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Subject

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Sense of belonging

Establishing a sense of belonging among young people in education promotes college readiness and success. The sense of belonging is a precarious resource that enhances the performance of young people in a learning environment. This is useful for promoting positive functioning and creating a conducive learning environment in classrooms. Students who are clear about belonging are more likely to pay full attention in classrooms that pave ways for their successful academic careers. Similarly, students that lack belonging continue to struggle at colleges due to limited readiness. A sense of belonging is linked to increased readiness and success, the students must be assisted in developing it.

Evidence suggests that building self-control in students leads to positive personality development that is positively linked to their performance at colleges. The element of trust remains one of the critical factors for establishing a sense of belonging. socio-economic settings have a significant impact on the sense of belonging. Children from low-income communities who have encountered negative events like discrimination or disrespect face difficulty in establishing a relationship of trust with the educator or fellow students. These students exhibit low self-control because they rely on their social experiences. To build the relationship of trust the educator needs to offer gratification. Research students conform to the positive association of self-control with college success. Another element that influences self-control is self-esteem. Children that experience discrimination exhibit low self-esteem. It is crucial to building self-esteem by removing discriminatory attitudes from the classrooms (Katrina Schwartz). Strong will power is linked to self-control that motivates an individual towards studies and hard work. Self-distraction is the result of low self-control.

Self-control and will power are two prominent factors that lead to college success. People who exhibit high self-control are good at controlling temptations. This means that they pay full attention to the lectures during classrooms and avoid distractions. Students who are good at self-control easily focus on their academic goals that result in high scores and grades in exams. These students exhibit a strong likelihood of controlling emotions and feelings. Evidence indicates that self-control is associated with the positive behaviour of the students. They manage to control unhealthy activities like eating or easting time. Because they are capable of controlling self, they give more time to studies and exercise. The findings of the study depict that students having strong self-control develop positive habits that promote their readiness and chances of success at college. It also reveals that students who belong to high-income groups are good at self-control. This confirms the relationship of socio-economic status with self-control and college success. Psychologists identify various interventions for attaining high self-control. It required strong will power and ego depletion (Resnick). This reflects that providing opportunities for controlling temptations promote self-control. The findings reveal that self-control can be learned through effective intervention strategies.

Social and emotional learning promotes a sense of belonging. students who are socially active and emotionally strong exhibit the likelihood of increased college readiness and success. Educators can focus on social and emotional skills development in students. This relies on promoting self-management behaviours. The students who manage to control negative feelings like stress, anger and rejection will develop strong emotional skills. Social skills are developed by providing opportunities to the students for interacting with others. Art class and extracurricular activities can be effective in promoting social skills. Engaging students in classroom discussions and taking feedbacks also promote social skills. However, the educator needs to address the needs of students individually (Felton). The students who have undergone trauma face difficulty to interact with others. They are emotionally unstable and fails to concentrate on classroom lectures. Stressing on the traits of self-control and optimism the schools can promote emotional intelligence.

Developing skills like perseverance and grit are effective for increasing college readiness and success. Persistence can be established among students by promoting self-regulatory skills. This involves goal-setting and convincing students to follow them. The strategy “focuses on helping students develop self-regulatory skills like being able to organize time, delay gratification and manage emotions” (Baker). Educators have a significant role in promoting the development of self-regulatory skills. They will motivate them to struggle for achieving their academic goals such as good grades. This is an effective strategy for building a strong sense of purpose. Perseverance will encourage students to work hard even when their performance is below average. A separate goal plan for students according to their competency is crucial for enhancing readiness and success.

Thinking patterns have a significant impact on college readiness and success. Metacognition is an effective strategy for building self-regulated thinking. Metacognition promotes a sense of belonging. Students that develop metacognition are capable of managing time and learning that exhibits their self-regulated thinking. This also involves the adoption of stress management strategies because children who are unable to control stress deviate from academic goals. It indicates, “if educators can make thinking more visible, and help students develop routines around thinking, then their thinking about everything will deepen” (Schwartz). By stressing on thinking routines the educators will encourage students to complete activities on time. By engaging students in thinking during the classroom, it becomes part of their personality.

A greater sense of belonging is required for attaining academic readiness and success. Students that manage to develop a strong sense of belonging have more opportunities of succeeding at colleges. Emotional and social skills are essential for building a strong sense of belonging. Adoption of routine thinking also enhances students readiness.

Work Cited

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