WHOLE-CLASS AUTOMATIC PROMOTION IN THE PRIMARY SCHOOL AND PUPILS' LITERACY ACHIEVEMENT

Achu Charles TANTE
Faculty of Education, University of Buea, Cameroon
ORCID: https://orcid.org/0000-0003-0386-7040
ctante2@yahoo.com

Abstract

The present study had two research questions to investigate whole-class promotion in primary school and pupils' achievement in literacy. The study adopted the cross-sectional survey research design. The target population was composed of all teachers and pupils in primary schools in Fako Division, in Cameroon, while the accessible population was made up of all Classes Four (Grade 4), Five and Six pupils, and 60 teachers, selected using purposive sampling techniques. The instruments for data collection were a structured questionnaire and an interview guide. The descriptive statistical tools used were frequency count, percentages, and multiple response sets while Spearman's rho test was used in testing the study's hypotheses. The findings of the study indicated that teachers' use of alternative resources has a significant effect on pupils' literacy achievement. Findings also indicated that remedial teaching has a significant effect on pupils' literacy achievement. Some recommendations included both trainees and qualified teachers to receive more training regarding alternative resources and remedial teaching.

Keywords: Whole-class promotion, alternative resources, remedial teaching.

INTRODUCTION

Whole-class automatic promotion is defined by Chohan and Qadi (2011) as practice in both primary and secondary schools where learners move from a lower class or grade to an upper one notwithstanding their achievement. Whole-class promotion policy has been dated as far back as the 1930s (Steiner, 1986), and it was adopted in the interest of learners' psychological plus social well-being. However, whole-class promotion is a controversial policy for and against its practice of class (grade) retention or promotion. Okurut (2015) argues that both empirical and non-empirical studies seem to indicate that the impact of whole-class promotion policy is mixed and inconclusive. Arguments supporting a better policy than class or grade retention fall into three categories, including enhancement of education quality, improving internal efficiency of education and personal development of learners.

Ndaruhustse (2008) points out that in enhancing the quality of education repetition does not improve achievement of learners who are low-achievers, nor does repetition reduce the range of abilities, since each (class or grade) would carry the retained student into the next year as a source of a difference in ability. To Verspoor (2006) and Ndaruhutse (2008), regarding improving, internal efficiency of education, whole-class promotion policy, there would be the possibility of saving costs for both the government and education stakeholders. What is more, reduction or elimination of class (grade) repetition increases completion rates by reducing student dropout rates, and increasing the number of years low-achievers spend in school. With reference to personal development of learners Eide & Showalter (2001) argue that repetition of class (grade) has a negative self-esteem on learners since there might be stigmatization which impairs their natural ability to relate with peers as well as prolong their actual time of completion.

On the other hand, whole-class promotion, Koppensteiner (2014), Taye (2003), and, Chohan and Qadir (2011) counter, such a promotion negatively affects the overall quality of education for there is little competition amongst peers and no learner nor teacher motivation to enhance achievement. Therefore,

class (grade) repetition is perceived as leading improvement in content learning achievement (Brophy, 2006). However, these claims are not yet conclusive.

Still on the debate about the pros and cons of class (grade) repetition, Ndaruhutse et al. (2008) point to the inconclusive nature of both claims. The authors outline the pros of repletion as advantageous under some situations such as, firstly, where learners are not meeting with their peers and fall short of acquiring expected content, repetition would be beneficial to such learners. Secondly, repetition might be necessary for very young or immature for their immature aged learners. Taking over a year is viewed would be giving them the opportunity to feel more settled and secured. Finally, if there is a wide variety of ability in a class (grade), it may be of benefit to teacher and the rest of the remaining learners for weak learners repeat, thus creating a more homogenous year group.

On the other hand, there are arguments against class (grade) repetition, claiming that it has plenty of negative impact on learners such as affecting self-esteem and motivation that may make them see themselves as failures (Kyereko et al., 2022; Ndaruhutse et al., 2008). Another reason put forward is that going through the same content with probably the same teacher may affect learners' interest and focus. Lastly, it is argued that repetition does not investigate reasons behind learners' low achievement and mere repetition may not ring in any improvement.

According to Troncin (2006), learning difficulties are perceptible in class repetition. However, this may be a 'false' measurement tool of school failure for it is likely that any repeating learner would be susceptible to ongoing difficulties. Thus, learners repeating the year in same way rather than providing extra support for support would likely notice little change. It may be because of Troncin's (2006) argument that low-achieving pupils are recommended for remedial classes.

Whole-class promotion in Cameroon primary school

The duration of the UN Millennium Development Goals (MDGs) embraced and endorsed by the international development community following the Millennium Summit of September 2000, from 1990- 2015, left an indelible mark on the quality of education in Cameroon educational system, specifically on how to attribute class or grade promotion to a higher level.

Before the international advocacy of the Millennium Development Goals (MDGs) Project, repetition in the Cameroon primary school sector was a policy (Lyonga & Fosso, 2020). However, by 2006, there was a shift from this position with influence of MDGs Target 2 which aimed at ensuring that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling (Achieve Universal Primary Education). This Declaration was the conclusion arrived at in Jomtien in Thailand in 1990, and in order to achieve education goals there was the Dakar World Education in 2000, in Senegal, where a new set of goals was set to be attained by 2015. There were several goals under Target 2 Education, but this research focuses on improving all aspects of the quality of education and ensuring excellence for all, so that recognised and reasonable learning outcomes are achieved, especially in literacy.

To tackle the issues of class or grade repetition and accessibility to primary schooling universally, the Cameroon government concluded that class retention is another way of discriminating against accessibility to many pupils. Bearing these arguments, the government of Cameroon in partnership with the African Development Bank (ADB), experimented in some pilot schools, on reduction of repetition to about 10%, unlike 40% before. This was to be carried out by introduction of pedagogic and administrative elements through a Ministerial Order № 315/B1/1464/MINEDUB of 21st February 2006 (Nalova, 2016; Mambeh, 2018, and Lyonga & Fosso, 2020). Mambeh (2018, p.64-65) states that:

> This text amongst others prescribes the following: (1) the teaching methods should be active and adapted to the diversity of pupils; (2) assessment should be diagnostic, formative or criterion-referenced within levels; (3) assessment should enable teachers to adapt their lessons to the specific needs of pupils; (4) promotion of pupils is automatic within a level. However, a pupil can be authorized to exceptionally repeat upon request from the parent of the concerned pupil.

In Cameroon primary schooling lasts six years with each year labelled into Classes. The new structuring divides the six years into three Levels, partitioned thus, Level I (Classes 1 and 2), Level II (Classes 3 and 4), and Level III (Classes 5 and 6). Compensatory or remedial teaching is recommended for slow learners but promotion from one class to another is automatic. However, pupils may repeat only if moving from one Level to the next, even though remedial teaching outside the official school time, is suggested to compensate for any low achievement (MINEDUC, 2010)

Purpose of the Research

The purpose of the current study is to find out if the practice of whole-class promotion in primary school enhances pupils' literacy achievement. Specifically, it is the purpose of this research to focus on alternative resources and remedial teaching how they affect primary school pupils' literacy achievement.

Research Questions

1. To what extent do alternative resources affect primary school pupils' literacy achievement?
2. To what extent does remedial teaching affect primary school pupils' literacy achievement?

Hypotheses

H_{o1}: Alternative resources do not significantly affect primary school pupils' literacy achievement.

H_{a1}: Alternative resources significantly affect primary school pupils' literacy achievement.

H_{o2}: Remedial teaching does not significantly affect primary school pupils' literacy achievement.

H_{a2}: Remedial teaching significantly affects primary school pupils' literacy achievement.

Conceptual, Theoretical and Empirical Basis of the Study

Definitions of literacy are difficult to state with exactitude. Some definitions conceive of literacy as a social construct, a complex idea that means different things to different cultural group at different times. Therefore, literacy is a relative term and dynamic. Literacy, in its lay understanding, is the ability to read and write; it is also an integrated complex of language and thinking processes and skills, incorporating a range of habits, attitudes, interests and knowledge, serving a range of purposes in different context (UNESCO, 2008, p.18). A person might be functionally literate and can engage in all those activities in which literacy is required for effective functioning of his or her group and community and also for enabling them to continue to use reading, and writing for their own and the community's development.

Literacy refers to a set of varied capabilities or to a single capability that can be quantified in a straightforward and comprehensive way (Lo Bianco & Freebody, 2001, p.20). The definitions of reading literacy have changed over time in accordance with the needs of the global society, the demands for economic development, and the advances in the research and measurement of literacy itself.

Operationally, in this research, literacy is considered as the ability to read, write, speak and listen properly. The attribute of literacy is generally recognised as one of the key educational objectives of compulsory schooling.

Whole-class automatic promotion

Repetition or retention, according to Ndaruhutse et al. (2008), is the practice of taking over the academic year for pupils who are judged to be lagging behind of the curriculum or syllabus. They do not achieve a cut-off point. Such pupils repeat the school year while their peers get promoted to a higher level. This practice is contrasted with automatic promotion which is allowing pupils to continue in spite of their achievement level.

Whole-class or automatic academic promotion occurs when pupils progress from a lower level to a higher level irrespective of their achievement. Okurut (2015); Ellis-Christensen (2003) and Albridge and Goldman (1999) argue that whole-class promotion takes pupils from one class or grade to the a higher even when they may have shown sufficient competence of the level. Indeed, poor academic achievement is not taken into account (Griffith, 2006).

Arguments for and against automatic promotion are centred on its credibility as a viable alternative to grade retention in the search for efficiency and better learning outcomes (Chohan & Qadir, 2011). This is evident in empirical studies.

Alternative Resources (Teaching Learning Resources)

Alternative resources especially in the context of developing countries with large class-sizes are provided for the improvement of pupils' reading and writing skills at primary levels of education. Alternative resources or teaching-learning resources form the centre of attraction to children during the learning process. They arouse the child's interest promoting the learning. Kie (2009) observes that teaching-learning materials supplement the description of concepts by the teacher thereby helping to break the monotony of explaining words and processes that seem difficult to children. Resources also save on teaching time as they make explanation easier, stimulate children's imagination, promote accuracy in describing concepts, cultivate social skills when children interact and work together in groups and finally give the children an opportunity to learn through a variety of senses resulting into high retention of information and skill learned

Remedial Teaching

Remedial teaching is defined as interactions which are designed to cater for the needs of children unable to keep pace with the teaching-learning process in a normal classroom (Schwartz, 2012). Remedial teaching acts as a safety valve for the learners who are behind the expected level of achievement. Schwartz (2012) says remedial education programme is made up of educational interventions aimed at addressing learning needs of a targeted group of children who are lagging behind academically or not mastering specific competencies. Remedial education can be implemented as a standalone programme in or outside of school hours, integrated in programmes that are implemented as components of a more comprehensive educational programme.

One important feature of remedial education programmes is determining the competencies that need improvement and the learning levels of programme participants at the time of selection, during, and after the intervention. It has been argued that programs have to be explicit, systematic and focused to be effective. Remedial teaching involves diagnosis of specific difficulties, provide suitable measures and provide support to students to help them master the difficult concepts and to prevent previous mistakes from reoccurring in the future (Burris, 2009). Oyedele (2016, p.31) advises that when low achievers are identified by the teacher, remedial teaching should be introduced within the classroom where necessary; withdrawal from the classroom for small group individual teaching and an evaluation that will be conducted during and after the implementation of remedial instruction to examine the actual effectiveness of the remedial teaching (Maawa, 2019).

Empirical studies
Alternative Resources and Pupils' Literacy Achievement

Okongo, Ngao, Rop and Nyongesa (2015) carried out research on effect of availability of teaching and learning resources on the implementation of Inclusive Education in Pre-School Centers in Nyamira North Sub-County, Nyamira County, Kenya. The study aimed at finding out whether availability of teaching and learning resources influenced implementation of inclusive education in pre-school Centers in Nyamira North sub-county. The study employed descriptive survey research design. The target population was 134 head teachers in 134 pre-school centers, 402 pre-school teachers, 12 Education Officers and 938 pre-school parents. Sample size was 40 pre-school centers and 40 head teachers which were randomly sampled to represent 30% of the centers. Further, 134 pre-school teachers and 270 pre-school parents were sampled through stratified random sampling and 12 Education Officers sampled by census sampling. Data was collected using questionnaires and observation check-lists. Descriptive statistics of means, percentages and weighted averages were used in analysing the data. Findings revealed that there were inadequate teaching and learning resources at pre-school centers in Nyamira North sub-county. 78 percent of the respondents revealed that inadequate resources affected the implementation of inclusive education. The study recommends that adequate teaching and learning resources should be provided to ensure effective implementation of inclusive education and more funds

to be allocated for procuring teaching and learning materials for Special Needs Education (SNE) learners.

Remedial Teaching and Pupils' Literacy Achievement

Maawa and Cruz (2019) carried out a study on remedial and corrective feedback strategies for improving students' English language proficiency. The study used descriptive research design and purposive sampling was used for the selection of English teachers. Students were surveyed and interviewed. Descriptive statistics were used to analysed the data gathered using researcher-made instrument. Findings showed that peer support programme and handling students' behaviour problems were the most commonly used remedial strategies by the English teachers whereas, explicit correction, clarification request, recast, elicitation and paralinguistic signals were the commonly used corrective feedback strategies in teaching English. Cross-examination in the students' grades indicates positive effect of remedial and corrective feedback strategies in improving the English language proficiency of the students. The teachers knew very well how to use corrective feedback strategies although some might not be aware that they were using it.

METHOD

The research design was the cross-sectional survey design, in which the study is carried out at one point or over a short period. The target and accessible population were made up of pupils and teachers who attended and taught in primary schools in Buea, Limbe 1 and Tiko Sub Divisions of the South West Region, Cameroon.

The sample population was composed of 30 pupils from Classes 4 to 6 and 60 teachers. In this study, the simple random sampling and purposive sampling technique was used. The simple random sampling was used to select the area of study. The researcher also employed the purposive sampling technique for selecting the schools. Class 4, 5 and 6 pupils were equally selected using purposive sampling techniques.

The main instrument used for data collection was a Likert Scale questionnaire and an interview guide. The items on the questionnaire were based on the stated research questions. The questionnaires were administered to teachers and pupils in their primary schools. The interview guide items were and explained to pupils.

Validation of the instrument

The validity of the instruments was ensured through the face, content and construct validity were in, a number of steps were taken.

Face Validity

After designing the questionnaire, the researcher administered them to a sample of experienced researchers for review. The suggestions were heeded to for improvement of the instrument.

Content Validity

The researcher then submitted another copy to the experienced researchers in curriculum studies and teaching who checked the content validity of the instrument by evaluating the content of the instrument. Some questions were modified after validity of the content of the questionnaire.

Construct Validity

The researcher considered some key concepts and phrases by coming up with clear and precise meaning in the context of the study.

Reliability of Instrument

Table 1. Reliability analysis of the instrument.

Variables	Cronbach Alpha Coefficients	Variance	No of items
Use of alternative resources	.705	.016	7
Remedial teaching	.721	.069	7
Mastery of learning	.738	.042	7
Pupils literacy achievement	.701	.032	7
Overall reliability analysis value	**.729**	**.077**	**28**

The Cronbach coefficient value for all the variables was satisfactory with the coefficient values ranged from .701 to .738 which are all above .7. The overall coefficient value was .729 which is above the recommended threshold of .7. Therefore, this implies that the respondents were consistent and objective in their responses thus, making the questionnaire and interview guide valid and reliable for the study.

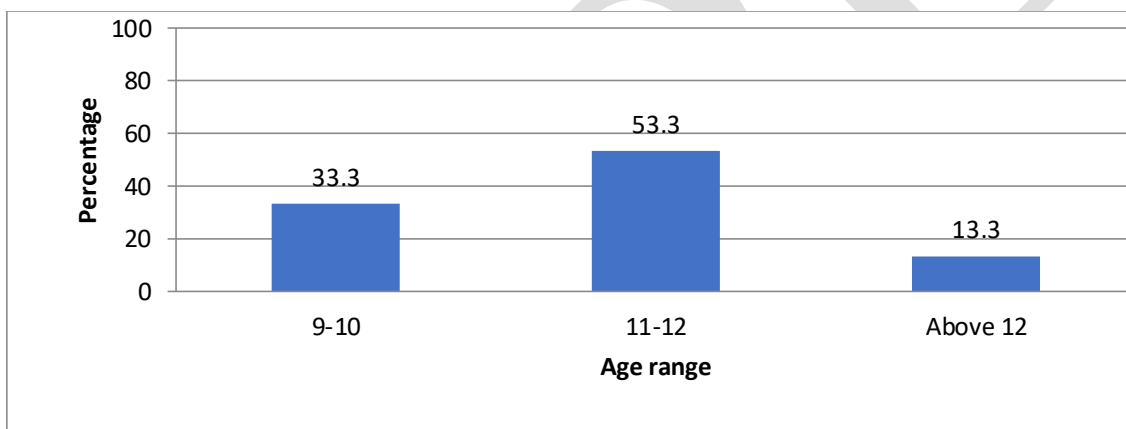Figs 1 and 2 show the demographics of the study.

Figure 1. Distribution of pupils by age range

Figure 1 above shows the distribution of the pupils by age, 33.3% (10) of them are 9-10 years of age, 53.3% (16) of them are 11-12 years of age and 13.3% (4) of them are above 12 years of age. The majority of respondents are aged 11-12 meaning they might have been retained once because the age of graduating from primary school in Cameroon is between 10-11.
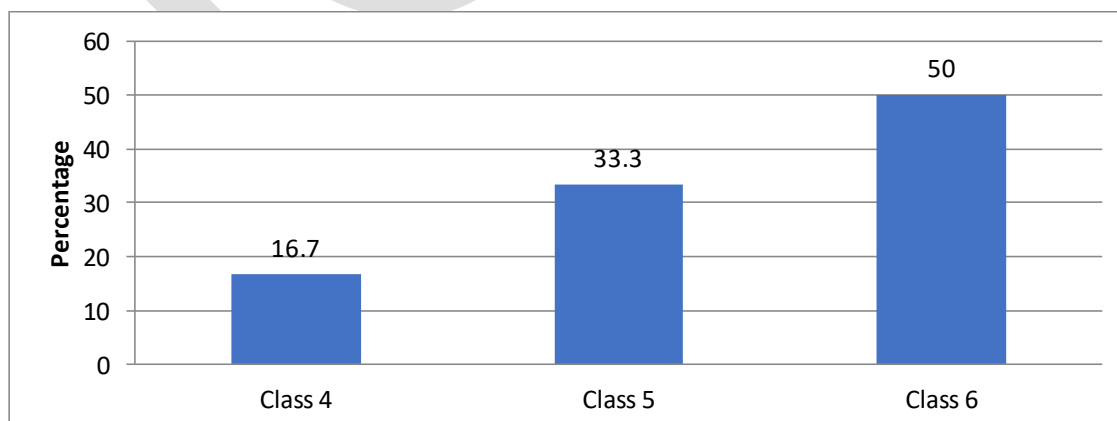

Figure 2. Distribution of pupils by Class

Based on Class, 16.7% (5) of the pupils are in Class 4, 33.3% (10) of them are in Class 5 and 50.0% (15) of them are in Class 6. Class 6 marks the end of the primary cycle and end-of-course examination is sat.

RESULTS

To what extent do alternative resources affect primary school pupils' literacy?

Table 1. Teachers' use of alternative resources.

Items	Stretched				Collapsed	
	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	SA/A	D/SD
I use textbook to teach	39 (65.0%)	19 (31.7%)	1 (1.7%)	1 (1.7%)	58 (96.7%)	2 (3.3%)
I use more than one resources during the teaching learning process	31 (51.7%)	24 (40.0%)	4 (6.7%)	1 (1.7%)	55 (91.7%)	5 (8.3%)
*I have never use cartoon video to teach the pupils	6 (10.0%)	11 (18.3%)	7 (11.7%)	36 (60.0%)	17 (28.3%)	43 (71.7%)
Whenever I use diagrams to teach, it makes the class lively	32 (53.3%)	26 (43.3%)	1 (1.7%)	1 (1.7%)	58 (96.7%)	2 (3.3%)
Whenever I use charts, pupils easily grasp the concepts	36 (60.0%)	21 (35.0%)	2 (3.3%)	1 (1.7%)	57 (95.0%)	3 (5.0%)
I make sure every pupil has at least one workbook for each subject	7 (11.7%)	20 (33.3%)	24 (40.0%)	9 (15.0%)	27 (45.0%)	33 (55.0%)
*My school has many teachers	33 (55.0%)	23 (38.3%)	2 (3.3%)	2 (3.3%)	56 (93.3%)	4 (6.7%)
Multiple Response Set (MRS)	**181 (50.3%)**	**117 (32.5%)**	**43 (11.9%)**	**19 (5.3%)**	**298 (82.8%)**	**62 (17.2%)**

* Coding reverse during calculation of MRS or item exclude from MRS calculation.

Based on teachers' use of alternative teaching resources, findings indicate that a majority of the teachers 96.7% (58) accepted that they use text books. Findings also show that a majority of the teachers 91.7% (55) accepted that they use more than one resource during the teaching learning process. The findings also show that a majority of the teachers 71.7% (43) accepted that they have cartoon video to teach.

The findings also show that a majority of the teachers 96.7% (58) accepted that they do use diagrams to teach. Furthermore, the findings also indicates that a majority of the teachers 95.0% (57) accepted that they use charts to teach. Finally, the findings also show that 45.0% (27) of the teachers accepted that they use workbook for each subject to teach.
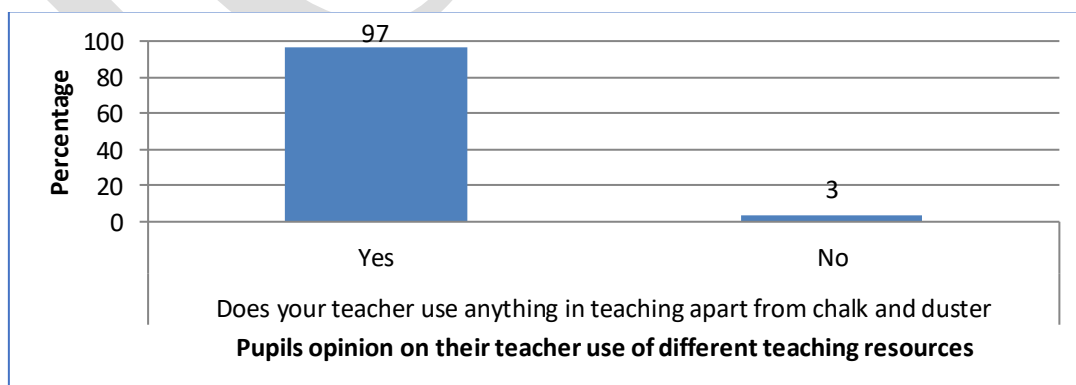

Figure 3. Pupils' opinion on teachers' uses of different teaching resources.

Questioned about teachers' use of different teaching resources, findings show that a majority of them 97.0% (29) agreed that their teachers use other teaching aids apart from chalk and duster while just 3.0% (1) of them denied. These teaching resources apart from chalk and duster use are audio tapes, diagrams,

textbooks, real objects, charts, workbooks and video tape. Textbooks, diagrams, charts and real objects were the most mentioned while audio and video tapes were the least mentioned.

Testing of hypothesis one (H₀1): Alternative resources do not significantly affect primary school pupils' literacy achievement

Table 2. The effect of teachers' use of alternative teaching resources on pupils' literacy achievement.

		Use of alternative teaching resources	Pupils' literacy achievement
Spearman's rho	R-value	1.000	.280*
	P-value	.	.030
	N	60	60

*Correlation is significant at the .05 level (2-tailed).

Statistically, findings indicate that teachers' use of alternative resources have a significant effect on pupils' literacy achievement (P=.030, <.05). The positive sign of the correlation value (R=.280*) implies that pupils literacy achievement is more likely to increase when teachers use different resources.

Research Question Two: To what extent does remedial teaching affect primary school pupils' literacy achievement?

Table 3. Teachers' organization of remedial classes.

Items	Stretched				Collapsed	
	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	SA/A	D/SD
*Extra classes are not necessary	16 (26.7%)	28 (46.7%)	13 (21.7%)	3 (5.0%)	44 (73.3%)	16 (26.7%)
I usually organize extra classes only after school	11 (18.3%)	21 (35.0%)	23 (38.3%)	5 (8.3%)	32 (53.3%)	28 (46.7%)
I organize extra classes at least twice a week	13 (21.7%)	23 (38.3%)	19 (31.7%)	5 (8.3%)	36 (60.0%)	24 (40.0%)
I do not organize extra classes every week due to limited time	18 (30.0%)	25 (41.7%)	12 (20.0%)	5 (8.3%)	43 (71.7%)	17 (28.3%)
I do not organize extra classes for free	19 (31.7%)	20 (33.3%)	11 (18.3%)	10 (16.7%)	39 (65.0%)	21 (35.0%)
I usually encourage fast learners to help teach their slow peers	27 (45.0%)	29 (48.3%)	3 (5.0%)	1 (1.7%)	56 (93.3%)	4 (6.7%)
I only organize extra classes for slow learners.	12 (20.0%)	9 (15.0%)	26 (43.3%)	13 (21.7%)	21 (35.0%)	39 (65.0%)
Multiple Response Set (MRS)	**103 (24.5%)**	**140 (33.3%)**	**122 (29.0%)**	**55 (13.1%)**	**243 (57.9%)**	**177 (42.1%)**

*Coding reverse during calculation of MRS.

Based on the teachers' use of remedial teaching, findings show that 53.3% (32) of the teachers accepted that they organise extra classes only at the end of the school day. Findings also show that 60.0% (36) of the teachers accepted that they organise extra classes at least twice a week. Further, the findings show that 65.0% (39) of the teachers agreed they do not organise tuition free extra classes. In addition, findings show that 93.3% (56) of the teachers accepted they usually encourage fast learners to help slow peers. Finally, findings also show that 65.0% (39) of the teachers are of the opinion that they do not only organise extra classes for slow learners. In aggregate, findings show that 57.9% of the teachers organise remedial teaching while 42.1% do not. This overall finding is also presented on the Figure 4 below.
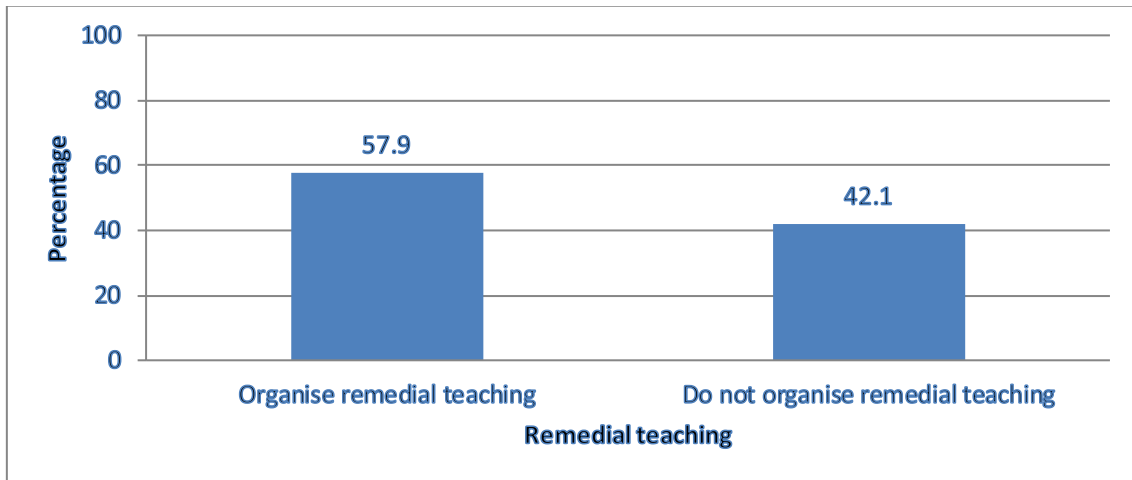
Figure 4. Distribution of teachers by organization of remedial classes.

It is realised that a huge percentage of respondents are yet to implement Ministerial Order N◦ 315/B1/1464/MINEDUB of 21st February 2006.

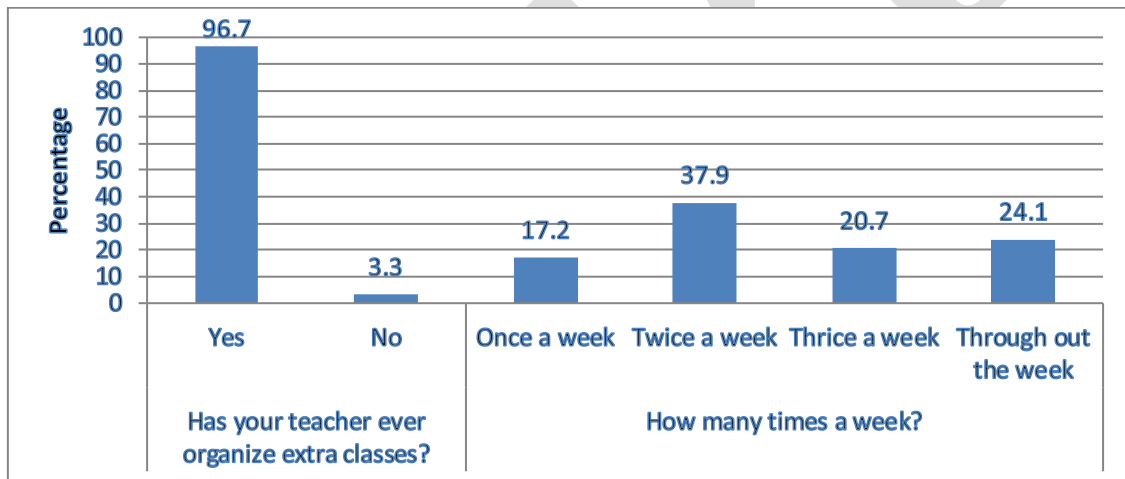Pupils' opinion was sought concerning remedial teaching. Results can be seen on Figure 5 below.

Figure 5. Pupils' opinion on remedial teaching.

Based on the pupils' opinion on extra classes, findings show that the majority of them 96.7% (29) said that their teachers organise extra classes and for frequency of classes per week, 24.1% (7) of them said throughout the week, 20.7% (6) of them said three times a week, 37.9% (11) of them said two times a week and 17.2% (5) of them said once a week. However, there appears to be a dichotomy between response in Figs 4 and 5. While the former claims over 42.1% of teachers do not organise remedial classes, in the latter pupils say 96.7% of teachers have organised extra classes. One explanation may be due to the fact that pupils perceived of both practices as very different.

Testing of hypothesis two (H_o2): Remedial teaching significantly affects primary school pupils' literacy achievement

Table 4. The effect of remedial teaching on pupils' literacy achievement.

		Remedial teaching	Pupils' literacy achievement
Spearman's rho	R-value	1.000	.272*
	P-value	.	.036
	N	60	60

*Correlation is significant at the .05 level (2-tailed).

Statistically, findings show that remedial teaching has a significant effect on pupils' literacy achievement (P=.036, <.05). The positive sign of the correlation value (R=.272*) implies that pupils literacy achievement is more likely to increase when teachers do remedial teaching. Therefore, the null hypothesis was rejected while the alternative hypothesis that states that remedial teaching significantly affects primary school pupils' literacy achievement was accepted.

DISCUSSION, CONCLUSION, and SUGGESTIONS

Alternative resources and the primary school pupils' literacy achievement

Statistically, findings show that teachers' uses of alternative resources have a significant effect on pupils' literacy achievement. This is in congruence with Sitati, et al (2017) who argued that alternative resources especially in the context of developing countries with large class sizes are provided for the improvement of pupils' reading and writing skills at primary levels of education since they arouse the child's interest promoting the desire to learn.

Data concluded that teachers used more than one resource during the teaching learning process and whenever they used diagrams to teach, it makes their class lively. This is in line with Olumiran, et al. (2010) as they opined that the resource used during the teaching learning have direct contact with the sense organs. Pupils are able to use a combination of senses (smell, hearing, touch, taste and sight) for easier and better acquisition of concepts and facts they are being taught. Pupils can see as a whole certain relationship that are difficult to conceptualise in parts. This is supported by James (2001) who argued that alternative resources supply concrete base for conceptual thinking, have high degree of Interest for pupils, make learning more permanent, offer a reality of experiences which stimulates self-activity on the part of pupils, develop a continuity of thought, contribute a growth of meaning and provide experiences not easily obtained through other materials.

Findings revealed that alternative resources help the teacher in providing the means of widening his pupils learning experience, providing his pupils with meaningful source of information; provide the teacher the means of exposing the pupils to a wide range of learning activities and increase the efficiency of the teacher by providing tutorials and response guidance for individual pupils and small groups.

Findings revealed that alternative resources have a high degree of interest for the learner; for they offer a reality of experience, which stimulates self-activity on the part of the pupil. It develops a continuity of thought, this is especially true of motion pictures, as they provide experiences not, easily obtained through other materials and contribute to the efficiency, department and variety of learning. This is supported by Ololobou, Jacob and Ndazhaga (1999) as they opined that a high degree of interest for the learner by teachers so that alternative resources can be effective which will stimulate self-activity pupils.

Remedial teaching and pupils' literacy achievement

Statistically, findings show that remedial teaching has a significant effect on pupils' literacy achievement. This is in line with Schwartz (2012) who argued that remedial education programmes are aimed at addressing learning needs of a targeted group of children who are lagging behind academically or not mastering specific competencies, starting in the early grades. She opined that remedial education can be implemented as a standalone program in or outside of school hours, integrated in programs that are implemented as components of a more comprehensive educational programme.

Findings also revealed that teachers usually organize extra classes only after school. This is supported by Houtveen & van de Grift (2007) as they found out that teachers always used remedial teaching to facilities pupils' achievement. They opined that an important feature of remedial education programs is determining the competencies that need improvement and the learning levels of programme participants at the time of selection, during, and after the intervention. It has been argued that programs have to be explicit, systematic and focused to be effective: for example, Houtveen & van de Grift (2007) found that children who fail to learn how to read in the first grade as expected, can significantly improve reading and spelling from remediation that is explicit, systematic, and focused on both word level skills and frequent opportunities for text-based reading.

Revelation from the study indicated that teachers do not organise extra classes every week due to limited time and their remedial classes are not free which helps the pupils to meet specific needs. This is supported by Burris (2009) that remedial education is a multifaceted approach, tailoring remedial intervention plans to a child's specific needs. It makes use of one-on-one instruction, small group instruction, written work, verbal work and computer-based work. Remedial teaching focuses on skills rather than on content and these skills include visual discrimination, perceptual organisation, laterality, sequencing, abstract reasoning, auditory processing, sound recognition, blending, segmenting, phoneme manipulation, mathematical operations, focusing and eye tracking.

Data of the study showed that teachers usually encourage fast learners to help teach their slow peers and also organize extra classes for slow learners. This is in line with Schwartz (2012) who supported that peer tutoring work together in a learning task and may help students to develop their sense of self-esteem and responsibility being active participants on their peer's learning. This is also in line with Slavin, et al (2009) as they argued that providing one-to-one, phonetic tutoring to pupils' who continue to experience reading difficulties can result in positive effects and improve reading performance. Some parents opt for paid private one-to-one tutoring to address this shortfall (Drew, 2020). Low income and disadvantaged pupils' who are struggling academically can only rely on support that does not incur any furthers costs and in most cases, there are scarce resources to implement programs outside the regular classroom (Schwartz, 2012).

The purpose of the study was to investigate the how whole-class promotion affects primary school pupils' literacy achievement. The indicators were; alternative resources, remedial teaching, and how mastery. The findings of the study indicated that teachers' use of alternative resources have a significant effect on pupils' literacy achievement. Findings, further indicated that remedial teaching has a significant effect on pupils' literacy achievement.

Based on the use of alternative resources, it is recommended that teachers should be encouraged and educated on using alternative resources that enhances and attracts the attention of children during the learning process and also arose the interests of the pupils, supplement the description of concepts by the teacher thereby helping to break the monotony of explaining words and processes that seem difficult to the child. They also save on teaching time as they make explanation easier, stimulate children's imagination, promote accuracy in describing concepts, cultivate social skills when children interact and work together in groups using such resources and finally give the children an opportunity to learn through a variety of senses resulting into high retention of information and skill learned. Also, pupils' text books and work book for practice should be provided so they have different presentation of the learning materials for easy understanding.

Based on remedial reading, it is recommended that more remedial education be given to the pupils to ensure that no one is left behind. Educational interventions aimed at addressing learning needs of a targeted group of children who are lagging behind academically or not mastering specific competencies should be enhanced by teachers and the teaching styles and materials should by pupils friendly. Also, remedial reading should be part of the school program and by the teacher so that every pupil can afford. Peer tutoring and team work should be encouraged to allow the pupils learn from each other.

Ethics and Conflict of Interest

All ethical rules were observed at each stage of the research. The author declares that he acted in accordance with ethical rules in all processes of the research.

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About the Author
Achu Charles TANTE

Achu Tante has been in the field of education for over twenty-five years working at all the levels as teacher, teacher trainer, researcher, and outreach participant. Tante studied for a PhD and MA at the University of Warwick, UK, then a teacher trainer diploma and BA (Hons) certificates in the University of Yaounde 1, Cameroon. Tante's research interests include end-of-course English language examination and classroom-based assessment, classroom pedagogy, curriculum design and development, teacher training and professional development, inclusive language classroom and qualitative research design.