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## Individual differences and educational implications

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### Abstract

Every person differs from every other person in some way, whether that difference is overt or covert. Individual differences are the terms used to describe these variations in people. As Skinner points out, Today, we consider individual differences to include any measurable component of the whole personality. Although students in our schools have a wide range of skills and interests, we frequently treat them equally. People vary from one another. In every way, a person is never the same as another. Each individual stands out from the others due to his unique characteristics. The educational system is severely hampered by these individual variances. We now all agree that students should receive an education that is tailored to their unique learning styles. The issues we now face are how to quantify aptitude and how to structure the educational system to account for individual aptitude variances. Children in a class or school come from practically every conceivable background, with varying status, ancestry, caste, etc. There has never been a restriction on who can enrol a student in a school in India. Anyone who can afford the tuition and other costs associated with an education is eligible for admission. More individual disparities are produced by this trend. As a result, the teacher must adapt his teaching strategies to the many kinds of learners he encounters in his class. This paper so sheds light on individual differences and educational attainment. In this way, the instructor can research individual characteristics and aid in a child's development at the highest possible level.

**Keywords:** Individual differences, personality traits, education, Intra and Inter individual differences, I.Q., Constructivism, development, intellectual capacity, variations, physical and psychological characteristics

### Introduction

Individual differences are not confined to any one person, region, or time. It is a natural law that applies everywhere. We need to be aware of both the similarities and contrasts in order to comprehend this typical.

### Similarities among all children

Five commonalities can be explained in detail. As follows:

1. Intellectual ability: Every infant is born with sensory organs, brain muscles, and glands. Their combined efforts reveal the intellectual capacity. Every youngster has the potential to grow intellectually through exposure to new things and knowledge.
2. Every child experiences the emotions of love, fear, pleasure, and suffering.
3. Every child yearns for freedom, achievement, acceptability, etc.
4. The social norms and traditions have an impact on every youngster.
5. Each child has some rights, and society also imposes some responsibilities.

### Individual differences

There is a long history of individual variances. Heroes and common men were distinguished by the ancient people. But as the new kinds of tests were created, the notions of individual distinctions in the present day came to us. These exams shed information on the distinctions between people in various disciplines. Here, we'll discuss the key areas where personal differences can be observed. We should first understand what constitutes an individual difference.

“Measurable differences have been shown to exist in physical size and shape physiological functions, motor capacities, intelligence, achievement and knowledge, interest, attitudes and personality traits. Variability from individual to individuals seems to be a universal phenomenon.” - Tayler

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“Individual Differences in a Classroom and the School. The differences among children may best be accounted for by variations in motivation, intelligence, maturation and environmental stimulation.”

- Garrison and others

### Concept of Intra and Inter Individual differences

All around the world, people respect, accept, and expect individual differences. Individual differences can be broadly classified into two categories: Different people have various types of skills, interests, and personalities, among other things. Individual inter individual differences are the distinctions between two or more individuals. People also vary from one ability to another within themselves. These variations are referred to as intra-individual variations. The teacher must use caution while dealing with these types of discrepancies.

“Pupils in our school differ widely in abilities and interest, yet often we treat them as though they were all alike.”

-Skinner

“A knowledge of the nature of individual differences is essential if the teacher is to improve the education that all children receive regardless of their ability. Some Important Differences Among Individual, Related to Education.”

- Tyler

### Types of individual difference

When evaluating pupils' individual differences, teachers frequently focus on their intellectual abilities. But a lot of other things, such ones that are physical, emotional, social, and cultural, can help or hinder one's success and development. According to contemporary psychologists, it is impossible to categorise people into different categories while taking into account their physical and psychological characteristics. Humans cannot be classified into clear-cut categories with absolute certainty.

1. **Physical Disparities:** Students of various physical types can be found in the same class. Children who are tall and short, fat and thin, strong and weak, and healthy and unwell all might be enrolled in the same class. These children may differ from one another in terms of their nature, interests, needs, and psychology. Teachers have a responsibility to consider the children's physical development while planning activities for them. If there are a small number of kids who are physically quite different, they should be provided the right kind of counselling.
2. **Differences in the mind or intellect:** Intelligence is thought to be entirely an inherited quality that solely depends upon the intelligence of the individual's ancestor. Children's intellect levels can vary. Individuals of different ages and intelligence levels exist. Depending on their degree of intelligence, people can be categorised as super-normal (I.Q. over 120) or fools and imbeciles (I.Q. between 0 and 50). These pupils' educational plans must be made in accordance with their IQ scores. When teaching in the classrooms, teachers frequently consider the typical student. They disregard the abnormally advanced and advanced. This is not a good circumstance. Thusly neglected youngsters grow up with complexes and a sense of failure. If the I.Q. of every student in a class were

tested, the majority of those kids would get scores of 100 or higher, while some would score 130 or higher, and a small number would score 80 or lower. Terman claims that a bell-shaped curve will result from the use of these data.

3. **Accomplishment Disparities:** It has been discovered through success testing that youngsters have different levels of achievement aptitude. These distinctions are clearly discernible when learning to read and to do math. Even among kids with similar intelligence levels, there are differences in achievement. This is due to the disparity in the many intelligence-related traits as well as the variance in prior experiences or interests. Since each student has different accomplishments, a teacher should combine both the individual and class teaching methods in his instruction. Different children should be given various types of homework tasks, and they should have various activities available to them. The teacher should look for the cause if a student's performance falls short of what his I.Q. predicts. He will frequently discover that this decreased accomplishment is due to lack of interest or emotional factors. Some youngsters are also capable of accomplishing considerably more than what is anticipated of them based on their level of intelligence. These kids put a lot of time into their studies and gain a lot of knowledge. Parents frequently inspire their children to reach higher goals. These kids sometimes put a lot of effort into their education to make up for their shortcomings in other areas. Sir Isaac Newton can be used as an example in this situation. Newton put a lot of effort into arithmetic because he wanted to make up for the lack he felt from being unable to handle one of his bully classmates. An effective instructor will ensure that a student who is working very hard does not adopt a lifelong attitude of dissatisfaction.
4. **Attitudes Differences:** Differences in attitudes can be defined as a general attitude toward a group of people or an institution. People have varied opinions about certain groups of people or organisations. Some people think that society's laws are excellent, while others think they are bad. Children differ greatly in their attitudes toward authority. Early in life, a youngster picks up this mindset. His home environment has an impact on how he develops his mindset.
5. **Variations in motor ability:** These variations are seen at every age level. While some people are at the same level as others and can accomplish mechanical activities with ease and comfort, others find same tasks to be quite challenging.
6. **Racial and national disparities:** Various types of differences exist between people of different races, according to several scientific research, despite the fact that environmental variances are a common cause of these differences. The mental age of a specific member of a specific race cannot be determined simply on these average variances between the races because this difference is environment-dependent. People from different countries can have diverse personalities, interests, and physical and mental characteristics.
7. **Economic and social differences:** It has been observed that social and economic variations affect how children behave, as well as their interests and tendencies. Understanding face expression also reveals individual

variances. Children's fights highlight behavioural disparities. They fight by hitting, biting, abusing one another, leaving nail marks, etc. According to Meredith's research, families with greater socioeconomic status tend to have children that are generally healthier and more developed. Children with greater physical flaws, such as lameness, TB, and malformed teeth, are more likely to have low-income parents. Children from wealthy households are not only healthier, but also smarter, and more successful. Terman and Merrill claim that children of high-ranking professionals in the age range of 10 to 15 have an I.Q. of around 118, compared to children of clerks in the same age range who have an I.Q. of around 107. The average IQ of children of labourers is barely 97. It is also crucial to remember that, despite the association between socioeconomic standing and I.Q., it is not strong. There is barely a .3 or .4 correlation. Thus, there may be a large number of low-IQ children in low socioeconomic groups. One further factor to keep in mind is that students' I.Q. test scores are typically poor in households where two languages are spoken or in families where the language spoken is different from the language spoken in the society.

8. **Emotional Differences:** Although people differ in how they react emotionally to a given event, there is some universality to the fact that emotions exist in all people. This means that while an emotion like rage, for instance, is felt by everyone, how that emotion manifests itself varies from person to person. Some people are naturally irritable and quick to become irritated. Others have calm dispositions and are not prone to becoming agitated. One person may be so furious in a certain circumstance that he is ready to commit the greatest crime possible, such as murder, while another person may choose to laugh it off.
9. **Sex Difference:** Men and women are very different from one another. Before adolescence, girls are often better than boys in many areas. Boys disguise their deficiencies after adolescence and occasionally surpass the girls. Although there are no obvious disparities in intelligence as a whole, there are differences that can be seen in relation to particular skills. Man has been found to be generally better at reasoning, being able to spot similarities, handling numbers, and comprehending spatial relationships. On average, women outperform men in terms of memory, language, and aesthetic comparisons, verbal attitude, memory, and vocabulary size. They also read quickly and complete sentences. The observed discrepancies could be a result of the various social roles that society assigns to men and women.
10. **Personality:** Psychologists have studied personality differences extensively, and as a result, people have been divided into numerous groups. Jung classified people into three groups: introverts, extroverts, and ambiverts.
11. Different personalities bring out different academic interests and accomplishments. The differences in the following could have an impact.
  - a. A preference for one activity over another.
  - b. High/Low Ambitions for Goals.
  - c. Favorable/unfavorable attitudes.
  - d. Habits: Excellent/Poor

- e. Characteristics - Aggression, modesty, socialisation, antisociality, honesty, dishonesty, and criticism, sympathy.
- f. Talent and aptitude.

12. **Disparities in Interests:** Some people may be interested in literature, while others may be interested in science. The person may be interested in one or more of the following areas: politics, religion, business, agriculture, the arts, music, and persuasion. The teacher should take into account the students' interests and should direct them appropriately.

As a result of all the aforementioned types of individual differences, we may say that an individual's personality is distinct in and of itself. No two people can be claimed to be exactly alike because they all differ in all the dimensions and features of their behaviour and personality traits.

### Education and Individual Differences

We cannot ignore the truth that children learn differently depending on who they are. Since our goal in educating kids is to educate them individually rather than the group to which they belong, we must take into consideration the abilities and personality quirks of each child when we transfer knowledge. Therefore, it is the responsibility of each school to set up each student's education in accordance with his or her unique abilities.

However, this task is challenging since in order to do it, we must:

1. Valid tests must to be developed for the evaluation of abilities.
2. Children should be given opportunities that are compatible with their aptitudes so that they can succeed in school and a desirable physical and social environment so that they can have the chance to develop their innate ability.
3. Employing well-trained teachers who are interested in teaching kids in accordance with their unique learning styles.
4. Flexible curriculum that may meet the demands of the kid and may be based on their interests must be set up.

In order to completely stimulate the kid and achieve coordination between the formal and informal agencies of education, it is important to use adequate material aids.

### Accommodating Individual Differences in The Classroom

Our classrooms are filled with a range of students who clearly differ from one another. Because of this, implementing a specific teaching technique won't benefit all of these students equally. On the other hand, we are unable to provide these students with individualised support for their best growth due to our restricted resources. Considering these two opposing realities on the one hand, a wide range of people with a wide range of points of difference in a variety of areas, and on the other, our inability, in terms of resources and time, to meet the needs of each individual drives us to develop unique educational strategies that ensure that almost all individual differences will result in optimal outcomes from that pattern of educational rehearsal that will satisfy everyone. The following actions can provide significant results in terms of

helping students develop and be accepted for their individual differences in learning environments.

1. **Differentiating students:** Students with outstanding abilities should be carefully identified and cared for. Extension study facilities should be made available to those who have exceptional talent in certain fields to guarantee that their skills are properly developed.
2. **A rich and well-equipped learning environment:** The school should be kept with the necessary tools and resources. The physical environment should be very accommodating and able to meet the needs of all types of students who visit.
3. **Ability grouping or homogeneous grouping:** The entire class should be separated into several groups, each of which should be made up of students with similar tendencies and aptitudes. On the basis of several fundamental characteristics, such as IQ, attitude, aptitude, aspiration interests, etc., students should be categorised and sorted. When students with similar characteristics and skills are brought together, a specific and effective method is successful. Individual differences would have a minimal and manageable impact in this way. Each individual can receive the favourable boost they need to flourish.
4. **Modifying the curriculum:** The curriculum should be as flexible and differentiated as feasible to accommodate the students' various individual peculiarities. It should be able to accommodate a variety of courses and extracurricular activities so that students can study and work in fields that suit their interests and skills. It ought to offer flexibility to accommodate regional needs and the potential of students from various groups.
5. **Small class size:** Given the individual variances among the students, it is recommended that classes include no more than 20 students if instruction is to be effective. It is hard to teach a class of 50 or more pupils while taking into account their individual needs.
6. **Teaching technique:** It is never wise or effective to adopt the same education method with every child. To accommodate and adhere to their unique peculiarities and mental needs, it should be modified.
7. **Educational advice:** By assisting his pupils in their academic careers, the teacher, who is aware of the individual distinctions among his students, can be of great use to them. In order for them to pursue higher education without going against their natures, the instructor is the only one who can advise them on what courses to take.
8. **Career counselling:** Various professions call for particular physical, mental, and personality attributes from the individual. Knowing their eccentric personality follows. Therefore, the instructor may advise the pupils on the profession they should choose because they are aware of their unique mental make-up and proclivities.
9. **The role of the school, family, and community in education:** Given the disparities between children, it can be concluded that education received in a school setting is insufficient in many cases because of family and community factors. As a result, cooperation between the family, community, religious institutions, and the school is sought after in modern education.

**10. Resourceful personnel:** Since only a well-equipped learning environment can ever result in good results, a group of resourceful and adaptable teaching staff is very necessary. The ability to manipulate and handle conditions would be a complete success for the efficient and competent teacher. The expert teacher's accurate handling of the numerous delicate situations guarantees the students' quick improvement.

**11. Individualized Instruction:** Despite the fact that individualised instruction is difficult to implement in Indian classrooms due to overcrowding and a tremendous workload, we should continue to work in this direction. In a variety of settings where such an approach is sorely needed, the teacher should investigate the potential for providing individualised education. Once more, the teacher should use a variety of cutting-edge, modern procedures, strategies, and approaches to strengthen his efforts in that direction. Procedures like the Dalton plan, Winnetka plan, project method, programmed learning, contract plan, activity programme, programmed learning, micro teaching, assignment-methods, supervised study, etc., prove to be quite helpful for these reasons.

#### **Role of teacher**

The basis of a successful teaching and learning process is individual differences. They are described as "the wellspring of one's most notable accomplishments, greatest social contribution, and deepest self-realization." Teachers should remember that each student is unique, and because of this, their learning styles will vary. The teacher should tailor his instruction to each student in the class, taking into account their age and degree of intelligence. In terms of educational content and delivery strategies, teachers should take into account student variances. According to the link between traits or the characteristics of the student, the teacher should modify his instruction. In order to prepare his lessons more successfully, the teacher can create homogeneous groups based on student ability. The teacher should adapt his lessons to the unique interests of the boys at different developmental stages. According to the variations in each student's talents, personality qualities, prior education and experience, etc., the teacher should offer pupils work of varying degrees of difficulty. It is necessary to consider many factors. Individual differences are crucial in the fields of teaching, learning, career counselling, and personal hygiene as well as in therapeutic settings.

#### **Constructivism: Learning and Teaching in Relation to Development**

More focus has now been placed on connecting teaching and learning with development. Now, the learner is viewed as the main character in this partnership. The psychologists that emphasise the learner's active involvement in developing understanding and making sense of the world have spread constructivism.

Constructivism advises educators to move past lecturing and "telling" as instructional strategies. They should implement the instructional strategies that "strategically guide reflective discussions of the meanings and consequences of knowledge and offer chances for students to use the content as they engage in inquiry, problem-solving, or decision-making." Constructivism aids educators in incorporating Piaget and Vygotsky's theories into learning and growth in

the classroom. In line with constructivist theory, teachers "should provide experiences, direct conversations and adopt supporting role in facilitating student's attempts at building understanding," according to research. As a result, education calls for extensive skill. In order to assist students in making the best use of their ideas and insights, teachers must be aware and adaptable. Teachers should direct student learning and aid in the growth of both critical thinking skills and in-depth subject knowledge.

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