

## RESEARCH ARTICLE

### Promotional issues of students with low comprehension level in junior high schools

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**ABSTRACT.** In many educational settings, concerns about how to promote kids with low understanding skills are growing in number. These children may find it challenging to stay up with their peers since they have particular difficulties processing and remembering the material. They might therefore find it difficult to fulfill the standards needed to advance to the following grade level. In light of this, the goal of this study was to pinpoint the challenges teachers faced when advancing their pupils to the following grade level despite their poor comprehension. To be more specific, this study was qualitative in nature and its main goal was gathering teacher experiences and narratives. Twenty English teachers were interviewed for the study; ten of them were from City proper schools and ten from Last mile schools. According to the findings, teachers should recognize that there are other factors outside understanding that might help students advance to the following grade. This could entail offering extra assistance and resources, including tutoring or specialized training. To make exams fair and accessible to all students, regardless of comprehension ability, it might also be necessary to change the method they are administered. In the end, by addressing these issues, educators may support kids by offering interventions like sufficient reading materials, enrichment programs, and remedial instruction to guarantee that every student has the chance to excel academically and realize their full potential.

**KEYWORDS:** *Comprehension, Promotional Issues, Profiling, Educational setting, Comprehension level*

#### ARTICLE DETAILS

JEAS-0004; Received: December 26, 2023; Accepted: January 29, 2024; Online February 20, 2024

#### CITATION:

Lubaton, Elmon Ray C., Palado, Febie, Mosqueda, Garrymarco G. (2024). Promotional issues of students with low comprehension level in junior high schools

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### Introduction

Considering the significance of education in today's world, it is imperative to guarantee that each student has an inclusive and productive educational experience. Nonetheless, low comprehension students must overcome a number of challenges that may hinder their academic progress. The promotion procedure is one of the biggest obstacles these students must overcome. The promotion procedure, which involves assessing each student's progress, is intended to provide incentives for those who meet or surpass academic requirements. However, this might be a challenging process for students who struggle with comprehension. "Achieves the comprehensive development of each and every one of its students, greater than would have been expected when considering their previous performance and the social, economic, and cultural situation of their families" is what defines an effective school, according to Murillo (2005).

The last decade or so have seen an increase in interest in student well-being, both at the policy level and in terms of how it may affect their learning. Education systems that place a high priority on student well-being are being studied to see if and how they promote positive and fulfilling life experiences (Pollard & Lee, 2003). Promotional matters can be difficult and need careful thought when dealing with kids who struggle with comprehension. It's critical to make sure that students receive the tools and assistance they need to excel academically and realize their full potential. Students with low comprehension levels may encounter the following promotional issues: Academic difficulties, unique accommodations, alternative tests, parent communication, and supportive interventions.

For parents and teachers as well, promoting pupils with low comprehension levels can be a difficult and complicated decision. Coordination of several language and cognitive processes is necessary for reading comprehension, including working memory, vocabulary, inference-making skills, word reading ability, comprehension monitoring, and prior knowledge (Perfetti, Landi & Oakhill, 2005). Even though every student has the ability to excel academically, some who struggle with comprehension might need more help and resources along the road. It's critical to thoroughly analyze potential promotional concerns and devise solutions in order to guarantee that these students have the best opportunity to succeed. There are several strategies that can be used to help children with low understanding levels realize their full potential, ranging from offering special accommodations to using alternative tests and supporting treatments. Together, we can build an educational system that is more equal and inclusive and that serves all kids by putting these students' needs first.

Concerns about the academic performance of students with low comprehension levels are shared by legislators, parents, and educators. Numerous studies demonstrate the significant improvements in social and emotional well-being that can be obtained by students who participate more actively in school activities. These improvements also have positive effects on learning outcomes and experiences, satisfaction, and the development of stronger relationships and engagement levels (Kuurme & Carlsson, 2010; Lohre et al., 2010; Coombes et al., 2013). Even though the educational system is set up to give every student equal opportunity, differences in comprehension might result in a variety of problems related to promotion. The purpose of this qualitative study is to investigate the different difficulties that students with low comprehension levels encounter, especially when it comes to academic advancement. This study will pinpoint particular problems and worries about promotion chances for pupils with low comprehension skills by interviewing teachers in-depth. The ultimate objective of this study is to provide light on the various challenges that these kids encounter and to provide useful suggestions for educators, decision-makers, and other interested parties in order to meet their educational needs. It is feasible to help children with low comprehension skills thrive academically and in their educational endeavors by addressing these concerns.

### **Research Objectives**

The researchers are directed to investigate the promotional concerns of junior high school students with low comprehension levels For the purpose of developing an action plan to assist the students in overcoming negative experiences and achieving success, The study's research objective is listed below.

Identify the factors encountered by the Teachers in promoting students to the next grade level in spite of low comprehension level.

### **Literature Review**

There may be more detrimental effects of retention in middle and high school. Students who have already been retained may be facing negative outcomes like bad peer relationships, aversion to school, behavioral issues, and low self-esteem that are impeding their ability to participate in both academic and social activities. Additionally, they are more self-reliant, less likely to have strict parental supervision over their social interactions and schoolwork, more easily able to skip class, and more likely to be exposed to harmful influences both offline and online. All of this may increase the likelihood of failure and put more obstacles in the way of the learner's ability to learn (Shinn & Walker, 2012).

There is no reliable way to determine which students will benefit from grade retention and which will not, despite the possibility that some may. Retention is thought to be especially beneficial for students who struggle in school due to a lack of learning chances rather than skill. However, only a small number of research have pinpointed particular elements linked to a higher chance of successful results (Ferguson, Jimerson, & Dalton 2001).

Studies indicate that enhancing students' academic, behavioral, social, and emotional well-being cannot be achieved just through grade retention or social promotion tactics. As with many things in education, the best methods involve a focused strategy that relates particular evidence-based interventions to each student's unique requirements while addressing the academic, social, and mental health concerns of the kids (Algoz-zine, Ysseldyke, & Elliot, 2002; Shinn & Walker, 2012).

Compared to other kids in the classroom, retained children typically do worse (especially in reading and language arts); yet, there are frequently peers who perform similarly poorly but are promoted (Jimerson, Carlson, Rotert, Egeland, & Sroufe, 1997; Sandoval, 1984). Retained students usually do not have lower IQs than their equally low-achieving and promoted peers (Jimerson et al., 1997); on the other hand, children who are retained are more likely to have mothers with lower IQs, less positive attitudes toward their child's education, and low levels of parental involvement in school. Retention rates are high among kids that display behavioral and socioemotional issues (Jimerson et al., 1997; Sandoval, 1984). Prior to retention, students who were retained showed more disruptive classroom behaviors and were viewed as considerably less confident and socially competent than their peers, according to a prospective longitudinal study of children (Jimerson et al., 1997).

According to Adebayo (2008), Botha et al. (2008), and Lindner (2008), a large number of educators have a poor grasp of literacy instruction and a disapproving mindset toward teaching students reading methods. According to Botha et al. (2008), the quality of teaching and learning how to read has suffered as a result of the hiring of unqualified language teachers. Njie (2013), Lucas (2011), and Harrington (2001) also bemoan the fact that the majority of students lack adequate literacy abilities due to the ineptitude of their teachers and the subpar methods they employ when instructing reading in the classroom. Harrington (2001) has also emphasized that the quality of the teacher is the most important aspect in a student's learning.

Some academics have offered suggestions to help address students' inadequate reading proficiency. For instance, Cekiso (2012) recommends that English language teachers teach students reading strategies so they can develop into strategic readers. Adebayo (2008) asserts, however, that effective teaching strategies used by educators can improve students' reading comprehension. According to Adebayo (2008), Aduwa-Ogiegbaen, and Iyamu (2006), there are numerous issues with teaching reading proficiency, including insufficient instructional time and a dearth of relevant resources in schools. According to Lucas (2011) and Rany (2013), students may have low reading proficiency because school administrators do not provide course books for

practice reading, there is an inadequate curriculum to support students' reading development, and classrooms are too busy and noisy for an effective teaching pedagogy to be implemented.

### **Methods**

The purpose of a study about Understanding the difficulties teachers encounter when attempting to promote students who may not have met the required academic standards is the goal of a study on the factors that teachers encounter when promoting students to the next grade level despite low comprehension levels. The purpose of the study is to determine the variables that lead to this issue, including a lack of resources, inefficient teaching methods, or student-related issues like cultural differences or learning difficulties. The findings can help teachers better support struggling children and help them succeed academically by gaining an awareness of these characteristics. The study can also offer suggestions to educational administrators and policymakers on how to enhance the educational system and give instructors the tools and support they need to encourage student achievement.

### *Research Design*

This study will use a qualitative research approach with a case study design. data will be collected through a review of literature on promotional issues of students specifically in comprehension. The case study will be conducted through semi-structured interviews with teachers of grade 7 and above. The interview will be conducted in-person or virtually, and will be recorded and transcribed for analysis. The teachers will focus on promotional issues of students with low level of comprehension.

### *Participants*

The study used purposive sampling, which included teachers from a school near city proper and teachers from school away from city proper. These participants were chosen in order to gather information from different points of views. Specifically, this study interviewed 20 grade 7 professional teachers.

The purpose of determining the sample size was to ensure that sufficient data would be gathered to properly address the research topics. An attempt was made to include individuals from a range of backgrounds in order to capture a variety of experiences and opinions.

### *Instrument*

The participants of the study were interviewed to gather narratives on Promotional Issues of Students with low Comprehension Level. Relevant experiences were offered by interview questions. Interviews for this study were conducted according to established procedures.

Table 1.0 Instrument of the study

Objective	Interview Question	N
1. Identify the issues encountered by the Teachers in promoting students to the next grade level in spite of low comprehension level	<p>1. Have you promoted a student to the next grade level in spite of a low comprehension level?</p> <p>2. What prompted you to promote students in spite of his/her low comprehension level in terms of pressure/instruction from the superior?</p> <p>3. What prompted you to promote students in spite of his/her low comprehension level in terms of belief that the student can still catch up?</p> <p>4. What prompted you to promote students in spite of his/her low comprehension level in terms of to avoid disenfranchising students from his/her batch?</p> <p>5. What prompted you to promote students in spite of his/her low comprehension level in terms of in consideration of his/her attitude?</p> <p>6. Are there any other issues which prompted you to promote students in spite of his/her low comprehension level?</p>	20

### *Research Procedures*

The researchers wrote a written consent letter addressed to the principal of the school, In order to obtain permission to interview teachers of Grade 7. Before the interview, the participants received comprehensive instructions. Interview schedules were decided upon based on participant availability and time. Every participant received a questionnaire with the task guide questions on it.

Before conducting interviews, this study received permission from the school administration to collect data. To conduct the study, the researcher requests permission from the school's head. Once these requirements were met, the researcher gave permission with eager participation. The study's objectives, the data's intended use, confidentiality, and the method by which participants will be informed of the findings. The researcher scheduled an interview time after the sign. Field notes were taken and the interviews were audio recorded in order to capture non-verbal cues and contextual data.

### *Data analysis*

Thematic analysis will be used to examine the information gathered from the case study and literature review. Quotations from the interviews will be used to reinforce the narrative format in which the results are presented. As part of the qualitative data analysis procedure, the audio recordings of the one-on-one interviews were verbatim transcribed to guarantee the authenticity and correctness of the tales. An individual respondent's story was examined through a narrative analysis. Story analysis is one type of qualitative data analysis that focuses on extracting the main narratives from each study participant's unique experience. First-person accounts are used to



collect and organize data so that the researchers can better understand the participant's experiences. Narrative inquiry is a valuable investigative technique in qualitative research.

## Results

*Objective: Identify the issues encountered by the Teachers in promoting students to the next grade level in spite of low comprehension level*

*Question 1. Have you promoted a student to the next grade level in spite of a low comprehension level?*

### *1.1 Promoted a student*

Sixteen (16) respondents said that promoting a student to the next grade level despite low comprehension is a controversial decision, with some arguing it can negatively impact their self-esteem and motivation. While promoting a student may be beneficial if they have shown improvement or benefit from peer interaction. This, is essential to a teacher to also provide support and resources to help them catch up.

“It's essential as a teacher to provide additional support and resources to help them catch up academically.”

“Yes, a lot of them”

“Yes, I promote students despite of his/her level of comprehension.”

### *1.2 Remedial Classes*

Four (4) respondents state that they have encountered students with low comprehension level but they emphasized the need for remedial classes and for follow up reading materials because it is important to ensure students are academically prepared for the challenges of the next grade because the one who will be challenge are the students and the teacher just preparing them to face heads on the challenges.

“Yes, I have encountered most of my classes, provided he/she will take enrichment/remedial classes.”

“Yes, but I encourage them to take the remedial class because it's for them not for us, we are just preparing them for the bigger challenges.”

*Question 2. What prompted you to promote students in spite of his/her low comprehension level in terms of pressure/instruction from the superior?*

### *1.1 Pressured*

Ten (10) respondents state that as an educator, the decision to promote a student with low comprehension levels despite pressure from superiors is a complex and challenging one. It requires a deep understanding of the individual student's needs, abilities, and potential for growth that in turn she promoted students in spite of their low comprehension level because of pressure/instruction from her supervisor.

“Pressure/instruction from the supervisor. Exactly, when the students do not perform well in their academics, school head/supervisor blame it on the teacher by undermining that, the teacher did not plan the lessons properly, the class was not that interesting and what happened to the conduct of reading intervention to students struggling in reading/ reading comprehension.”

### *1.2 Readiness*

Ten (10) respondents said that promoting a student should be based on their readiness and ability to succeed in future academic endeavors, rather than succumbing to external pressures or expectations. By prioritizing the individual needs of each student, educators can ensure that they are setting them up for success in the long run.

*“I promoted a student based on the performance or readiness of the student to face the challenges because we teach to make them stronger to become successful in the long run.”*

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*Question 3. What prompted you to promote students in spite of his/her low comprehension level in terms of belief that the student can still catch up?*

*1.1 Still Can Catch Up*

Twenty (20) respondents state that the teachers believe that students can still catch up with the help of the parents. Collaboration between the school and the parents is vital in enhancing the learners' reading comprehension. They have seen firsthand how students can surprise them with their progress when given the right support and encouragement. It is important to have faith in the students' abilities and provide them with the tools they need to succeed, even if it means taking a chance on them.

"I believe that the student can still catch up. In such that he/she has not yet developed his/her cognitive ability."

"Since I am teaching grade 7 students, I believe that these students with low comprehension will still improve and catch up in the next grade level with constant guidance of the teachers and parents as well."

"I understand that every student learns at their own pace and may struggle with certain concepts initially but with the right support it can be surprising to see the potential of students."

*Question 4. What prompted you to promote students in spite of his/her low comprehension level in terms of avoiding disenfranchising students from his/her batch?*

*1.1 Acknowledgement of effort*

Twenty (20) respondents state that to promote academic progress and success, it's crucial to consider each student's unique needs and achievements. Despite some students struggling with comprehension, it's important to acknowledge their efforts and progress. Promotions, even for those with low comprehension levels, demonstrate a student's commitment to learning. Educators have a responsibility to foster inclusiveness and support by offering growth opportunities. Providing promotions to struggling students boosts their self-esteem and encourages them to study more. A welcoming environment is essential for all students to feel appreciated and motivated.

"We are promoting inclusiveness and support in the classroom by not disenfranchising children from their batch. Regardless of their current ability level, it is important to give every student the opportunity for growth and development."

"As teachers, it is our duty to establish a supportive atmosphere where each student feels appreciated and inspired to realize their own potential."

*Question 5. What prompted you to promote students in spite of his/her low comprehension level in terms of in consideration of his/her attitude?*

*1.1 Attitude*

Twenty (20) stated that students' attitudes are taken into consideration when they are being promoted, and those with a positive attitude and a strong desire to study are given their preference. Academic achievement is essential but it's also important to take the student's whole development and evolution into account. Promoting a kid based on their attitude demonstrates our appreciation for their resilience and determination in the face of difficulty. It can be challenging to decide whether to promote a student with low comprehension despite their positive attitude.

"We also consider the attitude of the learner. If we schedule them for remediation and they don't come to us then we can do nothing about it."

"Students have a diverse attitude or ability when it comes to learning. As a teacher, we need to discover them so we can give them the right instructions. Sometimes, the learner also has no interest and that is where the problem comes in."

“Personally. I give consideration to my learners' attitude towards their studies because they are just in grade 7, for there are those who are “late bloomers”. I do believe that with proper guidance and instructions from parents and teachers, coupled with love and care, learners' achievement and academic progress will be achieved.”

*Question 6. Are there any other issues which prompted you to promote students in spite of his/her low comprehension level?*

*1.1 No proper assessment due to lack of facilities*

Four (4) respondents state that the lack of facilities affects the effectiveness of a teacher's lesson in school. Facilities are vital in the teaching learning process because it provides real world experiences which will in the future be vital for the student's pursuit of higher knowledge.

“The quality of school facilities affects students in two ways. Firstly, a lack of facilities limits the ability of a student to achieve various learning and extracurricular activities. Secondly, a lack of facilities, has a negative impact on a teacher's job satisfaction particularly in doing assessment to the low comprehension level of students which undermines their motivation to teach. Thus, adequate facilities make it easier for the school to deliver better education.”

*1.2 To avoid workloads on remedial classes and summer classes*

Ten (10) respondents stated that he/she promotes his/her students to avoid workloads on remedial classes and summer classes. Though intervention is vital, teachers' physical and mental health plays a vital role in this argument. Summer vacations are important for teachers because it is their time to relax a little bit and be with their families. Also, during this time they prepare the things they need for the next school year.

“By now, it's common knowledge that many teachers struggle with their workload and anyone who cares about education should be with teacher workload that influences teacher's decision to leave the profession, lead to stress and anxiety and ultimately affect pupils' outcome. Research shows that when teachers don't have time to plan properly, or are too stressed to be their best, the children suffer. To avoid this kind of problems, teachers used to promote students particularly those low performing students who struggled in reading comprehension to avoid workloads on remedial and summer classes.”

*1.3 Lack of support of parents*

Six (6) respondents said that the absence of parental support can have a negative impact on a student's ability to learn. Teacher-parent collaboration plays an important role in the child learning process, some students need to follow up tutoring for better retention of knowledge while some don't. Without the help of parents, students who need extra help will most likely not reach their full potential

“Increase of reading comprehension is the main goal of the school and of the teacher, that is why every school has its reading program. Lack of support from parents is the first problem encountered here since teachers need help from the parents to at least assist their sons and daughters at home along with the reading materials.”

## **Discussion**

Objective 1: Identify the factors encountered by the Teachers in promoting students to the next grade level in spite of low comprehension level.

*Have you promoted a student to the next grade level in spite of a low comprehension level?*

*Promoted students*

Effective reading is a journey toward ever-increasing text comprehension. Teachers are the tour guides, making sure students stay on course, stopping to ensure they understand the terrain of understanding, and occasionally encouraging detours down interesting and charming byways or



cul-de-sacs. There is compelling evidence supporting this involvement. 80% of first-grade pupils in a highly impoverished school district were reading comprehension grade level, compared to 20% for other teachers in the same district (Tivnan & Hemphill, 2005).

The ability to "read text rapidly, smoothly, effortlessly, and automatically with little attention to the mechanics of reading such as decoding" (Meyer, 1999, p. 284) and the capacity to integrate information from multiple sources while reading under fairly strict time constraints are two characteristics of proficient readers (Grabe, 2010, p. 72). According to Hudson, Lane, and Pullen (2005), reading fluency also relies on the ability to generalize between texts and sustain a steady reading pace over extended periods of time.

Reading requires both lower- and higher-level cognitive processes, according to well-established reading studies (cf. Grabe, 2009; Perfetti, 1999; Pressley, 2006). Word recognition, grammatical parsing, meaning proposition encoding, and working memory activation are examples of lower-level processes (Anderson, 2000; Koda, 2005). These are all essential components that need to be handled quickly and automatically. By automating these basic skills, readers can focus on more complex tasks, like applying prior knowledge, utilizing techniques to decipher text meaning, analyzing concepts, drawing conclusions, and assessing the material they are reading (LaBerge & Samuels, 1974). The two processes are supposed to complement one another rather than operate in parallel while a person is reading.

When reading comprehension is still developing, decoding is more closely linked to it than language proficiency; nevertheless, after decoding is mastered, language comprehension is a more reliable indicator of reading comprehension (Catts, Adlof, & Weismer, 2005).

*What prompted you to promote students in spite of his/her low comprehension level in terms of pressure/instruction from the superior?*

#### *Pressured*

Teachers are under a lot of strain these days. In addition to dealing with the public's discontent with the quality of education and the growing scrutiny they face, schools also have to deal with staffing shortages, differing parental engagement levels, deteriorating facilities, and the potential for violence. Students' demands and skill sets are diverse, as they always are. It is obvious that traditional leadership approaches might not be adequate to handle these difficulties. This theory is consistent with Chavez's (2020) findings. Teachers are under pressure to be extremely competent, as indicated by their degrees and training, despite these obstacles. Normore (2004) notes, "Yet, there is little doubt that these new millennium schools will require different forms of leadership—one that combines a force of shared leadership and values," even though he acknowledges that it is difficult to predict how schools of the future will differ from current models (p. 3). Begley (2001), who describes values-informed leadership as "sophisticated, knowledge-based, and skillful," concurs that it is necessary (p. 354). "A function of understanding the influence of personal values on the actions of individuals and the influence of values on organizational and social practices" is how Begley (p. 353) defines acquiring sophistication. Leaders must encourage others to adopt a vision and a set of values as part of this values-focused approach (Yankelovich, 1999).

#### *Readiness*

Fullan (2005) reiterates this fundamental idea of involvement when he stresses that leadership entails cultivating leaders across the board. "Creating a corps of strong instructional leaders who share a common set of commitments to teaching and learning, along with a sense of belonging to an effective and demanding professional community" is the stated goal of such programs, according to (Fink & Resnick 2001) (p. 598). This research supports the conclusions of

Chavez 2023. The results indicated that parents view English as a valuable language that can help shape their children's future careers. Collaborating on shared concerns and challenges can promote the growth of a cooperative mindset (Health & Sias, 1999). When partners create synergies through their collaboration, this mentality can result in a collaborative advantage (Huxham & Vangen, 2004).

Hanny (1987), writing more than three decades ago, referred to the principal as the school's instructional leader. According to him, "effective principals are expected to be effective instructional leaders... the principal must possess knowledge of staff development, teacher evaluation, clinical supervision, curriculum development, and teacher and instructional effectiveness" (p. 209). The definition of principal leadership was expounded upon by Fullan (1991), who advocated for an approachable and cooperative style of leadership wherein the principal engages with teachers to mold the school as a workplace by means of shared objectives, collaboration, learning opportunities, certainty, commitment, and student development (p. 161).

*What prompted you to promote students in spite of his/her low comprehension level in terms of belief that the student can still catch up?*

*Still can Catch up*

The practice of moving children forward to the next grade level despite their low performance at the present grade level is known as mass promotion (Encyclopedia). According to Knight (2014), this was corroborated by Potter (2003), Doyle (2004), and Jacob & Stone (2005) in their various investigations. They think that widespread advertising could offer students, particularly those who are falling behind academically, a sense of hope. Pupils might believe that this is their second chance to demonstrate that they can achieve more (Potter, 2003) and that success is within reach (Doyle, 2004). Because of the confidence that the principal and teachers may be building in the pupils, their self-esteem might not be severely impacted if they are promoted to the following grade (Jacob & Stone, 2005). But according to Knight (2014), when students advance to the next grade without learning the academic standards, they could assume they will receive the same pass the following year and question why they should put in the work, which would lower their academic performance.

Learning outcome-influencing factors are already in place, so whether a student is kept or promoted is generally not going to have a significant impact on what happens in the future. More important is how teachers react when a student falls short of expectations (Dios, 2015). He added that advancing pupils to the next level without holding them accountable is possible even when they fall academically behind. According to the same viewpoint, De Dios (2015) stated that advancing kids to the next level without holding them accountable is possible even when they fall academically behind.

However, with the realization that all children learn at different paces while possibly being of the same age, Richardson (2010) stated that it then becomes a question of what needs to be done, for students who have not met the required educational standards as mandated by the government. Thus, in some communities, grade retention becomes an acceptable practice despite the negative effects that have been documented by research. This is because as stated above, the task of meeting the requirements for promotion is difficult for some students and they often experience educational setbacks that usually result in grade retention.

As stated by Knight (2014), the U.S. Department of Education (2001) states that the No kid Left Behind Act (U.S. Department of Education, 2001) promotes the idea that every kid should have access to the greatest education possible, ensuring that no child is left behind. What does this signify? It implies that adjustments must be made to schools (U.S. Department of Education,

2001). In light of this, educators and administrators made the call, seeing how crucial it is for kids to acquire all the skills and competences needed to advance. Because of this, the majority of schools are putting out great effort to guarantee that every kid receives a suitable education (Richardson, 2010), ensuring that no child falls behind academically.

*What prompted you to promote students in spite of his/her low comprehension level in terms of avoiding disenfranchising students from his/her batch?*

*Acknowledgement of effort*

Teachers have difficult challenges regarding student involvement when operating under restraints connected to the pandemic. Disenfranchised pupils may be more affected by issues such as trauma, conflicting household obligations, and poor internet access (Darmody et al., 2021). This research supports the conclusions of Chavez 2023. Practical evaluation and skill assessment were found to be among the most often used methodologies by the teachers. Teachers must incorporate skill development into their skill evaluation methodologies because there was a demand for it in distance learning. Disenfranchised students frequently feel less in control of their education and have fewer options, which hinders their ability to understand and use personal agency (Oyserman & Lewis, 2017). Retention and later drop-out rates have been linked in a number of studies. Research from New York and Chicago revealed that students who were kept had a higher dropout rate compared to those who were promoted (Roderick, 1995). "Retention is generally associated with poorer academic achievement when groups of retained children are compared to groups of similar children who are promoted" (NASP, 1998) makes the impact of retention on dropout rates not surprising.

Another aspect that could be contributing to students' low reading ability is poor working memory. According to a growing body of research, for example (Alloway et al., 2009; Swanson et al., 2009; Sanford, 2015), working memory enables students to momentarily store knowledge in short-term memory while they are performing cognitive activities. As a result, working memory facilitates students' ability to draw on prior knowledge of a subject while reading or when deriving meaning from context (Alloway et al., 2009; Swanson et al., 2009). According to Alloway et al. (2009) and Swanson et al. (2009), working memory deficits are common among students with impairments.

According to Njie (2013) and Rany (2013), the majority of students' low reading proficiency is caused by: a lack of efficient learning techniques; an unwillingness to learn; and a lack of desire. According to McRae and Guthrie (2009), internal motivation, or intrinsic motivation, is the best kind of *incentive* to encourage students to read because it stems from their own interest in the subject. Students that possess intrinsic desire develop into proficient and exceptionally accomplished readers (McRae and Guthrie, 2009).

*What prompted you to promote students in spite of his/her low comprehension level in terms of in consideration of his/her attitude?*

*Considering of the learner's attitude*

Traditionally, empirical studies on the education production function have looked at the relationship between instructors' backgrounds and students' success on standardized tests (Hanushek & Rivkin, 2010; Todd & Wolpin, 2003). These results are supported by decades' worth of theory, which has likewise described instruction as multidimensional. In addition to raising test scores, excellent teachers are expected to control classroom behavior, give accurate instruction, foster critical thinking, and create emotionally safe spaces for students to grow socially and emotionally (Cohen, 2011; Lampert, 2001; Pianta & Hamre, 2009). This research supports Chavez's results (2023) To encourage students to stay honest, the institution needs to maintain

control over the learning environment. It is obvious that social, cognitive, and instructional presences are very common in learning environments. The most notable aspect of humanized education is cognitive presence.

However non-compliant behavior (e.g., being unruly or not paying attention), which affects both SEN students and non-SEN students, can pose a serious obstacle to effective teaching and learning in inclusive primary classrooms because it seriously jeopardizes the social and academic learning processes of their peers (Schwab, Eckstein, & Reusser Citation 2019). Accordingly, low levels of social participation in inclusive education are typically experienced by kids who exhibit non-compliant classroom behavior (Avramidis, Avgeri, & Strogilos Citation 2018; Krull, Wilbert, & Hennemann Citation 2014). Long-term negative effects on social engagement can seriously impede children's academic and social growth when they exhibit disruptive behavior in the classroom (Garotte, Dessemontet, & Moser Opitz Citation 2017).

*Are there any other issues which prompted you to promote students in spite of his/her low comprehension level?*

*No proper assessment due to lack of facilities*

The physical resources that support efficient teaching and learning in schools are known as school facilities. They are those educational resources that allow a skilled teacher to attain a degree of instructional efficiency that significantly surpasses what is feasible when they are not offered, according to Castalsi (1971). Osahon (2001), citing Ogbodo (1996), states that educational facilities are the tangible objects that help with the teaching and learning processes in schools. Arisi (2002) emphasized that insufficient classroom areas have led to school overcrowding. Government and religious missionaries constructed a large number of elementary and secondary schools in the past. As a result, the majority of structures—including roofs, floors, desks, seats, and tables—have gotten progressively worse.

According to Musa (2000), the main issue with teacher utilization is how they are distributed and allocated to the schools. This indicates that there are more teachers in urban and suburban areas than in rural or isolated places. In this instance, both urban and rural areas' use of teachers is lacking in competency. Therefore, a teacher can only be used competently when their general education, subject-matter expertise, and personal traits are well-balanced in the day-to-day performance of their duties.

The lack of a reading foundation among students may be one of the difficulties teachers have while teaching reading skills to them (Lucas, 2011; Rany, 2013). Robertson (2009) has identified the incapacity of students to perceive or generate novel sounds in a language other than their native tongue as a potential obstacle to educators when instructing reading procedures to their students. While Rany (2013) asserts that students' limited vocabulary proficiency hinders their reading ability and presents a challenge to teachers when teaching reading strategies to students, Sanford (2015) and Robertson (2009) highlight that one important factor impeding students' reading ability is their inability to process the individual sounds of letters, which is needed for word recognition. Because reading is a technical process that requires reading words by words and letters by letters, Sanford (2015) and Davenport (2002) note that students' ability to read words fluently is affected by their underdeveloped phonemic awareness and phonics skills. This is the reason why Swanson et al. (2009) claim that students' poor reading abilities are caused by deficient phonological retention processing. Learning to read requires the ability to blend sounds inside words (retaining phonological knowledge) (Swanson, et al., 2009). According to Joseph (2018), students who struggle with reading at a lower school level also have trouble correctly recognizing and reading words. According to the National Reading Panel (2000), students' incapacity to grasp



phonics—that is, their incapacity to combine sounds, decipher words, and break spoken words down into their basic sounds—is the main cause of their low reading ability.

*Lack of support of parents*

According to Ghazi, Ali, Shahzad, and Khan (2010), the majority of parents don't get involved in school matters until their kids run into issues and they need to speak with administrators. They also don't care about the school curriculum, the entire educational process, or helping with homework. Children may therefore disregard education, take it lightly, or have a bad attitude about going to school (Ghazi, Ali, Shahzad & Khan 2010 cited in Trung & Ducreux, 2013). This theory is consistent with what (Chavez 2022) found. The findings showed that the bilingual parents' narratives, which included authentic instances of using the English language, can improve the design of ELT curricula, the timely and relevant creation of instructional materials, and the quality of teacher training programs on activities and teaching techniques. When creating the English Language Teaching Curriculum, the schools can use these shared tales as a resource. The authenticity and usefulness of particular ELT techniques and other teaching-learning modalities are enhanced by the real-world applications of the English language.

According to Mellon & Moutavelis's (2009) research, parents' involvement shapes their children's feeling of psychological well-being, self-worth, and confidence. Low psychological well-being makes students more likely to have low self-esteem and low self-perception, which can negatively impact their emotional well-being (Cripps & Zyromski, 2009 quoted in Trung & Ducreux, 2013). Students who have parents that encourage and support them typically have excellent coping mechanisms for dealing with academic challenges (Fan & William, 2010). Therefore, children who perceive a lack of parental support may find it difficult to succeed academically or to be motivated to study. For example, kids in middle and high school often have 1.5–2.5 hours of homework every night, whereas students in primary schools should only have 1–2 hours. Children who have involved parents may complete their schoolwork on a regular basis (Hill & Taylor, 2004). Students will attempt to finish homework more attentively if parents actively participate in their education since they will see that their parents respect education.

Chen and Gregory (2010) contend that positive parental attitudes toward educators may have a positive impact on both academic success and the relationships between students and teachers. Parental involvement may enhance children's conduct, social skills, and interactions with society at large (Regner, Loose, & Dumas, 2009; Trung & Ducreux, 2013). High parental participation lowers student aggression and disobedience, according to research You, Chhuon, and Hudley conducted in 2009 (Trung & Ducreux, 2013).

*To avoid workloads on remedial classes and summer classes*

According to Farrant (2005), a teacher is a person who participates in school meetings and helps students reach their academic goals, including whatever academic progress they delegate to their teachers. These impact students' completion of syllabus content and literacy proficiency while also adding to teachers' already excessive workload. In addition, teachers serve as trusted mentors who help less talented students acquire information and skills (Curtis et al, 2014). They go on to argue that the idea of a teacher was parked during the Industrial Revolution by pioneers like Charles Gordon, who constructed makeshift schools to educate and feed the impoverished, Robert Raikes, who founded the Sunday Movement in the 1780s, and Charles Bala, who was committed to providing basic education for child laborers in Wales. The quantity of work assigned to a certain instructor is known as their workload (Bennaars & Njoroge, 1994). Actually, a person's workload is the amount of work they are expected to complete. The real quantity of labor and a person's impression of the workload are not the same thing. The quantity of work to be done is known as



the workload (Jex, 1998). There are quantitative and qualitative ways to look at teachers' workloads. Only quantity is stressed when it comes to the duties and duties of instructors as outlined in the job description (Farrant, 2005). As a result, having a workload does not imply that it will be difficult to finish.

### *Conclusion*

In conclusion, low comprehension pupils have many obstacles in their academic endeavors. To increase their reading comprehension, these pupils need targeted instruction, regular practice, and customized support. In order to identify, diagnose, and treat the underlying reason of the kids' low comprehension levels—whether it be language obstacles, reading disabilities, a lack of exposure to literature, or other factors—teachers and learning experts must collaborate. Students with low comprehension can improve their reading comprehension skills significantly and eventually succeed academically with targeted interventions and a supportive learning environment. Students with low comprehension levels can reach their full potential and thrive in both their academic and personal life with the correct help, direction, and resources.

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