

Student Praise on Behavior and the Effects on Classroom Management

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Purpose of the Study

Classroom management strategies revolve around the same goal: having students engage in lessons with appropriate behavior. When students are positively acknowledged for consistent effort, strong work, and doing the appropriate task, they tend to stay on track with this attitude. When other students witness the positive acknowledgement, they learn that they can also be recognized for following instructions. When using positive praise in place of condemning negative behaviors, students are focused on what they should be doing instead of what not to do. The purpose of this research was to study how positive student praise affects classroom environments when used as a classroom management strategy.

Methodology

Web-based surveys were emailed via Google Forms to see if K-8 teachers are using student praise on behavior as a classroom management strategy. Classroom observations were then conducted to see how student praise is implemented, and what effects it has on the classroom environment. Finally, students were surveyed to see if students recognize praise and are welcome to it.

- Web-based Surveys
- Classroom Observations

Research Questions

1. Does specific student praise on behavior increase student engagement and learning when used as a classroom management strategy?
2. Does student praise directly affect learning in the classroom environment?

Hypothesis

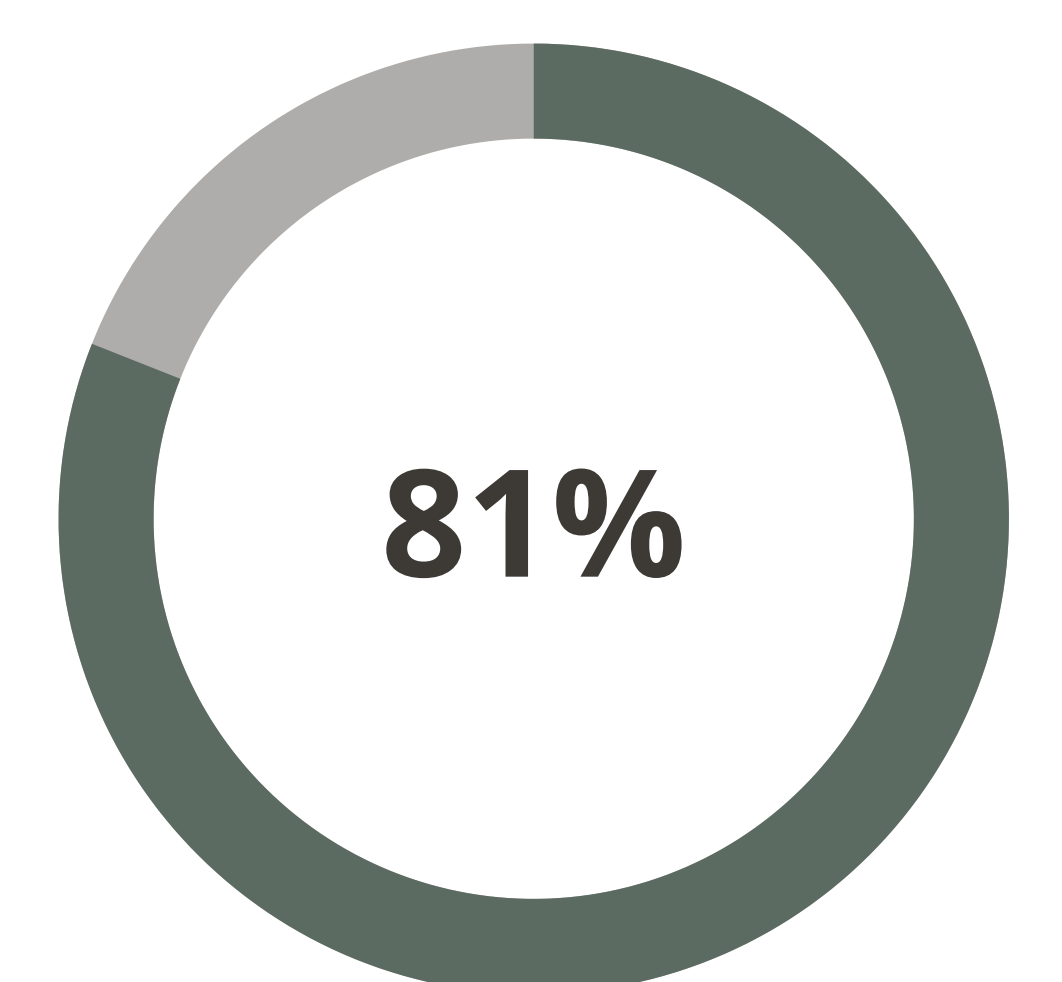
Student praise that is specific to behavior will show a positive result in the classroom environment when used as a classroom management strategy.



Results

Data suggests that:

- Teachers unknowingly focus on disruptions more than appropriate student behavior.
- When teachers implement student praise, students recognize this and adjust behaviors.
- Students want to be praised and recognized for their appropriate behavior.



Out of 44 students surveyed, 36 students recognize and desire praise.