

FOSTERING POSITIVE BEHAVIOR FOR ACADEMIC DEVELOPMENT IN SENIOR HIGH SCHOOL

by:

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Do you sometimes wonder why some of the students learn so quickly and others just don't catch on or learn? Why do some semesters go well and others better? Attitude and behavior are major factors in being successful in senior high school. But what actions do teachers and schools take to instill good behaviors in children, such as enjoying learning, cooperating with one another, and performing well? It is not laws alone when you teach good behavior to the students; it is also preparing the students with habits and attitudes most conducive to the long term.

To make a good classroom, you must be together, be consistent, and take one another seriously. Having students help you in creating classroom rules and morning/day routines so they feel like it's their room and they are here. Respect is built by mentoring and shared leadership. Experiential interactive learning invests in learners, and they are available and less likely to misbehave because whatever it is that they are engaged in somehow relates to the outside world. They enjoy themselves, and they wish to do better when praised. Identification of student needs, strengths, and interests is most critical in establishing genuine relationships. It requires empathy and trust, a platform on which to establish genuine learning. This attention is also supported by well-executed positive behavioral interventions, such as where teachers can respond to behavior as a form of communication that needs to be interpreted and not as behavior to be altered.

Everything is communication, and instead of correcting, teachers can respond with compassion if they know what the child needs. Teachers educate children's social, emotional, and academic growth through communication with teachers, parents, and

other support staff. Teachers are exercising care, patience, and kindness, and school is a caring, respectful, and secure place to be for children. It's not only a good school; it's not only a school. It's teaching the heart, and it's teaching the mind. Firmly set rules, consistent discussion about what is right, and repeated resolution of problems give the children security and dignity.

Support and encouragement build self-esteem and talking about getting better rather than being bad promotes learning. They can do better and remain strong by learning to get past obstacles, accepting other individuals, and learning self-care. That helps them in all sorts of different ways beyond school coursework. Individual counseling is extremely necessary because everyone learns differently. If teachers believe that each child has both strengths and special needs, then they can provide services aimed at the individual needs of each of them—e.g., goal setting, counseling, or facilitation—sequenced so as to be able to lead each child to his or her highest potential. Besides what they learn, they develop life skills such as responsibility, perseverance, and a growth attitude when instruction and behavior services are blended. It is indeed a question of an effective pupil-teacher relationship. Pupils' confidence can be built by teachers learning about pupils as individuals, e.g., attitude, feelings, and grades.

This trust generates interaction and engagement.

Schools can have classes where kids not only read but also listen and watch and are encouraged to be whatever they want to be when being respectful, punctual, and a team player.

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