STEPS ON UNDERSTANDING PUPIL’S BEHAVIOR THROUGH INNER-CHILD PSYCHOLOGY

by:

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Behavior-related problems are the common complain among teachers in basic education. It is a common scenario for the classroom to hear teachers protesting onto the untoward conduct of the pupils both verbal and action. The issue has been a novelty topic among teachers. Oftentimes, they tend compare their previous experiences about their old pupils to what they have in the present. However, they fail to search for solution on how to help students with those sorts of behaviors. It is tantamount to say that this cannot be just responded with pathetic action like yelling, shouting, mocking or even punishment. Nonetheless, this can be addressed properly by "going into the deep" on the problem as it unveils the real problem. Therefore, there is a need for teachers to be equipped and geared with different psychological strategies and techniques on how to process those kinds of behavior. One of this measure is the application of Inner-Child Psychology in the classroom.

Inner child psychology is not new to the field of education. Since it was established, many of the educators in the 21st century have applied it as an effective measure in helping out learners with behavioral problems. This psychological concept is defined as childlike aspect or the suffering child within (Hanh. 2011). This has been a major psychological tool to identify the source of the problem not on the problem in itself. On this method, full grasp of problem, its source of problem and the processes in order to help those pupils with behavior related problems. Hence, behavioral related problems and alike are just an effect of an internal turmoil happening within.
Inner child psychology, everything that a human being is doing or acting is just a matter of influences within the “self”. This can be a traumatic experience or some sort of problem that keeps haunting the present behavior. Teachers need to be keen of those aspects in relation to their pupils. There should be a psychological reservation that a pupil does unpleasing and untoward behavior because he or she is suffering from a psychological turmoil within. Therefore, helping out students with such kind of behavior cannot be amended by just trying to suppressing the action or immediately reacting on the situation but on through a process -inner child.

The prime objective in the inner child process is to identify the source of the untoward behavior. Explicitly knowing it requires a personal encounter with the pupil. Therefore, the first step is to "enter to the life of the pupil". Teachers are expected to be the second parents of the learners in the classroom. Their role as second parents starts and ends on parental relationship that exist between student and teacher. Entering the lives means to allow pupils to feel the sense of belongingness and security. Despite of individual differences, the pupil needs to realize and feel that everybody is accepted, and nobody is neglect. Nonetheless, pupils will not allow anybody to enter to their lives and personal experience unless love and trust are felt. This is too ideal but real. Hence, this leads to a more open, genuine and honest answer as "inner child" is determined.

After entering to the lives of the pupils, “informal investigation follows". However, this should not be done in a drastic manner but on childlike manner in the proper time, place and opportunity. Personal intuition is the best tool in determining these three (3). It may sound too subjective but on this part, it is more reliable than objective. It is because nobody really can tell when is the proper time, place and opportunity. It happens in unexpected time, manner and situation. Means can be in a form of art work or something related and enjoyable to the pupils. Interviews can be done but on an unconventional manner. Children feel annoyed if an adult tries to ask many questions. Everything should appear in a playful manner and avoid solicited and categorical
questions. This will not help because information will be self-directed and unsubstantial.

After knowing the inner-child influences that affects the behavior of the student, it is to where "understanding the situation" takes place. To understand the situation and influences of untoward behavior confirms that emotionally driven reaction will not help to amend the behavior of the student. Those reactions will just add to the pile of turmoil in the inner-self of the student. Likewise, it offers also the opportunity to have an affirmative counter reaction on the negative experiences. If the parents always reprimand the pupil in the public, then you will not do the same.

The last step is to "build positive experiences". Good and positive experiences are manifested through good behavior. If a child is filled with happy experiences, he or she will perform well in the classroom and will relate with others nicely. Teachers ought to make every stay of the pupil in the classroom the best one. Pupils need to feel that their classroom is a safe haven for them to stay and to enjoy learning. In this way, they will forget negative experiences as the positive one covers and surpasses those negative portions of their lives. This positivity in the present experience would help to divert negative experiences to a positive one. Thus, teacher will help to build up new and good experiences to the pupil.

It is a great challenge for the teachers to handle untoward behaviors of the pupils. Inner child psychology offers a different way of understanding this action. Hence, it does not stereotype actions objectively but as an effect of psychological turmoil due to bad and negative experiences. And in order to address this kind of problem, teachers should enter to the lives of the pupils, perform informal investigation, understand the situation and rebuild using positive experience. On this way, there will be better-behaved students and discipline will be imposed.
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