

## RETENTION COMPREHENSION

by:

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Being a teacher, there are many difficulties in terms of teaching difficult children especially that may possibly be retained. As a teacher, I normally know in the first month of schooling if they can't read, comprehend or attend class physically. However, this and other problems like remedial teaching and group work, home visits tutoring as well as team teaching can all help to prevent such problems. Many at-risk students benefited from these programs but not all struggling students also find them as effective. As a teacher, I've seen also firsthand the challenges that come with teaching students who struggle academically. It's not just about the academics; it's about understanding the unique hurdles they face. For me, it's personal. I've had students who've been held back, and it's heartbreaking to see the impact it has on their self-esteem and motivation. The thing is, retention isn't the solution. It's a band-aid that doesn't address the root cause of the problem.

Retention is another term used for holding back pupils in a grade level so as to pass hard students. According to Ertwine (2023), this retention is futile. Firstly, even after repeating a grade one can still find it challenging to get through reading material and classroom instructions. For their challenges' extension without appropriate skills or knowledge that help them remain at par with others among their peers. In fact, it can exacerbate existing challenges. Students who repeat a grade often struggle to catch up with their peers, leading to feelings of frustration and hopelessness. And it's not just about academics; retention can have long-term effects on a child's social-emotional well-being.

Finally, most of these children repeat classes due to fear factor that makes them look down on themselves because they are likely older than others of their age groups who might influence their decision concerning continuing with education or not.

UNESCO (2025) also pointed out that retained pupils have a higher rate of dropping out. Children who are kept behind may also feel hopeless and helpless; thus, they are often victims of bullying by their fellows. Retention compounds the disparity between poor communities' children who retain and those from other backgrounds confirming to the children that they belong to poverty line. This belief may deter people's pursuit of their desires, hinder them from joining college institutions, as well as limit their opportunities in the future. The parents may sometimes choose to keep their children at home using tough measures. This in turn can exacerbate hardships already experienced by non-achievers which can affect overall growth and well-being. Retention too complicates a child's life hence creating new challenges that may impede his or her development.

When all these factors are carefully considered, the right question to ask is not whether to promote or retain a struggling student, but how such choices will ultimately affect their overall growth. It is essential that teaching efforts be approached with patience and understanding of the difficulties often encountered by students who may need help. The way forward in this regard lies on partnerships among teachers, guardians as well as other stakeholders for creating effective strategies. Retention has been found by some studies to be ineffective in solving problems of struggling students. It's about providing targeted support and creating a collaborative environment. That means working with parents, teachers, and other stakeholders to develop strategies that cater to each student's needs. For some, it might be remedial teaching or group work; for others, it might be one-on-one tutoring or home visits. The key is to understand that every student learns differently, and it's our job as educators to adapt to those needs.

According to Pipa et al. (2025), retained children suffered detrimental effects like: high rates of dropping out from school as well as poor performance academically. On the other hand, Bowman (2025) research findings indicated that retention adversely affected its victims' social-emotional health with resultant increase stress levels, anxiety disorder and self-esteem drop. It's time to rethink our approach. Instead of holding students back, let's invest in solutions that work. Let's provide the support they need to succeed, not just academically, but as individuals.

To sum up my argument, retention should be avoided for children who have challenges at school. This means that collaborative and integrative approaches involving parents, teachers and other interested parties are needed in order to effectively assist these learners. As a teacher, we can help underperforming kids reach their full potential if we understand the specific challenges they face and give them genuine support. Also, as teachers, we have the power to make a difference. We can be the ones who unlock potential, who inspire and motivate. It won't be easy, but it's worth it. Let's work together to create a system that supports struggling students, not one that sets them up for failure.

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