

TABLE I : TIME BUDGET

WEEK : _____ DAY : _____

| TIME OF DAY | WORK | WORK OBLIGAT- IONS | PHYSIO- LOGICAL NEEDS | NON-WORK OBLIGAT- IONS | LEISURE |
|-------------------|------|--------------------------|-----------------------------|------------------------------|---------|
| 6 a.m. | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 1 p.m. | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 1 a.m. | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |

self, 14. concept

SELF ASSESSMENT ACTIVITIES

ACTIVITY ONE : Time Budget

The quality of a person's self-concept is directly related to a person's knowledge of their TOTAL SELF. A danger related to TEACHER'S SELF CONCEPTS is that their knowledge of self is dominated by and significantly restricted by their work commitment. Consequently a great deal of their self is taken for granted and not fully utilized.

Teachers periodically need to 'take time out' to review their knowledge of self. A convenient model for such a review is provided by Joffre Dumazedier (1979). In this model your life activities are divided in 5 potentially overlapping groups as shown in Table 1.

The first two categories comprise what we normally think of as WORK. Although this word is not easy to define, it is generally agreed that "work" consists of all those activities which produce an income, i.e. money or its equivalent. "WORK OBLIGATIONS" are related activities such as reading of work related papers, writing letters, driving to work, activities necessary for work to occur but for which you do not actually receive money.

"PHYSIOLOGICAL NEEDS" are those activities necessary to sustain life, such as eating and sleeping. "NON-WORK OBLIGATIONS" are activities you take on as part of normal living in social groups and roles, such as family activities. Finally "LEISURE" consists of activities which are freely undertaken for the pleasure of the activities themselves. Any human activity could conceivably fall into any of these 5 categories depending on a person's reason or motivation for understanding it.

This activity not only will be useful in increasing your knowledge of the roles of work and leisure in your current life but may also provide you with an insight into how you are currently perceiving yourself. You should complete 5 charts covering 5 days in a typical week. For now just complete 1 chart.

DESIRABLE QUALITIES IN THE TEACHER
CONDUCTIVE TO SELF-ESTEEM ENHANCEMENT

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The teacher is in a powerful position to enhance self-esteem by virtue of status and opportunities for making information relationships in the classroom. Research indicates that some teachers are especially effective in enhancing self-esteem because of particular personal qualities in themselves. Some of these qualities are amongst those recommended by Rogers (1955) as desirable in a successful counsellor and are as follows:-

Acceptance: This means the ability to accept the child even though you may not accept the child's behaviour. The words we use as well as our non-verbal behaviour are crucial in this respect. It is so easy to reduce self-esteem by criticising and blaming the child rather than the behaviour.

Genuineness: This means being a "real person" and not a stereotype of a teacher. All professionals are at risk of adopting a "mask" behind which the real person functions. Even where we may be alert to this danger there is still the risk of others projecting the "mask" onto us. We need to be spontaneous and natural in relationships with children. We need to be able to reveal our own personalities without fear.

Empathy: This means being able to know and feel what it is like to be another person. Clearly this is not always easy although with children it should be easier as we have all been children ourselves. It is important however to make the distinction between empathy and identification. The latter means being like the other person so that the teacher would be likely to behave in an immature fashion if identifying with the child.

Good Listener: This means listening to feelings as well as words and may need to be practised amongst professionals who normally do most of the talking. Listening is essential not only for the purpose of understanding the child but also because it communicates respect.

High Self-esteem: We cannot easily value other people without first valuing ourselves. Research also indicates that children "model" themselves on the teacher with high self-esteem. The teacher with high self-esteem will be enthusiastic and confident in the teaching role; communication with children is easy and relaxed. Low self-esteem in the teacher results in feelings of inadequacy and causes the person to feel defensive and insecure.

DENIS LAWRENCE

PERSONALITY FACTORS AND PUPIL ORIENTATION

[Halpin & Harris 1982]

HUMANISTIC

Emotionally stable

Expedient

Happy-go-lucky

Imaginative

Venturesome

Outgoing

Relaxed

Self-assured

**High self-esteem

AUTHORITARIAN

Affected by feelings

Conscientious

Sober & serious

Practical

Shy

Reserved

Tense

Apprehensive

**Low self-esteem

ENHANCING COPING CAPACITY.

(example.)

PROBLEM AREA:

Relationship with pupil who is always sarcastic and rude.

EMOTIONS:

Self-pity; anger.

SELF-TALK:

He should give me more respect.
Perhaps none of the pupils really like me.
I'm not a very good teacher.
He should behave better.

BEHAVIOUR:

Yelling at pupil.
Crying in private.
Complaining about him to colleagues.

STRATEGIES:

(i) Cognitive.

- (a) I know I am a good teacher.
- (b) Most pupils like me.
- (c) I am in control of myself most of the time.
- (d) Yelling won't help me.
- (e) Perhaps he has a problem.

(ii) Behavioural.

- (a) Discuss with him the need to improve the relationship.
- (b) Seek him out for a positive reason.
- (c) Refrain from complaining about him to colleagues.
- (d) Remember to do relaxation breathing before an encounter.
- (e) Check my non-verbal behaviour & ensure it is positive.

(iii) Imaginal.

- (a) Imagine the negative situation.
- (b) Rehearse positive self-talk.
- (c) Imagine the positive emotion.
- (d) Imagine the successful outcome.

N.B. Remember to separate the rational from the irrational under SELF-TALK.

Studs Lawrence



DEALING WITH CONFLICT

1. Describe the other's behaviour not their personality.
2. Recognise you have no control over another's behaviour.
3. Communicate the conflict as a mutual problem situation.
4. Confront the other person when mutually convenient.
5. Communicate your feelings about the conflict.
6. Be prepared to accept you could be wrong.
7. Do not reject the other person.
8. Be aware of your non-verbal messages.
9. Listen to the other person's views.
10. Make clear "I" statements.

Activity:

1. A recalls a previous conflict.
2. B is briefed by A and takes the part of the opposition.
3. C observes.
4. A, B & C discuss the activity and swop roles.

DENIS LAWRENCE

file self concept

MAINTAINING SELF-ESTEEM IN THE TEACHER

- discussion paper

Learn to adopt a social hedonistic philosophy.

Develop the characteristics of acceptance, genuineness and empathy.

Develop skills of communication - verbal and non-verbal.

Identify sources of stress.

Recognise behaviour as self-determined.

Practice "rational-emotive" coping strategy.

Accept self (if not behaviour) at all times.

Learn class control strategies if needed.

Learn how to resolve interpersonal conflicts.

Use positive self-talk.

Cultivate a special interest area.

Learn relaxation techniques.

Take regular physical exercise.

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ENHANCING SELF-ESTEEM
IN THE TEACHER

1. ACHIEVEMENT REMINISCENCE

- A. Each group member to write down in no more than two (2) sentences, a brief summary of one notable achievement in their life.
- B. The group leader to collect these and to introduce them one by one to the rest of the group. The summaries should be discussed positively.

Object: To establish a positive and optimistic attitude.

2. ESTABLISHING LEVELS OF ASPIRATION

- A. Each group member to write down a brief summary of something they would like to achieve in the future.
- B. The group leader to collect these and to discuss with the rest of the group in turn.

Object: To establish means of achieving these goals.

3. AFFIRMING LEVELS OF ASPIRATION

- A. Each group member to write a summary of the steps they intend to take in order to achieve the goal discussed.
- B. The group leader to read aloud each member's affirmation.

Object: To enhance self-esteem.

Class Leader

*Getting married
Trips
Workshops*

TEN IRRATIONAL THOUGHTS

(McNab, 1979)

1. It is a dire necessity for an adult to be loved or approved by almost everyone for virtually everything he does.
2. One should be thoroughly competent, adequate, and achieving in all possible respects.
3. Certain people are bad, wicked or villainous and they should be severely blamed and punished for their sins.
4. It is terrible, horrible and catastrophic when things are not going the way one would like them to go.
5. Human unhappiness is externally caused and people have little or no ability to control their sorrows or rid themselves of their negative feelings.
6. If something is or may be dangerous or fearsome, one should be terribly occupied with and upset about it.
7. It is easier to avoid facing many of life's difficulties and self-responsibilities than to undertake more rewarding forms or self-discipline.
8. The past is all-important, and because something once strongly affected one's life, it should indefinitely do so.
9. People and things should be different from the way they are and it is catastrophic if perfect solutions to the grim realities of life are not immediately found.
10. Maximum human happiness can be achieved by inertia and inactions or by passively and uncommittedly 'enjoying one-self'.