FAVOURITISM

by:
Leiza C. Gatbonton
Teacher III Balon Elementary School

I am a self-proclaimed guilty of exercising favouritism in my class!

Adamant to admit it or not, educators are feasible to favour pupils who don't have much financially especially in kindergarten level. We tend to provide them exceptional treatment because most of them experience a not-so-pleasant home environment.

Williams (2002) accentuated that, in much reverence, it is ill-fated that the wage of the family has such a ubiquitous impact on the kindergarten students. Financial constraints can either directly or indirectly influence numerous factors of the home environment. Yearly family revenue recurrently manoeuvres the accessibility of materials meant for learning such as books, computers, and other scholastic facility at home. More so, it offshoots the kind of preschool care a student obtains.

Additionally, Williams stressed that the income of the family meanderingly controls the expanse of time that parents bestow with their child. Parents who necessitate to toil prolonged hours, or have work double jobs just to make ends meet find it problematic or impossible to devote time on a family getaway, enjoy eating together, or play and read with their children. Overall, parents with meagre income are also less educated. This signifies a multifarious and unbending series that is disheartening to many educational practitioners. However, at the same time, it grants a challenge to public academic institutions to establish goals and elevate anticipations for all pupils to prosper scholastically, irrespective of their socioeconomic standing.
Having this delinquency, students are the ones who agonize the most. And being an educator, I cannot endure it. I necessitate to fill the hole in my students’ well-being. I have to devote extra time to inculcate them knowledge because there is no reinforcement at home, even at the expense of my personal resources.

Indeed, favouritism may seem unwarranted, but pardon me for I am willing to do it a thousand times so that no pupil will be left behind.

References: