

Self-esteem and motivation

They won't care how much you know,
until they know how much you care

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Motivation

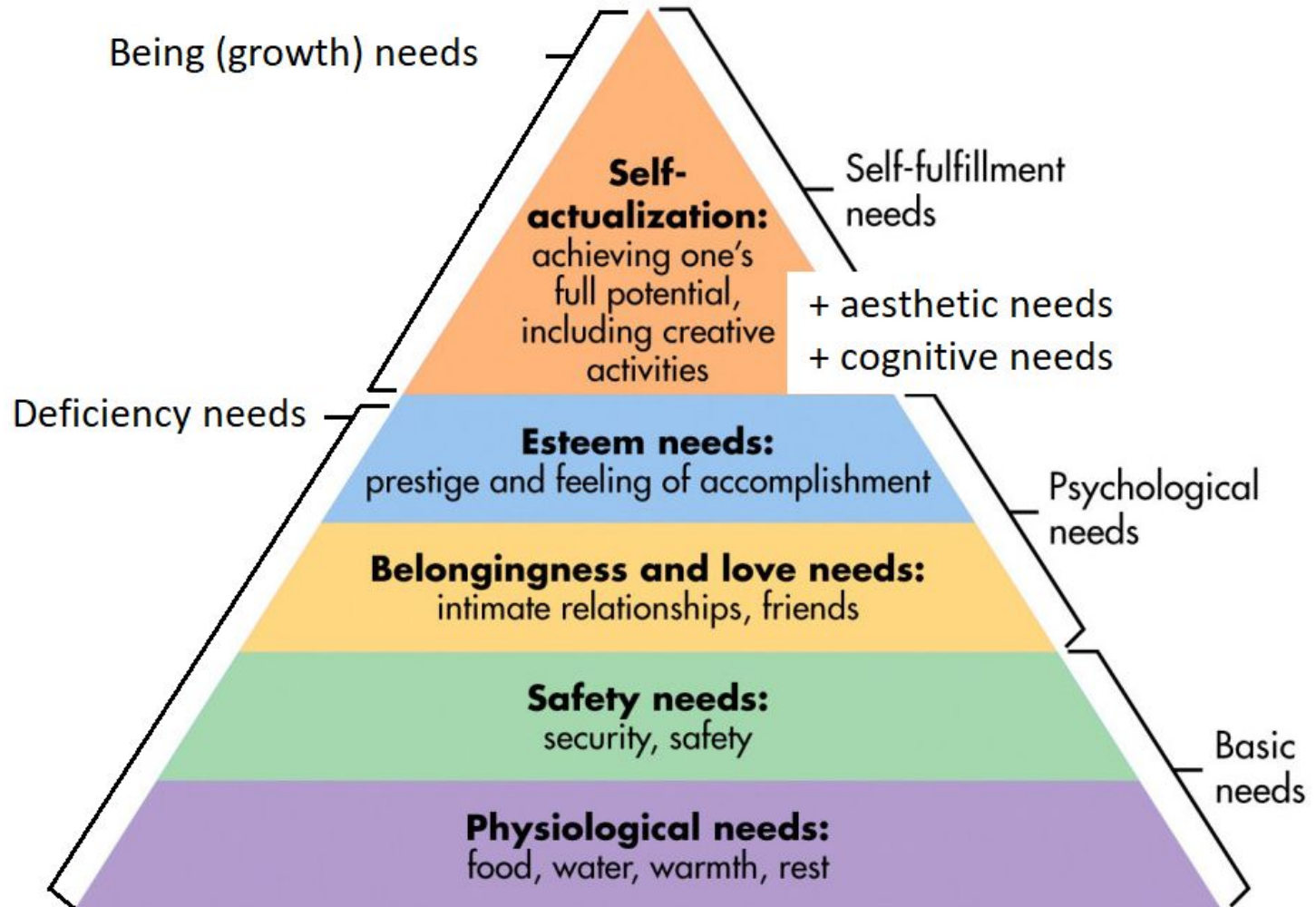
- Intrinsic (internal) and extrinsic (external) + auto-motivation (flow)

External reward vs self-desire

- Positive (pull) and negative (push)

Rewards (pursuing) vs punishments (avoiding)

Maslow's Hierarchy



Teenagers self-image

Consists of:

- *Self-concept* –beliefs about oneself
- *Self-esteem* –evaluation of oneself
- *Ideal self* –idealized version of oneself

Self-image is not always conscious and verbalised!

Origin: internal (goals, dreams) or external (other people assessments)

Self-image is a **mental picture** of oneself.

Created by self-experience and internalization of the judgements of others.



We **compare** ourselves to others and also to our ideal self



The discrepancies determine our **self-esteem**



TEENAGERS

**Tired Of Being Harassed By
Your Stupid Parents?**

ACT NOW!!!

**Move Out. Get A Job.
Pay Your Bills While You Still
Know Everything.**

Adolescence

- Need for **affiliation** – looking for similarities with the group but at the same time
- Need for **individuality**



Intensive changes in teen's self-image

Positive vs negative self-image influences our activity –dreams, goals, actions...

Low self-esteem (self-image)

- Lack of confidence - not believing in themselves
- Avoiding challenges and new activities because assuming failure or quitting
- Blaming oneself and dwelling on one's mistakes
- Criticizing oneself and others, complaining
- Fear of being creative and open
- Blaming others for their own mistakes
- Trouble with focusing and dealing with frustration
- Worrying about everything and doing nothing

- Feeling embarrassed and afraid to be ridiculed
- Low self-efficacy – „I can't do it” – the feeling of lack of influence
- Low self-respect – „I don't deserve to be liked, loved, listened to...”
- Problems with social interactions – bullying, acting out, being a victim, alienation
- Having high, unrealistic expectations of themselves – „I should..., I have to...” - perfectionism
- Paralyzed with self-doubt and self distrust
- More likely to take negative risks

High self-esteem (self-image)

- Confidence and belief in one's abilities
- Courage to take risks and challenges
- Seeing the possibility of success
- Being able to cope with failure and learn from own mistakes
- Not judgmental and critical
- High self-efficacy – „I believe I can”
- Setting goals and striving to reach them
- ...

Self-image problems

- **Situational** – limited to some situations and social context (Public speaking),
- **Characterological** – more stable across different situations, negative self-identity (global)

In adolescence – intensive and often extreme changes of self-identity

❖ We all have self-esteem issues!

Attribution theory

- **Locus of control** - External (situational) / Internal (dispositional)
- **Stability** + Stable / unstable
- **Responsibility** # controllable / uncontrollable
- ✓ **Fundamental attribution error** – dispositional rather than external explanations for behaviour
- ✓ **Learned helplessness** – negative, stable and global attributions, not controllable
- ✓ **Dispositional attributions** – attribute people's behaviors to their personality and ability

What can we do?

- Teachers are important and powerful **role models!**

Recognise your
self-image

It shapes your

ot



Accurate self-image (assessment)

Pathological critic – a negative, judgmental inner voice that puts us down

- Low self-esteem - negative filter
- Anxiety and frustration
 - Problem solving
 - Emotional management
 - Avoidance

- Values – „Shoulds”
- Perfectionism
- **Real self** and **ideal self** relation
- Self-efficacy
- Taking compliments and praising yourself
- **Compassion** – understand, accept, forgive (yourself and others)

How to reinforce self-esteem

1. Appreciation & acceptance
2. Boundaries & rules – safe community
3. Respect their feelings and opinions
4. Give attention – listen and talk, ask and discuss
5. Let them decide – make them responsible
6. Help them to set goals!
7. Recognize their “islands of competence”

8. Praise them a lot – effort not outcome
9. Enhance learning from mistakes – positive rephrasing
10. Don't criticize – give ideas for improvement
11. Help them cope with occasional negative feedback and frustrations
12. Own up to your mistakes – show can you make things right
13. Admit tat you don't know everything
14. Don't be afraid to apologize and concede the point

Praise

- Adults are models for youngsters

They imitate what we **do**, not
what we tell them they **should do!**

- Set an example
 - **Praise yourself!** – say positive things about yourself out loud
 - Teach teenagers to **praise others**
 - Encourage them to **praise themselves!**

Bragging vs self-pride

Bragging

- Compares behaviour **to others**
- Uses superlatives (like best, fastest, most understanding) in comparison to others
- Tends to **belittle** others, or bestow praise on one's self at the expense of others
- Sounds improbable, easy to argue with
- Easy to be phony

Example: I am the fastest runner on the block.

Bragging vs self-pride

Self-Praise

- Compares behavior **to own past performance**
- Uses comparatives (like better, faster, more understanding) in evaluating against one's own past behavior
- Tends to **enhance others** or be mutually supportive
- Sounds believable. Stresses speaker's feelings, therefore, difficult to argue with
- Requires self-disclosure
- **Example:** I can run a mile a whole minute faster this year than last year.