

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

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

Keywords : competence, development, efficacy, Self-acceptance, self-esteem, teachers

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