PRAISING STUDENTS’ SMALL ACHIEVEMENTS CREATE A MILESTONE IN THEIR LIVES

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Every day the teacher handles classes where students exhibit varied behaviors, capacities, and skills. One student may be very good at making posters while another is an excellent writer. The other one may be a good debater while another is a good team leader. The teacher may notice these aspects and acknowledge them every time they are manifested. However, most of the time the teacher sees great efforts of students, mostly during contests and school programs, but what about small efforts made by the students? Do they get enough attention to be praised?

Most often than not, they are neglected. This makes the students feel insecure and neglected as well. Having efforts that are dismissed or unnoticed will make them realize that they are not welcome to let alone considered as a member of the class. This is bad for the student. This creates a feeling of being unwanted or disregarded, even set aside. This, in turn, makes them unwanted which pushes them to do mischiefs and troubles. Can we do something to prevent this from happening?

The teacher must be sensitive to the efforts of the students. There must be a fair treatment of the execution of tasks in the classroom and acknowledgments must not always be a focus on a single student or on a specific group of students. Praises must be given to all, and by all, it means even the smallest efforts are appreciated and gratitude is expressed.

To do this, the teacher must have faith in the ability of all students to perform tasks and not just making one or two students do all that is needed to be done inside the classroom.
The teacher must give equal opportunities to all students to have their share of responsibilities and display of talents within the class.

Once that the students are able to show their individual ability in executing tasks, let praises fall like rain. Choose enlightening words and encouragements to make sure that the efforts are very much appreciated and they deserve such acknowledgments. Be careful in choosing words to give because not all students are able to get the meaning or understand what you intend to say. Some may have misconceptions about your proclamations of happiness to their jobs that instead of feeling happy they feel humiliated.

Finally, be honest with them. If the performance they have is good, then tell them that it is good. Then ask them how the tasks can be done better in another way they can think of. By that way, the student still has his/her reputation intact even if he/she received some sort of correction or advice.

By praising students’ achievements, either they are small or on a large scale is proven to have an impact on their lives. A wrong choice of words or a praise not properly expressed can either make or break a student's heart. The teacher can be a pushing force for them to reach greater heights or a pulling force pinning them down.

 References: