GUIDELINES FOR EFFECTIVE PRAISE

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Praise is an example of rewards use by a teacher in a classroom. It is considered as a powerful motivating tool because it allows the teacher to encourage different aspects of student production or output. It condition pupils to respond positively to tasks. The power of praise in changing student behavior is that it both indicates teacher approval and informs the student about how the praised academic performance or behavior conforms to teacher expectations. As with any potential classroom reinforcement, it has the ability to improve student academic and behavioral performance—but only if the student finds it reinforcing. Studies show that praise can encourage pupils in many positive ways.

1. Encourage pupils to appreciate their accomplishments for the effort they expend and their gratification.
2. Helps pupils to better appreciate their thinking, problem-solving and performance.
3. It provides information to students about their skills or competence and the value of their accomplishments.
4. Gives a genuine effort, progress or accomplishment which is judged according to standards appropriate to individuals.
5. Attributes pupils’ success to effort and ability, implying that similar successes can be expected in the future.
6. Delivered contingently upon the pupils’ performance of desirable behaviors or genuine accomplishment.
References: