CELEBRATION OF VARIABILITY

by:
Giniely V. Carreon
Teacher III, Mariveles National High School - Cabcaben

I am frustrated with the student’s assessment result on their task. It was hard for me to accept what went misleading in the activities provided. I was pretty confident that I was able to execute the lesson and transit that to students very well. Some students got high scores while others did not. Some performed outstandingly, while others performed poorly. Henceforth, what I did was to reflect. Then something hit me very hard. I finally know what went wrong. The main answer to my question is individual difference.

Individual differences are pertaining to the extent and kinds of variability among individuals on some of the significant psychological qualities, subjective characteristics, mental and affective components. According to Geher (2018), difference in personality traits is one of the central modes that human uniqueness is expressed. It has relevant characteristics which define our character as a human being and has been an effective tool to portray and foretell human action.

Most sections in public schools especially on regular sections are heterogeneous. We teachers don’t have the right and capacity to choose who our students might be. We can’t even choose what section we are going to handle. Synonymously, we just teach students with all our ability regardless of their individual differences.

So what should be done? Many scholars have tried to investigate the best way to handle individual differences inside the class. Some suggested make a background check, employ differentiated activities, utilize effective motivational activities and know the individual intelligence of the students. Provided so, I have no objections. Since teachers
deal with diverse students, there is nothing wrong and nothing to lose utilizing diverse suggestions.

But above all these, the best technique to compliment the mentioned strategies are the teachers’ profound love and understanding towards his/her pupils. As the propeller of the educative wheel, we have to maneuver the classroom activities into a fruitful one. We must facilitate classroom tasks that are indispensable to all despite the student’s diversity. Indeed, celebration of one’s uniqueness, individuality and variability must be catered and celebrated inside the four corners of all classrooms.

References: