

Discussion board

Education



Willingham Thesis and Argument Willingham Thesis and Argument The argument on whether innately hate or like school has several theories trying to explain it. Different theorists have taken diverse points of view in giving their account as to why the difference in behavior and attitude towards school-going students is evident today. Willingham perspective has evidently portrayed students in a way that demonstrates they do not like school.

Personally, I do not agree with this stance conceptualizing that all students do not like school. However, I do agree that, to some extent, a number of factors can make some students not to enjoy school activities.

Factors such as socio-emotional, cultural, personality, family background and learning environment are some of those that can largely change a learner's attitude towards education. A study done in South Australia as reported by Hattie, indicated that learning is much more pleasurable when the social upbringing of a child is effective and enriched such that values, social skills, confidence and self-esteem among other are built early enough through right healthy nurturing. As the school system emphasizes the spirit of responsibility, the family socialization puts a strong foundation to it such that when these children go to school these virtues automatically synchronize without much struggle. It is worth pointing out that humans need to be reinforced to make most of the moves in the real world contrary to Willingham's conception that they are naturally predisposed to automatic functioning.

Conclusion

It is my stance that not all learners hate school or that they undergo through the process through coercion. It is, however, notable that owing to above-mentioned factors, a child may develop hatred for education. Scientific

research has proved that to hold that all students hate school is a flawed premise as there are clear exceptions.