

**FOR BETTER OR FOR WORSE: THE DILEMMA OF TEACHERS
ABOUT PROMOTING LOW-PERFORMING STUDENTS IN
EDUCATION**

by:

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Does promoting students with low academic performance to the next stage help them achieve success a lot easier? Or does this approach only damage the quality of education system that we have? Confusions actively arise when it comes to resolving dilemma amidst pro and against mass-promotion in education. This crisis is always a prevalent topic in various forums, giving the teachers difficult conundrums resulting for them to reevaluate their decision making about passing the students to the next stage or retaining them to their current year level. It is true that bridging the gap between high and low performing students is a potential challenge for teachers albeit rather it is one of their primary goals considering the different levels of readiness their students foster. Most students are struggling to meet the standard of grades that they should get in order to be marked as passed. On the other hand, the teachers, despite their utmost efforts to adjust the grades, would be trapped in a great dilemma. After a series of scrutiny, the decision still leads to questions mentioned above. Does promoting students with low academic performance to the next stage help them achieve success a lot easier? Or does this approach only damage the quality of education system that we have?

In line with this, there are varieties of reasons why students struggle with learning and these can be considered in providing alternative strategies in teaching-learning process. Knowing the root of the crisis might be one step for teachers to discern plausible solutions and to find the right answers to certain questions about passing or retaining the students, which are often stressing most educators as every decision can lead to either expected or unexpected outcomes. There are studies that shows how low-performing

students also belong to the list of frustration readers who, in simple words, happen to have difficulty in reading both English and Filipino texts. Based on a study conducted by Tomas, et al. (2021) about the experienced challenges of learners in reading as basis for school reading programs, there is a direct relationship between literacy and academic achievement of the students. It implies that if the students cannot read, then they cannot learn. According to the World Bank Report as cited by Oseña-Paez (2022), nine out of ten children in the Philippines at late primary level are not assessed as proficient in reading. Their low scores in English, Science and Mathematics subjects indicate that they lack adequate skills in basic reading and comprehension. Basically, students who have low-academic performance experience challenges in literacy or the basic skills needed in order for them to keep up with the current lesson and move to the next. Nonetheless, reading can just be one of the major factors that affect the students' low academic performance.

Moreover, teachers who are handling students with varying levels of readiness in the same class find it more challenging to teach, which can be resolved by providing customized and individualized learning plans. However, due to limited resources, it is difficult to accomplish for most teachers, with regards to a large number of students they are handling. Increased class size has been demonstrated to create challenges for teachers in establishing and enforcing behavioral standards, as well as providing individualized attention to each student. Owing to the fact that all students have their individual differences and paces preferred for them to learn, it serves as a great challenge for their teachers to manage them and create an effective instructions and assessments that will drive them toward higher academic performance.

Essentially, albeit there are conflicting debates about passing and retaining the low-performing students, still, it remains substantial problem concerning the quality of education that an institution produce. This issue is evident not just in the outcomes of the National Achievement Tests (NAT) but also in the everyday classroom environment, which shows that students in late primary levels usually perform low academically. If

low-performing students would be promoted to the next year level regardless of their perceived difficulties and lack of proficiency in literacy, it might give them a short-term satisfaction which boosts their self-esteem for a short period of time and later on suffer from much heavier loads of learning that are inappropriate to their level of understanding. Furthermore, considering the high-performing students in a class, especially now that most primary education sectioning is jumbled, the quality of instruction they might receive from their teachers is a lot easier resulting for them to feel bored in school.

To encapsulate the ideas, promoting low-performing students to the next grade level can be a continuous burden from one teacher to another, and to all teachers that would get to handle the students. Indeed, it can possibly make the scholastic years of low-performing students in school, but otherwise, it makes it a little slower for high-performing students. Therefore, promoting students with low academic performance to the next stage help them graduate faster, but not easier because learning, for them, will remain hard.

The Official Website of DepED Division of Bataan

References:

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