the teacher with average self-esteem, students’ academic failure can be influential in case the job is not, adequately, done. Yet, if the educator makes his/her best, it does not affect at all. Even though, figuring out the main reasons behind such negative shortcoming is important as a means to remedy. As far as the teacher with low self-esteem is concerned, students’ success is twofold: students’ objective and teachers’ reward; it is a common goal among teachers. It is based mainly on students’ efforts and teachers’ knowledge providing and guidance.

- **Question 04: Do you think that the current LMD educational system has something to do with teacher’s self-confidence and self-image?**

The purpose of this question is to release teachers’ position from the current LMD educational system, and to work out its influence on them. Therefore, for the high self-esteem teacher, there is no discrepancy between the so called classical and the outstanding LMD system since both of them lead to the same objective, that is, innovative education. Although the number of hours allocated for some modules is not enough, and some teaching skills have omitted, still it is not a reason for the teacher to be affected.

Regarding both teachers with average and low self-esteem, the LMD system is problematic for teachers and students alike. They believe that some LMD learners are egocentric, i.e. they believe that the LMD is good thing, but in fact, it is not. A huge difference can be noticed between classical and LMD students’ achievement. These later can easily access to the Master then doctorate class; one thing that makes them believe they are better than others.

- **Question 05: What strategies can you suggest to develop teacher’s professional self-esteem?**

This question demonstrates teachers’ visualizations towards professional self-esteem development. It tries to depict the tips teachers use in order to enhance their self-esteem. Henceforth, trusting oneself and students’ capacities are the prime strategies to raise self-esteem. Concerning the teacher with average self-esteem, being up-to date and possessing a professional consciousness is paramount. Besides, students’ satisfaction from the courses and self-satisfaction, along with team teaching and reflection may foster teachers’ self-esteem.
Regarding the teacher with low self-esteem, investing the necessary amount of time and effort is the key element step towards self-esteem improvement. This later could be realized by being involved in different activities (such as seminars, conferences ... etc.). In addition, considering students’ needs and listening to their interests is vital, since no two learners are akin, i.e. learners’ differences.

Moreover, rising student’s awareness of mistakes’ significance is important not only for students’ language development but for teachers as well. That is to say, if the teacher communicates the belief that nobody is perfect to his/her students, they are more likely to have a positive attitude to both language learning and the teaching. This later can intensify teachers’ self-esteem. At last, providing positive feedback to students can be a good means for amplifying self-esteem. When students are provided with a constructive feedback, they will be willing to work hard and consider the teacher as a source of motivation and encouragement. Such consideration and impression will lead teachers to believe in themselves, their capacities, and to, create a positive image.

3.5. Conclusion

The current chapter is a step towards analyzing teachers’ professional self-esteem and examining its impact on students. To reach the objective, a combination between qualitative and quantitative methods has been used, i.e. the mixed method. Then, four main tools have been selected: test, questionnaire, observation and an interview. Thus, the inspection and statistical analysis indicate a significant linear correlation between teachers’ professional self-image and students’ attitude and desire for language learning. Then, self-esteem is found to be based on personal teaching philosophy and beliefs. The more teaching philosophy is based on students as individuals, the more learning outcomes will be. Yet, too much sensitiveness to students would lead to a laissez faire classroom type. Henceforth, for the sake of developing a healthy self-esteem level, some practical solutions are suggested in the next chapter.
Chapter Four

Suggestions and Recommendations
## Chapter Four: Suggestions and Recommendations

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4.1. Introduction

As seen in the preceding chapters, self-esteem materializes an important area of research in educational psychology. Nevertheless, teachers’ professional self-esteem has gained little attention. Indeed, few studies accentuate on how teachers see themselves and whether such image affect students’ academically and personally or not. Yet, one of the major current research findings is that teachers’ self-esteem plays a vital role in enhancing both students’ learning and teachers’ performances. In fact, teachers’ self-esteem level could be linked to myriad elements such as self-confidence, self-acceptance, self-consciousness, teachers’ goals and objectives, behaviours and self-efficacy. The concordance of these aspects end with a healthy level of self-esteem. Then, the use of varied research tools permit to look into the situation from all its sides, and provide a blend of resolutions to the problem raised. Henceforth, this chapter epitomizes an attempt to propose some conceivable solutions to overcome teachers’ low/ high self-esteem. These later are the upshots of the data gathered during the research process.

4.2. Teacher’ Personality Training

Teachers’ personality can reflect knowledge and skills. Yet, these later are not the only elements that reflect teachers’ competency and performance and ensure their professional development. Personality also plays a crucial role. In his book “New Priorities for Teacher Training and School Curriculum”, Brown (2013), demonstrates the existence of two genres of teachers:

1. Teachers with “a facilitative personality”; facilitating students’ temperament by being cooperative and collaborative.

2. Teachers with an impeding character have an estranging influence on students’ learning. They can be further sub-divided:

   - Teachers who possess negative expectations about students, i.e. expectations about: race, gender, socio-economic status, religions …etc. Such negative prospective leads to discrepancies between students.
   - Teachers unready to help students to be completely engaged in the learning process.
Limited involvement of teachers includes students’ commitment to their learning. In his book, “Teachers’ Classroom Practices and Students Performance: How School Can Make a Difference”, Wenglinsky (2001) wrote, that there are two types of teachers:

- **Active teachers**: are entirely dedicated to their teaching, possessing a personality, which is associated with students’ accomplishments.
- **Passive teachers**: possess a personality that does not improve students’ achievements because of their marginalization to teaching commitment.

Brown (2013) advocates that: “Active teachers in contrast provide a real added value by pressing all students to grow regardless their background”. Brown (2013) believes that there is an impact of teachers’ personality not only on the teaching process, but on the students’ learning as well. For this reason, he considers that teachers’ personality needs to be taken into account in the recruitment and initial training.

**4.3. Teachers’ Personality Development**

There exist several tips/ or strategies for developing one’s personality, these are some of them.
4.3.1. **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.

4.3.2. **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 (2013)” Lock advocates that self-awareness is what makes a strong personality.

To put it differently, Franzoi (1996) defined self-awareness as: “...a psychological state in which one takes oneself as an object of attention.”. Then, Crisp & Turner (2010) 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.”.

Crisp & Turner (2010)

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.

4.3.2.1. Types of Self-Awareness

According to psychologists, there are two broad kinds of self-awareness: private and public.

4.3.2.1.1. Public Self-Awareness

Public self-awareness raises when people know what they represent for others, how others look to them; being the focus of the audience as when giving a talk allows for raising this kind of self-awareness. In this case, that person who is the subject of attention is believed to behave in an acceptable way. So, public attention is what develops public self-awareness. Such type leads people to follow to social standards. Yet, public-self-awareness may also increases “anxiety” as they panic about people perception and different views.

4.3.2.1.2. Private Self-Awareness

Private self-awareness refers to personal perception to some aspects of personality. For instance: seeing one’s beauty in the mirror, or recognizing one weaknesses or strength in a specific domain. These two kinds of self-awareness could, also, be applied for teachers. This means that teachers usually perceive themselves either being competent or not (self-
awareness), and either being a good effective teacher, or not, liked or disliked, respectful or not … etc. (public awareness). Henceforth, if teachers are to develop their professional personality, they need to recognise themselves first; knowing oneself in terms of: knowledge background, social skills, behaviours, beliefs and principles … etc. That is to say, being conscious about what is possessed is necessary.

![Figure 4.5. Teachers’ Professional Self-Awareness](image)

**Figure 4.5. Teachers’ Professional Self-Awareness**

### 4.4. Time Management

Time management is regarded as an integral component in any personality development. As for teachers, they need to well manage their time to be able to develop professionally. In other words, doing things for the sake of liking them or doing them is good but it will be better if they are done on the appropriate time. Thus, time management can be simply defined as a set of skills, strategies, or techniques that are used for gaining more time in whatever domain. There are many strategies to help maximize time; the present ones are some of them.

#### 4.4.1. Time Management Matrix

In his famous book “First Things First (1994)”, Covey made the Management Matrix as being an effective strategy forward time administration. Covey believed that things as: responsibilities, tasks …etc. could be classified into four categories. Urgent and important - not urgent but important - urgent but not important - not urgent and not important.
According to Covey, it is plausible to manage time by organizing things from the more to the less important. If teachers appropriately organize their time, they will be able to develop their professional personality. Hence, these are some steps that can be followed:

- **Daily Planner**: the use of a daily planner ensures that things to be done are organized from the more to the less important.

- **One-by-One**: things need to be done step-by-step, not all at one time. This is to ensure the quality of what is to be done.

- **Side-tracked Avoidance**: if one thing (an activity) is being done, it is better to concentrate on it and avoid being interrupted.

Figure 4.7 Tips for Time Management by Exforsys (2007)
4.5. **Body Language**

Teachers’ professional self-esteem has a lot to do with body language. That is, gestures, posture, body movement, or facial expressions are signs of what kind of personality the person is. Teachers’ with high professional self-esteem tend to have an acceptable body language than those with negative one. So, teachers’ body language can be improved in several ways.

**4.5.1. Basic Do’s For Body Language**

Basic do’s for body language are simple tips that can be done to improve the body language.

![Figure 4.8. Teachers’ Personality and Body Language Development](image)

**4.5.1.1. Maintaining Eye Contact**

Eye contact is an important element in body language. Direct eye contact is a sign of respect and interest toward the person. If teachers’ eye contact is focused on their students, these later would feel that the teacher is deeply interested in/ and care about them. Teachers’ direct eye contact can also be seen as a sign to strong self-confidence and positive self-esteem.

**4.5.1.2. Facial Expressions**

Facial expressions as smiling, angry or annoyed face also matters in personality development. If teachers keep a smiling face, they will be more likely to attract students’
attention and lead to their desire for learning. This way, the teacher would feel much more confident about his/ her own teaching capacities.

**4.5.2. Negative Body Language**

Language produced by the body can be either positive or negative. In other words, body movements and gestures can give hints about person’s ideas and thoughts. In some situations it can describe person’s feelings, i.e. anxiety.

**4.5.2.1. Fidgeting:**

According to Online Cambridge Dictionary, fidgeting means to make continuous, small movements that annoy other people. It is a signal towards nervousness. If students can notice that feeling, they will devalue or underestimate the teacher’s abilities.

**4.5.2.2. Standing too close:**

In order to make the person feels more comfortable, it is better to leave a distance between each other. This can be applied for teachers too. If they are too close to their students, these later would not be comfortable. The result is often steering clear from their teachers.
4.5.2.3. Crossing your arms:

As teachers are supposed to be open; welcoming their students, crossing arms will not be good for them. For instance: in debates or discussions where students are sharing ideas and exchanging opinions, teachers do not need to cross their arms since it is a signal to their refusal to listen.

4.5.2.4. Gripping Hands, Arms and Wrists

![Figure 4.10. Gripping Hands, Arms and Wrists](image)

Figure 4.10. Gripping Hands, Arms and Wrists

As seen in the figure above, the less the hand is moved up the back, the more confident the person is, and vice versa. The further the hand is moved up the back, the angrier the person has become. Thus, what is to be avoided is the upper arm grip, and the hand-gripping wrist gesture. Therefore, one way to develop teachers’ professional self-esteem is by developing body language. Once teachers feel confident enough, and possess a positive self-image, it would be reflected by their body gestures.

4.6. Teachers’ Speech Development

In order to develop teachers’ self-esteem, teachers are required to improve their speech first. That is to say, teachers’ with high professional self-esteem tend to possess a specific speech tone; they are given a speech talented that enables them to effectively communicate. Whereas teacher with low self-esteem tend to be shy and unsure about their communicative abilities. In order to improve teachers’ speech, two categories need to be enhanced: perception and expression.
Chapter Four: Suggestions and Recommendations

4.6.1. Others’ Positive Perception

One of the prime reasons for which speech is important in developing teachers’ professional self-esteem 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-esteem 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-esteem 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.

4.6.2. Self-Expression

Low self-esteem teachers usually experience a fear of communication, inability verbalize ideas, beliefs, and thoughts. One-step toward developing professional teachers’ self-esteem 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 the teacher, and if this later gains a positive perception, it would raises his/ her self-esteem.

4.6.3. Tips For Improving Teachers’ Speech Communication Skills

The following tips represent only one part of sundry tips and strategies for communication skills development that are believed to be efficient. These tips can also be used by teachers as to improve their communication skills.
Figure 4.11. Tips for Improving Teachers’ Speech Communication Skills

4.6.3.1. Self-Confidence

As previously seen in the literary review, self-confidence is considered as one way to improve both teachers’ professional self-esteem 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.

4.6.3.2. Polite Speech and Body Language

Politeness in speech may show the extent to which teachers’ professional self-esteem is either high or low. Meanwhile, the words said and the actions taken are two sides of the same coin; that is to say, words used by teachers to express themselves and their behaviours and actions in class go in parallel, not only students but colleagues and other people as well will notice how speech goes with actions.

4.6.3.3. Voice Tone

In respect to what has been just said above, voice also seems to be important in demonstrating teachers’ professional self-esteem. In other words, teachers who speak too fast are viewed as *hurry teachers. Whereas teachers who speak too slowly are viewed as patient teachers. Similarly, teachers speaking with a loud voice are different from those speaking with a low voice, i.e. teachers speaking loudly are generally regarded as being confident, willing for communication and debates and possess the mastery of the subject matter knowledge. Contrary to teacher with low professional self-esteem who tend to be shy, fear interactions, feedback (+/-) and rarely welcome criticism.
4.7. Developing Teacher’s Character

As previously mentioned, teachers are perceived through their actions and behaviours. These later can be seen as the outcome of either positive or negative self-esteem. Still, character and behaviours are slightly distinct, i.e. behaviours are directed by feelings whilst character is controlled by the mind and changes depending on the situational circumstances.

In addition, teachers’ strong personality comes from building a good character. This later encompasses such values: trust in oneself and the others, honesty, leadership, responsibility, courage, loyalty and commitment. So, such character will not only improve self-perception but personality in general.

4.8. Self-Esteem and Leadership

Self-esteem is believed to influence every aspect of the teacher’s personality. This implies that the healthier teachers’ professional self-esteem is the strongest leaders they will be, and vice versa. Teachers with a healthy professional self-esteem are good leaders in the sense that they are not threatened by any circumstances, able to manage any situation, and tend to achieve great things.

Teachers with an appropriate level of professional self-esteem are thought to be willing for a change in not only their teaching, but their students’ learning as well. This would enable them to positively evaluate themselves and prompt their self-esteem. In contrast to teachers with low self-esteem who seek to control people for the sake of keeping themselves as leaders. These teachers are most of the time autocratic.

For that reason, leadership is an important skill that teachers need to develop. Notwithstanding that good teachers leaders experience anxiety at some points/ or situations, they focus on being part of great and accomplishing tasks. Such aim enables them to concentrated more on their development as a means for learning improvement.

4.8.1. Bad Teachers’ Leaders Behaviours

What distinguishes good from bad teachers leaders are their behaviours. Micro-managing is one of bad behaviours that are not advisable for teachers. To put it clear, according to the dictionary reference, micro managing means excessive control with an
emphasis on small details. That is to say, teachers who are micro-managers put a great emphasis on things that are irrelevant, create problems rather than solving them, provide rapid criticism rather than explaining learning outcomes and leading to accomplishment.

Henceforth, students will be demotivated, providing negative and non-constructive feedbacks. Watching everything being done is never the point from being the leader. Leadership was always about trust and never about going one way. If teachers are being good leaders, it can improve not only their professional self-esteem but encourages collaboration as well.

4.8.2. Good Teachers Leaders Behaviours

Good teachers’ leaders possess some particular behaviours. These behaviours lead to create students’ positive attitude towards learning Therefore, the following are only some techniques to be a good teacher leader.

![Figure 4.12. Techniques for Good Teacher Leader](image)

4.8.2.1. Accepting Differences and Others Shines

Teachers who accept the plain truth that some people are more successful or influential than they are, they will be more likely to succeed than those who do not. Such teachers can be good leaders as they keep seeking for an opportunity to be surrounded by other tutors who are more talented than them without being threatened.
4.8.2.2. Giving Credits

Giving credits means acknowledging others’ ideas and work. If teachers acknowledge students’ ideas and appreciate them, it will show the extent to which they are self-confident and respect their students. Students, in their turn, will recognize their teachers’ respect and will be more motivated for engaging in classroom debates.

4.8.2.3. Avoid Blaming Others

Good teachers’ leaders take part of the blame if something does not go the way they want. Teachers who put the whole blame on others’ shoulders makes them look selfish. Thus, it is important to know how to shield others (ex: students) instead of blaming; understanding, analyzing and discussing problems may be better.

4.8.2.4. Be The leader Not The Boss

Humans by nature rarely accept someone to control them by force; this is the same case for students. They dislike being controlled by their teacher, but rather prefer being led by him/her. Showing students that the teacher is the boss, the one who decides, who has the first and last work is not workable. Students need to feel free, comfortable when learning. If they reach such feeling, feedback will improve teachers’ professional view. Hence, good teachers’ leaders open the space for debates, encourage and do not push by force, inspire and stimulate instead of impulse and shove.

4.9. Teacher Constructivist (Constructivism)

Constructivist teachers attempt to focus more on the learner and the learning process. They encourage more self-directed learning. This means that they center learners’ desire/ and ability for language learning, while they lay the role of a guider and facilitator. Thus, constructivist class raises students’ motivation and creates students’ positive attitude towards learning.

4.10. Learner Centeredness Approach

Learners’ centeredness approach highlights learners’ goals and puts them at priority. This model makes a shift from the teacher to learners; from what is to be taught to learners’ preferences. Thus, negotiations and learners’ integration of the learner not only in his/her learning process but also in the teaching process (what is to be taught and how,
learners’ needs analysis, considering learners’ styles) will help in the improvement of both students and teachers.

Henceforth, learner centered approach focuses on two main components: students’ ability to decide about the way they prefer to go about their own learning process, and, teachers as facilitators and guiders. By recognizing students as human being, considering their preferences and interests in the language, and playing such roles, it would be more adequate to carry out students’ satisfaction questionnaire via which teachers’ professional self-esteem can be improved.

4.11. Students’ Satisfaction Questionnaire

Students’ satisfaction questionnaire is a survey made for students so that to assess the educational environment, the teaching performances, the teaching materials, the teaching methods and styles, teachers’ behaviours and actions in class. It is meant to reflect upon students’ feelings, attitudes and aptitude towards the whole teaching process.

In other words, this questionnaire is intended to simply provide students’ feedback about any specific courses. Students’ feedbacks allow teachers to assess their own teaching practices, to recognize areas that need to be overlooked, and determine students’ own interests and perceptions. If teachers consider students’ satisfaction questionnaire, and work on developing students’ language learning level, the feedback provided out of it is more likely to motivate teachers for better teaching and improve their self-confidence (that is an important component of professional self-esteem) as they believe that their teaching is effective.

The following questionnaires are provided as an example.
### Introduction

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<th>Agree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Disagree</th>
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<tr>
<td>My school facilities are well maintained.</td>
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<tr>
<td>My school facilities are reasonably comfortable.</td>
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<tr>
<td>My teachers are interested in helping me learn.</td>
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<tr>
<td>My teachers are easy to talk to.</td>
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<tr>
<td>My teachers encourage class discussion.</td>
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<tr>
<td>My teachers are receptive to other concepts and ideas.</td>
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<tr>
<td>My school offers an adequate number of courses.</td>
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<tr>
<td>My school offers a variety of elective courses.</td>
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</table>

### GRADING

<table>
<thead>
<tr>
<th>The grading policies at my school are clearly understood.</th>
<th>Not Applicable</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The grading policies at my school make sense.</td>
<td></td>
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<tr>
<td>Grading is consistent with the difficulty of assignments.</td>
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<tr>
<td>Grading practices are consistent in all my classes.</td>
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<tr>
<td>The grades I receive accurately represent my level of learning.</td>
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<tr>
<td>Grades are helpful in pointing out areas needing improvement.</td>
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</tbody>
</table>

### TESTS

<table>
<thead>
<tr>
<th>Tests are appropriately spaced throughout the semester.</th>
<th>Not Applicable</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions on my tests are understandable.</td>
<td></td>
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<tr>
<td>Tests focus on material assigned or covered.</td>
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<tr>
<td>My tests are useful as part of the learning process.</td>
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<tr>
<td>My tests are challenging.</td>
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<tr>
<td>My tests accurately assess my learning.</td>
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</tbody>
</table>

### LIBRARY

<table>
<thead>
<tr>
<th>The library is accessible at times that are convenient for me.</th>
<th>Not Applicable</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The library at my school has the educational resources to meet my needs.</td>
<td></td>
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<tr>
<td>The librarians at my school are helpful</td>
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</tbody>
</table>

**Table 4.1. Students’ Satisfaction Questionnaire Template**
| THE CLASS | The class is interesting. |
|           | The class is challenging. |
|           | The workload is fair. |
|           | The assignments are clear. |
|           | The tests/quizzes are relevant to the topics covered class. |
|           | The material is interesting/ exciting. |
|           | The class forces me to think about complicated issues. |
| THE TEACHER | The teacher presents the material clearly. |
|           | The teacher facilitates my understanding of the material. |
|           | Teacher is approachable outside of class. |
|           | The teacher is fair. |
|           | The teacher's style is effective. |
|           | The teacher cares about the students and their concerns. |
|           | The teacher is aware of the students' level of understanding. |
|           | The teacher welcomes and encourages interpretations other than her own. |
|           | The teacher is knowledgeable about the material being taught. |
| THE STUDENT | I am satisfied with my effort in this class. |
|           | I am satisfied with my work in this class. |
|           | I feel that I am learning a lot in this class. |
|           | I am enjoying this class. |

Table 4.2. Students’ Satisfaction Questionnaire Second Template
Chapter Four: Suggestions and Recommendations

The above questionnaires are only some examples of a large number of surveys carried out by teachers at different levels in distinct countries. The broad objective of such kind of survey is mainly to get a clear feedback from students. Such Feedback (students’ evaluation) is intended to increase teachers’ professional self-esteem.

4.12. Reflective Teaching

Cruickshank and Applegate (1981) defined reflective teaching as a means to think about one’s own teaching; to ask such questions what/ how/ and why was it done, and what can be changed in order to be an effective teacher. Webster’s Unabridged Dictionary (1986) defined the word “reflect” as:

“To remember with thoughtful consideration, come to recollect, realize or consider in as course of thought. Consideration of some subject matter, idea, or purpose often with a view to understanding or accepting it or seeing it in its right relations…”

Webster’s Unabridged Dictionary (1986)

The reflective practice is about questioning one’s own teaching practices (Serafini /2002). Teachers scrutinize their teaching and the learning experiences, as to improve the quality of both teaching and learning processes. Hence, reflective teaching is one way for professional/ personality development, and a means to professional self-esteem improvement.

4.12.1. Techniques to Be A Reflective Teaching

There exist several techniques for a good reflective teacher. As shown below, teachers’ diary- peer observation – recoding lessons and students’ feedback are some of them.

Figure 4.14. Some Techniques for Reflective Teaching
4.12.1.1. Teacher Diary

The diary use in teaching is one technique that is widely used nowadays. Teachers need to have a personal diary to take notes of what has been done along the day, what goes wrong, and what needs to be changed. It keeps teachers always alert. The diary writing can be beneficial for both classroom research and personal–professional development\textsuperscript{46}.

4.12.1.2. Peer Observation

Peer observation means that teachers co-observe a classroom. Observing other colleagues classes can be useful in the sense that it allows teachers to notice the differences between their teaching and others practices and the efficiency of teaching techniques used. Co-observations permits colleagues to discuss each ones experiences of teaching; to learn from each other.

4.12.1.3. Recording Lessons

Recording lessons can be very beneficial for teachers. Teachers can record themselves while providing lectures for their students, then, either listing/ or even watching themselves explaining. This permits teachers to see their behaviours, actions in class, to know how is their teaching going, i.e. to evaluate themselves.

4.12.1.4. Students’ Feedback

Another efficient way for being a reflective teacher is by considering students’ evaluation to once own teaching. Students’ feedback is important in developing teachers’ professional self-esteem. As previously seen, there exist several ways for gathering students feedback, Students Satisfaction Questionnaire is one of them. Yet, teachers can also permit students to provide their own point of view about their own teaching method, behaviours ..etc. by opening free debates.

4.13. Teachers’ Roles

Ensuring students’ comfort and success in learning requires from the teacher to adopt myriad roles in classroom. Teachers are, by definition, regarded as a source of

knowledge, organizers of their own teaching-learning space, and managers of students’ activities. Yet, above all these roles, humanistic roles are paramount in teaching. To put it clear, teachers need to be humanistic in teaching by adopting some roles that recognize students as human beings, support and encourage contact with them.

4.13.1. Teacher as a Facilitator

Notwithstanding the fact that all teachers’ roles are important to the extent that they help in developing students’ contribution and language level, being a “facilitator” can be put at premium. If teachers are being “a facilitator” in class, students’ motivation and participation are more likely to be enhanced.

To be “a facilitator teacher” does not necessarily mean to, completely, let go the learning process the way students want it, instead, to engage learners in ABCD tasks “achievable, believable, conceivable and doable” tasks so that students will be able to achieve them. Therefore, there are several steps for being a facilitator teacher; the following are the most common.

![Figure 4.15. Steps To Be a Facilitator Teacher](image-url)
4.13.1.1. **Raise learners’ Awareness**

This means to clarify the teaching/lessons objectives so that to provide a clear image about what is going to be achieved. In other words, teachers need to make students aware of what is expected from them to attain at the end of each course, i.e. learning outcomes. Such step portrays teachers’ clear programme ideas and their objectives.

4.13.1.2. **Recognize Students’ Goals**

Recognizing students goals are considered as an initial step towards learning outcomes achievement. So, it is possible to find out students’ goals by either opening debates and discussions, or carrying out a questionnaire. In fact, this later is one of the most common ways for needs analysis. The questionnaire can reveal students’ goals, needs, and wants.

4.13.1.3. **Students’ Involvement**

Students’ involvement does not refer to only students’ participation in class, but also contribution in the teaching process. That is to say, to allow students to express their opinion about their tasks preferences. That is say, to ask students if they prefer to do activities either at home or in class, orally or written, alone or in pair/group work.

4.13.1.4. **To Go Beyond Classroom**

One of teachers’ common beliefs is that students’ home works are done for two broad purposes: either because teachers ordered to do it, or to do well in exams. Purposes behind activities need to extend such beliefs. In this respect, teachers need to make a link between what is provided in classroom and the real world to show students the relevancy of what is learnt. Teachers may create this link by providing some comments/ or anecdotes of how this lesson implies in the real life.

4.13.1.5. **Be A Good Observer**

Classroom observation is one way towards reflection. That is to say, teachers’ need to notice the progress students are making. It also enables them to know students’ responses to distinct questions, their feedbacks to different activities provided. This way, teachers may have an insight into students’ learning advancement.
4.13.1.6. Be a Good Listener

A good teacher listener is the one who goes beyond hearing students. In other words, paying a close attention to students helps teachers to discover many things about their students. This can be done by carefully listening not only to the answers, but also to the way(s) the answers are given. This implies active ears.


Gathering information about the learner is relevant in any particular teaching field. One way to do it is by analyzing their needs, wants and interests. Thus, needs analysis is the process of accumulating data about learners and classroom activities (Nunan 1988). It is a key initial step and the basis for any course design. Collecting enough information about the learner helps the teacher to bridge the gap between the teaching objectives, the material used and learners’ needs and level.

In addition, according to Nunan (1988), needs analysis are the essence foundation for any course goals and content. Any methodology and syllabus modification are based on the needs analysis that could lead to reach a compatibility between teachers and learners’ expectations.

In fact, there are several models for needs analysis, Nunan (1988) identifies two types used by syllabus designers: learners and tasks analysis. As far as learners’ analysis is concerned, it means to gather information about the learner, his level, wants and interests. Regarding the tasks analysis, it is the data collected about the tasks used in the classroom; its utility, students’ feedbacks and expectations.
4.15. Team Teaching

One of the common beliefs is that each teacher has a particular and special personality. This later helps a lot in developing students’ learning. Teachers with flexible personality usually accept students’ interventions and involvement in classroom decisions and lesson’s goals. Such educators are welling to exchange experiences with their students for the sake of developing professionally and enhancing the learning quantity.

In fact, professional development is not limited to exchanging experiences with students, but with teachers too. That is to say, “team teaching” is one way to improve one’s career and to foster lesson’s quality. Several terms have been provided to mean the same as team teaching, such as co-teaching or collaborative teaching. Still, the definition is the same. In other words, team teaching means sharing the responsibility of course planning, explanation, and activities between two teachers.

More to the point, team teaching can be a good strategy towards not professional development but also self-esteem improvement. There are several models for team teaching a class; the following are only some of them.

![Figure 4.17. Team-Teaching Models by Alyssa Zelkowitz](image)
4.15.1. One teach, One Observe

In this model, one of the two teachers teaches the lesson. This person should be more competent in the subject matter. While the other one observes the class and the teaching process. This model is beneficial for students’ behaviours, reactions observation. Yet, it does not permit to add to the classroom.

4.15.2. One Teach, One Assist

In this model, one of the two teachers teaches the class while the other one manages students as needed. This archetypal allows the teacher who has a large subject matter knowledge to provide instructions. That is, the teacher can help the other to develop and provide him/her guidance. But, one of its inconvenient is that it does not make full use of the tow teachers.

4.15.3. Station Teaching /or Rational Teaching

In this model, each teacher plays a role in planning the lesson, or explaining points. Each one of them is responsible for a specific aspect of the course. This model gives a variety of explanations. Students can be divided into groups, and independent work is provided.

4.15.4. Parallel Teaching

In the parallel teaching, both teachers are teaching. The class is split in half, and each teacher takes a half of the class. The same lesson is taught by the two teachers. In this model, both teachers are active, it and it permits students to receive the same lesson.

4.15.5. Alternative Teaching

In the alternative teaching, one teacher teaches a lesson to a large group while the other one works with smaller group on another completely dissimilar lesson. In this model, both teachers are active and concerned with the teaching. Yet, two lessons are provided instead of one.
4.15.6. Tag Team / or Traditional co-teaching

This model offers the possibility for both teachers to plan and explain the lesson together. Both of them are responsible for delivering instructions. The two teachers have opinions about the lesson content and the methodology to be used. This can be useful for developing teachers’ level.

4.16. Assertiveness

One of the most difficult aspects to develop in any personality is self-confidence. This later is the secret behind a good impression. Still, too much confidence in oneself can lead to arrogance, while little confidence creates a sense of helplessness. For this reason, having the appropriate level of self-confidence is required, particularly for teachers. It enables them to choose the suitable behaviours for each situation. Hence, assertiveness represents a good means for attaining self-confidence.

To put it clear, assertiveness stands for speaking and acting confidently, showing importance and power without denying others’ rights or disrespecting them. It is the positive expression of opinions and feelings, at the same time, considering others’ feelings. Assertiveness is one way to amplify teachers’ self-esteem.

4.16.1. Types of Assertiveness

People have different ways of acting and communicating. This is mostly dependent on the kind of assertiveness they possess. Thus, owing to Garner (2012), there are three main kinds of assertiveness: aggressive assertiveness- passive assertiveness- good assertiveness.
4.16.1.1. Passive Assertiveness

Passive assertiveness is the response of that strong desire to be liked by others. Passive assertive people underestimate themselves because they place too much importance on others. They often do things that they do not want to do for the sake of pleasing others. Consequently, passive assertive people experience some communication deficiency, difficulties in expressing one’s feelings and thoughts.

4.16.1.2. Aggressive Assertiveness

The person who aggressively interacts with others usually fails to communicate his/her needs. That is, s/he does not consider others’ feelings and views into account. Such people rarely provide praise and appreciation. The aggressive behaviours frequently result in aggressive responses. Likewise, aggressive assertive teachers often experience some difficulties in creating discussions, maintaining a cool learning atmosphere and gaining students’ relationship.

4.16.1.3. Good Assertiveness

The good assertive person is the one who makes a balance between others and personal rights. It is about openness to others’ opinions and ideas, at the meantime,
confidently expressing oneself. Assertive people are more likely to be successful in their life. Similarly, good assertive teachers reflect on their behaviours, i.e. good classroom communication and relaxant atmosphere.

4.16.2. Assertiveness Application

Being assertive is not so that complicated. Indeed, in his book “assertiveness”, Garner (2012) demonstrates some of the practical ways to be a good assertive person. Teachers can also apply these techniques.

![Diagram of Assertiveness Application]

**Figure 4.19. Tips for Being a Good Assertive Teacher**

4.16.2.1. Responding To Compliments

Teachers often get compliments for the work done which can raise their self-esteem. Such compliments can be provided either by students or/ and colleagues …etc. Yet, some teachers, especially those with low self-esteem, underestimate themselves and dismiss compliments. Instead of accepting them, they simply say “Oh! It is nothing” or “do not mention it”…etc. Therefore, it is better to accept compliments and to confess good things about oneself.
4.16.2.2. Responding to Criticism

Criticism can be either constructive or devastating; in fact, they are a good way to diminish one’s self-esteem level. When teachers are criticized either by students or by colleagues, they tend to feel demoralized and discouraged. Hence, Garner states that it is important to remember that criticism are no more than opinions, so that not to take it personally. Then, asking for clarifications, i.e. what is the thing they do not like and why as to do better next time.

4.16.2.3. Saying “No” To Others

For some teachers, saying “no” is so hard, it is even considered as non-appropriate behaviours as it may hurt students. They try to please students regardless their teaching objectives. In fact, the absence of no in the teacher’s dictionary can have some negative results on both the teaching performances and learning process. Therefore, “no” is not a form of aggressiveness, in contrary, it is better to state it firmly and with no fear.
4.16.2.4. Overcoming Shyness

As previously shown in chapter three, a shy teacher is an introverted teacher. Such person rarely communicates, or interact but does not show feelings. Garner states that unassertiveness and shyness are similar. They both lead to inadequacy in social setting. Therefore, creating one’s imaginative environment can be a trick towards feeling comfortable.

Figure 4.22. Saying “No” To Others

4.16.2.5. Expressing Feelings

Persons with low self-esteem usually consider themselves as less worthy. For this reason, they consider that their opinions and ideas are not so that important, for instance: in meetings: they often sit and say nothing. Thus, it is important to believe that all people are equal, and each’s opinion is relevant.
4.16.2.6. Admitting Mistakes

One of the foremost keys to self-confidence development is to confess mistakes. In other words, for some teachers, making mistakes is a shame, as they are not supposed to. They feel often afraid to be undervalued by students in case they make mistakes. Therefore, accepting the fact that all human beings are bound to make mistakes is necessary; in fact, mistakes are part of learning. It is that “simplest” mistake that makes a successful teacher.

4.16.3. Assertive Communication and Management

The good assertive person is the one who knows how to fairly communicate and treat others. Garner (2012) offers some ways that can help improving one’s communication and management skills. These ways can also be beneficial for teachers.
4.16.3.1. Description and Specification

Some students believe themselves as being stupid because their teachers have said so. Others are afraid to attend the class since their teacher judges them as being always late. Therefore, good assertive teachers pay a careful attention to students’ feelings. For this reason, it is better to provide a description to the situation, i.e. what it looks like instead, instead of judging for instance: the teacher can tell his/her students that they are making mistakes at least three times, in the paragraph as an alternative to judging them as stupid.

4.16.3.2. Constructive Feedback

One of the basic roles that teachers can play is “a motivator”. Indeed, most students confess that teachers are the source of their motivation for learning, due to their comments and remarks. This means that constructive feedback is of paramount importance; it helps students to improve and teachers to develop their self-esteem. Students’ love and impression about the teacher amplify his/her self-image.
4.16.3.3. Co-Operation

Co-operation can be in both teaching and learning. Teachers can cooperate together with students in selecting the lesson’s activities in order to reach fruitful learning outcomes. Meanwhile, students can cooperate with teachers as to provide feedbacks about the teaching practices. This later can be beneficial for fostering teachers’ self-image and confidence.
4.16.3.4. Diversity not The Sameness

One of the things that make the learning boring for students is repeating the same lessons or using the same materials. This fact can lead to students’ demotivation. So, diversity can be a good solution for students’ motivation enhancement. It enables students to be engaged in the learning.

4.16.3.5. Fairness Not Favoritism

Fairness and favoritism cannot be limited only to students’ grading but treatment as well. On the one hand, when teachers treat some students with respect, or provide them with excellent/or good grades while others not, a feeling of hate may rise among learners. This later may lead to students’ avoidance to learning. Consequently, being fair with all students is required.

4.17. Avoiding Perfectionism

Trying to be a perfect teacher is twofold, that is, it can be good and it may be a destroying desire. The need to excel can be exhausting as it takes too much time and efforts. Then, making a balance between the two desires is needed. Thus, the following are some techniques that may help to avoid perfectionism.

Figure 4.29. Tips for Perfectionism Avoidance

- Forgive oneself and Shortcomings
- Separate Results from Judgment
- Reflect on your Successes
- Reflect on your failures
4.17.1. **Forgive oneself and Shortcomings**

All people make have some weaknesses, and all make mistakes; teachers are of no difference. Mistakes are part of the learning process. In fact, it is thanks to mistakes that the learning improves. Then, as teachers are supposed to be continuous learners, they can learn from their mistakes. So, one needs to forgive himself for little mistakes that can contribute to his growth.

4.17.2. **Separate Results from Judgement**

Self-confidence is significant for teachers. They need to believe that they are active producers. The initial step towards such belief is avoiding other’s judgment. It is important to aim for the good results but not perfect ones. Perfectionism might be self-destructive as the perfectionist is concentrated more on what others say about him, i.e. others perception.

4.17.3. **Reflect on Failures**

Every successful man has failed once in his life. Bill Gates said: “I failed in some subjects in exam, but my friend passed in all. Now he is an engineer in Microsoft and I am the owner of Microsoft”. This means that failure is just one way to success. Lucky is the person who fails as s/he learns more lessons than the one who does not. After all, failure is just the open door towards new inspiration and self-discovery.

![Figure 4.30. Failure the Stepping Stone for Success](image-url)
4.17.4. Reflect on Success

Success is the nicest thing that can happen to any person. For teacher, success is a reward long days and nights hard work. Perfectionist teachers always look for perfect things. Indeed, they rarely celebrate little things succeeded. Although it is one of their objectives achieved, they still look for what is better. This fact can demolish them. So, celebrating little things done perfectly is the first step to an ultimate success.

4.18. Conclusion

Prior to what has been found, teachers’ professional self-esteem is important for both teachers’ development and students’ improvement. The discrepancy in teachers’ self-esteem level is noticeable in their students’ attitudes and motivation to learning. To possess a high self-esteem does not seem appropriate for learners, as the emphasis is more academic. Likewise, low self-esteem is one factor towards a laissez faire classroom establishment. This means that teachers’ healthy level of self-esteem can be one way to students’ success. Henceforth, this chapter presents some plausible solutions that can be benevolent for teachers. Personality development is the key initial step towards self-esteem enhancement. Teachers can be provided with a personality training as to foster their self-image. Similarly, reflection and team teaching are also beneficial; they can both aid teachers to improve their competences and better their teaching philosophy. Two things that are paramount in self-esteem heightening.
General Conclusion
General Conclusion

This research is an endeavour towards amplifying the eminence of the self-esteem notion. As heretofore stated, self-esteem is paramount for anyone’s life. Indeed, myriad researchers have been deeply concerned with the concept. Their studies reveal the extent to which self-esteem contributes to one’s success. This means that, the image that every person provides for herself/himself can be the secret behind his/her accomplishment. Equally, as teachers are often considered as a model and a source of students’ motivation and encouragement, their self-image matters a lot.

To put it simple, the more self-image is positive, the more students’ will improve. In fact, teachers’ professional self-esteem can be the outcome of the association of a number of its components as: self-confidence - self-efficacy - self-acceptance and self-awareness. The strong and stable self-image demonstrates the extent to which teachers are self-confident. This later contributes, not only, in their successful classroom behaviours and performances, but also, in creating students’ positive attitude towards learning.

Thus, the present study is designed to determine the effect of teachers’ self-esteem on students’ academic and personal progress. It scrutinizes the linkage between teachers’ self-image and students’ perception to the module, the learning process, teachers’ behaviours and performances in class. It also aims to divulge the importance of establishing a rapport with students, and the role it can play in strengthening teachers’ self-esteem.

Therefore, as every study is, initially, founded on theories, four main questions conduct the present research. The first and foremost belief is that teachers’ professional self-esteem impacts students’ willingness to learn besides to their academic and personal improvement. This later rises three more sub-questions. Second, it tackles teachers’ recognition to self-esteem importance and contribution to an effective teaching. Third, it pore over students’ academic failure / or success affect on teachers’ self-esteem. Then, it presumes that students - teachers’ relationship can be one way to emerge teachers’ professional self-esteem.

Based upon these questions, several ways to collect data have been selected such as: test – questionnaire – interview and observation that reveal the connection between teachers’ self-esteem and students’ academic and personal development. Both the test and questionnaire are distributed to 22 teachers from the Djilali Liabes University, Sidi Bel
Abbes. The test anonymity is highly respected. Then, in order to ensure the reliability of the research, an observation is undertaken with 05 teachers, followed by an interview with only 03 teachers. These tools are believed to add a large amount of data as to better conceptualise the problem.

Henceforward, the empirical findings in this study provide a new understanding of teachers’ self-esteem influence on students. That is to say, one of the most significant results is that teachers’ self-image play a vital role in fostering a cool and conductive learning environment. Teachers’ teaching philosophy, principles, behaviours and classroom performances are all linked to the level of their self-esteem, i.e. the extent to which they feel pleased and self-satisfied with their actual performances and personality effect.

Indeed, reckoned on the data gathered and interpreted, tutors’ teaching philosophy determines teachers’ beliefs and reflects on their classroom behaviours. To put it simple, teachers with high self-esteem philosophy is based on developing students’ academic need. Their self-confidence and acceptance in teaching are a matter of professional development. In fact, such belief is reflected in the observation, i.e. students’ silence and respect in the classroom can be associated to teachers’ academic concern.

Regarding teachers with low self-esteem, a combination between competency and teachers-students’ relationship is the prime foundation of their self-image creation. For these tutors, it is necessary to develop their level as to cope with students’ needs and interests. Also, it is noteworthy to ripen a kind of classroom freedom of expression in order to maintain contact with students. Thus, such belief regulates their laisser-faire and democratic classroom atmosphere.

As opposed to these two categories, teachers with an average self-esteem depend more on students’ attitudes as to improve their professional self-esteem. Indeed, their teaching philosophy is influenced by students’ contact and relationship. Then, because they believe that personal experiences are not enough for one’s level improvement, exchanging experiences with learners is paramount. Students’ perception, attitude and opinions determine whom they are, and what they represent for their learners. In fact, the observation mirrored their beliefs, i.e. students’ motivation, classroom open debates and relaxant atmosphere are all noticeable.
Henceforth, the result obtained seems to convey the pre-ordained hypothesis. It is first hypothesized that students are more likely to be motivated especially when teachers possess an acceptable level of self-esteem to which students’ accomplishments are linked. Indeed, students’ willingness to learn has been widely remarked especially during the observation with teacher of average self-esteem. Second, it is assumed that most teachers confess their awareness about self-esteem prominence in teaching. Most teachers with high, average and low self-esteem admit that their self-esteem helps a lot in teaching efficiently.

Then, it is supposed that teachers’ professional self-esteem can be the outcome of students’ academic success/ or failure. On this, teachers consider that students’ academic success is mostly a reward to the efforts they invest. The highest students’ scores are, the more positive teachers’ image will be. So, it is regarded as one way to nurture teachers’ self-esteem. At last, not at least, it is suggested that students – teacher relationship is part of teachers’ professional self-esteem development. Indeed, for both teachers with low and average self-esteem, maintaining contact and relationship with students is of paramount importance. It is the first key behind their self-confidence development and self-esteem foundation.

Henceforward, for the participants, the possession of a healthy level of professional self-esteem is not difficult to reach. That is to say, self-esteem can be improved through several means. Indeed, teachers have suggested some of the strategies that can boost self-esteem; some of them are trusting oneself and students’ skills. In other words, self-confidence in teaching is the key initial step towards good self-esteem level. It is also worth to consider students’ capacities and trust their skills. Meanwhile, to be a conscious, self-satisfied and reflective teacher is paramount since they can further improve one’s own image.

Nonetheless, it is worth mentioning that the study has got some limitations that need to be acknowledged. The first and the major limitation is the population size, i.e. since it is difficult to take into account all teachers at the department, only some have been picked up. Second, the test application has also been troubling; some teachers did not want to answer some questions as they believe that they do not match to their culture. Third, lack of resources; since the notion has been discussed from a different perspective, few data could be found.
As a final point, the issue of self-esteem is an intriguing one, which could be usefully explored, in further research. Indeed, additional experimental inquiries are needed to estimate teachers’ personality influence on student’s personal and academic development. It would be interesting to compare teachers’ personality features with students’ traits as to grasp the connection existing between the two. Beside, future research can concentrate on the exploration of teachers’ versus students’ self-esteem.
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Appendices
Appendix A: Revised Janis and Field Scale (adapted)

**Self-Esteem Test**

<table>
<thead>
<tr>
<th>Question</th>
<th>Very often/</th>
<th>Sometimes/</th>
<th>Once in a great while/</th>
<th>Practically never/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How often do you feel substandard to most of the superior people you know?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. How often do you have the feeling that there is something you cannot do well?</td>
<td></td>
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<tr>
<td>3. When being in a group of people, how often do you have trouble thinking of the right things to talk about?</td>
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<tr>
<td>4. How often do you feel worried or bothered about what other people think of you?</td>
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<tr>
<td>5. How often do you feel that others see you as being physically appealing?</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>6. How often do you think that you are a worthless individual in case you can do nothing about a situation?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7. How often do you worry about criticisms that might be made of your work by your colleagues?</td>
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<td></td>
<td></td>
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<tr>
<td>8. How often do you feel concerned or worried when you have to express an argument to convince your colleague(s), who may disagree with your ideas?</td>
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<tr>
<td>9. How often do you feel discouraged with yourself that you wonder whether you are a worthwhile person?</td>
<td></td>
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<td></td>
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<tr>
<td>10. How often do you worry whether other people like to be with you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. How often do you feel self-conscious?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12. How often do you worry about whether other people regard you as a success or failure in your job?</td>
<td></td>
<td></td>
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<tr>
<td>13. How often do you feel concerned or worried when you know that some of the people you meet might have an unfavourable opinion of you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. How confident do you feel that someday people you know will look up to you and respect you?</td>
<td>Very Confident</td>
<td>Slightly Confident</td>
<td>Not Very Confident</td>
<td>Not At All Confident</td>
</tr>
<tr>
<td>15. In general, how confident do you feel about your abilities?</td>
<td></td>
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</tbody>
</table>
Appendix B

Teachers’ Questionnaire

Sex: male / female  
Experience: ........... Years

Degree: ......................

Note:
The objective (s) of the following questionnaire is to evaluate teachers’ professional self-esteem depending on its prime components. This has nothing to do with your academic degree. All your responses will be our guide to determine the necessity of professional self-esteem in teaching.

Part One: Professional Self-Esteem and Self-Confidence

In this part, we intend to know to what extent self-confidence can develop teacher's professional self-esteem

1. What definition can you give to self-confidence in Teaching?

   a) To be competent and skillful enough to cater any domain-related topic.
   
   b) To possess a higher diploma than your students which guarantees that you are knowledgeable.
   
   c) Feel comfortable when teaching; be friendly with students and able to well impart knowledge.

2. What are the sources of your self-confidence in teaching?

   1. Your students’ trust and satisfaction from lectures’ presentation.
   
   2. Your evaluation to your personal teaching practices and teaching experience (s).
   
   3. Your colleagues/ and student respect.
   
   4. Your professional self-image and self-esteem
   
   5. Your contribution(s) to different seminar (s), conferences and academic publications.
   
   6. The academic degree (s) (diploma) you have.

3. What are your strategies to improve your self-confidence in teaching?

   1. Always seek to be up-to-date in your field.
   
   2. Use a diary to write workable strategies used each day.
   
   3. Enlarge your knowledge by reading books related to your field.
   
   4. Maintain a good relationship, and contact with both colleagues and students.
   
   5. Team-teach a class to develop your teaching practices.
   
   6. Always seek help from experts and specialized of the field.
Part Two: Professional Self-Esteem and Self-Acceptance

The purpose of this part is to ascertain the role of self-acceptance in enhancing professional self-esteem.

1. How can you define self-acceptance in teaching?

<p>| | |</p>
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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Be accepted by my colleagues as a competent teacher no matter if my students accept me or not.</td>
</tr>
<tr>
<td>2.</td>
<td>To accept myself as a teacher no matter what my colleagues/students/staff say or think I am.</td>
</tr>
<tr>
<td>3.</td>
<td>Be accepted by my students as they enjoy my lecture presentation(s).</td>
</tr>
</tbody>
</table>

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

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

4. Are students a source of your personal teaching evaluation?

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

6. How do you evaluate your teaching practices?

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

---

47 Self-Concept: the term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives himself or herself.
**Part Three: Professional Self-Esteem and Self-Consciousness**

The objective of this part is to find out teachers' consciousness in teaching.

<table>
<thead>
<tr>
<th>1. What definition can you give to consciousness in teaching?</th>
<th>1. To take my students’ needs into account.</th>
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<tr>
<td></td>
<td>2. To be on time, provide the necessary amount of knowledge for my students and fairly evaluate them.</td>
</tr>
<tr>
<td></td>
<td>3. To depend mainly on my own beliefs actions, behaviours and expectancies for well teaching the class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Do you feel conscious and responsible about your teaching?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Are you concerned with your students academic and emotional level?</td>
<td></td>
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</tbody>
</table>

| 3. How will you care about one of your students if s/he feels uncomfortable during your lecture(s)? | |
|-------------------------------------------------------------------------------------------------------------------| |
| 4. What would you do in case you have misevaluated one of your students? | |

**Part Four: Professional Self-Esteem, Teachers’ Goals, Values and the Effect of Reward**

The objective of this part is to determine the importance of teachers' goals and values in teaching.

| 1. What definition would you give to goals and values in teaching? | |
|------------------------------------------------------------------| |
| 2. What are your essence goals and values in teaching? | |
3. Will you invest extra efforts to receive accolades?
   Explain Why?

4. Do you think that praise helps teachers develop their self-esteem in teaching?
   Explain How?

**Part Five: Professional Self-Esteem and Teacher’s Behaviour (s), and Self-Efficacy**

The objective of this part is to determine the link between teachers’ behaviours and their self-efficacy and how can they both develop professional self-esteem.

1. What is your own definition of Self-Efficacy?

2. According to you, how can teachers’ behaviours play a vital role in developing teachers’ professional self-esteem?

3. In what way can your previous teaching experiences help expecting your actual performance?

4. Are you open to students who challenge the information provided?

5. Will you be verbally harsh with your student (s) if you experience a difficult situation?

6. Do you consider your actual accomplishments as the prime source for developing your self-efficacy?

7. Do you think that others persuasion about your own capacities and skills would improve your sense of self-efficacy?

8. Could we regard teacher’ self-efficacy as one way to improve professional self-esteem?

Thank You
Appendix C

Teachers’ Interview

Note:
This interview is intended to discover teachers’ professional self-esteem. Your honesty will help the researcher to gather enough information worthy for the study.

1. What is your teaching philosophy?

2. Is students - teachers’ relationship important in developing your personal self-esteem? If yes, how so?

3. Does students’ academic failure / or success affect your self-esteem?

4. Do you think that the current LMD educational system has something to do with teacher’s self-confidence and image?

5. What strategies can you suggest to develop teacher’s professional self-esteem?
# Appendix D

## Students’ Questionnaire

This Questionnaire aims to figure out how teachers’ professional self-esteem influences students at both academic and personal level. For this reason, your honesty in responding will help us to determine the importance of teachers’ professional self-esteem.

### Part One: Students’ Academic Level

<table>
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<th>Yes</th>
<th>Just a little</th>
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<tbody>
<tr>
<td>1. Do you like the module?</td>
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<td>2. In your opinion, are you provided with certain freedom to express yourself in class?</td>
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<tr>
<td>3. Has your English language improved in this class?</td>
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<td>4. Are you aware of what is expected from you to achieve at the end of these courses?</td>
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<tr>
<td>- If yes, what are your expectations?</td>
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<td></td>
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<tr>
<td>- If not, say why?</td>
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### Students’ Perceptions to Their Teachers’ Performances

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<thead>
<tr>
<th>Students’ Perceptions to Their Teachers’ Performances</th>
<th>Yes</th>
<th>Just a little</th>
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<tr>
<td>1. For what reason(s) do you attend the Lecture(s)?</td>
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<tr>
<td>1. To have a good TD mark</td>
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<td>2. To successfully pass the exam</td>
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<tr>
<td>3. To avoid my teachers’ criticism</td>
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<tr>
<td>4. Because I like the teacher way(s) of teaching and communicating.</td>
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<td>5. Just to spend time, have fun!</td>
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<tr>
<td>2. Are you always attentive to your teacher’s explanation?</td>
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<tr>
<td>1. I do not understand what s/he is saying.</td>
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<tr>
<td>2. S/he goes so fast.</td>
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<td>3. S/he uses hard and difficult vocabulary</td>
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<tr>
<td>4. S/he is unable to communicate effectively.</td>
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<tr>
<td>5. S/he speaks too much; not precised!</td>
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<tr>
<td>6. The debates are boring and senseless, out of my interest.</td>
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<td></td>
<td></td>
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<tr>
<td>3. How would you evaluate your teachers’ Performances in Class?</td>
<td>Very Good</td>
<td>Good</td>
<td>Average</td>
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# Part Two: Students’ Personal Development

## Teachers’ Leadership

1. Do you think your teacher is a leader? | Yes | No
---|---|---
2. If yes, what kind of leader s/he is? | Autocratic leader |  
| Authoritative leader |  
| Laisser faire leader |  
| Democratic leader |  
If not, why do you think so? | Too firm and controlling. |  
| No freedom is provided for students. |  
| Discussions and debates are discouraged in class. |

## Students’ Teacher Relationship

1. Do you like your teacher? | Yes | Somehow | No
2. Is your teacher conscious? |  
3. Do you trust your teacher? |  
4. Is your teacher Fair? |  
5. Is your relationship with your teacher good? |  
6. Have you learnt some values from your teacher? | Respect |  
| Empathy |  
| Flexibility |  
| Uniqueness |  
| Honesty |  
| Accountability |  
If yes, which of the following values you learnt? |  
If not, why? |  
…………………………………………………………………………………… |  
…………………………………………………………………………………… |

## Students’ Communication and Stress Management

1. According to you, is your teacher a good communicator? | Yes | Somehow | No
2. Do you feel stressed while communicating in class? |  
3. Does your teacher help you overcome this stress? |  

## Students’ Motivation

1. Are you motivated to learn this module? |  
2. Do you feel that your teacher is excited about teaching you? |  
3. When your teacher gives you a homework, do you do it: | Just to avoid criticism bad marks |  
| To look/ and prove that I am competent |  
| I do not do it at all! |  
| I do it but with sloppiness (carelessness). |  
| I do it with a great pleasure. |  

*Thank You*