

CHAPTER 02 : SELF-MANAGEMENT FOR THE EDUCATOR

↳ GOOD SELF MANAGEMENT ENHANCES EFFICIENT CLASSROOM MANAGEMENT

ASPECTS OF SELF MANAGEMENT :

- CAREER IN A HOLISTIC WAY.
- APPROACH TO WORK AND WORK OBJECTIVES.
- DEVELOPMENT AS AN EDUCATOR.
- TIME
- ENERGY AND MOTIVATION.

↳ MANAGING YOUR EMOTIONS

DEFINING EMOTIONAL INTELLIGENCE :

- EDUCATOR MUST BE A MATURE PERSON TO BE ABLE TO HANDLE ALL THE EMOTIONAL INVOLVEMENT. POSITIVE EMOTIONS YOU WILL FEEL INCLUDE :

→ BEING FULFILLED

→ CALMNESS.

→ CONFIDENCE

→ SATISFACTION.

→ ENCOURAGEMENT

→ EMPOWERMENT.

→ GRATITUDE.

FEELINGS AS ANGER YOU WILL FEEL :

→ IMPATIENTS

→ ANGUISHED

→ NERVOUSNESS

→ FRUSTRATION.

→ DEPRESSION.

→ IRRITATION.

ACCORDING TO MINNAAR AND DE KOCK 2003; 6 AND WEISINGER 1998: 27 YOU ARE EMOTIONALLY INTELLIGENT EDUCATOR IF:

1. ↳ UNDERSTAND YOUR EMOTIONS.

2. ↳ UNDERSTAND OTHERS BETTER (INCLUDING LEARNERS) BETTER

3. ↳ ON ALL LEVELS AND IN ALL WALKS OF LIFE, BUILD MORE SATISFYING RELATIONSHIPS WITH OTHER PEOPLE.

IT IS CLEAR FROM THE DEFINITION THAT EMOTIONAL INTELLIGENCE IS AN ESSENTIAL SKILL FOR EFFECTIVE CLASSROOM MANAGEMENT AND A INGREDIANT FOR SELF-MANAGEMENT.

IN THE CLASSROOM, EMOTIONAL ILLITERACY CAN LEAD TO THE FOLLOWING:

- POOR DECISION.
- POOR CLASSROOM ATMOSPHERE.
- TOO SLOW OR TOO FAST TEMPO OF WORK.
- LACK OF DISCIPLINE OR TOO STRICT.
- INAPPROPRIATE LEADERSHIP
- LACK OF MOTIVATION.
- DEPRESSION.

EMOTIONAL LITERACY ON THE PART OF AN EDUCATOR WILL BRING THE OPPOSITE OF THE ABOVE AND CAN RESULT IN POSITIVE RESULTS IN THE CLASSROOM (GREGORY & PARRY 2006:11)

- GOOD LOOKING CLASSROOM.
- EXAMPLES OF LEARNERS' WORK DISPLAYED.
- CLASS FULL OF LIGHT.
- ENCOURAGING EDUCATOR.
- TIME FOR LEARNERS TO THINK.
- CONSTRUCTIVE FEEDBACK.

EMOTIONALLY INTELEGENCE EDUCATORS ARE THEREFOR A GREAT ASSET TO THE TEACHING PROFESSION.

↳ STRESS MANAGEMENT

THE FOLLOWING ARE SOME PRINCIPABLES CAUSES OF STRESS:

1. INADEQUIT SALARIES
2. BAD/UNQUALIFIED MANAGENT.
3. STAFF EMPLOYMENT CONDITTONS
4. LACK OF SUBJECT KNOWLEDGE.
5. LARGE CLASSES
6. LACK OF PARENTAL SUPPORT.
7. LACK OF SUPPORT
8. FEELINGS OF DEPRESSION.

(JOSEPH 2000:141; CLIVER & VENTER 2003)

THERE ARE NUMEROUS CONSEQUENCES OF STRESS, BUT THEY CAN BE CATEGORISED: (HARRISS ? HARTMAN 2002:407)

↳ PHYSICAL:

- CARDIOVASCULAR DISORDER.
- GASTROLOGICAL DISORDERS.
- HEADACHES
- PHYSICAL FATIGUE.

↳ PSYCHOLOGICAL:

- ANGER.
- DEPRESSION.
- LOW SELF-ESTEEM.
- CAN NOT CONCENTRATE.

↳ BEHAVIORAL:

- DRUG/ALCOHOL ABUSE.
- OVERREACTING.
- AGGRESSION.
- VANDALISM
- POOR INTERPERSONAL RELATIONSHIPS.

↳ ORGANATIONAL

- TARDINESS
- MISSING DEADLINES
- FORGETTING APPOINTMENTS.
- MAKING MISTAKES.

THERE ARE MANY COPING STRATEGIES FOR HANDLING STRESS.

THE MOST IMPORTANT FIRST STEP IS TO DECIDE WHETHER YOU NEED PROFESSIONAL HELP OR IF SELF-HELP ENOUGH (MINNAAR ?

DE KOCK 2003:54) ACCORDING TO JOSEPH (2000:119-120) YOU SHOULD CONSIDER:

- KEEP POSITIVE SELF-IMAGE
- LEARN TO BE ASSERTIVE
- MAKE TIME AND USE IT WISELY

- IDENTIFY A STRESS-REDUCTION TECHNIQUE THAT WORKS.
- LEARN TO DELEGATE.
- TRY TO SAY NO.
- TRY TO BRING FEELING INTO THE OPEN.
- ENJOY TIME WITH FRIENDS AND FAMILY.
- GET YOUR PRIORITIES STRAIGHT.
- MAKE SPACE AND CREATE TIME FOR ACTION.

ALSO KEEP THE FOLLOWING IN MIND TO REDUCE NEGATIVE STRESS: (DEMARTINI, 2002, 2004, 2006, 2007, 2008, 2009, 2010, 2012.)

- ALIGN ALL ASPECTS OF YOUR JOB TO YOUR VISION AND YOUR VALUES.
- BE THANKFUL FOR BOTH CHALLENGES AND SUPPORT IN YOUR LIFE.
- LOVE YOUR LEARNERS AND PEOPLE YOU WORK WITH FOR WHO THEY ARE.
- LEARN HOW TO DEVELOP SATISFYING RELATIONSHIPS EVERYWHERE IN YOUR LIFE.
- MASTER ART OF REVIEWING YOUR MIND AT ANY GIVING TIME.
- MASTER PERSONAL FINANCIAL MANAGEMENT.

THE ART OF BALANCING YOUR EMOTIONS THROUGH GRATITUDE IS THE KEY FOR HANDLING STRESS IN A VERY PRODUCTIVE WAY. USE THE FOLLOWING TECHNIQUES:

(SHARMAN, 1995:201-214)

- ELIMINATE OR MODIFY STRESSORS
- ALTER YOUR PERCEPTIONS OF STRESSORS.
- CHANGE YOUR OWN STRESS-PRODUCING BEHAVIOR:
 - ALTER ASPECTS OF YOUR LIFESTYLE
 - REGULARLY PRACTICE RELAXATION TECHNIQUES
 - AIR YOUR CONCERNS IN A SUPPORTIVE ENVIRONMENT.

UNFORTUNATE, AS AN EDUCATOR YOU WILL ALWAYS EXPERIENCE NEGATIVE STRESS. EFFECTIVE SELF MANAGEMENT AND MANAGING STRESS ARE CLOSELY RELATED.

↳ ANGER MANAGEMENT:

WHEN FACED WITH FRUSTRATING OR ANGER-PRODUCING SITUATION, ONE CAN EITHER AVOID THE SITUATION, DEAL WITH THE SITUATION DESTRUCTIVELY OR CHANGE ONE'S ATTITUDE (MINNAAR ? DE KOCK 2002: 84)

THE FOLLOWING IS A LIST OF NEGATIVE BEHAVIORS THAT MAY BE DISPLAYED BY EDUCATORS TO DEAL WITH THEIR ANGER:

- PHYSICALLY ASSULTING LEARNERS
- ABUSING LEARNERS
- HOLDING GRUDGES.
- ENGAGING IN VENGEFUL THOUGHTS AND BEHAVIOR.
- MAKING SARCASTIC REMARKS.
- SULKING
- FEELING DEPRESSED.

EDUCATORS CAN DEAL WITH ANGER IN A CONSTRUCTIVE WAY (MINNAAR ? DE KOCK 2002: 86-87)

- BECOMMING AWARE OF THEIR ANGER.
- CONSULTING LIST OF CALMING THOUGHTS.
- ACCEPTING THAT THEY ALONE CAN MANAGE THEIR THOUGHTS, EMOTION AND BEHAVIOR
- HANDLING IT IN A APPROPRIATE WAY.
- CHOOSING TO PAUSE AND SELECT A CONSTRUCTIVE WAY OF DEALING WITH THEIR ANGER.

THE CRUX OF THE MATTER IS: IF ONE WANTS TO DEAL WITH MATTERS INVOLVING EMOTIONS (LIKE ANGER) TO GROW IN EMOTIONAL INTELEGENCE

↳ MANAGEMENT OF CONFLICT AND BECOMMING ASSERTIVE

AN EMOTIONALLY INTELEAGENT EDUCATOR WILL BE IN THE BEST POSITION TO HANDLE CONFLICT IN A MATURE WAY, AS EMOTIONS CAN FLARE UP ESIALY IN CONFLICT SITUATIONS WHEN ONE ALOWS ONESELF TO BE DRAGGED INTO A NEGATIVE EMOTIONAL STATE IN CONFLICT, ONE LOOSES ONE'S RATIONAL BRAIN-FUNCTIONS ABILITY AND CANNOT HANDLE CONFLICT CONSTRUCTIVELY (LOTTER, 2005-2012)

THE STEPS THAT CAN BE FOLLOWED IN A PROBLEM SOLVING APPROACH :

- DEFINE THE MATTER THAT YOU NEED TO TAKE A DECISION ON THE PROBLEM THAT YOU NEED TO SOLVE.
- GATHER THE TYPE OF INFORMATION THAT WILL ASSIST YOU TO UNDERSTAND THE MATTER
- WEIGH UP SOLUTIONS.
- CHOOSE BEST ALTERNATIVE AND IMPLEMENT
- EVALUATE. (VAN DER MERWE: 2013 76-78, KRUGER

VAN SCHALKWYK 1997: 54-55, VAN DEVENTER: KRUGER 2003: 98-99)