POSITIVE DISCIPLINE AN APPROACH

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Pupils’ discipline is one of the teachers’ plights mainly because pupils’ attitudes are becoming worst at present. Most of the pupils are not afraid to their teachers anymore because they knew already their rights and considering that teachers today are more cautious and careful in implementing discipline in the classroom. In reference to the provision of the Department of Education on the Department order No. 40 S. 2012 which prohibits the use of corporal punishment and promoting the use of positive discipline.

Execution of corporal punishment is forbidden to any teacher which includes not only the physical force used and intended to cause pain and discomfort but also non-physical forms such as belittling, humiliating, threatening, scaring and ridiculing a child which is mainly the main objective of the DepEd on employing the positive discipline in teaching both in private and public schools which aims on putting an end on the practice of corporal punishment and other types of punishment that may degrade the child’s emotion.

Based on the research, during the past years, 80 to 98% of the children experienced corporal punishment in their homes which is associated with lower self-esteem and poorer academic success. That is why in the Philippines, the DepEd now supports those prohibition on corporal punishment.

Teachers are more permissive in reinforcing positive discipline in everyday teaching which includes setting goals in learning and finding constructive solutions to the challenging situation that will respect the child’s development level, the right to preserve dignity and integrity and to participate fully in their learning.
This approach includes identifying long term goals, creating warmth school and classroom environment to structure pupil’s need to succeed academically and behaviorally, understanding the child development, addressing individual differences that children are not all alike that they come from different homes, different cultures and personalities, talents, temperaments and abilities that may affect their performance and behavior as well, through understanding this methodology teachers can make a difference in the on their success and failure in school.

Upon responding on positive discipline, the child’s strength and weaknesses teachers can attend to solving problems in the common classroom challenges such as absenteeism, tardiness, refraining from doing assignments, rudeness, fighting, disruptive behavior and other types of manners that may intervene on their learning.

Instead of scolding, punishing, humiliating, shouting, getting angry or instead of telling them that they will fail, why not be calm, understand them by talking them privately, listen and acknowledge their feelings and opinions, express concern to them, support them and explain their mistakes heartily, let them explain what happened and try to cope on to their needs.

Practicing positive discipline is a holistic approach with young people. It seems difficult beforehand, but it may help a lot in the lives of the learners. Interacting with them develops respect, care and life long terms which will serve a great investment and a legacy on the teachers’ job. Remember that it is a continuous process which requires commitment and attending to the child’s rights and be treated with respect.
Reference:

https://www.scribd.com/.../Positive-Discipline-in-Everyday-Teaching-A-
Primer-for-Fil...

Department of Education

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