

Availability of Material Resources for Effective Implementation of the Policy of Automatic Class Promotion in Public Primary Schools in the Northwest and Southwest Regions of Cameroon

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Abstract: As a policy response to the prevalence of high repetition rate in Cameroon primary schools, the government through the ministerial order No. 315/B1/1464/MINEDUB of 21st February 2006 introduced automatic class promotion in these schools. Data reveal that this policy is ineffectively implemented as there is a significant and relatively high repetition rates in Cameroon primary schools even in classes where automatic class promotion is allowed (MINEDUB, 2016). A study (Author, 2018) indicates that this policy is just fairly effectively implemented. This study intends to show the extent to which the availability of material resources in these schools with respect to the instructional materials and physical facilities accounts for the ineffective implementation of this policy. A survey was carried out wherein a questionnaire and an interview guide were used for data collection. Four hundred and fifteen (415) teachers returned completed copies of questionnaire while 25 basic education stakeholders were interviewed. Data analysis reveals that the material resources available in schools under study is grossly inadequate despite the significant positive relationship between availability of material resources and the effective implementation of the policy of automatic class promotion. Also, inadequacy in material resources is more acute with the availability of instructional materials than physical facilities. It is recommended that the government should conduct need assessment of public primary schools in terms instructional material and physical facilities and ensure the provision of these resources in these schools. Parents and other educational stakeholders should assist the government in the provision of educational resource materials.

Key Words: Educational Resources, Material resources, Instructional materials, physical facilities, automatic class promotion, policy implementation, effective policy implementation

I. INTRODUCTION

Policies are formulated by governments as proposed course of actions to be implemented with respect to solving a given problem. That is why the government of Cameroon in response to the prevalence of high repetition rate through the ministerial order No. 315/B1/1464/MINEDUB of 21st February 2006 introduced automatic class promotion in these schools. In contemporary times, emphasis has shifted from policy formulation to policy implementation following the realisation that effective policy implementation is not an

automatic affair (Egonmwan, 1984; Ikelegbe, 2006). Majority of policy implementation models identify resources as one of the determinant of effective policy implementation. These models comprise Sabatier and Mazmanian (1980); Van Meter and Van Horn (1975); Chandarasorn(1983) and Cheema and Rondinelli (1983) models. However, a cross sectional analysis of statistics on material resource capacity of Cameroon primary schools shows inadequacies as follows: less than 44% availability of electricity, portable water, toilets, fence and libraries (MINEDUB Statistical Yearbook, 2013-2014, p.81) and just 11 and 14 pupils with language and mathematics textbooks respectively (MINEDUB statistical Yearbooks (2007-2011)). On the other hand, statistics and research reveal that the policy of automatic class promotion introduced in Cameroon primary schools is ineffectively implemented. There is still a significant and relatively high repetition rates in Cameroon primary schools even in classes one, three and five where automatic class promotion is allowed (MINEDUB Statistical Yearbook, 2014-2016).A study (Author, 2018) reveals that the implementation of the policy of automatic class promotion in Cameroon primary schools is fairly effective implemented wherein teachers and headteachers comply more with the pedagogic prescriptions than the administrative prescriptions. Head teachers significantly comply with the policy prescriptions more than teachers while the implementation of the policy of automatic class promotion is more effective in schools located in urban areas than those in rural areas (Author, 2018).There is a need to determine empirically the extent to which this inadequacy in material resource inputs of Cameroon primary schools account for the observed (recorded) level of effective implementation of the policy of automatic class promotion in these schools. This study is a response to this need and is guided by two research questions:

- To what extent does the availability of instructional materials influence the effective implementation of the policy of automatic class promotion in Cameroon public primary school?
- To what extent does the availability of physical facilities influence the effective implementation of

the policy of automatic class promotion in Cameroon public primary school? From these two research questions, a research hypothesis which states that there is a significant relationship between the availability of material resources and the effective implementation of the policy of automatic class promotion in Cameroon public schools was formulated.

Material resources constitute a component of educational resources. Educational resources refer to all human, material, non-material audio-visual school environment and community materials available in an academic environment to facilitate school administration and simplify teaching learning process (NTI, 2006 cited in Dangara, 2016). Educational inputs are the means used in an education system to achieve education objectives such as the number of teachers, school facilities, teaching materials, supplies and financial resources used for education (Right to Education Initiative, 2007). Thus the terms educational resources and educational inputs can be used interchangeably.

There are several definitions of the term policy. According to Ezeani (2006) policy is the proposed course of actions which government intends to implement in respect of a given problem or situation confronting it. This study adopts this definition because the policy of automatic class promotion was formulated by government of Cameroon to confront the problem high repetition rates in primary schools. According to Paudel (2009), implementation literally means carrying out, accomplishing, fulfilling, producing or completing a given task. Policy implementation involves translating the goals and objectives of a policy into action (Khan & Khandaker, 2016). According to Ikechukwu & Chukwuemeka (2013) effective policy implementation entails implementing a policy in such a way as to attain the goals and objectives of the policy. In this study, effective policy implementation entails complying with the policy prescriptions in order to attain policy objectives. In this light, effective implementation of the policy of automatic class promotion in Cameroon primary schools is operationalized as complying with the following prescriptions: use active teaching methods (pedagogic); assessment within levels should be diagnostic, formative or criterion reference (pedagogic); promotion of pupils within levels is automatic but a pupil can exceptionally be authorised to repeat upon request from the parent (administrative) as spelled out by the 2006 MINEDUB text on the promotion of pupils in primary schools. Put differently, effective implementation of the policy of automatic class promotion entails complying with both the pedagogic and administrative prescriptions of the text on automatic class promotion of pupils.

Automatic promotion refers to the practice in primary and secondary schools of advancing pupils from one grade to the next at the end of school year regardless of the educational attainment of the pupils (Chohan, 2011). In the same vein, Dereje (2003) defines automatic promotion as a practice in the

first cycle of primary schools which involves advancing pupils from one grade to the next higher grade at the end of the school year regardless of the educational attainment of the pupils. According to Chohan (2011) automatic promotion is synonymous to social promotion and chronological promotion. Social promotion is a practice whereby students pass automatically to the next grade with their peers and – if required – receives remedial academic assistance (Brophy, 2006).

Several models of policy implementation have been developed based the theories of policy implementation. Of these models, two of them namely Chandarasorn's Management Model (1983) and Cheema and Rondinelli (1983) model underpin this study. Chandarasorn (1983) management model identifies organisational capacity, structure, personnel, budget, infrastructure, machines and equipment as factors which influence effective policy implementation. The main assumption of Cheema & Rondinelli (1983) model of the decentralization programme implementation process is that the performance and impact of policy implementation in a local area are influenced by four variables; namely, environmental conditions, inter-organizational relationships, organizational resources for programme implementation, and characteristics and capacities of implementing agencies. Model of the decentralization programme implementation process identifies factors which influence policy implementation in local area which can be a Region, Division or even a school. This model enables us to understand how the effective implementation of the policy of automatic class promotion can be influenced by local realities and various school-based factors. From these models, it can be seen that Cameroon primary schools need to be equipped with enough material resources for the successful implementation of the policy of automatic class promotion.

Hu (2012) divides the factors affecting policy implementation into two groups, namely generic and policy-specific factors. Generic factors are divided into preconditional and institutional factors. Generic factors may affect the implementation of various types of policies. Preconditional factors are not directly a part of the process of policy implementation although they shape the process of policy implementation and affect its results. Many authors have identified resources as one of the factors which influence successful policy implementation. These authors include Van Horns, 1975; Sabatier & Mazmanian, 1980; Chandarasorn, 1983; Edmards III, 1980; Cheema & Rondinelli, 1983 and McLanghlin, 1978. Dunsire (1990) asserts that failure of policy implementation could result from improper tools and mechanisms for policy implementation. Coombs (1980) has proposed amongst others insufficient resources as a key obstacle against successful policy implementation.

The search for empirical studies on material resources and the implementation of the policy of automatic class promotion in schools revealed a gap. None was found for Cameroon and one in Kenya. Ochieng (2012) carried out a study on the

identification of factors that influence the implementation of no forced class repetition policy in all schools in Kenya. This study was carried out in Ugenga District of Siaya County. Ochieng study's used descriptive survey research design in which questionnaires and document analysis guides were used to collect data. Simple random sampling technique was used to obtain a sample size 420 comprising 20 head teachers and 400 pupils (200 class seven pupils and 200 class eight pupils). Analysis of data collected amongst others revealed that non-compliance with the policy was not due to head teachers' opposition but mainly due to factors which affected the delivery of adequate and effective learning in schools. These factors included physical facilities available in schools. Chompucot(2011) conducted a study on factors affecting educational policy implementation effectiveness in three Southernmost Provinces of Thailand. It was a mailed survey wherein questionnaire and an in-depth interview were used to collect data from 300 directors and deputy directors of both private and public schools. Using multiple regression analysis, the most important factors influencing successful policy implementation was determined. These factors are listed in order of importance as resources, concern for safety, implementing agent's capability, student's family economic condition and cultural factors and parental support. Thus, availability of resources is the most important predictor of successful policy implementation. A critical examination of the other four factors shows that they are related to resources.

II. METHODOLOGY

This study was carried out in public primary schools in the North West and South West Regions of Cameroon, a bilingual country made up of ten Regions (2 English-speaking and 8 French Speaking). The North West and South West Regions constitute the English-speaking Regions and are located between latitude 4° and 17° north and longitude 80°30' to 11°30' east of Greenwich Meridian (Collins & Longman, 1985). A questionnaire survey was conducted with head teachers and teachers as respondents. Also, interviews were conducted with educational stakeholders comprising Inspectors and Delegates of Basic Education.

This study targeted 12,603 public primary schools in Cameroon with an accessible population of 2,139 public primary schools of the North West and South West Regions (MINEDUB 2015–2016 Statistical Yearbook). This population is distributed in clusters as region, divisions, subdivisions and schools. The sampling techniques used were multistage sampling and purposive sampling techniques. Stage one of the multistage sampling technique involved randomly selecting from each Division of the two Regions, a subdivision whose schools and teachers will constitute the sample. At the end of stage one thirteen (13) Subdivisions were sampled. Stage two entailed selecting schools within each selected subdivision. The sampling frame for the distribution of public primary schools in the thirteen selected Subdivision was constructed in order to select the schools per Subdivision by proportionate random sampling

technique. The selected Subdivisions differ in terms of number of public primary school teachers. In stage three teachers to be involved in the study were selected. After selecting the schools per each sampled Subdivisions, using quota sampling, three teachers, each per level per school, was to be selected. This sampling provided a sample size of 450 teachers distributed in 150 schools. Purposive sampling technique was used to select the subjects for interview. Based on having expertise and in-depth knowledge on the policy of automatic promotion, pedagogy and educational practices senior education officials were selected. Also, the administrative structure of the Ministry of Basic Education guided the selection of senior education officials.

A questionnaire and an interview guide were constructed and used for data collection. The questionnaire was addressed to classroom teachers and head teachers. Respondents were assured that their responses will be kept anonymous and confidential. To ensure content validity of coverage of concepts of the questionnaire its items were constructed based on the research question. After constructing the questionnaire it was reviewed by a supervisor and experienced persons for logical validity of structure, format, and content. After reviewing the questionnaire, it was pre-tested. The reliability coefficient of 0.87 of the questionnaire was established by test-retest reliability method, was obtained. The same strategies used for ensuring the validity and reliability of questionnaire items were employed for the interview guide. Ethical issues relating to consent of participants, anonymity and confidentiality, avoiding harm on the participants and violation of privacy were addressed.

After obtaining permission from the headteachers of the selected schools upon presentation of authorization to conduct the study, in each of these schools the researcher or research assistant in person gave a copy of the questionnaire randomly to one teacher of each level during break time or after closing hours. After giving out copies of the questionnaire, the researcher or his assistant arranged with the teachers when to come back for the completed questionnaire copies. The administration of instruments took five months. The administration of questionnaire registered a return rate was 93.56 % and 415 completely filled questionnaire copies were obtained from 150 head teachers and 265 classroom teachers. Majority of respondents (68.2%) are teaching in schools located in rural areas whereas the 31.8% are teaching in schools located either in semi-urban or urban areas.

To conduct the interview, senior education officials of the External Services and the Central Service of the Ministry of Basic Education were contacted and took appointment with those willing to participate. Twenty five (25) educational stakeholders made up of three officials working in the Central Service, three Divisional Delegates, five Regional Pedagogic Inspectors and seven Sub-divisional Inspectors of Basic Education were interviewed. Content analysis technique was used to analyse information from interview transcripts. Statistical Package for the Social Sciences (SPSS) version 20

for Windows software was used to analyse the quantitative data collected.

III. FINDINGS

Analysis of data as described above produced findings which are presented according to the research questions as follows:

1. Findings on the availability of instructional materials for the effective implementation of the policy of automatic class promotion in Cameroon public primary schools.

Table 1: Means, standard deviations and variations on availability of instructional materials in descending order.

SN	Items	N	Mean	Std. Deviation	Variance
1	You have enough textbooks for your lesson preparation	409	2.97	1.38849	1.928
2	Each class in your school has a good chalkboard	410	2.95	1.44924	2.100
3	There are enough teaching aids in your class or school.	406	2.47	1.17912	1.390
4	You have teacher's Guide for all the recommended textbooks for your lesson preparation	407	2.42	1.23491	1.525
5	All the pupils in your class or school have the required number of exercise books	414	2.40	1.21893	1.486
6	All the pupils in your class have the required number of textbooks	410	2.24	1.11128	1.235
7	Your school has well equipped library	413	1.96	1.13255	1.283
8	All of the pupils in your class or school have their English Language textbooks	405	1.94	1.08155	1.170
9	All of the pupils in your class or school have their English Language workbooks	414	1.88	1.03646	1.074
10	All of the pupils in your class or school have their mathematics textbook	401	1.74	1.01802	1.036
11	All of the pupils in your class or school have their mathematics workbook	409	1.71	.97366	.948
12	Your school has computer facilities or computer laboratory	398	1.49	.95419	.910
Total			26.17		

For each item, Minimum = 1 and Maximum =5 Overall weighted mean = 2.18

As concerns the availability of instructional materials in Cameroon primary schools under study, the overall weighted mean is 2.18 being less than the cut-off point of 2.50. In other words, 21.9% of respondents agreed with statements related to the availability of instructional materials in their schools whereas 70.8% of them disagreed with these statements. This

implies that there is inadequate availability of instructional materials in Cameroon primary schools for the effective implementation of the policy of automatic class promotion.

2. Findings on the availability of physical facilities for the effective implementation of the policy of automatic class promotion in Cameroon public primary schools.

Table 2: Means, standard deviation and variance of items on availability of physical facilities in descending order

SN	Items	N	Mean	Std. Deviation	Variance
1	Each classroom in your school has a teacher's table	414	3.41	1.37972	1.904
2	Each classroom in your school has a teacher's chair	411	3.41	1.42036	2.017
3	In your school the number of benches in each classroom is adequate.	409	3.09	1.46026	2.132
4	Your school has adequate toilet facilities	413	2.95	1.46565	2.148
5	Your school has conducive play ground	414	2.94	1.42985	2.044
6	Your school has a conducive head teacher's office	413	2.64	1.49068	2.222
7	Your school has good water supply	415	2.52	1.48067	2.192
8	Your school has electricity supply	405	1.77	1.17429	1.379
Total			22.73		

For each item, Minimum = 1 and Maximum =5 Overall weighted mean = 2.84

The overall weighted mean of items on the availability of physical facilities is 2.84 slightly above 2.50 which the cut-off point. Percentile analysis reveals that 37.8% of respondents agreed with statements related to the availability of physical

facilities in their schools while 56.8% of them disagreed. These results indicate that the availability of physical facilities in the schools under study is inadequate.

Table 3: Means, standard deviation and variance of items on availability of material resources in descending order

SN	Items	N	Mean	Std. Deviation	Variance
1	Each classroom in your school has a teacher's table	414	3.41	1.37972	1.904
2	Each classroom in your school has a teacher's chair	411	3.41	1.42036	2.017
3	In your school the number of benches in each classroom is adequate.	409	3.09	1.46026	2.132
4	You have enough textbooks for your lesson preparation	409	2.97	1.38849	1.928
5	Your school has adequate toilet facilities	413	2.95	1.46565	2.148
6	Each class in your school has a good chalkboard	410	2.95	1.44924	2.100
7	Your school has conducive play ground	414	2.94	1.42985	2.044
8	Your school has a conducive head teacher's office	413	2.64	1.49068	2.222
9	Your school has good water supply	415	2.52	1.48067	2.192
10	There are enough teaching aids in your class or school.	406	2.47	1.17912	1.390
11	You have teacher's Guide for all the recommended textbooks for your lesson preparation	407	2.42	1.23491	1.525
12	All the pupils in your class or school have the required number of exercise books	414	2.40	1.21893	1.486
13	All the pupils in your class have the required number of textbooks	410	2.24	1.11128	1.235
14	Your school has well equipped library	413	1.96	1.13255	1.283
15	All of the pupils in your class or school have their English Language textbooks	405	1.94	1.08155	1.170
16	All of the pupils in your class or school have their English Language workbooks	414	1.88	1.03646	1.074
17	Your school has electricity supply	405	1.77	1.17429	1.379
18	All of the pupils in your class or school have their mathematics textbook	401	1.74	1.01802	1.036
19	All of the pupils in your class or school have their mathematics workbook	409	1.71	.97366	.948
20	Your school has computer facilities or computer laboratory	398	1.49	.95419	.910
	Total	332	48.90		

For each item, Minimum = 1 and Maximum =5 Overall weighted mean = 2.45

Table 3 shows twenty (20) items on availability of material resources in Cameroon primary schools under study. Only nine of these items have means greater than 2.50 which is the cut-off point. The availability of teacher's table and chair ranked highest with a mean of 3.14 while availability of computer facilities ranked lowest with a mean of 1.49. The overall weighted mean for items on availability of material resources is 2.45 less than 2.50 cut-off point. This shows that material resources are inadequately available in primary schools under study for the effective implementation of the policy of automatic promotion of pupils. On a comparative note, the value of overall weighted means for the availability of instructional materials is 2.18 while that of physical facilities is 2.84. This indicates that within the domain of material resources, the shortage of instructional resources is more acute than that of physical resources notwithstanding its importance in the teaching learning process.

Most of educational officials who were interviewed indicated the lack of material resources in Cameroon primary schools as a hindrance to the effective implementation of the policy of automatic class promotion. Some of them indicated that the Ministry of Basic Education provides material resources to school as "PACKAGE MINIMUM" through local councils whose mayors do not adequately supply them

on time in most cases.

Data collected was also analysed using inferential statistics to test the hypothesis that there is a significant relationship between the availability of material resources and the effective implementation of the policy of automatic class promotion in Cameroon public primary schools. Correlation (r) value of 0.116 which is significant at the 0.05 level (2-tailed) was obtained. The calculated P-value (0.018) being less than 0.05 (Alpha value); the null hypothesis is rejected and alternative hypothesis retained. Therefore, the availability of material resources significantly influences the degree to which teachers comply with the prescriptions for the effective implementation of the policy of automatic class promotion in Cameroon primary schools. This positive correlation implies that the more material resources are adequately available, the more

IV. DISCUSSION

This study reveals that in Cameroon primary schools there are inadequate instructional materials and physical facilities for the effective implementation of the policy of automatic class promotion. This finding concurs with that of PASEC2014 study which reveals that 40-50% of pupils have a seat, 18.4% of pupils study in schools with libraries, 29.3% of pupils has

one language textbook per pupil while 24.1% of pupils has one mathematics textbook per pupil and 21.5% of pupils attend school with latrines (PASEC, 2015. pp. 101 -104, PASEC 2016). Also, this study establishes that there is a significant relationship between availability of material resources and the effective implementation of the policy of automatic class promotion in Cameroon public primary schools. This finding is consistent with one of the findings of Ochieng (2012) study wherein non-compliance to the policy of no forced class repetition policy in Ugenda District of Siaya County, Kenya was not due to head teachers' opposition but mainly due to lack of physical facilities in the schools. In the same vein Khan and Khandaker (2016) propose a management model of policy implementation which identifies that adequate equipment and appropriate technology has a positive impact on policy implementation performance. Also, Chandarasorn (1983) management model of policy implementation identifies infrastructure, machinery and equipment as factors which influence policy implementation. Furthermore, Cheema and Rondinelli (1983) model asserts amongst others that the performance of policy implementation in a local area is influenced by environmental conditions, organizational resources and characteristics and capacities of implementing agencies.

This study establishes that there is a positive relationship between availability of material resources and the effective implementation of the policy of automatic class promotion. This implies that the availability of adequate materials favours effective or successful implementation of the policy of automatic class promotion and conversely inadequate material resources will lead to ineffective implementation.

V. RECOMMENDATIONS

Based on the findings of this study the following recommendations are made:

- The government through the Ministry of Basic Education should conduct need assessment of instructional and physical facilities of Cameroon public primary schools and ensure that the needed quantity and quality of these material resources are provided to these schools.
- The Ministry of Basic education which provides basic school needs (Minimum Package) to public school through local councils should ensure this supply is carried out on time and in appropriate quality and quantity.
- The Ministry Basic Education through the government should continue to seek for local and international supports for the provision of materials as it being done with the World Bank in the supply of free basic textbooks to pupils of public primary schools and the construction school infrastructure thanks to Cameroon – Japan Corporation.
- The Ministry of Basic Education should reinforce the production of didactic materials from local materials.

- Parents should be sensitized on the need to provide their children with all basic school needs.

VI. CONCLUSION

The availability of material resources precisely instructional materials and physical facilities accounts for the level of the effective implementation of the policy of automatic class promotion in Cameroon public primary schools. In this regard, the provision of adequate instructional materials and physical facilities in Cameroon schools by the government and educational stakeholders ensures the effective implementation of the policy of automatic class promotion in these schools.

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Appendix I: Questionnaire for Teachers and Head Teachers

Teacher's Questionnaire

The University of Buea
Faculty of Education
Department of Educational
Foundation and Administration

Dear Respondent,

I am a PhD student of the University of Buea, carrying out research on the implementation of the policy of automatic class promotion in Cameroon primary schools and its effect on educational efficiency. Based on the findings of this study, recommendations on the policy of automatic class promotion will be made. It is therefore hoped that your responses would be very honest and sincere. There is no wrong or right answer. Be sure that your responses will be used only for academic purpose. Therefore, all the responses will be kept anonymous and confidential.

You are kindly requested to fill the questionnaire carefully and honestly for your responses are the only way to achieve reliable research results. Please read the instructions as well as the questions carefully and give objective and complete answers.

I am very grateful to you for taking time to fill out the questionnaire.

Thanks,

Questionnaire for Teachers and Head teachers

Instruction: Please indicate your answer either by putting a tick (✓) or by writing in the spaces provided.

SECTION ONE: BACKGROUND INFORMATION

1. Name of school: _____
2. Location of school: Urban Semi-urban Rural
3. Sub Division: _____
4. Division: _____
5. Region: _____
6. Sex: Male Female
7. (a) Class(es) currently teaching: _____ (b) Enrolment per class: _____
8. Total number of years of service: _____
9. Function: Classroom Teacher Head teacher
10. Total number of years as a classroom teacher: _____
11. Total number of years as a classroom Head teacher: _____
12. Your highest academic qualification:
FSLC GCE 'O' Level or its Equivalent GCE 'A' Level or its Equivalent
First Degree or its Equivalent Master Degree Doctorate Degree
13. Your highest professional qualification: Grade III Grade II Grade I Others ; Specify _____

Section 2.1

Please indicate your answer either by putting a tick (✓) or by writing short answers in the spaces provided.

- (a) You have a copy of the 2006 MINEDUB text on the promotion of pupils in Cameroon primary schools?

Yes No

- (b) Your school has a copy of the 2006 MINEDUB text on the promotion of pupils in Cameroon primary schools?

Yes No

Please read each of the following statement carefully and indicate with a tick (✓) whether you strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), Strongly Disagree (SD) with the statement.

SN	Statement	Response Options				
		SA	A	U	D	SD
Instructional Materials						
	Each classroom in your school has a good chalkboard					
	All of the pupils in your class or school have their mathematics textbooks					
	All of the pupils in your class or school have their mathematics workbooks					
	All of the pupils in your class or school have their English Language textbooks					
	All of the pupils in your class or school have their English language workbooks					
	All the pupils in your class or school have the required number of exercise books					
	You have enough textbooks for your lesson preparation					
	You have Teacher's Guides for all the recommended textbooks for your lesson preparation					
	Your school has a well-equipped library					
	There are enough teaching aids in your class or school					
Physical Facilities						
	In your school the number of benches in each classroom is adequate.					
	Each classroom in your school has a teacher's table					
	Each classroom in your school has a teacher's chair					
	Your school has adequate toilet facilities					
	Your school has a good water supply					
	Your school has electricity supply					
	Your school has a conducive playground					
	Your school has a conducive head teacher's office					
	All the pupils in your class have the required number of exercise books					
	Your school has computer facilities or computer lab					

Appendix II: Interview Guide for Education Officials

- 1) What are the challenges teachers and head teachers face in the implementation of the policy of automatic class promotion in their schools?
- 2) Are schools having adequate resources to implement the policy of automatic class promotion?
- 3) What special support do you give to schools for the implementation of the policy of automatic class promotion?