To pass or not to pass. This question always bombards teachers at the end of the school year.

Overall, one indicator of teacher’s success and efficiency is the total number of students who passed under his/her supervision. On the other hand, student’s failure is considered as a drawback on teacher’s performance. Though, each student has his own personality and ability inside the class, external and internal factors that may affect the student’s performance in their studies vary. And those students who failed to meet the competency expected from them in every subject have different stories to tell.

Usually, the basis for student’s success and progress is reflected through their grade. Daley and Green (2009) claimed that the concept of academic performance is defined according to student’s grade point average at the end of a particular semester or program. In our case, at the end of the school year. It is perceived as the level of cognitive performance of the student in each subject. Higher grade shows better academic achievement.

Though GPA or Grade Point Average must reflect student’s academic performance, there are times when teachers must consider and weigh many factors regarding whether or not a student deserves to fail or be promoted to the next higher level. In the K-12 curriculum, a failing grade point average in at least one subject will result to retention of the student on the same grade level and the student has to repeat all the subjects offered even though he had already passed the rest of the other subjects. Having this in mind, it is of pertinent consideration that the teacher has to exert all possible ways to help the student meet the
passing standard expected from him. This includes offering remediation activities, extended day, extended year and summer school programs for students who are struggling. Part of this intervention is to have an in-depth understanding of the student’s background. With respect to whether to retain a student or not, teachers often make the final decision. But most often than not, when administrators get on the way, students are held back less often.

Having this behind, teachers are mostly torn. They become uncertain of their decision whether to pass or retain a student. Cognitive and affective factors battle out inside the teacher’s mind and heart. Pity and being just often get involved. And being ideal versus being realist collides.

But at the end of the day, teacher has to make decision no matter how difficult it is. Whatever verdict she/he has, for sure the teacher comes up with the best decision. And just like a second mother, teacher knows best for his or her student.

References:
