DIVERSITY ISSUES IN TODAY'S CLASSROOM: PROBLEMS & PROSPECT

Jibolata Naorem

Abstract

Most of the society's in the world are multicultural and diversity in nature. Our world itself is a multicultural and diversity world. On the one hand, our school is also diversity and multicultural in nature. This time teacher plays an important role. The present paper found out teachers views towards diversity and multicultural issues in today's classroom and school environment. Teacher must manage these issues in a peaceful way then it will be helping in bringing a peaceful world.

INTRODUCTION

Diversity and multicultural are the natures of our world. That's why our school environment is also diversity and multicultural in nature.

Meaning of diversity issue in classroom: Traditionally, diversity has applied to racial/ethnic and gender issues. Today, the definition of diversity has been enlarged to include many other groups including individuals with disabilities.

Some groups you may find in your classroom who would be considered diverse are:

1. Individuals with disabilities, such as learning disabilities, like dyslexia; diabetes; chronic pain; or attention deficit and hyperactivity (ADHD), among others.

2. Students with psychiatric or other cognitive disabilities.

3. Students with visible disabilities, such as using an ambulatory aids, like a wheelchair, crutches; or who are blind or vision impaired.

* Students who are deaf or have a hearing impairment.

* Students with long-lasting conditions, such as AIDS or being HIV positive.

* Students who have impacts from previous illness or disabilities like post- polio syndrome.

* Non-traditional students, such as single mothers.

* Culturally and Linguistically Diverse (CLD) students, such as those whose first language is not English, or who have diverse cultural backgrounds, such as being from a matriarchal society.

* Older students who are enrolling in educational settings after spending a lifetime working.

As more students from various backgrounds gain access to educational settings, increased diversity in the classroom will become apparent. It will become necessary for faculty to learn skills, such as Universal Design for Instruction (VDI) to meet the needs of a diverse student body and to assist students to be successful in their post secondary experiences. [Diversity in the classroom] (www.ist.hawaii.Edu/…/Brief 1- Diversity. d....)

Multiculturalism (or ethnic diversity) relates to communities containing multiple cultures. The term is used in two broad ways, either descriptively or normatively (Heywood, 2000). As a descriptive term, it usually refers to the simple fact of cultural diversity: it is generally applied to the demographic make-up of a specific place, sometimes at the organizational level, eg, school, business, neighbourhoods, cities, or nations. As a normative term, it refers to the ideologies or polities that promote this diversity or its institutionalization; in this sense, multiculturalism is a society "at case with the rich tapestry of human life and the desire amongst people to express their own identify in the manner that see fit (Bloor, 2010). Such ideologists or policies vary widely including country to country (Harper, 2011).

Our society is diversity and multicultural in nature. In the sense that different cultural and different types/group of peoples are there. School/ educational institution is a social subsystem. So automatically school should become diversity and multicultural in nature. It is not easy to handle these types of environments. Teachers have a great role in order to manage these types of environments. Every teacher will find diversity and multicultural issues in academic settings.

Teachers and diversity issues: Carrie Rethstein-Fisch and Elise Trumbull share a teaching approach that includes practical, culturally sensitive classroom organization. The book is based on research and trails in seven California classroom over five years, during which time

the authors studied how teachers' understanding of the deep meaning of culture impacts teaching and learning. Classroom organization and management, they learned, were the first things teachers changed as a result of a using a framework for understanding and responding to the particular culture of the students in their classrooms (Fisch &Trumbull, 2008). Carrie Rothstein-Fisch, Elise Trumbull (2008). Managing diverse classroom: How to build on students cultural strengths.

The increasing multiculturalism is nowhere more prominent than American schools where the children of majority, second generation of immigrants and various other sectors of society studying together and learning to build their own dream world in their own ways. The five most common challenges faced in a multicultural environment are (Jeffrey Sanchez,2005)- Managing diversity, resolving cultural conflicts, creating a culture of inclusion, building term spirits and harnessing the advantages of differences.

Managing diversity: A teacher has to be competent into managing diversity and first step to managing it is understanding diversity.

Resolving cultural conflicts: The most effective fool for managing diversity is creating a culture of inclusion where students are encouraged to recognize the cultural difference of each other and even though they may not agree with them but receptive enough to understand that there is difference, no superior or inferior values but just different values.

Building team spirit: A teacher need to have a good knowledge of team building as working in the teams students are mostly likely to understand each other differences better than just providing them dossiers of harnessing the advantages of difference: Today from school, to clubs an s corporate house are all striving to achieve diversity, the reason for it is the advantages   various   cultures   bring in.http://www.mightystudents.Com./essay/Multiculturalism. Professionalism. Increase.73717

Teachers and diverse classrooms: The purpose of this paper is to analyses an innovative teaching and learning practice in which pre-reflect on their experiences of diversity in their classrooms. Managing diversity classrooms is one of the main challenges for all teachers. Digital storytelling can help manage such classrooms. It facilitates the convergence of four student centered learning strategies: Student engagement, reflection of deep learning, project based learning, and the effective integration of technology into teaching. The results indicate that the digital storytelling approach exposed the students to new media literacies which

prepared them for the rich and diverse contexts which they will encounter in their teaching (Candy, Chignon, Gachago, D. Ivala, 2012).

Teachers and multiculturalism issues: Many lectures teach partially in their domestic and English language and students also use foreign language while learning. It means entering by them the real multicultural environment which may be treated as a source of both; opportunities and threats. These factors have to be carefully considered and managed. This paper identify same problems connected with teaching and learning in a multicultural environment at the university level. At the beginning of the paper there will be presentation of some insights from existing literature with regard to teaching and learning problems in multicultural environment (Mitrega, 2009 & Wieczorek).

While the student population in the United States becomes culturally diverse, it is imperative to provide on empowering and equitable education for all students in the United States. Within the context of teacher preparation, one of the highest priorities is to help prospective teachers acquire the attitudes, knowledge, skills and dispositions to work effectively with culturally diverse students. Schools, colleges, and departments of education must assume the responsibility of preparing all teachers, regardless of race, to teach in culturally diverse classrooms. While most teacher education programs acknowledge the importance of an increasing diversity among school pupils, reviews of the literature reveal that until recently relatively little attention in mainstream teacher education programs has been focused on preparing teachers for the children they will likely encounter (Grant & Secada, 1990; Liston & Zeichner, 1991).

Diversity issues in classroom:

This study employed qualitative methods to analyze teacher's level of multicultural understanding and perception of cultural issues when discussing their culturally diverse students in the context of the consultation process. Three school psychologists in urban city high schools, engaged in audio-recorded consultation sessions with consultee teachers who voluntarily sought services. Cultural themes and categories indicated that teachers demonstrated cultural awareness and sensitivity regarding their culturally diverse students, yet showed less developed cultural knowledge-base and skill levels. The study's methodological approach utilized a multicultural coding system that may be used to

qualitatively identify cultural issues/themes of concern as a tool for assessing multicultural competency levels in consultation. (Martines, 2005).

Objective

To find out teachers opinions towards multicultural and diversity issues in the classroom.

Methodology

Descriptive survey method was used in the study. Both quantitative and qualitative approaches were used.

Sample

Data was collected from 50 teachers from 5 schools.

Design

Present study comes under survey research.

Instrumentation

A self developed questionnaire was administered in order to know teachers opinions towards diversity and multicultural issues in the classroom.

Statistical techniques

Simple statistical techniques –percentage was used in the present study.

Results and discussions

Appendix A: Questionnaire for knowing teachers attitude towards diversity classroom and diversity environment

1. 99% teachers said that they are adjusting both male and female teachers equally.

2. 99% teachers said that they are looking both male and female students at same level.

3. 99% teachers said that they are looking students from all over the world at the same level.

4. 99% teachers said that they are looking normal students and physically challenged students at the same level.

5. 99% teachers said that they are adjusting teachers from different countries.

6. 99% teachers said that they are looking both rich and poor students at the same level.

7. 99% teachers said that they are looking both high achiever and low achiever students at the same level.

8. 99% teachers said that they are adjusting other religious students.

Multicultural Issues in Today's classroom: Problems & Prospects

Appendix B: Questionnaire for teachers view towards multicultural issues in today's classroom

1. 99% teachers said that they adjust with those students and teachers with various political backgrounds.

2. 99% teachers said that they fully adjust with those students and teachers from various linguistic backgrounds.

3. 99% teachers said that they fully adjust with those students and teachers from various social norms.

4. 99% teachers said that they adjust with those students and teachers having different attitudes, customs, cultural uniqueness etc.

Conclusion: Research said that 99% teachers opined that they are managing diversity and multicultural issues in present school system. It is well said that they are managing these issues in such a nice way. But the main thing is that every teacher/every person needs to be cheeked their mentality and behavior in practical situation. We can say we are living in a multicultural world /society. So we have to think that all religious group of person/different group of individuals are equal.

References

Andrew Heywood (2000) key concepts in politics. Pal grave Macmillan. P. 227 ISBN 978-0-310-23381-5.

Candy, J, Chignon,A, Gachago and Ivala,D. (2012). Presence students' perceptions and experiences on digital storytelling in diversity classrooms. TOJET : The Turkish Online Journal of Educational Technology. 2012 Volume II, Issue 3.

Grant, C., & Secada, W. (1990). Preparing teachers for diversity. In W.R. Houston (Ed.), Handbook of research on teacher education (pp. 403-422). New York; Macmillan.

Kevin Bloor (2010) the definitive guide to political ideologies. Authorhonse P-272. ISBN 978-1-4

Liston, D., & Zeichner, K. (1991). Teacher education and the social conditions of schooling. New York : Routledge.

Martines,D.(2005). Teacher perception of multicultural issue in school salting. The qualitative report Volume 10, No-11, 2005.1-20.

490-6761-8.

Thomas.L. Harper (2011). Dialogues in urban and xgional planning. Taylor and Prancis. P.50-ISBN. 978-0-415-59334-2.

Wieczorek, A. & Mitrega, M. (2009. Problems of teaching in a multicultural environment – some insights from Poland. Internationalisation and the Role of university networks. Proceedings of the 2009 EMUNI Conference on higher education and research, Portoroz, Slovenia, 25-26 September.

http://www.mightystudents.Com./essay/Multiculturalism. Professionalism. Increase.73717

(www.ist.hawaii.Edu/…/Brief 1- Diversity. d....)

Appendix A: Questionnaire for knowing teachers attitude towards diversity classroom and diversity environment

1. Are you adjusting both male and female teachers equally?

2. Are you looking both male and female students at same level?

3. Are you looking students from all over the world at the same level?

4. Are you looking normal students and physically challenged students at the same level?

5. Are you adjusting teachers from different countries?

6. Are you looking both rich and poor students at the same level?

7. Are you looking both high achiever and low achiever students at the same level?

8. Are you adjusting other religious students?

Multicultural Issues in Today's classroom: Problems & Prospects

Appendix B: Questionnaire for teachers view towards multicultural issues in today's classroom

1. Are you fully adjust with those students and teachers with various political backgrounds?

2. Are you fully adjust with those students and teachers from various linguistic backgrounds?

3. Can you fully adjust with those students and teachers from various social norms?

4. Can you adjust fully with those students and teachers having different attitudes, customs, cultural uniqueness etc?