



Strategies for Inculcation of Positive Attitude Among Students and Teachers in Winning Over Heterogeneity

Dr. Monika Singh¹

ABSTRACT

Education is considered a significant element for promoting long term assimilation processes, it helps the learners to attain skills that will lead them to enter the employment, along with making the learners trained for jobs education also plays a vital role in shaping the outlook and character of the learner. This paper is an effort to study the various strategies that can be adopted for developing a positive attitude among the teachers as well the students to succeed over heterogeneity. A teacher can adopt strategies which are precise to instruction considering the background of the students and classroom situations or even to the teaching of any subject. These motivational strategies either can be derived from individual experience or formulated from the research findings. Through this article the author is trying to discuss methods and strategies so that practitioners may use these to help students to infuse behaviours that will help successful adjustment. Positive attitude towards heterogeneity are few instructional approaches that teach these skills and processes and will embrace accomplishment, a focus on strengths rather than a concern with weakness.

Keywords: *Integration, positive attitude, heterogeneity, motivational strategies, practitioners.*

1. INTRODUCTION

A positive attitude helps you to explore new learning opportunities in life. Along with physical benefits positive thinking has numerous psychological, emotional, and physical benefits. The learner's goal setting, abilities to solve day to day problems related to learning and personal, beliefs towards learning, inner and external motivation towards learning all are reliant on the attitude hence, the positive attitude can support students to cope with anxiety augment students in general happiness and even boost up their immune system. Various studies also have said that optimistic thinking can influence a student's potential to solve problems and learn new things. In order to grasp, focus on tasks positive thinking assist students to feel more stress-free and happier. This positive attitude is vital for learner's success and therefore teachers must encourage and create a positive learning atmosphere to make certain that their

classrooms are places where students will feel occupied and supported.

Many motivational strategies based on the individual learning styles of the learners are advocated in studies conducted in the past that helps in raising the learners approach also the studies show that the most successful educational strategies are those that adhere to their vital role. Few studies also recommend the use of technology-rich environments to motivate students for increased achievement in all subject areas, to make the most of popular culture in the classroom to enhance student motivation. The degree of homogeneity and heterogeneity among schools affects the comprehensiveness and inclusiveness of the school system and the type and scope of classroom interaction. The main objective of a classroom is to reinterpret new educational challenges and expectations that exist in the society as it is considered to be a essential and psychological space where group of individuals having different experiences and backgrounds, knowledge and expectations live together. Also it is very essential to determine the degree of school homogeneity or heterogeneity which emerge as very relevant, also since it determine the degree of multiplicity related to classroom interactions. In schools some of the notable differences in terms of heterogeneity and homogeneity of the students can be seen. Certain researches also contrast school homogeneity with heterogeneity and suggest that school severance is correlated to discrepancy admittance to the various educational resources. Some other studies also focus on how this discrepancy impact the educational performance, the socialization process through classroom interaction at both the teacher students and between the student –student levels, the school segregation through its effect on classroom diversity.

2. CONCEPT OF HETEROGENEITY

The meaning if heterogeneity in education can be explained with the help of the below mentioned points:

- i. The difference in terms of resources, governance and goals.

¹ Assistant Professor, Department of Education, Maharaja Surajmal Institute, Affiliated to Guru Gobind Singh Indraprastha University, New Delhi

- ii. Diversity among the learners on the basis of language , needs.
- iii. Heterogeneity in a classroom means consisting of people from lots of diverse background would be considered having the feature of heterogeneity.
- iv. Heterogeneity is the state of being different in character or content.
- v. It is the practice of teaching children of diverse ages and capability level jointly in the same classroom, without isolating them or the curriculum
- vi. It also deals with the different preconditions of the learners.



Fig 1. Significance of a Positive mindset in the learners:

As compared to the heterogeneous groups the homogenous ones require more planning of a lesson much more work which can overload the teachers in organising and giving lessons with a view to heterogeneity. The individual needs of the learners can be covered by learning the different learning needs which can be done by studying the concept of heterogeneity in education.

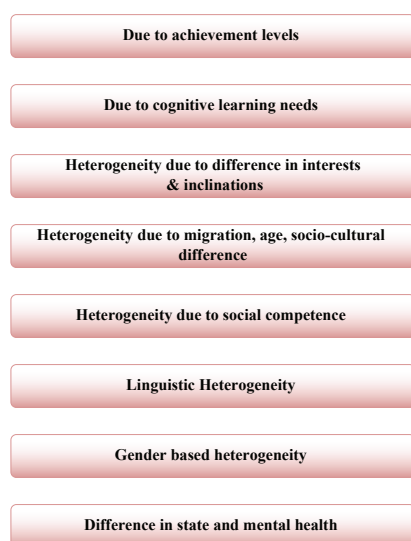


Fig 2: The heterogeneity has various categories which are as follows: -

Both the two terms heterogeneity and homogeneity are present in the learners as there are similarities and diversities both that can be seen in a classroom in terms of a range of backgrounds like social background, achievement, personal interests and gender. Solely considering only heterogeneity in the learning groups as compared to homogeneity in unrealistic. Both these concepts are like two sides of the same coin. One cannot continue to exist without the other.

1.1 COPING WITH VARIETY OF STUDENT LEARNERS VERSUS STRUCTURING OUR TEACHING AND LEARNING AROUND HETEROGENEITY:

The concept of heterogeneity of student groups must be considered not only be a focus of individual lecturers, but it must also be considered from an overall training viewpoint. If noteworthy differences lay on the line, the attainment of the course competencies or study programme competencies, you should raise your concerns within the programme in order to take some needed measures to better deal with the heterogeneity. One can also impact by addressing as many learners as possible as an educator by making use of **altering content, teaching activities and learning materials**.

2.2 SOME OF THE STRATEGIES TO INCULCATE POSITIVE ATTITUDE AMONG THE LEARNERS TO WIN OVER HETEROGENEITY ARE AS FOLLOWS:

1. **Variation in teaching activities:** As an educator one can think about the diverse learning material suitable for the individual difference among the learners, hence variation in the teaching activities can be adopted as these methods have the benefit that students are given an opportunity to attain certain content at their own pace. Accordingly one must, think cautiously about which material is suitable for students to go through autonomously in advance and which should be dealt with in class. Some of the options are Blended learning or flipped classroom.
2. **Variation in content:** Students get the opportunity to obtain additional explanation and recapitulation or in depth extension and analysis of the content. Hence a common supply of learning materials and learning activities containing the basic learning material should be made available for the learners.
3. **Variation in learning materials and media:** For achieving the course competencies it is essential to mix up the learning material and also make it clear what content and materials are needed for accomplishment of your course unit, and the requirement of the additional content and materials intended for extension or more in-depth learning. Some of the variations in the content and media can be using a video or knowledge clip for giving theoretical instructions, a power point presentation can also be a good alternative for clarification of the overall structure of your lecture along with giving extra or

provide a list of articles for supplementary reading by taking into account students learning styles, attention spans and intelligences..

4. Equal status participation
5. Groupwork : Not all students need to be doing the same thing at the same time hence group work is an alternative.
6. Well documented instructional strategy
7. Formation of proper groups on the basis of maturity in terms of age, male or female, social class, racial or ethnic background & disability.
8. Providing appropriate challenges, secure environments, opportunities to explore ideas and gain mastery.
9. Learning extension by designing homework to extend the individual's understanding and application of the gained knowledge to develop their skill level.
10. Making use of various assessment options: portfolios, authentic problems to solve, oral presentations, and tests.
11. Using active learning techniques that helps students to develop cognitive and elevated opinion. Students are occupied with the material, participate in the class, and collaborate with each other.

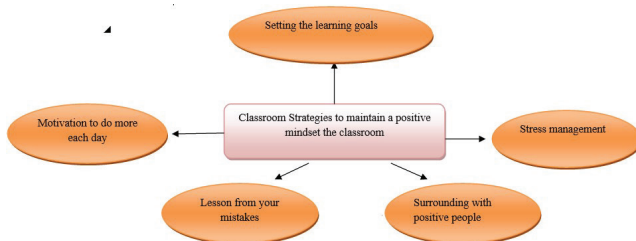


Fig 3: Some of the tips to maintain a positive attitude and mindset in the classroom

2.3 INCULCATION OF POSITIVE ATTITUDE AMONG TEACHERS IN WINNING OVER HETEROGENEITY

The state of mind is what is known as enthusiasm and the impact of a teacher's attitude and enthusiasm have an impact on the students in the classroom since it inspires action and is the most transmittable of all emotions. Another aspect that lays a deep impact on the learners is the attitude of the teacher which is the key determinant of the overall quality of education and also is the most consistent theme that determines the equity and social justice in the classroom, this will help the teachers to believe that learning equity and access means that all students can learn and can achieve their dream. The considerable role played towards inclusion and implementation of different strategies that helps to win over heterogeneity also relies on the positive mindset and positive teacher attitude for their learners. Teachers' attitudes are essential elements in professional competence "Baumert and Kunter, 2006". According to Olson and Fazio, 2009 attitudes are assumed to influence judgements as well as behaviour. For effective learning and attaining the objectives of teaching and learning a positive attitude plays a very crucial role as

discussed in various studies. Maintaining positivity will make you more receptive to new thoughts and ideas and will ultimately make you learn new things. As much as possible the negative thoughts should not be allowed to alter your mood and thus interfere with the learning process this will facilitate you to keep yourself stimulated towards achieving your goals – be it academics or professional goals.

3.1 POSITIVE ATTITUDE TOWARDS TEACHING LEARNING CAN BE ACHIEVED BY FOLLOWING SOME SIMPLE STEPS.

- i. The new opportunities should be explored related to learn about new things, such initiatives should be taken time to time.
- ii. New skills and competencies can be improvised by trying to take up new challenges that will give you the essential exposure required in the field of teaching and learning.
- iii. In order to make it possible to concentrate and achieve your goals or learning purposes all sorts of distractions and disturbances psychological and academic ones needs to be avoided at all costs.
- iv. Stress management is also one good option if positive attitude and anxiety is to be maintained so that learning takes place effectively.
- v. The classroom engagement and cooperation inside the classroom can be enhanced by maintaining healthy and Positive teacher-student relationships
- vi. A cooperative mode of teaching can be beneficial for promoting children's development which would in turn help in fostering school performance, for ensuring this teachers can play an active role to promote in school a very positive and healthy relationship and for this teachers should put into exercise a supportive approach of teaching, act as societal referents for their students performance and keep them away from unconstructive criticism in the form of feedback to prevent further denial of the already aggressive rejected learners.

CONCLUSION

The role models to reinforce and lay the foundation of heterogeneity are the teachers. In today's modern times a large number of the learners are having a much larger issue of equity within education, negative attitude, stress and anxiety, therefore the role of teachers in developing positive attitude towards winning heterogeneity in the learners as well as the teachers is essentially required and accordingly has to provide problem-solving strategies from the very foundation stage so that students can realize their problems or situations. Teachers need to better prepare for students' learning behaviour, who are in search of knowledge and contribute in other learning opportunities in many fields of their learning and social responsibility. Proper support from teachers can improve significantly the learning challenges; as long as they come within reach of diverse teaching and stimulate their students to learn and engaging them constructively will always keep children in positive attitude through a long period of time. Moreover Faculty requires extensive training

to handle active learning classes and deliver differentiated teaching in the same classroom. Utilizing time effectively is the key to the success of these strategies also to develop positive attitude among the learners.

REFERENCES

- [1]. Alexander, Karl L and Aaron M Pallas. 1985. "School Sector and Cognitive Performance: When is a Little a Little?" *Sociology of Education* 58(April):115–128.
- [2]. Bartolome, Lilia I., *The Misteaching of Academic Discourses. The Politics of Language in the Classroom*, Westview Press. Understanding Academic Discourses pp 1-15
- [3]. Bonwell, C.C. and J. A. Eison. 1991. Active Learning: Creating Excitement in the Classroom. (ASHE-ERIC Higher Education Report No. 1, 1991) Washington, D.C.: George Washington University Clearinghouse on Higher Education
- [4]. Coleman, James Samuel and Thomas Hoffer. 1987. Public and Private Schools. The Impact of Communities (New York, NY: Basic Books).
- [5]. Cotton, Kathleen. 1996. "School Size, School Climate, and Student Performance." U.S. Department of Education, National Center for Education Statistics.
- [6]. Cohen, Elizabeth G. 1994. *Designing groupwork: Strategies for heterogeneous classrooms*, NY. Teachers College Press, Chapter 5
- [7]. Cohen, E.G. and Lotan, R.A., 1995. Producing equal status interaction in the heterogeneous classroom, *American Educational Research Journal*, 32, 99-120.
- [8]. Elizabeth G. Cohen, 1994, *Designing groupwork: Strategies for heterogeneous classrooms*, NY. Teachers College Press, Chapter 9
- [9]. Fradd, Sandra H. and Lee, Okhee, Teachers' Roles in Promoting Science Inquiry with Students from Diverse Language Backgrounds, *Educational Researcher*, Aug. Sept. 1999, pp. 14-20
- [10]. Gardner, Howard. November 1995, Reflections on multiple intelligences, *Phi Delta Kappan*, pp. 200-209
- [11]. Heterogeneous vs. homogeneous grouping: What's the best way to group students? Timothy Mugabi September 11, 2019
- [12]. Lotan, Rachel A. 1997. Principles of a principled curriculum, in Cohen and Lotan (Eds.) *Working for equity in heterogeneous classrooms: Sociological theory in action*. NY: Teachers College Press.
- [13]. Morgan, Stephen L. 2001. "Counterfactuals, Causal Effect Heterogeneity, and the Catholic School Effect on Learning." *Sociology of Education* 74(October):341–374.
- [14]. Shulman, Lotan, and Whitcomb (Eds.), 1998. *Groupwork in Diverse Classrooms: A Casebook for Educators*, New York: Teachers College Press

E-RESOURCES

1. <https://onderwijstips.ugent.be/en/tips/heterogene-studentengroepen-hoe-ga-je-daarmee-om/>
2. https://www.caisca.org/event_info/205/136_strategiesformanagingaheterogeneousclassroom.pdf
3. <https://www.frontiersin.org/articles/10.3389/fpsyg.2019.02832/full>
4. <https://bidyapatibedstudy.files.wordpress.com/2021/03/role-of-teachers-in-developing-positive-attitude-towards-opposite-gender.pdf>