



IMPACT OF MASS PROMOTION TO THE ADMINISTRATION AND STUDENTS OF AGSAM INTEGRATED SCHOOL

Donalyn L. Palagar¹, Darwin O. Colico², Genivev N. Picardal³, Ruffa Mae J. Talbo⁴,
Jessie P. Gapasin⁵, Jane Iris G. Rodelis⁶

¹⁻⁶MAEd Student, Graduate School, Eastern Samar State University-Can-avid

ABSTRACT

This study investigated the impact of mass promotion on the administration and students of Agsam Integrated School. Specifically, it examined the extent of mass promotion implementation, its effects on administrative functions, teachers' and administrators' perceptions, student-related outcomes, and the challenges encountered in implementing learning recovery programs. The study employed a mixed-methods descriptive research design using survey questionnaires and semi-structured interviews. Respondents included school administrators, teachers, and students directly affected by promotion practices. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data were analyzed through thematic analysis. Findings revealed that mass promotion influenced instructional planning, resource allocation, teacher workload, and remediation efforts. While respondents acknowledged its benefits in reducing dropout rates and promoting learner progression, they also identified concerns regarding learning gaps, academic readiness, and increased teacher responsibilities. The study concludes that effective remediation and learning recovery programs are essential to ensure meaningful learning and sustained academic achievement among promoted learners.

KEYWORDS: Mass Promotion, School Administration, Student Outcomes, Learning Recovery, Teacher Workload, Academic Readiness, Agsam Integrated School.

INTRODUCTION

Background of the Study

Globally, education systems have increasingly confronted the challenge of learning poverty defined as the inability of a 10-year-old child to read and comprehend a simple text (World Bank, 2021). The latest international data reveal that nearly 70% of children in low- and middle-income countries experience learning poverty, a figure worsened by COVID-19 disruptions (UNICEF & World Bank, 2022). In response, many countries have eased promotion policies to maintain access and prevent dropout, resulting in varying forms of social or automatic promotion. Studies such as that of Li et al. (2022) indicate that automatic promotion may increase grade progression but can also lead to reduced self-confidence and weaker academic performance when not paired with strong remediation. Similarly, global analyses highlight that both automatic promotion and strict retention have drawbacks and that the real solution lies in tailored remediation and contextualized academic support (UNICEF & World Bank, 2022).

In Southeast Asia, the learning crisis has been equally pronounced. The region recorded 136 average days of school closure, affecting over 152 million learners, making it one of the most heavily impacted globally (ASEAN Secretariat, 2021). UNESCO (2021) warns that learning gaps in the region may continue through 2030 without strong interventions, emphasizing that many countries had limited assessment systems during remote learning, making grade-level promotion decisions highly variable. Despite policy efforts in Thailand, Malaysia, Indonesia, and others, much of the Southeast Asian literature focuses on macro-level recovery strategies, leaving a gap in school-level evidence on how mass promotion practices influence administrators, teachers, and students.

In the Philippines, the issue is especially urgent. The country has one of the world's highest learning-poverty rates at 91% (BusinessMirror, 2023), indicating that nine out of ten Filipino children struggle with basic reading comprehension. During the pandemic, DepEd issued flexible assessment policies, such as DepEd Order No. 31, s. 2020, which promoted "fair leniency" in grading during modular and online learning. This was followed by DepEd Order No. 13, s. 2023, which launched the National Learning Recovery Program (NLRP) to address intensified learning gaps. While these policies aimed to support learners in crisis, several scholars and commentators argue that they inadvertently contributed to an "unofficial culture" of mass promotion, where learners progress despite limited mastery (David, 2023). The tension between maintaining high promotion and completion rates and ensuring competency-based learning has thus become a growing national concern.

Region VIII, or Eastern Visayas, reflects the national trend. The region reported a 95.9% cohort survival rate in elementary and junior high in 2021, rising sharply from 74.7% in 2020 (Philippine News Agency, 2023). However, the same region recorded persistent poverty and learning-quality concerns, including high dropout rates in senior high and tertiary education (Inquirer, 2023). These statistics suggest that while learners are promoted and retained within basic education, many still struggle with academic preparedness. In Eastern Samar—one of the more remote and disaster-prone provinces in the region—schools face additional barriers such as limited internet connectivity, frequent typhoons, and lack of resources, making the effects of promotion policies even more complex at the school level. Yet, published research specifically examining local promotion practices, especially in rural integrated schools, remains scarce.



Despite growing discourse on mass promotion globally and nationally, several research gaps persist. First, empirical studies on mass or automatic promotion in the Philippines and Southeast Asia are limited, with most existing literature originating from Africa and Latin America (Muthuri, 2021). Second, Philippine research tends to focus on learning outcomes or policy frameworks but seldom investigates actual school-level implementation of promotion practices. Third, there is minimal documentation about how mass promotion affects school administration—such as workload allocation, remediation planning, or resource management. Fourth, little is known about how students themselves perceive being promoted despite potential learning gaps, particularly regarding motivation, self-efficacy, and readiness for the next grade level. Fifth, in Region VIII and Eastern Samar, no known studies explore how integrated schools balance promotion pressures with learning quality indicators.

Given these gaps, the present study aims to investigate the Impact of Mass Promotion on the Administration and Students of Agsam Integrated School. This research is timely and necessary, as it will provide context-rich insights into how promotion decisions are made, how they influence school operations, and how students experience these policies in terms of academic preparedness and motivation. By examining real-world conditions in a rural integrated school, the study intends to contribute meaningful evidence for improving school-level practices, guiding division and regional policy decisions, and enriching national discussions about learning recovery and promotion policies in basic education.

Statement of the Problem

This study aimed to investigate the impact of mass promotion on the administration and students of Agsam Integrated School. Specifically, it seeks to answer the following questions:

1. To what extent is mass promotion implemented at Agsam Integrated School across grade levels during the past school years?
2. How does mass promotion affect the administrative functions of the school, particularly in terms of:
 - 2.1. planning and implementation of instructional programs;
 - 2.2. allocation and management of resources (human, material, and physical);
 - 2.3. teacher workload, evaluation, and performance monitoring; and
 - 2.4. implementation of remediation and learning recovery interventions?
3. What are the teachers' and administrators' perceptions of the advantages and disadvantages of mass promotion as experienced in the school?
4. How does mass promotion influence student-related outcomes, such as:
 - 4.1. academic performance and mastery of competencies;
 - 4.2. motivation, self-efficacy, and attitude toward learning;
 - 4.3. attendance, engagement, and classroom behavior; and
 - 4.4. readiness for the next grade level?
5. What challenges do the administration and teachers encounter in implementing learning recovery or remedial programs in response to mass promotion?

6. What strategies can be proposed to improve promotion practices and support both administrators and students in ensuring meaningful learning progression?

METHODOLOGY

Research Design

This study employed a mixed-methods descriptive research design to examine the impact of mass promotion on the administration, teachers, and students of Agsam Integrated School. Quantitative data were gathered through survey questionnaires to assess its effects on administrative functions and student outcomes, while qualitative data were collected through interviews to explore stakeholders' perceptions and experiences. The study also utilized a case study approach focusing on Agsam Integrated School. Quantitative and qualitative findings were integrated to provide a comprehensive understanding of the impact of mass promotion and to ensure more reliable and meaningful conclusions.

Locale of the Study

This study was conducted at Agsam Integrated School, located in Barangay Agsam, Municipality of Giporlos, Province of Eastern Samar, Philippines. The school is a public integrated school under the Department of Education (DepEd) that offers both elementary and secondary education. It serves learners from Agsam and neighboring communities, providing accessible basic education to students from diverse socioeconomic backgrounds.

Agsam Integrated School was selected as the locale of the study because it has experienced the implementation of promotion practices influenced by learning continuity and recovery initiatives in recent school years. As a rural educational institution, the school faces challenges such as limited resources, varying learner competencies, and the need for continuous learning recovery interventions. These conditions make it an appropriate setting for examining the impact of mass promotion on school administration, teachers, and students.

The study focused on the experiences and perceptions of administrators, teachers, and students within the school to gain a comprehensive understanding of how mass promotion affects educational management and learner outcomes in a rural integrated school context.

Respondents of the Study

The respondents of this study consisted of the key stakeholders of Agsam Integrated School who were directly involved in or affected by mass promotion practices. These included school administrators, such as the School Head and department coordinators; teachers from both elementary and secondary levels; and students who experienced grade progression during the implementation of mass promotion. Their participation provided valuable insights into the effects of mass promotion on school administration, instructional practices, teacher workload, and student learning outcomes, enabling the study to present a comprehensive assessment of its impact.

Research Instruments

This study utilized a researcher-made survey questionnaire and a semi-structured interview guide as the



primary instruments for data collection. The survey questionnaire was designed to gather quantitative data on the extent of mass promotion and its impact on administrative functions, teachers, and students of Agsam Integrated School. It consisted of four parts: (1) Extent of Mass Promotion, (2) Impact on Administrative Functions, (3) Perceptions of Teachers, Administrators, and Students regarding the advantages and disadvantages of mass promotion, and (4) Student Outcomes such as academic readiness, motivation, and learning gaps. Responses were measured using a five-point Likert Scale, ranging from Strongly Disagree (1) to Strongly Agree (5).

To supplement the survey data, a semi-structured interview guide was used to gather qualitative information from selected administrators and teachers. The interview focused on their experiences, challenges, perceptions, and recommendations regarding mass promotion and learning recovery programs. The instruments were validated by experts and underwent reliability testing to ensure accuracy, relevance, and consistency in measuring the variables of the study.

Data Gathering

The data gathering procedure was conducted systematically and ethically to ensure the accuracy and reliability of the data collected. First, the researcher secured permission from the School Head of Agsam Integrated School to conduct the study. Upon approval, the validated survey questionnaires were distributed to the selected administrators, teachers, and students. Respondents were informed of the purpose of the study and assured of the confidentiality of their responses.

After the retrieval of the completed questionnaires, semi-structured interviews were conducted with selected administrators and teachers to obtain deeper insights regarding mass promotion practices. The collected quantitative and qualitative data were then organized, encoded, and prepared for statistical and thematic analysis. Throughout the process, confidentiality and anonymity were strictly observed, and all

research data were securely stored and used solely for academic purposes.

Analysis of Data

The data collected through the researcher-made Likert-scale questionnaires were analyzed using descriptive and inferential statistics. To determine the extent of mass promotion and its effects on administrative functions and student outcomes, weighted mean and standard deviation were used. To determine whether there was a significant difference between the perceptions of teachers and administrators regarding mass promotion, an independent samples t-test was employed. Meanwhile, Pearson's Product-Moment Correlation Coefficient (r) was used to determine the relationship between mass promotion and student outcomes. All statistical analyses were conducted at the 0.05 level of significance, and the results were presented and interpreted using appropriate statistical guidelines.

Ethical Considerations

This study adhered to ethical standards to protect the rights, privacy, and welfare of all participants. Permission to conduct the study was secured from the School Head of Agsam Integrated School, and informed consent was obtained from all respondents, including parental consent for student participants when necessary. Participation was voluntary, and respondents were informed of their right to withdraw at any time.

Confidentiality and anonymity were maintained by withholding respondents' identities and using codes instead of names. All collected data were stored securely and used solely for academic purposes. The researcher ensured that no harm or discomfort was caused to participants and that all information gathered was treated with utmost respect and confidentiality. Upon completion of the study, all research data were properly disposed of following ethical research guidelines.

RESULTS

Extent of Mass Promotion in Agsam Integrated School

Table 1 presents the extent of mass promotion as perceived by administrators.

Indicators	Mean	Interpretation
Students are promoted despite incomplete mastery of competencies	4.32	Strongly Agree
Promotion decisions prioritize completion rates	4.15	Agree
Teachers feel encouraged to promote learners	4.08	Agree
Retention is discouraged despite learning gaps	4.21	Strongly Agree
The school applies lenient promotion criteria	4.10	Agree
Grand Mean	4.17	Agree

The grand mean of 4.17 indicates that mass promotion is implemented to a considerable extent in Agsam Integrated

School. Respondents generally agreed that learners are promoted despite existing learning deficiencies.

Impact of Mass Promotion on Administrative Functions

Table 2. Instructional Planning and Implementation

Indicators	Mean	Interpretation
Lesson plans are adjusted due to learning gaps	4.35	Strongly Agree
Curriculum pacing slows down	4.20	Strongly Agree
Planning becomes more difficult	4.10	Agree
Additional time is spent modifying activities	4.40	Strongly Agree
Grand Mean	4.26	Strongly Agree



Results indicate that mass promotion significantly affects instructional planning. Teachers need to modify lessons

and provide differentiated activities to address varying competency levels.

Resource Allocation and Management

Table 3. Resource Allocation and Management

Indicators	Mean	Interpretation
Increased class size	3.95	Agree
Additional learning materials required	4.22	Strongly Agree
Teachers are stretched due to intervention needs	4.18	Agree
Physical spaces become inadequate	3.89	Agree
Grand Mean	4.06	Agree

Respondents agreed that mass promotion places additional demands on school resources, particularly instructional materials and personnel.

Teacher Workload and Performance Monitoring

Table 4. Teacher Workload and Performance Monitoring

Indicators	Mean	Interpretation
Increased remedial work	4.45	Strongly Agree
Increased documentation requirements	4.12	Agree
Pressure to maintain promotion rates	4.20	Strongly Agree
Closer monitoring by supervisors	3.88	Agree
Grand Mean	4.16	Agree

The findings reveal that mass promotion contributes to heavier teacher workloads and greater pressure to assist underperforming learners.

Remediation and Learning Recovery

Table 5. Remediation and Learning Recovery

Indicators	Mean	Interpretation
Remedial programs are implemented	4.30	Strongly Agree
Teachers conduct catch-up sessions	4.28	Strongly Agree
Additional planning is required	4.42	Strongly Agree
Insufficient resources for remediation	4.15	Agree
Grand Mean	4.29	Strongly Agree

The school actively implements learning recovery measures; however, respondents reported challenges related to limited resources and time.

Perceptions of Teachers and Administrators on Mass Promotion

Table 6. Advantages

Indicators	Mean	Interpretation
Prevents embarrassment among students	4.40	Strongly Agree
Supports emotional well-being	4.28	Strongly Agree
Prevents dropout	4.36	Strongly Agree
Maintains peer-group cohesion	4.22	Strongly Agree
Grand Mean	4.32	Strongly Agree

Table 7. Disadvantages

Indicators	Mean	Interpretation
Reduces student effort	4.15	Agree
Widens learning gaps	4.50	Strongly Agree
Makes teaching more difficult	4.42	Strongly Agree
Lowers academic standards	4.25	Strongly Agree
Increases teacher stress	4.38	Strongly Agree
Grand Mean	4.34	Strongly Agree

Respondents recognized both benefits and drawbacks. While mass promotion helps students remain in school, it may contribute to widening learning gaps and increased teacher workload.



Table 8. Student Outcomes

Variable	Mean	Interpretation
Academic Readiness	3.20	Moderate
Motivation and Engagement	3.75	High
Presence of Learning Gaps	4.10	High
Readiness for Next Grade Level	3.35	Moderate
Overall Mean	3.60	High

Students generally remain motivated; however, significant learning gaps continue to exist, affecting their readiness for more advanced academic tasks.

Challenges Encountered by Teachers and Administrators

Table 9. Challenges Encountered by Teachers and Administrators

Based on interview responses, the major challenges identified were:

1. Insufficient time for remediation.
2. Large number of learners requiring intervention.
3. Lack of instructional materials.
4. Increased teacher workload.
5. Difficulty addressing diverse learner abilities.

CONCLUSIONS

Based on the findings, the following conclusions are drawn:

1. Mass promotion has become a practical response to educational challenges but has significant implications for school administration and learner achievement.
2. While it supports learner retention and emotional well-being, it does not guarantee mastery of essential competencies.
3. School administrators and teachers bear additional responsibilities in planning interventions and addressing learning gaps.
4. Learning recovery programs are necessary to mitigate the negative effects of mass promotion.
5. Without sustained remediation and adequate resources, the long-term academic readiness of learners may be compromised.

RECOMMENDATIONS

In light of the findings and conclusions, the following recommendations are offered:

1. School Administrators should strengthen monitoring systems to ensure that promotion decisions are supported by evidence of learning progress.
2. Teachers should continue implementing differentiated instruction and targeted remediation programs to address learner deficiencies.
3. The School should allocate additional resources for learning recovery initiatives, including instructional materials and intervention programs.
4. Parents and Guardians should actively support learners through home-based learning activities and regular communication with teachers.
5. DepEd Officials should provide clearer guidelines balancing learner progression with competency mastery and expand support for learning recovery programs.
6. Future Researchers should conduct similar studies in other schools and divisions to validate and compare findings across different educational settings.

Conflict of Interest

The researchers declare that there were no conflicts of interest in the conduct of this study. The researchers had no personal, financial, professional, or institutional interests that could have influenced the design, data collection, analysis, interpretation, or reporting of the findings. All information gathered from the respondents was treated objectively and used solely for academic and research purposes. The study was conducted with integrity, transparency, and impartiality to ensure the credibility and reliability of the results.

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