WHY RETENTION IS NOT AN ANSWER FOR STRUGGLING STUDENTS

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Throughout my teaching profession of handling slow learner students, I always meet difficulties of handling students at risk. Annually, after the first month of every school year, I can easily notice who among my current students might have the chance of being retained. Children who are non-readers, non-comprehensive and are always absent in class.

But because of several interventions many of these cases were avoidable. Remedial classes during improvement period, team teachings, group works, home visitations, modular approach, as well as tutoring are some of the on hand approaches that public schools conduct. Many of the at-risk students benefit from these interventions. But still, it is not a hundred percent successful to all struggling students.

On the other hand, retention is a big question, whether it should or should not be. According to an article published by Julie Williams on www.education.com, several reasons were found out why retention is not the solution for struggling students. Scientifically studied, she enumerated several reasons to prove it.

Having the ideas shared by Ms. Williams, I have formulated some reasons why retention is not the solution to help struggling students,

1. Children who repeat a certain grade level cannot fully cope with the contents of the curriculum.

2. Not all retained students finished the course. Some students feel intimidated because they are older than their other classmates.

3. Retained students in some level of their schooling are those who have the high tendencies of high school or college drop-outs.
4. Retention can cause students to feel that they are incompetent and incapable.

5. Retention can cause stress for children.

6. Some students find the chance to bully a certain retained student.

7. Most of the retained students are those within the poor minority and this will lead them to have the feeling that they are in the lower level of society.

8. Retention gives the student an idea to pursue employment and not schooling.

9. Some incident reveals parents who have retained children have the tendency to have strict parenting methods.

10. Retention creates a room for many difficulties in every child’s life.

The statements cited by Williams show that the big question does not rely on to whether to keep or promote a child, but what will be the effect of these actions in his whole being. As a struggling child, there are situations lying behind his struggles which we may not understand. And the only aid that we can hand him is dedication and patience. Joined efforts of parents, teachers, and stakeholders will give a beneficial solution to this.

Reference:

Julie Williams, “Should Struggling Students Repeat a Grade?” www.education.com