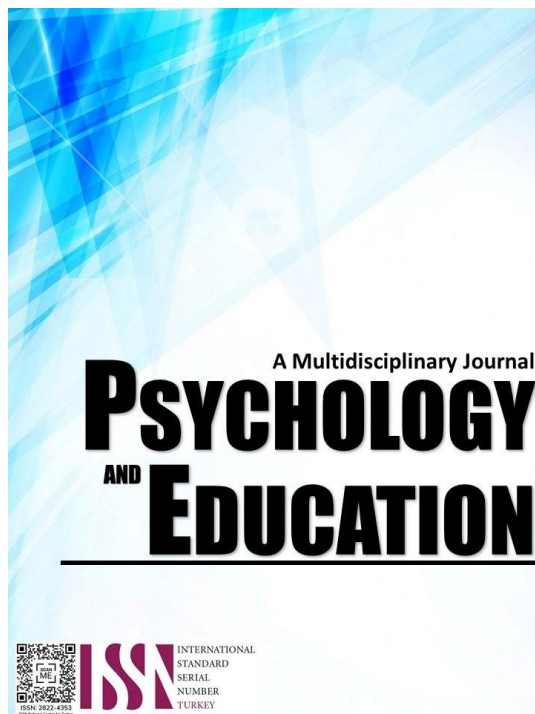


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Development, Validation, and Acceptability of Mass Promotion Intervention Package

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Abstract

This study aimed to develop, validate, and assess the acceptability of a structured Mass Promotion Intervention Package designed to address learning gaps among pupils promoted without sufficient mastery of competencies. Using a design and development research approach, the intervention was systematically created and evaluated with the participation of key stakeholders from public elementary schools. Findings revealed that the intervention package was generally rated as highly acceptable by pupils, with an overall mean of 4.37, particularly in terms of format (4.64), content (4.50), and organization (4.35). Teachers likewise found the package acceptable to highly acceptable across dimensions, with strong ratings in organization (4.26) and appeal (4.46). These results indicate that the package effectively supports learners' academic readiness, improves study habits, and enhances engagement. However, usability and accessibility received comparatively lower ratings among both pupils (4.09) and teachers (3.87), highlighting the need for clearer instructions and additional scaffolding to improve independent use and ease of implementation. Overall, the study demonstrates that a well-designed and validated intervention package can serve as a practical and context-responsive tool in addressing the challenges of mass promotion. The findings underscore its potential to support both learners and teachers while promoting improved learning outcomes and academic integrity. The study offers valuable insights for educators, school leaders, and policymakers in developing sustainable, evidence-based interventions for student progression.

Keywords: *mass promotion, intervention package, learning gaps, validation, school leader*

Introduction

Education plays a vital role in national development by shaping the knowledge, skills, and values of future generations (Mag-Atas, 2023). As such, the quality of education remains a critical factor in preparing learners to meet academic and professional demands. However, the persistent practice of mass promotion—where students are advanced to the next grade level regardless of their academic performance—poses a significant challenge to educational quality. Although this practice is intended to reduce dropout rates and promote inclusivity, it raises serious concerns regarding academic integrity, learner readiness, and the overall effectiveness of the education system (King et al., 2008).

Within the Philippine educational context, mass promotion is often applied to prevent the psychological and social consequences associated with grade retention and to ensure that learners progress alongside their peers (Valbuena et al., 2020). Despite these intentions, the practice frequently results in students advancing without mastering essential competencies, which may hinder their performance in higher levels of education. This situation places teachers in a difficult position, as they are expected to uphold academic standards while complying with institutional expectations that favor student progression. Consequently, such conditions may weaken students' motivation, as they may perceive that effort is not a requirement for advancement (Antiola, 2024).

Previous studies have examined the relationship between mass promotion and academic outcomes, yet findings remain inconclusive. For example, Gaytos et al. (2019) reported no significant relationship between students' perceptions of mass promotion and their academic performance. While these findings contribute to existing literature, they largely overlook the perspectives of teachers and fail to explore the effectiveness of structured interventions that could address learning gaps resulting from this practice.

To mitigate these gaps, some schools have implemented remedial programs, tutoring sessions, and other academic support initiatives. However, evidence regarding their effectiveness remains limited (Kilag et al., 2023). In many cases, teachers lack access to structured tools and systematic approaches that would enable them to support mass-promoted learners (Riaz, 2025) adequately. This highlights the need for a more organized, research-based intervention that can assist both teachers and students in addressing the challenges associated with mass promotion.

In response to this need, the present study focused on the development of a structured intervention package specifically designed for mass-promoted learners. It aimed to establish the validity and relevance of the package and to evaluate its acceptability among key stakeholders, particularly teachers. By developing a practical and evidence-based tool, the study sought to address both academic deficiencies and implementation challenges in real classroom contexts.

Moreover, this research contributes to the existing body of knowledge by emphasizing the experiences and needs of educators, who are directly confronted with the realities of mass promotion. Unlike prior studies that center primarily on student outcomes or policy issues, this study highlights the importance of providing tangible instructional support. Ultimately, it seeks to promote academic integrity, enhance learning outcomes, and inform future educational practices and policy directions.

Research Questions

This study aimed to develop, validate, and assess the acceptability of a structured intervention package for mass promotion in the Quinapondan District, Eastern Samar. Specifically, it sought to answer the following questions.

1. How can a structured mass promotion intervention package be developed in terms of its objectives, content, usability and accessibility, organization and presentation, efficiency, portability, appeal, and format?
2. To what extent is the developed intervention package valid across these key dimensions?
3. What is the level of acceptability of the intervention package among pupils, teachers, parents, and school heads?

Methodology

Research Design

This study employed a Design and Development Research (DDR) approach to provide a systematic and empirical basis for the creation of a structured intervention package addressing the issue of mass promotion. DDR was selected as the most appropriate research design because the primary intent of the study was not only to examine an existing phenomenon but also to develop and refine an educational product that could respond to an identified problem in the educational setting. Design and development research focuses on the systematic design, development, and evaluation of instructional tools, models, or interventions intended to address practical educational problems while simultaneously generating theoretical knowledge (Richey & Klein, 2014). Unlike traditional descriptive or experimental designs, DDR emphasizes the systematic creation, testing, and improvement of instructional materials or interventions grounded in both theory and practice (Aris, Hasniza, & Noor, 2024). Through this approach, the study was able to generate a practical solution while ensuring that the developed intervention package was informed by relevant theoretical frameworks and validated through expert and user evaluation.

Guided by the principles of Lev Vygotsky's Sociocultural Theory and Constructivist Learning Theory, the researcher adopted the ADDIE Model as the primary instructional design framework. The ADDIE Model consists of five systematic phases—Analysis, Design, Development, Implementation, and Evaluation—which structure the process of creating and refining the intervention package. This model was selected because of its flexibility and its strong emphasis on aligning instructional materials with learners' needs and contextual realities.

In the Analysis phase, the researcher examined the nature of mass promotion and its implications for learning outcomes. Relevant literature, policy documents, and contextual information from schools were reviewed to identify gaps in existing practices and determine the specific needs that the intervention package should address. This phase ensured that the development of the intervention was grounded in the actual educational context and aligned with the objectives of addressing issues related to student promotion and competency mastery.

During the Design phase, the researcher formulated the structure and components of the intervention package. Learning objectives, instructional strategies, and assessment mechanisms were carefully outlined to ensure that the intervention would support competency-based learning and provide clear guidance for teachers. At this stage, theoretical principles from sociocultural and constructivist perspectives were integrated to ensure that the intervention emphasized collaborative learning, meaningful engagement, and reflective practice.

The Development phase involved the creation and refinement of the intervention package, including the preparation of instructional materials, activities, and supporting resources. Expert validators were engaged during this stage to examine the clarity, relevance, and appropriateness of the developed materials. Their feedback served as the basis for revising and strengthening the intervention package, thereby contributing to the validation objective of the study. In the Implementation phase, the intervention package was presented to selected participants for review and preliminary use. This stage allowed the researcher to gather insights regarding the practicality and usability of the developed materials in real educational contexts. The experiences and observations gathered during this phase informed further improvements in the intervention package.

Finally, the Evaluation phase focused on determining the acceptability and overall effectiveness of the intervention package. Feedback from validators and participants was analyzed to assess the clarity, relevance, and usefulness of the developed materials. This phase ensured that the intervention package met acceptable educational standards and addressed the needs identified during the initial analysis.

To further strengthen the development process, the study also integrated the Inquiry Design Model (IDM). IDM is a curriculum design framework developed to guide teachers in creating inquiry-based learning experiences that encourage students to investigate meaningful questions, analyze evidence, and construct informed conclusions (Molebash et al., 2019). Incorporating IDM supported the constructivist orientation of the study by promoting active student engagement, critical thinking, and reflective learning experiences within the intervention package. Overall, the use of Design and Development Research, guided by the ADDIE Model and enriched by the Inquiry Design Model, ensured that the intervention package was theoretically grounded, systematically developed, and empirically validated. Through this structured process, the study was able to achieve its core objectives: the development, validation, and assessment of the acceptability of a mass promotion intervention package designed to address learning gaps and strengthen competency-

based promotion practices.

Participants

The respondents of this study played a significant role in providing the information needed for the development, validation, and assessment of the acceptability of the mass promotion intervention package. Because the intervention package was intended to address multiple stakeholders involved in the promotion process, respondents were purposively selected from four key groups: pupils, teachers, parents, and school heads from public elementary schools in the Quinapondan District, Eastern Samar.

A purposive sampling technique was employed in this study. This approach was considered appropriate because the research required participants who possessed direct experience and relevant knowledge about pupil promotion practices and learning challenges at the elementary level. By selecting respondents who were directly involved in the teaching–learning process and school administration, the researcher ensured that the data gathered would be meaningful and aligned with the objectives of developing and evaluating the intervention package (Hossan et al., 2023).

During the development phase, the primary respondents were Grade VI teachers from the participating schools. They were selected based on the following inclusion criteria: (1) currently teaching Grade VI during the conduct of the study, (2) having direct involvement in assessing pupil performance and promotion decisions, and (3) having at least one year of teaching experience in the district. Their experiences and professional insights regarding the challenges associated with mass promotion provided valuable input in identifying instructional gaps and designing appropriate intervention strategies. The selection of Grade VI teachers was particularly relevant because this grade level represents a critical stage in elementary education where learning deficiencies often become more apparent before pupils transition to junior high school.

In the validation and acceptability phases, the study expanded the group of respondents to include Grade VI pupils, their parents, and the school heads of the participating schools. The inclusion of these groups allowed the intervention package to be examined from multiple perspectives. Pupils were able to provide feedback on the clarity and usefulness of the learning activities, parents offered insights regarding the practicality and relevance of the intervention at home, and school heads evaluated its applicability within the school management and instructional context. This multi-sector participation ensured that the intervention package was not only instructionally appropriate but also practical and acceptable for implementation in real school settings.

All twenty public elementary schools within the Quinapondan District were represented in the study. These schools included Paco Elementary School, Sto. Niño Elementary School, San Vicente Elementary School, Tinago Elementary School, Quinapondan Central Elementary School, San Pedro Elementary School, Valley Elementary School, Rizal Elementary School, Mabini Elementary School, Buenavista Elementary School, Bagte Elementary School, Cambilla Elementary School, Anislag Elementary School, Cantinio Elementary School, San Isidro Elementary School, Cagdaja Elementary School, Naga Elementary School, Alang-Alang Elementary School, and Sta. Margarita Elementary School.

Including participants from all schools in the district helped ensure adequate representation of the local educational context. Since the intervention package was designed for use within the same district, gathering data from all participating schools strengthened the contextual validity of the findings and increased the likelihood that the developed intervention would be relevant and applicable across different school environments within Quinapondan District.

Through the involvement of these key stakeholder groups, the study ensured that the intervention package was grounded in authentic classroom experiences, informed by the perspectives of those directly involved in the educational process, and evaluated for both instructional value and practical applicability. This comprehensive selection of respondents contributed to the reliability, credibility, and overall usefulness of the intervention package developed in the study.

Instrument

The research instrument served as a primary tool for gathering data related to the development, validation, and acceptability of the Mass Promotion Intervention Package. In line with the objectives of the study, four structured survey questionnaires were developed and tailored to the key stakeholder groups: pupils, teachers, parents, and school heads. These instruments were designed to obtain feedback regarding the effectiveness, relevance, and usability of the intervention package from the perspective of each group involved in the mass promotion process.

Each questionnaire utilized a five-point Likert scale to capture the respondents' level of agreement with the statements presented. The response options were as follows: 5 – Strongly Agree, 4 – Agree, 3 – Somewhat Agree, 2 – Disagree, and 1 – Strongly Disagree. This scaling approach enabled the researcher to quantify perceptions systematically and examine patterns in how the intervention package was evaluated across different stakeholder groups.

The structure of each instrument was organized into eight key components reflecting various dimensions of the package's quality and functionality. These components included Objectives, Content, Usability and Accessibility, Organization and Presentation, Efficiency, Portability, Appeal, and Format. Each section consisted of several statements tailored to the role and experience of the respondent group, ensuring that the responses gathered were relevant to their interaction with the intervention materials.

The pupil questionnaire focused on how the intervention module supported their readiness for the next grade level, their understanding of learning objectives, and their motivation to improve study habits and behavior. The teacher questionnaire examined the usefulness of the intervention in addressing learners' academic needs, its applicability in classroom practice, and its role in assisting instructional planning and remediation. The parent questionnaire assessed the clarity of their role in supporting their child's learning, the accessibility of the materials, and the extent to which the guide improved communication between the home and the school. Meanwhile, the school head questionnaire focused on leadership alignment, policy implementation, school-wide support strategies, and the administrative practicality of the intervention materials.

The development of the instruments was guided by the principles of the ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation) and the Inquiry Design Model (IDM), ensuring that the questionnaires were grounded in sound instructional design and responsive to the needs of the intended users. Prior to data collection, the instruments were subjected to expert validation to determine their clarity, relevance, and suitability for the target respondents. Necessary revisions were made based on the feedback of the validators to improve the language, organization, and contextual appropriateness of the survey items.

The initial version of the Mass Promotion Intervention Package was subjected to expert validation by 11 education specialists, including teachers, master teachers, and school heads with relevant experience in instructional materials development and promotion practices. The validators evaluated the package based on objectives, content, usability, organization, and format. The results showed that the intervention package obtained an overall mean rating of 4.44, interpreted as Highly Valid, indicating that the materials were appropriate, relevant, and suitable for addressing the instructional needs of mass-promoted learners. Suggestions provided by the validators were incorporated to improve the clarity of instructions, strengthen the alignment of activities with learning competencies, and enhance the overall structure of the materials before pilot testing and wider evaluation. To further establish the reliability of the instrument, a pilot test was conducted among a small group of respondents with similar characteristics to the study participants. The internal consistency of the questionnaire was analyzed using Cronbach's alpha coefficient. The results yielded an overall reliability coefficient of 0.93, indicating excellent internal consistency among the items included in the instrument. According to commonly accepted reliability standards, a Cronbach's alpha value above 0.90 suggests that the instrument items are highly consistent in measuring the intended constructs. This result assured that the questionnaire could reliably capture the perceptions of respondents regarding the intervention package.

Overall, the use of these research instruments allowed the researcher to gather systematic and dependable feedback regarding the usability, effectiveness, and acceptability of the intervention package from multiple stakeholder perspectives. The information obtained from the survey responses contributed significantly to refining the materials and ensuring that the final intervention package was responsive to the needs of its intended users and relevant to the educational context of the Quinapondan District.

Procedure

The data gathering procedure followed a systematic sequence consistent with the Design and Development Research (DDR) framework. The process aimed to develop, validate, and assess the acceptability of a mass promotion intervention package intended for four stakeholder groups: pupils, teachers, parents, and school heads. The procedure was conducted in four phases: Planning, Design and Development, Validation and Tryout, and Evaluation and Finalization.

Planning Phase. In this phase, the researcher identified key issues related to mass promotion practices in the Quinapondan District. Relevant policies, literature, and contextual information from schools were reviewed to determine the scope and structure of the intervention package. Initial consultations with educators and administrators also helped clarify the specific needs of each stakeholder group. The results of this phase guided the overall framework and content of the intervention materials.

Design and Development Phase. Using the ADDIE Model, the researcher designed and developed four versions of the Mass Promotion Intervention Package tailored for pupils, teachers, parents, and school heads. The materials for pupils focused on remedial learning activities and study strategies, while those for teachers emphasized formative assessment and differentiated instruction. The parent component guided supporting learning at home, and the school head component included strategies for monitoring academic progress and strengthening instructional supervision. The development of the materials was guided by Lev Vygotsky's Sociocultural Theory and constructivist learning principles to ensure that the intervention supported collaborative and meaningful learning experiences.

Validation and Tryout Phase. The initial version of the intervention package was evaluated by 11 expert validators, consisting of teachers, master teachers, and school heads. They assessed the materials based on criteria such as objectives, content, usability, organization, and format. The researcher revised the materials according to the validators' feedback. After revision, a pilot tryout was conducted in selected elementary schools with representatives from the four target groups to determine the clarity, practicality, and usability of the materials.

Evaluation and Finalization Phase. To determine the acceptability of the intervention package, a structured survey was administered to a larger group of pupils, teachers, parents, and school heads—the instrument measured aspects such as clarity, relevance, practicality, and overall usefulness. To ensure comprehension among respondents, particularly pupils and parents, the questionnaire was translated into the local dialect when necessary. The collected data were analyzed to determine the overall acceptability of the intervention package. Based on the results, final revisions were made, and the intervention package was finalized for potential implementation and

wider use.

Data Analysis

The study employed purely descriptive statistical analysis because its primary objective was to determine the level of acceptability of the developed intervention package among different stakeholder groups, namely pupils, teachers, parents, and school heads. Since the purpose of the research was not to establish causal relationships or test differences between variables, but rather to describe how respondents perceived the usefulness, clarity, and relevance of the materials, descriptive statistics were considered the most appropriate analytical approach. Specifically, the weighted mean was used to summarize the responses obtained from the Likert-scale questionnaire and to determine the overall level of acceptability of the intervention package across the identified indicators. Descriptive analysis allowed the researcher to present a clear and straightforward interpretation of the respondents' evaluations, which is consistent with studies that focus on instructional material development and stakeholder feedback. Moreover, because the study primarily aimed to gather evaluative perceptions regarding the intervention package rather than examine relationships among variables, the use of descriptive statistics provided sufficient and appropriate evidence to address the research objectives.

Ethical Considerations

This study was conducted in accordance with internationally recognized ethical standards and relevant Philippine laws to ensure the protection, dignity, and well-being of all respondents. Central to the research process was the principle of respect for persons, which emphasizes the right of individuals to make informed and voluntary decisions regarding their participation in research, as articulated in the Belmont Report as cited by Miracle (2026). Consistent with this principle, the study also complied with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173), which governs the responsible collection, handling, storage, and disposal of personal data in the Philippines.

Prior to data collection, all participants were informed about the purpose of the study, the procedures involved, and the voluntary nature of their participation. They were also informed of their right to decline participation or withdraw from the study at any time without any negative consequences. Written informed consent was obtained from the respondents to ensure that their participation was based on free and informed choice. Participants were assured that the information they provided would be treated with strict confidentiality and used solely for academic and research purposes. To further protect the privacy of participants, no identifying information was disclosed at any stage of the research process. All collected data were securely stored in locked storage and password-protected computer files accessible only to the researcher. Research records were retained only for the duration necessary to complete the study and were subsequently disposed of in accordance with data protection standards. Electronic files were permanently deleted from secure storage devices, while printed materials were properly shredded. Throughout the conduct of the study, the researcher strictly adhered to the ethical principles of respect for persons, beneficence, and confidentiality. These measures ensured that the rights, privacy, and welfare of all participants were fully protected during the entire research process.

Results and Discussion

Pupils' Acceptability of Mass Promotion Intervention Package

The following tables present the pupils' assessment of the acceptability of the Mass Promotion Intervention Package across several dimensions, including objectives, content, usability and accessibility, organization and presentation, efficiency, portability, appeal, and format. Examining these dimensions collectively provides a comprehensive view of how the intervention package supports pupils' learning needs and engagement. Rather than evaluating the module based on a single feature, the analysis considers how different aspects of the material contribute to its overall usefulness in addressing academic difficulties among learners who may be at risk of failing. Understanding pupils' perceptions is particularly important because they are the primary users of the intervention package. Their responses reflect how clearly the objectives are communicated, how relevant the content is to their learning experiences, and how easily the materials can be used both inside and outside the classroom. Previous studies have shown that learner-centered instructional materials that are clearly structured and relevant to students' needs tend to improve engagement and academic motivation. Thus, examining the pupils' level of acceptability across multiple criteria helps determine whether the intervention package effectively supports the goals of the Mass Promotion Program.

The results presented provide insight into how pupils perceive the design, usability, and overall effectiveness of the intervention package, which are critical factors in determining its potential impact on their academic improvement and readiness for promotion.

Table 1. *Acceptability of Mass Promotion Intervention Package in terms of Objectives*

<i>Statements</i>	<i>Mean</i>	<i>Interpretation</i>
1. The module helped me understand what I need to do to be ready for the next grade.	4.65	Highly Acceptable
2. The goals of each activity were clear to me.	4.30	Highly Acceptable
3. I learned how to improve my behavior and study habits.	4.65	Highly Acceptable
4. I knew why each activity in the module was important.	4.35	Highly Acceptable
5. The lessons made me feel more confident about moving up to the next grade.	4.40	Highly Acceptable
Overall Mean	4.47	Highly Acceptable



Table 1 shows that pupils rated the objectives of the Mass Promotion Intervention Package as Highly Acceptable (M = 4.47), indicating that the intervention clearly communicated the goals of each activity and helped learners understand what is required for grade-level readiness. The findings suggest that the module successfully guided pupils in recognizing the importance of improving study habits, behavior, and academic readiness for promotion. When instructional materials clearly present learning goals, pupils tend to develop stronger motivation and confidence in completing tasks.

These results are consistent with the findings of Chozas and Cuenca (2022), who emphasized that clearly defined learning objectives promote self-regulated learning and academic motivation among students. They further explained that when learners understand the purpose of learning activities and the outcomes expected from them, they become more engaged and confident in managing their own learning process. Similarly, the high ratings obtained in this study suggest that the clear objectives embedded in the intervention package helped pupils recognize the purpose of the activities and their relevance to academic improvement. This alignment between instructional goals and learner understanding likely contributed to the pupils' positive perception of the module and its usefulness in supporting their readiness for promotion.

Table 2. *Pupils' Acceptability of Mass Promotion Intervention Package in terms of Content*

Statements	Mean	Interpretation
1. The topics were about things I need to do well in school.	4.65	Highly Acceptable
2. The examples helped me understand how to act and study better.	4.70	Highly Acceptable
3. The content talked about values, responsibilities, and learning routines.	4.45	Highly Acceptable
4. I learned ways to improve my performance even when I find things hard.	4.35	Highly Acceptable
5. The module taught me what I can do to avoid failing.	4.45	Highly Acceptable
Overall Mean	4.50	Highly Acceptable

Table 2 indicates that pupils rated the content of the intervention package as Highly Acceptable (M = 4.50). This suggests that the topics, examples, and activities included in the module were relevant to pupils' academic needs and helped them understand strategies for improving their performance and study habits. The strong ratings demonstrate that the materials effectively addressed issues commonly experienced by learners who struggle academically. The findings support the work of Tomlinson (2015), who emphasized that relevant learning materials, contextualized and responsive to learners' needs, significantly improve student engagement and comprehension. According to Tomlinson, instructional content that connects with students' experiences and challenges allows learners to understand concepts better and apply strategies to their own learning situations. In relation to the present study, the high acceptability ratings suggest that the intervention package successfully incorporated meaningful examples and practical guidance that resonated with pupils. As Tomlinson highlighted, relevant and well-structured content enhances both engagement and learning outcomes, which may explain why pupils perceived the module as useful in helping them improve their academic behaviors and avoid failing.

Table 3. *Pupils' Acceptability of Mass Promotion Intervention Package in terms of Usability and Accessibility*

Statements	Mean	Interpretation
1. The instructions were easy to follow.	4.10	Acceptable
2. I could do the activities by myself or with a little help.	3.85	Acceptable
3. I didn't have a hard time understanding the tasks.	3.60	Acceptable
4. I was able to use the module at home and in school.	4.45	Highly Acceptable
5. The materials were easy for me to read and answer.	4.45	Highly Acceptable
Overall Mean	4.09	Acceptable

The results in Table 3 show that pupils rated usability and accessibility as Acceptable (M = 4.09), indicating that while the module was generally understandable and easy to use, some aspects may require further refinement to ensure smoother independent learning. Although pupils were able to use the module in different settings, some respondents reported needing minimal assistance in completing certain tasks. These findings align with the study of Mayer (2024), who emphasized that instructional materials must be designed with clear instructions and manageable tasks to support learners' independent comprehension. Mayer explained that when educational materials present complex tasks without sufficient scaffolding, learners may require additional support to understand and complete activities fully. Relating this to the present findings, the slightly lower rating in usability suggests that although the module is generally effective, some instructions or tasks may benefit from additional clarification or examples. Enhancing task clarity and providing guided steps may help learners engage more independently with the module, thereby increasing its overall usability and effectiveness in supporting academically at-risk pupils.

Table 4. *Pupils' Acceptability of Mass Promotion Intervention Package in terms of Organization and Presentation*

Statements	Mean	Interpretation
1. The parts of the module were arranged clearly.	4.60	Highly Acceptable
2. Each section had a clear title and purpose.	4.25	Highly Acceptable
3. The drawings and activities helped me enjoy the lesson.	4.45	Highly Acceptable
4. The lessons were not too long or too confusing.	4.25	Highly Acceptable
5. I liked how the module guided me step-by-step.	4.40	Highly Acceptable
Overall Mean	4.35	Highly Acceptable



Table 4 reveals that pupils rated the organization and presentation of the module as Highly Acceptable ($M = 4.35$), indicating that the clear structure, logical arrangement of lessons, and engaging visuals supported pupils' understanding of the learning materials. A well-organized module helps learners follow instructions more easily and sustain their interest throughout the learning process. This finding is supported by Clark and Mayer (2003), who explained that well-structured instructional materials enhance learner comprehension and engagement by presenting information in a logical and visually organized manner. Their research highlights that the effective sequencing of content and the use of visual aids help learners process information more efficiently. Similarly, the high ratings obtained in this study suggest that the structured format of the intervention package contributed to pupils' positive learning experience. The organized presentation of lessons likely made it easier for learners to navigate the activities and understand the progression of tasks, thereby strengthening the overall effectiveness of the module.

Table 5. Pupils' Acceptability of Mass Promotion Intervention Package in terms of Efficiency

Statements	Mean	Interpretation
1. I finished each activity without rushing or getting bored.	4.35	Highly Acceptable
2. I felt that I was learning more with each session.	4.50	Highly Acceptable
3. The module helped me fix what I used to do wrong in class.	4.30	Highly Acceptable
4. I improved in how I behave and study after using the module.	4.30	Highly Acceptable
5. I needed less help from my teacher because of what I learned.	4.15	Acceptable
Overall Mean	4.32	Highly Acceptable

Table 5 shows that pupils rated the efficiency of the intervention package as Highly Acceptable ($M = 4.32$), indicating that the activities helped learners progress through tasks without feeling overwhelmed while gradually improving their academic and behavioral performance. This result supports the findings of Hattie (2009), who reported that structured learning interventions and guided instructional strategies significantly improve student learning outcomes. According to Hattie, well-designed learning activities allow students to develop skills progressively while maintaining engagement and motivation. In the present study, the positive evaluation of efficiency suggests that the module successfully facilitated gradual learning progress among pupils. The activities likely provided appropriate levels of challenge and guidance, enabling learners to improve their study habits and academic behavior without excessive difficulty.

Table 6. Pupils' Acceptability of Mass Promotion Intervention Package in terms of Portability

Statements	Mean	Interpretation
1. I could carry and use the module easily wherever I was.	4.20	Acceptable
2. The module wasn't heavy or difficult to bring.	4.05	Acceptable
3. I was able to keep the module in good condition.	4.45	Highly Acceptable
4. I could use the module anywhere I wanted to study.	4.55	Highly Acceptable
5. I shared the module with a classmate, and it was still easy to use.	4.35	Highly Acceptable
Overall Mean	4.32	Highly Acceptable

The findings in Table 6 indicate that pupils rated the portability of the module as Highly Acceptable ($M = 4.32$), suggesting that the intervention package was easy to carry and could be used in various learning environments, such as home and school. This observation is supported by Traxler (2018), who highlighted the importance of flexible and portable learning materials in supporting continuous learning beyond the classroom. According to Traxler, educational resources that learners can easily access in different locations promote consistent engagement and reinforce learning opportunities. Similarly, the positive ratings in this study suggest that the module's design allowed pupils to conveniently use the materials in multiple settings. The portability of the intervention package likely contributed to its practicality and effectiveness as a learning support tool.

Table 7. Pupils' Acceptability of Mass Promotion Intervention Package in terms of Appeal

Statements	Mean	Interpretation
1. I enjoyed answering the activities.	4.55	Highly Acceptable
2. The pictures and games made it fun.	4.40	Highly Acceptable
3. The activities made me want to try harder.	4.10	Acceptable
4. I looked forward to using the module again.	4.10	Acceptable
5. The module made learning fun even if it wasn't about subjects.	4.35	Highly Acceptable
Overall Mean	4.30	Highly Acceptable

Table 7 indicates that pupils rated the appeal of the module as Highly Acceptable ($M = 4.30$), demonstrating that the activities, visuals, and interactive components made the learning experience enjoyable and engaging. These results support the findings of Mahziatul (2020) in the ARCS Motivation Model, which emphasizes that attention, relevance, confidence, and satisfaction are key elements in maintaining student motivation. Mahziatul explained that instructional materials that incorporate engaging visuals and meaningful activities can significantly increase learners' interest and participation. In the context of this study, the appealing design of the intervention package likely helped sustain pupils' motivation and enthusiasm for learning. The enjoyable activities and visuals may have encouraged pupils to participate actively in the module, thereby improving their overall learning experience.



Table 8. *Pupils' Acceptability of Mass Promotion Intervention Package in terms of Format*

<i>Statements</i>	<i>Mean</i>	<i>Interpretation</i>
1. The writing was big and easy to read.	4.50	Highly Acceptable
2. The pages were colorful and clear.	4.65	Highly Acceptable
3. The activities were in the right order.	4.80	Highly Acceptable
4. The pictures helped me know what to do.	4.70	Highly Acceptable
5. The whole module looked neat and fun to use.	4.55	Highly Acceptable
Overall Mean	4.64	Highly Acceptable

Table 8 shows that pupils rated the format of the module as Highly Acceptable (M = 4.64), the highest among all dimensions. This indicates that the visual design, layout, and sequencing of activities were effective in supporting pupils' engagement and comprehension. The findings align with the research of Mayer (2011), who emphasized that clear layout, readable text, and visually organized materials enhance learners' ability to process information and maintain focus during learning tasks. The strong ratings in this study suggest that the well-designed format of the intervention package contributed significantly to pupils' positive learning experience. A visually appealing and well-structured format not only improves readability but also encourages learners to interact more actively with instructional materials.

Table 9. *Overall Pupils' Acceptability of Mass Promotion Intervention Package*

<i>Areas</i>	<i>Mean</i>	<i>Interpretation</i>
Objectives	4.47	Highly Acceptable
Content	4.50	Highly Acceptable
Usability and Accessibility	4.09	Acceptable
Organization and Presentation	4.35	Highly Acceptable
Efficiency	4.32	Highly Acceptable
Portability	4.32	Highly Acceptable
Appeal	4.30	Highly Acceptable
Format	4.64	Highly Acceptable
Overall Mean	4.37	Highly Acceptable

Table 9 presents the overall pupils' acceptability rating of the intervention package with an overall mean of 4.37 (Highly Acceptable). This indicates that pupils generally perceived the module as helpful, engaging, and supportive in improving their readiness for promotion. The positive response of pupils also implies that the intervention package may serve as a practical tool in addressing learning gaps associated with mass promotion. As discussed in previous studies on competency-based learning, providing structured academic support can help learners strengthen foundational skills and gradually build confidence in their academic abilities (Brugliera, 2024). In the context of the current study, the high acceptability among pupils suggests that the intervention package has the potential to improve study habits, reinforce key competencies, and encourage more active engagement with learning tasks. This indicates that well-designed intervention materials can contribute to addressing the challenges posed by the promotion of learners who may still struggle with essential competencies.

Teachers' Acceptability of Mass Promotion Intervention Package

While pupils' perceptions provide valuable insights into the usability and effectiveness of the intervention package from the learner's perspective, it is equally important to examine how teachers evaluate the material, as they play a central role in facilitating and implementing the intervention. Teachers' assessments focus not only on the clarity and relevance of the module but also on its practicality in classroom instruction and its alignment with instructional goals. Therefore, the next set of tables presents the teachers' evaluation of the acceptability of the Mass Promotion Intervention Package, examining the same dimensions assessed by pupils. Comparing these perspectives helps determine whether the intervention package meets both instructional expectations and learner needs, thereby strengthening its overall applicability in educational settings.

Table 10. *Teachers' Acceptability of Mass Promotion Intervention Package in terms of Objectives*

<i>Statements</i>	<i>Mean</i>	<i>Interpretation</i>
1. The intervention package clarified the goals of my role in supporting learner promotion.	4.30	Highly Acceptable
2. The objectives reflect real challenges teachers face in mass promotion scenarios.	4.25	Highly Acceptable
3. The materials helped me understand how to guide at-risk pupils.	4.25	Highly Acceptable
4. The goals aligned with classroom-based and home-based strategies.	4.30	Highly Acceptable
5. The objectives supported both remediation and learner growth.	4.40	Highly Acceptable
Overall Mean	4.30	Highly Acceptable

Table 10 indicates that teachers rated the objectives of the Mass Promotion Intervention Package as Highly Acceptable (M=4.30), suggesting that the goals of the intervention are clearly stated and aligned with the intended learning outcomes. Teachers' evaluation implies that the objectives effectively guide both instruction and learner expectations, making it easier to integrate the intervention into classroom practices. Clear objectives also help teachers focus instructional efforts on improving pupils' academic readiness and addressing learning gaps associated with mass promotion.

This finding supports the concept of constructive alignment proposed by Biggs and Tang (2011), which emphasizes that learning objectives, teaching strategies, and assessment methods should be clearly aligned to promote effective learning. Biggs and Tang explained that when objectives are well defined and connected to instructional activities, teachers can deliver lessons more efficiently, and learners are more likely to achieve the desired outcomes. In the context of this study, the high acceptability rating suggests that teachers recognize the intervention package as having well-structured goals that support both teaching effectiveness and pupil improvement.

Table 11. Teachers' Acceptability of Mass Promotion Intervention Package in terms of Content

<i>Statements</i>	<i>Mean</i>	<i>Interpretation</i>
1. The materials included practical and realistic teacher guidance.	4.25	Highly Acceptable
2. The modules helped me address behavioral and academic concerns.	4.25	Highly Acceptable
3. The strategies presented in the guide were relevant and useful.	4.30	Highly Acceptable
4. The teacher package was focused on building professional support.	4.10	Acceptable
5. The examples and scenarios were relatable to my classroom.	4.10	Acceptable
Overall Mean	4.20	Acceptable

The results in Table 11 reveal that teachers rated the content of the intervention package as Highly Acceptable ($M=4.20$), indicating that the materials are relevant, accurate, and appropriate for addressing the learning needs of pupils who may struggle academically. Teachers' positive evaluation suggests that the content provides meaningful learning activities and strategies that support pupils in improving their study habits, academic skills, and overall performance.

This finding is consistent with the work of Mafa-Theledi (2024) on pedagogical content knowledge, which emphasizes that effective instructional materials should combine subject matter knowledge with an understanding of how students learn. Mafa-Theledi explained that when learning materials are designed with students' abilities and learning challenges in mind, teachers can facilitate deeper understanding and more effective instruction. The high rating in this study, therefore, indicates that teachers perceive the intervention package as academically appropriate and supportive of pupils' learning development.

Table 12. Teachers' Acceptability of Mass Promotion Intervention Package in terms of Usability and Accessibility

<i>Statements</i>	<i>Mean</i>	<i>Interpretation</i>
1. I found the materials easy to use and understand.	4.00	Acceptable
2. I could implement the intervention even with limited resources.	3.75	Acceptable
3. I did not require extra training to use the guide.	3.50	Acceptable
4. The steps were clear and doable.	4.00	Acceptable
5. The materials were accessible in printed or soft copy format.	4.10	Acceptable
Overall Mean	3.87	Acceptable

Table 12 shows that teachers rated the usability and accessibility of the intervention package as Acceptable ($M=3.87$), suggesting that the materials are generally easy to understand and implement within classroom settings. Teachers likely found that the instructions and activities were manageable and could be incorporated into existing teaching practices without excessive difficulty.

These findings are supported by Rogers (2003) as cited by Sahin (2006) in his Diffusion of Innovations theory, which highlights that the perceived ease of use of an innovation greatly influences its adoption. Rogers noted that educational innovations that are simple and compatible with teachers' existing practices are more likely to be accepted and consistently implemented. In this study, the favorable ratings imply that teachers view the intervention package as accessible and practical for classroom use.

Table 13. Teachers' Acceptability of Mass Promotion Intervention Package in terms of Organization and Presentation

<i>Statements</i>	<i>Mean</i>	<i>Interpretation</i>
1. The guide was organized in a step-by-step structure.	4.30	Highly Acceptable
2. The sections flowed logically from one part to another.	4.25	Highly Acceptable
3. The layout and headings made the guide easy to navigate.	4.20	Acceptable
4. Visual aids or forms were helpful	4.30	Highly Acceptable
5. The design of the guide reflected a professional teaching tool.	4.25	Highly Acceptable
Overall Mean	4.26	Highly Acceptable

Teachers rated the organization and presentation of the intervention package as Highly Acceptable ($M=4.26$), indicating that the module follows a logical sequence that supports effective teaching and learning. Well-organized instructional material helps teachers present lessons more clearly and allows pupils to follow learning tasks more easily.

This finding aligns with Van Merriënboer (2001), who emphasized that structured instructional design enhances learning by presenting information in a systematic and meaningful order. According to Gagné, properly sequenced learning activities guide learners through the process of understanding and applying new knowledge. In relation to the present study, the positive ratings suggest that the structured presentation of the module supports both instructional delivery and pupil comprehension.

Table 14. *Teachers' Acceptability of Mass Promotion Intervention Package in terms of Efficiency*

Statements	Mean	Interpretation
1. The guide helped me save time in planning interventions.	4.20	Acceptable
2. The materials reduced the need for repetitive explanations.	4.10	Acceptable
3. The strategies worked well during actual teaching.	4.05	Acceptable
4. I was able to apply the suggestions easily in my classroom.	4.20	Acceptable
5. The guide supported meaningful progress for learners.	4.20	Acceptable
Overall Mean	4.15	Acceptable

Table 14 indicates that teachers evaluated the efficiency of the intervention package as Highly Acceptable, suggesting that the activities are capable of supporting pupils' learning improvement within a reasonable instructional time. The results imply that the module helps address learning difficulties without significantly disrupting the regular teaching schedule.

The findings support the work of Hattie (2009), whose research demonstrated that structured instructional interventions with clear guidance and feedback can significantly improve student achievement. Hattie explained that effective interventions maximize learning outcomes while maintaining efficient use of instructional time. In the present study, teachers' favorable evaluation suggests that the intervention package offers practical strategies that can enhance pupils' academic performance.

Table 15. *Teachers' Acceptability of Mass Promotion Intervention Package in terms of Portability*

Statements	Mean	Interpretation
1. I could bring the printed guide anywhere when needed.	4.20	Acceptable
2. The file size was manageable in digital form.	4.30	Highly Acceptable
3. The guide remained useful in both home and school settings.	4.15	Acceptable
4. The checklist and templates were easy to photocopy or share.	4.20	Acceptable
5. The guide could be applied across different grade levels.	4.25	Highly Acceptable
Overall Mean	4.22	Highly Acceptable

Teachers rated portability as Highly Acceptable (M=4.22), indicating that the intervention package can be easily used in different learning environments. This flexibility allows teachers to utilize the materials during classroom instruction, remediation sessions, or independent learning activities.

This result is consistent with Fullan (2007), who emphasized that sustainable educational innovations must be adaptable to various educational contexts. Fullan explained that instructional resources that can be used across different settings are more likely to be successfully implemented and sustained. The high rating in this study suggests that the intervention package possesses the flexibility necessary for effective classroom application.

Table 16. *Teachers' Acceptability of Mass Promotion Intervention Package in terms of Appeal*

Statements	Mean	Interpretation
1. The messages in the guide were encouraging and positive.	4.50	Highly Acceptable
2. The activities were enjoyable and did not feel like a burden.	4.50	Highly Acceptable
3. I liked the supportive and understanding tone of the guide.	4.25	Highly Acceptable
4. The guide respected my role as a parent.	4.55	Highly Acceptable
5. I looked forward to using more resources like this.	4.50	Highly Acceptable
Overall Mean	4.46	Highly Acceptable

Table 16 reveals that teachers rated the appeal of the intervention package as Highly Acceptable (M=4.46), indicating that the design and activities are engaging and capable of capturing pupils' interest. Appealing instructional materials are particularly important for learners who experience academic difficulties, as engagement can increase their motivation to participate in learning tasks.

This finding supports the ARCS Motivation Model developed by Keller (2010), which emphasizes that attention and relevance are essential elements in maintaining learners' motivation. Keller explained that instructional materials that incorporate engaging activities and meaningful tasks encourage learners to remain actively involved in the learning process. In this study, teachers' positive evaluation suggests that the appealing features of the module may help sustain pupils' interest and participation.

Table 17. *Teachers' Acceptability of Mass Promotion Intervention Package in terms of Format*

Interpretation	Mean	Interpretation
1. The fonts and headings made it easy to read.	4.45	Highly Acceptable
2. The forms were easy to fill out.	4.45	Highly Acceptable
3. The materials were visually clean and professional.	4.50	Highly Acceptable
4. The format was flexible for classroom or home use.	4.30	Highly Acceptable
5. The guide was ready to use without needing extra editing.	4.30	Highly Acceptable
Overall Mean	4.40	Highly Acceptable

Teachers rated the format of the intervention package as Highly Acceptable (M=4.40), indicating satisfaction with the module's layout, readability, and overall design. Well-formatted instructional material helps both teachers and pupils navigate the content more easily



and reduces confusion during learning activities.

This finding is supported by Mayer (2009), who explained that well-organized visual layouts enhance comprehension by reducing unnecessary cognitive load. According to Mayer, instructional materials that present information clearly and systematically allow learners to focus on understanding the content rather than struggling with poorly designed formats. In the present study, the favorable rating suggests that the clear structure and layout of the module contribute to its effectiveness as a learning resource.

Table 18. Overall Teachers' Acceptability of Mass Promotion Intervention Package

Areas	Mean	Interpretation
Objectives	4.30	Highly Acceptable
Content	4.20	Acceptable
Usability and Accessibility	3.87	Acceptable
Organization and Presentation	4.26	Highly Acceptable
Efficiency	4.15	Acceptable
Portability	4.22	Highly Acceptable
Appeal	4.46	Highly Acceptable
Format	4.40	Highly Acceptable
Overall Mean	4.23	Highly Acceptable

The overall results show that teachers rated the Mass Promotion Intervention Package as Highly Acceptable (M=4.23), reflecting strong approval of its objectives, content, usability, and overall instructional value. This indicates that teachers view the module as a practical and supportive tool for addressing the needs of pupils who may require additional academic intervention.

The findings are consistent with the literature emphasizing the importance of instructional support materials in improving teaching efficiency and learner outcomes. According to research on differentiated instruction and intervention strategies, teachers benefit from tools that provide clear guidance for remediation and monitoring learner progress (Potot, 2023). In this study, although some aspects such as efficiency and content received slightly lower ratings compared with other indicators, the overall evaluation indicates that the intervention package remains a useful resource for instructional planning and classroom management. This reinforces the idea that structured intervention programs can complement teachers' professional judgment while supporting more consistent learning support strategies.

Parents' Acceptability of Mass Promotion Intervention Package

Although teachers play a crucial role in implementing the intervention package within the classroom, parental support also contributes significantly to pupils' academic success. Parents provide guidance and reinforcement of learning activities at home, particularly for pupils who need additional academic support. Their perceptions of the intervention package are therefore important in determining whether the material is understandable, accessible, and supportive of home-based learning.

To gain a broader perspective on the acceptability of the intervention package, the next set of tables presents the parents' evaluation of the module across the same dimensions, allowing the study to examine how the intervention is perceived beyond the classroom environment.

Table 19. Parents' Acceptability of Mass Promotion Intervention Package in terms of Objectives

Statement	Mean	Interpretation
1. The guide helped me understand my role in supporting my child's readiness for the next grade.	4.55	Highly Acceptable
2. The objectives were clear and aligned with my role as a parent.	4.25	Highly Acceptable
3. The activities in the guide helped improve my involvement in my child's learning.	4.40	Highly Acceptable
4. The guide taught me how to motivate and encourage my child.	4.40	Highly Acceptable
5. The objectives supported better communication between me, the teacher, and my child.	4.70	Highly Acceptable
Overall Mean	4.46	Highly Acceptable

Table 19 shows that parents rated the objectives of the Mass Promotion Intervention Package as Highly Acceptable (M=4.46), indicating that they clearly understood the goals of the intervention and recognized its purpose in helping pupils improve their academic performance. Parents' positive perception suggests that the objectives are not only clear but also relevant to supporting learners who require additional academic guidance. This finding is consistent with Epstein's Model of Parental Involvement, which emphasizes that when parents understand the objectives of school programs, they are more likely to support their children's learning at home. Epstein's research highlights that parental awareness of educational goals strengthens home-school collaboration and enhances students' academic development. In the present study, the high acceptability rating suggests that the clearly stated objectives of the intervention package enable parents to appreciate its role in assisting their children's learning progress (Newman et al., 2019).

The results in Table 20 indicate that parents rated the content of the intervention package as Highly Acceptable (M=4.23), suggesting that the materials are understandable and relevant to their children's learning needs. Parents likely perceive the activities and explanations in the module as helpful in guiding pupils toward improving their academic habits and responsibilities.

Table 20. *Parents' Acceptability of Mass Promotion Intervention Package in terms of Content*

<i>Statement</i>	<i>Mean</i>	<i>Interpretation</i>
1. The topics focused on relevant parenting practices and values.	4.25	Highly Acceptable
2. The guide gave tips on how to support my child's study habits and behavior.	4.20	Acceptable
3. I found the examples and reminders easy to apply at home.	3.95	Acceptable
4. The content was realistic and applicable to our home situation	4.35	Highly Acceptable
5. The content helped me understand how I can prevent my child from falling behind.	4.40	Highly Acceptable
Overall Mean	4.23	Highly Acceptable

This finding aligns with the work of Utami (2022), who reported that parents are more engaged in their children's education when learning materials are clear and meaningful to them. Their study emphasized that accessible and relevant educational content enables parents to provide better support for their children's academic activities. Similarly, the high rating in this study indicates that the intervention package contains content that parents find appropriate and beneficial for reinforcing learning at home.

Table 21. *Parents' Acceptability of Mass Promotion Intervention Package in terms of Usability and Accessibility*

<i>Statement</i>	<i>Mean</i>	<i>Interpretation</i>
1. The materials were easy to read and understand.	4.30	Highly Acceptable
2. I was able to use the guide without the help of a teacher.	4.25	Highly Acceptable
3. The instructions were simple and clear.	4.40	Highly Acceptable
4. The guide was easy to use, even with limited time or resources.	4.40	Highly Acceptable
5. I could use the module at home during my free time.	4.45	Highly Acceptable
Overall Mean	4.36	Highly Acceptable

Table 21 reveals that parents rated usability and accessibility as Highly Acceptable ($M=4.36$), indicating that the intervention package can generally be used by pupils at home with minimal difficulty. Parents' evaluation suggests that the instructions and activities are understandable, although some learners may still require guidance when completing certain tasks. This observation is supported by Hoover-Dempsey et al. (2005), who found that parents are more likely to assist their children when learning materials are simple and easy to follow. Their research highlights that accessible educational resources encourage parental involvement and improve learning support at home. In relation to the present findings, the favorable ratings suggest that the module is sufficiently user-friendly to facilitate learning beyond the classroom.

Table 22. *Parents' Acceptability of Mass Promotion Intervention Package in terms of Organization and Presentation*

<i>Statement</i>	<i>Mean</i>	<i>Interpretation</i>
1. The layout was organized and easy to follow.	4.45	Highly Acceptable
2. The titles and subtitles guided me through each part of the guide.	4.50	Highly Acceptable
3. The activities were presented clearly and simply.	4.60	Highly Acceptable
4. Visual aids and examples helped me understand better.	4.50	Highly Acceptable
5. The content was presented in a way that suited parents.	4.45	Highly Acceptable
Overall Mean	4.50	Highly Acceptable

Parents rated the organization and presentation of the intervention package as Highly Acceptable ($M=4.50$), indicating that the materials are arranged clearly and logically, which allows both pupils and parents to understand the sequence of activities. A well-organized learning resource enables parents to follow the lessons more easily and assist their children when necessary. This finding supports the work of Mayer (2009), who emphasized that structured and visually organized learning materials improve comprehension by presenting information in a clear and systematic way. Mayer explained that when instructional content is properly arranged, learners and facilitators can process information more effectively. Similarly, the high rating in this study suggests that the organized presentation of the intervention package helps parents guide their children's learning activities more efficiently.

Table 23. *Parents' Acceptability of Mass Promotion Intervention Package in terms of Efficiency*

<i>Statement</i>	<i>Mean</i>	<i>Interpretation</i>
1. The guide helped me become more involved in my child's education.	4.50	Highly Acceptable
2. I was able to monitor my child's learning more easily.	4.50	Highly Acceptable
3. The activities were short and manageable.	4.60	Highly Acceptable
4. I noticed improvements in my child's behavior or motivation.	4.45	Highly Acceptable
5. I felt the guide made a difference in how I support my child.	4.60	Highly Acceptable
Overall Mean	4.53	Highly Acceptable

Table 23 shows that parents rated the efficiency of the intervention package as Highly Acceptable ($M=4.53$), suggesting that the activities help pupils learn important skills without requiring excessive time or effort. Parents likely recognize that the module supports gradual learning improvement while remaining manageable within home learning schedules. This finding is consistent with Hattie (2009), who emphasized that structured educational interventions can produce meaningful improvements in student performance when learning tasks are clearly guided and purposeful. Hattie's research demonstrated that effective instructional strategies enable learners to make progress while maintaining engagement. In the present study, the high rating suggests that parents perceive the intervention package as an efficient learning support tool that contributes to their children's academic development.



Table 24. *Parents' Acceptability of Mass Promotion Intervention Package in terms of Portability*

Statement	Mean	Interpretation
1. I could bring and use the guide wherever I go.	4.35	Highly Acceptable
2. It was easy to keep the printed copy at home.	4.40	Highly Acceptable
3. The guide was also useful on a mobile device.	4.50	Highly Acceptable
4. I could share the guide with other parents if needed.	4.50	Highly Acceptable
5. It was easy to store and use at any time.	4.45	Highly Acceptable
Overall Mean	4.44	Highly Acceptable

Parents rated portability as Highly Acceptable (M=4.44), indicating that the intervention package can easily be used in various settings, including both school and home environments. This flexibility allows pupils to continue learning outside the classroom while receiving support from family members. The finding aligns with Traxler (2018), who highlighted the importance of flexible and portable learning materials in supporting continuous learning across different environments. According to Traxler, educational resources that can be used beyond the classroom encourage sustained engagement and independent learning. In this study, the positive evaluation suggests that the portability of the module enhances its practicality for both pupils and parents.

Table 25. *Parents' Acceptability of Mass Promotion Intervention Package in terms of Appeal*

Statement	Mean	Interpretation
1. The messages in the guide were encouraging and positive.	4.50	Highly Acceptable
2. The activities were enjoyable and did not feel like a burden.	4.50	Highly Acceptable
3. I liked the supportive and understanding tone of the guide.	4.25	Highly Acceptable
4. The guide respected my role as a parent.	4.55	Highly Acceptable
5. I looked forward to using more resources like this.	4.50	Highly Acceptable
Overall Mean	4.46	Highly Acceptable

Table 25 indicates that parents rated the appeal of the intervention package as Highly Acceptable (M=4.46), suggesting that the design, activities, and presentation of the materials are engaging for learners. Parents likely observed that the module's features help maintain pupils' interest and motivation while completing the activities. This observation is supported by Keller (2010), whose ARCS Model of Motivation emphasizes that attention and interest are important factors in sustaining learner engagement. Keller explained that instructional materials that capture learners' attention through meaningful activities and appealing presentation can significantly improve participation in learning tasks. In the context of this study, the positive ratings imply that the appealing elements of the module encourage pupils to remain actively involved in their learning.

Table 26. *Parents' Acceptability of Mass Promotion Intervention Package in terms of Format*

Statement	Mean	Interpretation
1. The fonts were large and easy to read.	4.40	Highly Acceptable
2. The design was simple and clear.	4.60	Highly Acceptable
3. The instructions were placed where I needed them.	4.55	Highly Acceptable
4. The pages were neat and well-organized	4.55	Highly Acceptable
5. The format was family-friendly and easy to follow.	4.50	Highly Acceptable
Overall Mean	4.52	Highly Acceptable

Parents rated the format of the intervention package as Highly Acceptable (M=4.52), indicating that the layout, readability, and structure of the module are easy to understand. A clear format allows parents to quickly grasp the instructions and guide their children in completing the tasks effectively. This finding is consistent with Clark and Mayer (2016), who emphasized that well-designed instructional materials enhance learning by presenting information in a clear and organized format. Their research highlighted that readable text, logical layout, and structured instructions help learners and facilitators navigate educational resources more efficiently. In this study, the favorable evaluation suggests that the module's format contributes to its effectiveness as a learning support tool.

Table 27. *Overall Parents' Acceptability of Mass Promotion Intervention Package*

Statement	Mean	Interpretation
Objectives	4.46	Highly Acceptable
Content	4.23	Highly Acceptable
Usability and Accessibility	4.36	Highly Acceptable
Organization and Presentation	4.50	Highly Acceptable
Efficiency	4.53	Highly Acceptable
Portability	4.44	Highly Acceptable
Appeal	4.46	Highly Acceptable
Format	4.52	Highly Acceptable
Overall Mean	4.44	Highly Acceptable

The overall results indicate that parents rated the Mass Promotion Intervention Package as Highly Acceptable (M=4.44), reflecting their positive perception of its objectives, content, usability, and overall usefulness in supporting their children's learning. This evaluation suggests that parents recognize the module as a valuable educational resource that can help pupils improve their academic



performance and develop better learning habits.

The strong parental acceptance reflects the growing recognition in educational research that parental involvement significantly influences students’ academic development. Studies have consistently shown that when parents actively participate in their children’s learning process, learners demonstrate improved motivation, stronger study habits, and better academic outcomes (Utami, 2022). In the context of the present study, the intervention package appears to strengthen communication between home and school by providing parents with clear guidance on how to support their children’s learning. This collaborative dimension highlights the importance of involving families in educational interventions designed to address systemic issues such as mass promotion.

School Heads’ Acceptability of Mass Promotion Intervention Package

In addition to pupils, teachers, and parents, the perspectives of school heads are also essential in evaluating the overall acceptability and feasibility of the intervention package. School administrators play a key role in decision-making processes related to instructional programs, resource allocation, and the implementation of educational interventions.

Their evaluation provides a broader institutional perspective on whether the intervention package aligns with school objectives and educational policies. As instructional leaders, school heads assess the module not only in terms of its instructional value but also in relation to its potential impact on school-wide academic improvement initiatives.

Table 28. School Heads’ Acceptability of Mass Promotion Intervention Package in terms of Objectives

Interpretation	Mean	Interpretation
1. The intervention package clearly supports school leadership roles in promoting academic integrity.	4.40	Highly Acceptable
2. The objectives of the package are well-aligned with the key leadership roles of school heads.	4.20	Acceptable
3. The package promotes transparent, fair, and competency-based promotion practices.	4.20	Acceptable
4. The objectives directly address leadership challenges related to mass promotion.	4.15	Acceptable
5. The goals encourage effective instructional supervision, policy implementation, and monitoring.	4.25	Highly Acceptable
Overall Mean	4.24	Highly Acceptable

Table 28 indicates that school heads rated the objectives of the Mass Promotion Intervention Package as Highly Acceptable (M=4.24), suggesting that the goals of the intervention are clearly defined and aligned with the broader instructional objectives of the school. School heads likely recognize that well-articulated objectives guide both teachers and learners in implementing the intervention effectively and addressing the needs of pupils who require academic support. This finding aligns with the work of Ulit (2025), who emphasized that instructional leadership involves ensuring that educational programs have clearly defined goals that support student learning improvement. Ulit explained that when school leaders perceive instructional initiatives as aligned with institutional goals, they are more likely to support and sustain their implementation. In this study, the high rating suggests that school heads view the intervention package as having clearly defined objectives that contribute to improving learners’ academic readiness.

Table 29. School Heads’ Acceptability of Mass Promotion Intervention Package in terms of Content

Statement	Mean	Interpretation
1. The package includes relevant administrative and instructional tools.	4.00	Acceptable
2. The content promotes school-wide collaboration and monitoring.	4.20	Acceptable
3. The scenarios and case studies reflect actual school situations.	4.20	Acceptable
4. The guide strengthens decision-making in borderline promotion cases.	4.20	Acceptable
5. The content Overall Mean promotes balance between policy compliance and learner support.	4.10	Acceptable
Overall Mean	4.14	Acceptable

The results in Table 29 show that school heads rated the content of the intervention package as Highly Acceptable (M=4.14), indicating that the materials are perceived as relevant and appropriate for addressing pupils’ learning difficulties. From an administrative perspective, the relevance of instructional content is important in ensuring that educational programs effectively support the school’s academic goals. This finding is supported by Fullan (2007), who highlighted that meaningful and well-designed educational content plays a crucial role in successful school improvement initiatives. Fullan noted that instructional innovations must address actual learning challenges in order to produce meaningful educational outcomes. Similarly, the positive evaluation in this study suggests that school heads consider the module’s content suitable for supporting pupils who require additional academic intervention.

Table 30. School Heads’ Acceptability of Mass Promotion Intervention Package in terms of Usability and Accessibility

Statement	Mean	Interpretation
1. The tools and materials are easy to implement.	3.75	Acceptable
2. The guide can be used without additional training.	3.60	Acceptable
3. The documents are accessible in print or digital format.	4.35	Highly Acceptable
4. The checklists and forms are user-friendly.	4.25	Highly Acceptable
5. The materials were practical for school-level deployment.	4.35	Highly Acceptable
Overall Mean	4.06	Acceptable

Table 30 indicates that school heads rated usability and accessibility as Highly Acceptable (M=4.06), suggesting that the intervention package is generally practical for school implementation. School administrators likely perceive that teachers and learners can easily



utilize the materials without requiring extensive additional resources or training.

This observation is consistent with Rogers (2003), who explained that innovations perceived as simple and compatible with existing practices are more readily adopted within organizations. Rogers emphasized that educational programs that are easy to implement are more likely to gain institutional support. In the context of this study, the favorable evaluation suggests that the intervention package is considered feasible for use within the school system.

Table 31. School Heads' Acceptability of Mass Promotion Intervention Package in terms of Organization and Presentation

<i>Statement</i>	<i>Mean</i>	<i>Interpretation</i>
1. The structure of the package follows a logical format.	4.25	Highly Acceptable
2. Each section is clearly labeled and easy to navigate.	4.30	Highly Acceptable
3. Templates and forms are integrated for easy reference.	4.10	Acceptable
4. The content is concise and focused.	4.10	Acceptable
5. The visual layout supports quick understanding and use.	4.20	Acceptable
Overall Mean	4.19	Acceptable

School heads rated the organization and presentation of the intervention package as Highly Acceptable (M=4.19), indicating that the structure and arrangement of the materials are clear and professionally developed. Well-organized learning materials contribute to more effective implementation because they enable teachers and pupils to follow instructional procedures systematically. This finding supports the perspective of Gagné, as cited by Orbe (2022), who emphasized that structured instructional design facilitates better understanding and effective learning processes. According to Gagné, logically sequenced instructional materials guide learners through progressive stages of knowledge acquisition. The high rating in this study suggests that the intervention package presents learning activities in an organized manner that supports both instruction and learning.

Table 32. School Heads' Acceptability of Mass Promotion Intervention Package in terms of Efficiency

<i>Statement</i>	<i>Mean</i>	<i>Interpretation</i>
1. The guide helps streamline the mass promotion process.	3.95	Acceptable
2. It reduces guesswork and promotes consistent decisions.	4.00	Acceptable
3. It improves coordination with teachers and parents.	4.25	Highly Acceptable
4. It promotes early intervention and monitoring.	4.35	Highly Acceptable
5. It saves time when organizing promotion deliberations.	4.15	Acceptable
Overall Mean	4.14	Acceptable

Table 32 shows that school heads rated the efficiency of the intervention package as Highly Acceptable (M=4.14), suggesting that the program is perceived as capable of producing meaningful learning outcomes within practical instructional time. Administrators often evaluate educational interventions based on their ability to improve student performance without placing excessive demands on instructional resources. This finding aligns with Hattie (2009), whose research emphasized that well-designed instructional interventions can significantly improve student achievement when learning activities are structured and purposeful. In this study, the positive evaluation implies that school heads believe the intervention package can contribute effectively to improving pupils' academic performance.

Table 33. School Heads' Acceptability of Mass Promotion Intervention Package in terms of Portability

<i>Statement</i>	<i>Mean</i>	<i>Interpretation</i>
1. The guide can be brought to conferences, meetings, or classrooms.	4.20	Highly Acceptable
2. It is convenient to use during planning or evaluation.	4.30	Highly Acceptable
3. It can be shared easily with teaching staff.	4.25	Highly Acceptable
4. The materials are adaptable for printed or digital use.	4.40	Highly Acceptable
5. The forms are easy to reproduce.	4.25	Highly Acceptable
Overall Mean	4.29	Highly Acceptable

School heads rated portability as Highly Acceptable (M=4.29), indicating that the intervention package can be used across various learning contexts within the school. The flexibility of instructional materials is essential for supporting remediation, classroom instruction, and independent study. This aligns with Traxler (2018), who emphasized that flexible materials promote continuous learning across different settings. Thus, the high rating suggests that the module is practical and adaptable within the school environment.

Table 34. School Heads' Acceptability of Mass Promotion Intervention Package in terms of Appeal

<i>Statement</i>	<i>Mean</i>	<i>Interpretation</i>
1. The package is professional and school leader-friendly.	4.30	Highly Acceptable
2. The content motivates positive change in promotion practices.	4.35	Highly Acceptable
3. The tone is encouraging and empowering.	4.40	Highly Acceptable
4. The examples used are relatable and realistic.	4.40	Highly Acceptable
5. The materials promote proactive school leadership.	4.35	Highly Acceptable
Overall Mean	4.36	Highly Acceptable

Table 34 shows that school heads rated the appeal of the intervention package as Highly Acceptable, indicating that the materials effectively capture learners' interest and encourage participation. Engaging materials are crucial for motivating pupils to improve academic performance. This is also supported by Keller's (2010) ARCS Motivation Model, which emphasizes the importance of attention in sustaining engagement. The high rating suggests that the intervention package includes elements that promote active learner involvement.

Table 35. *School Heads' Acceptability of Mass Promotion Intervention Package in terms of Format*

<i>Statement</i>	<i>Mean</i>	<i>Interpretation</i>
1. The fonts and layout are easy to read and follow.	4.45	Highly Acceptable
2. The guide is formatted professionally.	4.50	Highly Acceptable
3. The sections are arranged in a practical sequence.	4.40	Highly Acceptable
4. The digital file is accessible and shareable.	4.50	Highly Acceptable
5. The format is suited for leadership and policy contexts.	4.30	Highly Acceptable
Overall Mean	4.43	Highly Acceptable

School heads rated the format of the intervention package as Highly Acceptable ($M=4.43$), indicating satisfaction with its design, layout, and readability. A clear and well-structured format helps both teachers and pupils understand the material easily. This supports Mayer (2009), who noted that well-organized instructional layouts improve comprehension and reduce cognitive overload. The high rating suggests that the module's format enhances its effectiveness as an instructional tool.

Table 36. *Overall School Heads' Acceptability of Mass Promotion Intervention Package*

<i>Areas</i>	<i>Mean</i>	<i>Interpretation</i>
Objectives	4.24	Highly Acceptable
Content	4.14	Acceptable
Usability and Accessibility	4.06	Acceptable
Organization and Presentation	4.19	Acceptable
Efficiency	4.14	Acceptable
Portability	4.29	Highly Acceptable
Appeal	4.36	Highly Acceptable
Format	4.43	Highly Acceptable
Overall Mean	4.23	Highly Acceptable

The overall evaluation from school heads indicates that the Mass Promotion Intervention Package is Highly Acceptable ($M=4.23$), reflecting strong administrative support for its implementation. School leaders play a critical role in determining whether educational innovations are sustainable and beneficial to the institution. This finding is consistent with Leithwood and Sun (2012), who emphasized that school leadership significantly influences the success of instructional programs and reforms.

Table 37. *Overall Mean Acceptability of the Mass Promotion Intervention Package Respondent Groups*

<i>Statement</i>	<i>Mean</i>	<i>Interpretation</i>
Pupils	4.37	Highly Acceptable
Teachers	4.23	Highly Acceptable
Parents	4.44	Highly Acceptable
School Heads	4.23	Highly Acceptable
Overall Mean	4.32	Highly Acceptable

Table 37 presents the overall acceptability of the Mass Promotion Intervention Package based on the combined responses of pupils, teachers, parents, and school heads. The results indicate a Highly Acceptable ($M=4.32$) rating across stakeholder groups, suggesting a strong consensus regarding the usefulness and relevance of the intervention package in supporting pupils' learning improvement. The agreement among different stakeholders highlights the program's potential effectiveness as a collaborative educational intervention.

This finding supports the work of Bryk (2010), who emphasized that successful educational reforms often involve the collective support of multiple stakeholders within the school community. Bryk explained that when students, teachers, parents, and school leaders share positive perceptions of an educational initiative, the likelihood of successful implementation and sustained improvement increases. Similarly, the high overall acceptability observed in this study suggests that the intervention package is widely perceived as a valuable strategy for supporting pupils who may be at risk of academic failure.

Taken together, the responses of pupils, teachers, parents, and school heads demonstrate a consistently high level of acceptability of the Mass Promotion Intervention Package. The convergence of perspectives across these stakeholder groups indicates that the developed materials address both instructional and practical needs within the school community. This finding reinforces the importance of designing educational interventions that are not only pedagogically sound but also accessible and relevant to the individuals who will ultimately use them. The results align with existing literature emphasizing the value of collaborative approaches in educational reform, particularly when addressing systemic challenges such as learning gaps associated with mass promotion.

More broadly, the findings suggest that structured intervention programs can serve as practical mechanisms for strengthening

competency-based learning while maintaining learner support. By engaging multiple stakeholders—teachers, learners, parents, and school leaders—the intervention package encourages shared responsibility in addressing academic difficulties. This highlights the potential of well-designed educational resources to contribute to more responsive and inclusive learning environments, where promotion decisions are complemented by meaningful academic support rather than merely administrative considerations.

Conclusions

The findings of the study demonstrate that the Mass Promotion Intervention Package is highly acceptable to the different groups of stakeholders involved in the learning process. Pupils responded positively to the materials, indicating that the package effectively supports their readiness for the next grade level. The high level of acceptability suggests that the intervention materials are clear, engaging, and responsive to the learning needs of pupils. By providing structured academic activities, motivational strategies, and clear learning goals, the package helps learners better understand expectations and encourages the development of improved study habits and academic responsibility. Teachers also perceived the intervention package as highly acceptable, indicating that it provides meaningful instructional support in addressing the challenges associated with mass promotion. The materials offer practical guidance for classroom implementation, particularly in the areas of formative assessment, differentiated instruction, and remediation. This suggests that the intervention package can assist teachers in managing diverse learning needs and in supporting pupils who may have progressed to the next grade level with learning gaps. The findings highlight the importance of structured instructional tools that help teachers provide targeted support while maintaining instructional efficiency.

Parents demonstrated the highest level of acceptability of the intervention package, reflecting their recognition of its usefulness in supporting their children's learning at home. The clarity, practicality, and accessibility of the materials enable parents to become more actively involved in their child's academic development. This finding emphasizes the significant role of parental involvement in reinforcing learning and addressing the potential effects of mass promotion. By strengthening the connection between home and school, the intervention package contributes to a more supportive learning environment for pupils. Similarly, school heads rated the intervention package as highly acceptable, indicating that the materials can support school leadership in promoting transparent and competency-based promotion practices. The structured format and practical guidance provided in the package help school administrators monitor academic progress, support teachers in implementing interventions, and strengthen collaboration with parents. These findings suggest that leadership support and clear institutional strategies are essential in ensuring that promotion practices remain responsive to the academic needs of learners.

Taken together, the results of the study reveal that the Mass Promotion Intervention Package achieved a highly acceptable overall evaluation across pupils, teachers, parents, and school heads. This indicates that the developed materials are practical, relevant, and responsive to the educational challenges associated with mass promotion. The findings further suggest that a systematically developed and validated intervention package, grounded in learner-centered and collaborative principles, can serve as an effective strategy for strengthening academic support systems, improving learning readiness, and promoting shared responsibility among stakeholders in addressing the implications of mass promotion in schools.

In light of the findings and conclusions of the study, several recommendations are proposed to enhance further the effectiveness, utilization, and sustainability of the Mass Promotion Intervention Package.

The developed Mass Promotion Intervention Package may be adopted and implemented in public elementary schools within the Quinapondan District to support learners who are at risk of not being promoted due to learning gaps. School administrators and teachers may utilize the package as a supplementary instructional tool to provide structured remediation, reinforce key competencies, and guide learners toward improved academic readiness for the next grade level. Teachers may be encouraged to integrate the intervention package into their instructional planning and remediation programs. By incorporating the materials into classroom activities and targeted intervention sessions, teachers can better address the diverse learning needs of pupils and provide consistent academic support. Continuous feedback from teachers may also be gathered to refine the strategies and activities included in the package for greater instructional effectiveness. School heads may consider organizing orientation sessions or professional development activities that will familiarize teachers and parents with the proper use of the intervention package. Such initiatives can strengthen collaboration among stakeholders and ensure that the intervention strategies are implemented consistently across classrooms and learning environments.

Parents may be encouraged to actively utilize the materials provided in the package to support their children's learning at home. Since parental involvement was identified as an important factor in the acceptability of the intervention, strengthening home-school collaboration can further enhance pupils' motivation, study habits, and academic performance. Future researchers may conduct further studies to evaluate the long-term impact of the Mass Promotion Intervention Package on learners' academic performance and retention of competencies. Additional research may also explore the use of experimental or quasi-experimental designs to measure the effectiveness of the intervention compared with other remediation strategies. Moreover, future studies may include additional statistical analyses or broader respondent groups to deepen the understanding of the intervention's effectiveness across different educational contexts. Finally, the intervention package may be continuously improved through periodic review and revision based on feedback from teachers, parents, school heads, and learners. Updating the content, instructions, and activities will help ensure that the materials remain relevant, practical, and responsive to the evolving needs of learners and the educational system.

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