

Assessment of the Implementation of Special Program in Journalism (SPJ): Basis for an Intervention Program

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Abstract. In light of the implementation of the Special Program in Journalism (SPJ) and the low performance of the school in school's press conference competitions, the study aims to assess the level of standard, performance, and challenges in implementing the SPJ program through the lens of student journalists as a basis for an intervention program. The study consists of one hundred (100) journalist respondents purposively selected through purposive sampling. The study used a mixed method research design using sequential explanatory methods, which employ survey questionnaires and polyangulation, which consist of interviews and Focus Group Discussion (FGD) as tools for data gathering. The survey questionnaires were adopted from existing studies and underwent validation and reliability testing. The study used semi-structured questions for the interview questions to allow the respondents to respond extensively. To analyze and interpret the quantitative data, the study used descriptive statistics using weighted mean, while for qualitative, the study adopted Colaizzi's 1978 method of data analysis, which involves steps such as transcribing significant statements into meaning units and extracting emerging themes. The study found that the level of standard and performance and outcomes in implementing a Special Program in Journalism (SPJ) in school is satisfactory. Meanwhile, themes such as a lack of facility, uniformity of instruction, disengagement in the training, and lack of parental support emerged as challenges in the implementation of the program. The study concludes that implementing the SPJ program fosters challenges like lack of facility, student disengagement among journalists, and uniformity of instruction, which constitutes a low level of performance and standards; thus, an intervention program is recommended.

Keywords: Assessment; Implementation; Intervention program; Special Program in Journalism.

1.0 Introduction

Journalism in education plays a vital role in transforming the field into an inclusive and more resilient quality for learners. According to Adetunji (2022), journalism prepares young people for the role of full-time professionals employed by sizable news organizations. Notably, an expanded approach to journalism education is not just about technical skills; it must include critical thinking and self-awareness while centering on established values of independence and public service. It can be inferred that through journalism, the students' skills, particularly in literacy, comprehension, and critical thinking, will be developed, which will help them land a better job in the future. The study of Bidzilya et al. (2022) shows that journalism developed the following skills of journalists in lifelong learning: creativity, professional independence, professional responsibility, critical and analytical thinking, communicative skills (vision of practicing journalists); creativity, critical-analytical thinking, professional independence, fact-checking (teachers' vision), professional responsibility, professional

independence, critical-analytical thinking, creativity, fact-checking (media employers' vision). The pressing issue related to the quality of education that the Philippines faces today, as shown in the recently concluded PISA result, calls for learning interventions to bridge the learning gaps among students in various subject areas. The role of journalism is very significant since it can develop various skills in both English and Filipino.

According to Republic Act No. 7079 s. 1991 Section 2 states that the role of journalism is to promote the development and growth of campus journalism as a means of strengthening ethical values, encouraging critical and creative thinking, and developing the moral character and personal discipline of Filipino youth. In furtherance of this policy, the State shall undertake various programs and projects to improve the students' journalistic skills and promote responsible and free journalism. Instead of this act, the Department of Education (DepEd) implemented a Special Program in Journalism (SPA), a specialized curriculum that schools should include in their journalism subjects. However, this is only limited to the aspiring journalists screened by the school's journalism selection committee to join the unique program.

However, despite implementing the Special Program in Journalism in the school, it gained several awards. However, our school was not yet recognized as one of the top-performing schools in journalism. This gap also exists in other schools in the Philippines. Though the level of expectation is high since the school was given the privilege of such programs, the result is not commendable based on the school's performance during competitions. Supported by the study of Babiano et al. (2024) that despite legislative efforts, numerous obstacles hinder effective implementation, including inadequate funding, insufficient teacher training, curriculum inflexibility, social stigma, and infrastructural barriers in implementing the Special Education (SPED) curriculum in the Philippines. It was found that the implementation of campus journalism in the division was hampered by issues, challenges, and problems that are directly related to the implementing indicators. This is similar to the study of Espadero (2022). The data revealed that problems encountered by the schools that pertain to the editorial policies, editorial board, school paper advisership, and financial aspects of campus journalism are severe in terms of their level of seriousness. If these gaps are not addressed, this will continue, creating more problems and challenges while implementing the Special Program in Journalism (SPJ).

Furthermore, in the recently concluded 2024 Division Schools Press Conference in Camp Evangelista Elementary School, nobody qualified for the Regional Schools Press Conference (RSPC) except the school paper, which ranked in the top 2 in the overall Best School Paper Elementary Filipino. There are several placements, such as 2nd Placer and 3rd Placer in Individual Writing, particularly in Editorial and News Writing, and 2nd Placer in Radio Broadcasting; however, it does not give the school a chance to represent in the Regional Schools Press Conference (RSPC). The same scenario occurred in previous years when the school could not join, at least in the region, despite the program's implementation. This shows a negative trend of data given the implementation of the SPJ program, which needs a thorough evaluation to find out the factors and challenges among program implementers and student journalists that contribute to the school's low performance in the journalism field.

The study is conducted to assess the standard, performance, and challenges of implementing the SPJ program through the lens of student journalists as a basis for an intervention program. The intervention program will address the gap relative to the factors and challenges behind implementing the SPJ program in school. The result of this study would be beneficial to all schools in the Department of Education in the Philippines that are implementing special programs in journalism to determine the cause of the school's low performance in the school press conference competitions despite the unique program in journalism. This will raise awareness among teachers and program implementers in the Department of Education to design further training and change the existing policies to improve the program's implementation further. This study would serve as a springboard for all program implementers throughout the Philippines to consider the factors and challenges that affect the implementation and adopt the intervention program to gain positive and commendable results.

2.0 Methodology

2.1 Research Design

The study utilized a mixed-method research design employing quantitative and qualitative data. Specifically, it used an explanatory sequential mixed method approach to gather data in two phases. The first phase is quantitative, preceded by the qualitative phase, to further explain the result of the numeric findings. Furthermore,

qualitative data will be gathered using polyangulation, such as interviews and focus Group Discussions (FGD). According to Creswell et al. (2003), an explanatory sequential design aims to explain and interpret numerical findings. This research design suits this study since the data will be generated from both quantitative and qualitative methods to allow the researcher to widen his inquiry with sufficient depth and breadth on the exploration of the perceptions of the journalists as well as challenges and outcomes in the implementation of special programs in journalism. The quantitative data will be gathered using an adopted and modified survey questionnaire, preceded by qualitative data inquiry using data polyangulation, which implies multiple data sources such as interviews and focus Group Discussions (FGD) among journalists. To analyze and interpret the result, the study used descriptive statistics using weighted mean and standard deviation and adopted Colaizzi's 1978 method of data analysis. The results of quantitative findings will be further explained through qualitative data to delve deeper into the respondents' responses.

2.2 Research Local

The study was conducted in Camp Evangelista Elementary School, West-II District, Division of Cagayan de Oro City. It is located inside the 4th Infantry Division of the Philippine Army. The school is considered a medium school with an average enrollment of 1,300 to 1,600 per year. In 2020, the school was given the privilege to implement the Special Program in Journalism (SPJ) by the Department of Education (DepEd) Region X. As a program implementer, the school actively joined the school press conferences in the district, division, regional and national level throughout the years and produced competitive journalists in the different fields of writing.

2.3 Research Participants

The study respondents were chosen using a purposive sampling method. According to Nikolopoulou (2023), purposive sampling is a technique in which units are selected according to their characteristics to be used in the study following inclusion and exclusion criteria that a.) the respondent is currently enrolled in the school, b.) the respondents is currently a Grades 4-6 in the current school year and; c.) the respondents has passed the screening from the screening committee of the school's program implementers. The school has a total enrollment of 1300 school years 2024-2025, and the study only covers one hundred (100) journalists, or 7.7% of the overall population.

2.4 Research Instrument

This study used an adapted and modified 4-Point Likert Scale questionnaire from Avelino's (2022) Implementation of the Special Program in Journalism of a Public Secondary School in DepEd Rizal: An Evaluation. Since the study was adopted and modified, the researcher asked for informed consent from the rightful author to adapt and modify his survey questionnaires before it was validated and underwent reliability testing. Meanwhile, for the qualitative data, the study utilized a semi-structured questionnaire, which allowed the respondents to expound their answers with no restrictions or time limitations, exploring and discovering a range of answers and determining a common theme for the chosen respondents who will undergo the interview and Focus Group Discussion.

2.5 Data Gathering Procedure

The preliminary preparation for the study was securing official permission from the Schools Division Superintendent of Cagayan de Oro City. After the approval, the researcher wrote a letter of consent to the respondents for participating in the study, highlighting their voluntary participation. To help the respondents be informed and acquainted, a short orientation was conducted face-to-face so they could be guided mainly on what to do during the entire data-gathering phase. After the orientation, the researcher started to gather the data, which involved two phases: the first phase, data gathering for the quantitative, and the second phase, for qualitative. The researcher utilized adapted and modified survey questionnaires for this study.

Part of the ethical practice of research is to seek approval from the authors to adopt and modify their survey questionnaires as a tool for data gathering. After approval, it underwent a validation process by the external and internal validators who were experts in the field of education, preferably holding a doctorate's degree in education and designated as master teachers, head teachers, and school principals. The validated survey questionnaires were subjected to reliability testing using Cronbach's alpha, preceded by pilot testing for the master teachers and school administrators who were excluded as study respondents. After the validation, reliability, and pilot testing, the

survey questionnaires were administered to the respondents face-to-face. The raw data was collected by the researcher subject for analysis and interpretation.

After the analysis and interpretation of the quantitative data, the researcher proceeds to the second phase of data gathering through an interview with the select fifteen (15) respondents who got the highest weighted mean during the survey, which will be followed by a Focus Group Discussion (FGD) selected five (5) respondents. The researcher used semi-structured questions, which allowed the respondents to answer the questions with depth and breadth with no time restrictions. The result of this triangulation method in gathering qualitative data will help explain the results of the findings from the quantitative data.

2.6 Ethical Considerations

This research study followed ethical guidelines instead of the Data Privacy Act 2012. The participants were given informed consent along with the questionnaires, ensuring the non-disclosure of their responses, and it is solely used for research purposes only. All soft copies of their responses in the Google form will be deleted permanently once the study is published. Furthermore, since the survey questionnaires were adopted and modified, the researcher secured informed consent from the rightful authors before it was validated.

3.0 Results and Discussion

3.1 Standard in Implementing Special Program in Journalism (SPJ)

As shown in Table 1, the standard level in the Implementation of a Special Program in Journalism (SPJ) as manifested by student journalists is Satisfactory with an overall weighted mean of 2.91 (SD 0.85). This implies that the program's implementation is within the satisfaction level among student journalists. However, it did not reach the outstanding level, which denotes gaps within the program's implementation. Based on the data, one factor affecting the implementation is the Physical Facilities and equipment, which acquired the lowest weighted mean of 1.84 (SD 0.82). This amplifies that the lack of physical facilities affects the program's implementation and contributes to the school's low performance in competitions.

Table 1. *Level of Standard of Special Program in Journalism (SPJ)*

Indicators	Mean	SD	Interpretation
A. Objectives	3.58	0.64	Outstanding
B. Curriculum	3.02	0.89	Satisfactory
C. Instructional Materials	2.85	0.84	Satisfactory
D. Physical Facilities and Equipment	1.84	0.82	Fair
E. Teaching Strategies	3.17	0.93	Satisfactory
F. Administrators Support	3.03	0.95	Satisfactory
G. Teachers Competence	2.85	0.84	Satisfactory
H. Students Engagement	2.91	0.91	Satisfactory
Overall Result	2.91	0.85	Satisfactory

Legend: 3.26 - 4.00 (Outstanding), 1.76- 2.50 (Fair), 2.51- 3.25 (Satisfactory), 1.00- 1.75 (Poor)

On the same note, the study of De los Santos and Grana (2024) shows that the lowest mean scores were also indicative of the experiences of the SPJ graduates, as noted in their qualitative responses from the survey. Most of them pointed out that schools must give immediate attention to equipment, facilities, and technological resources for the continuity of better learning experiences and outcomes in journalism. Similarly, Compadro et al. (2023) reported that facilities and other resources were imprinted in the many public schools in the Philippines. Implementing the SPJ curriculum was able to escape the impediments brought by the problems with equipment and technological resources (Avelino, 2022).

This data further implies that the program's implementation positively impacts them. However, the implementation's impact level is not high, which means there is room to improve the program's implementation. Relevant to the study of Balinas and Ibojo (2023), meeting many people is one of the positive experiences of students in the Special Program in Journalism (SPJ) and exposure to other people is extremely important and meeting many people implies a social connection that strengthens relationships and gives them a sense of belonging and purpose. It can be inferred that the significance is impactful among students; however, it is important to note that barriers and challenges should be addressed to implement the program effectively. Additionally, the study of Tejano (2023) states that the SPJ is primarily successful for the journalism industry.

However, there are areas for improvement, such as updating the curriculum, providing more practical experiences, and strengthening industry collaboration. By addressing these areas, the quality of journalism education can be enhanced, better preparing future journalists to navigate the ever-changing media landscape and contribute to a more informed and engaged society.

3.2 Performance and Outcomes in Implementing Special Program in Journalism (SPJ)

The Performance and Outcomes of the Special Program in Journalism are Satisfactory, with an overall weighted mean of 2.75 (SD 0.89), which implies that the performance and outcome of the program bring satisfaction among the journalists. However, since the result is satisfactory and did not reach an outstanding level, it denotes that there are existing gaps throughout the implementation that need immediate action. Based on the data presented in Table 2, the indicators such as instructional materials, physical facilities, and students' engagement acquired the lowest weighted mean. They were interpreted as fair and poor, respectively. This implies that the challenges and barriers in implementing the program lie in these particular indicators that need to be addressed by the program implementers. Furthermore, this postulates that the journalists experienced problems related to instructional materials, physical facilities, and equipment throughout the program's implementation, resulting in poor student engagement in journalism classes or training.

Table 2. *Level of Performance and Outcomes of SPJ as Perceived by the Learners*

Indicators	Mean	SD	Interpretation
A. Objectives	2.56	1.20	Satisfactory
B. Curriculum	3.11	0.92	Satisfactory
C. Instructional Materials	2.18	1.12	Fair
D. Physical Facilities and Equipment	2.28	0.92	Fair
E. Teaching Strategies	3.42	0.89	Outstanding
F. Administrators Support	3.57	0.63	Outstanding
G. Teachers Competence	3.27	0.79	Outstanding
H. Students Engagement	1.6	0.65	Poor
Overall Weighted Mean	2.75	0.89	Satisfactory

Notably, physical facilities and instructional materials play an important role in fostering active engagement in the classroom because they help enrich students' learning in journalism. Supported by the study of Miranda (2023) that learners have insufficient knowledge regarding the guidelines on writing journalistic articles because they are new in campus journalism and need more intensive critiquing for new writers and the lack of training courses on campus journalism because the school shifted to modular distance learning for two years and the pupils do not have enough motivation to be engaged in campus journalism. On the same note, the study of Tettey (2024) states that the large number of students enrolled in journalism programs and the lack of suitable production facilities negatively impacted the program's implementation. It can be inferred that there is a need for program implementers to revisit the basic requirements in implementing the program if the facilities are complete in making sure that the classroom is not congested and that everyone can feel comfortable during the journalism class. This is one of the main reasons why the students' performance is not high, and the overall result is satisfactory because of the existing gaps that need immediate action.

Additionally, the study of Likoko et al. (2023) states that the status of instructional materials, equipment, and facilities are inadequate, obsolete, dilapidated, and unsuitable for preparing competent teachers. This state of affairs raises concern about the quality of teachers from emerging private primary teacher training colleges serving in the school system. This articulates clearly that inadequate instructional materials and facilities can affect not just the competence of the students but also the teachers because they, too, will be affected in conducting their classes due to the poor classroom environment, which creates poor engagement among students.

3.3 Summary of Responses on the Assessment of the Implementation of Special Program in Journalism (SPJ)

Table 3 presents the summary of responses of the student journalists on the assessment of the implementation of the Special Program in Journalism (SPJ) in the areas of standards, performance, and outcomes based on the eight (8) indicators. Based on the table, both the standards, performance, and outcomes in the implementation of the program acquired the same level of assessment, which is a satisfactory level, which implies that the program's implementation is ineffective since it does not reach an outstanding level. Meanwhile, the data shows that most areas in standards, performance, and outcomes have the same indicators that acquired the lowest means, such as

instructional materials, physical facilities, and equipment, which resulted in students' disengagement in the journalism class.

Table 3. *Summary of Responses on the Assessment of Special Program in Journalism (SPJ)*

Indicators	Level of Standard	Level of Performance and Outcomes	Decision
A. Objectives	2.91 SD=0.85 Satisfactory	2.75 SD=0.89 Satisfactory	Needs an Intervention Program
B. Curriculum			
C. Instructional Materials			
D. Physical Facilities and Equipment			
E. Teaching Strategies			
F. Administrators Support			
G. Teachers Competence			
H. Students Engagement			

On the same line, the study of Advincula and Adtoon (2024) revealed that a multi-dimensional view of the experiences shed light on the following key themes: technological adaptations, challenges in student engagement, content diversification, and responsiveness, impact on publication production, sustaining professional development which affects the implementation of the journalism program. About the current study, these factors and challenges must be given immediate attention since this fosters adverse outcomes on the satisfactory program implementation. The result speaks for enhancing and modifying policies, improving teaching strategies and teaching competence, and improving the environment to make it more conducive to learning. This postulates that the program implementation needs improvement and enhancement among program implementers to gain positive outcomes among the student journalists and improve their performance in the competitions. Therefore, there is a need to design and implement an intervention program among program implementers such as journalism coordinators and school paper advisers headed by the school principal, particularly in the areas of physical facilities and equipment, instructional materials, and student engagements to gain more winnings in the schools press conference and improve the performance of the school as implementers of the SPJ program. The school's intervention program will help improve the learners' performance and help them achieve more winnings in the competition.

Additionally, the study of Pante et al. (2024) revealed substantial interest from learners and parents, confirming a strong market for the SPJ program aligned with their aspirations. Furthermore, it highlighted strong interest and enrollment potential for SPJ, emphasizing the need for targeted outreach to address hesitations and maximize participation.; SPJ emerged as the most preferred academic track among learners and parents, reflecting its unique appeal and alignment with modern educational needs; the program's success requires enhanced resources, partnerships with media organizations, and structured planning to meet its technological and infrastructure needs; and identified risks, such as maintaining enrollment and securing resources, can be mitigated through proactive recruitment, stakeholder engagement, and diversified funding. The current study would focus on the intervention programs that identified the gaps in the study to improve the implementation of the unique program in journalism among schools in DepEd Cagayan de Oro City.

3.4 Challenges in Implementing Special Program in Journalism (SPJ)

Data shows emerging themes such as lack of facility, uniformity of instruction, disengagement in the training, and lack of parental support. The theme explains the level of standards, performance, and outcomes in implementing SPJ programs in school, which is the Satisfactory level. The factors become more evident, such as lack of parental support and uniformity of instruction, which explains why students' disengagement and instructional materials acquired the lowest weighted mean. Notably, the lack of facility, delivery of instruction, disengagement in the training, and parental support constitute the students' performance in journalism.

Lack of Facility

The statement, *"I am very interested in journalism; however, due to the volume of participants and the lack of facility made me disengaged,"* according to Participant 4. This statement explains why the school's low performance in journalism is due to the problem in the classroom facility, given the volume of participants. When a classroom is congested, learners cannot concentrate very well on the lessons tackled because they will feel uncomfortable inside the classroom. As cited by the significant statement from Participant 6, *"We are too crowded in the classrooms, I felt discomfort inside which I cannot concentrate on the training."* The significant statement explains why classroom

facilities and equipment became a problem conducting journalism classes. Supported by the study by Permana et al. (2024), the lack of classroom space hurts students' ability to learn. With limited classroom space, students experience difficulty focusing and concentrating, limited social interaction, and higher stress levels. Apart from that, learning becomes less interactive, and students find it difficult to move freely. It can be inferred that having a conducive classroom environment where learners feel comfortable and relaxed inside can help them learn better. However, it is very evident from the existing study that congested classrooms hurt the students' learning outcomes.

Uniformity of Instruction

Another theme that emerged was the uniformity of instruction. This implies the similarity of teaching strategies used to deliver instruction. Additionally, the uniformity of instruction among teachers means the use of similar or uniform teaching strategies in the delivery of instruction. For instance, most teachers use ICT instead of printed modules or worksheets, considering the diverse needs and interests of the students. If these gaps are addressed immediately, this will change the effectiveness of the implementation and will lead the school to garner more winnings and awards in future competitions in the field of journalism. Participant 5 stated, *"I want the training to be as interactive as possible, like going out in the classroom and doing an activity outside with peers; I think that would make sense."* This statement speaks for the need to consider the diversity of the learners in the teaching-learning process.

Supported by the study of Penchu et al. (2022), the role of media technologies in life and educational practice is continually growing. Mastering media culture allows the modern teacher to work more effectively with information and develop students' media competence. In this regard, the search for tools for developing and determining the level of media culture of school teachers is urgent. The results of introducing special modules in the advanced training programs, which include a set of mediatized assignments, demonstrated the prospects of using similar teacher training methods. It can be inferred that teachers should be equipped with skills and highly competent in teaching journalism to sustain their interest and engagement during class hours. Disengagement is one of the outcomes when uniformity in the delivery of instruction is practiced. Moreover, Participant 2 stated, *"My teachers are always using Television as an aid for instruction, and I found it boring,"* showing that if the teaching practice is diversified and student-centered, it can foster better learning outcomes and engaging learning experiences among student journalists. Moreover, the competence of teachers in teaching journalism is imperative because the student's engagement in the lesson will significantly rely on their way of teaching. For instance, the effective use of multimedia instruction, the diversity of instruction, and the student's engagement should be considered.

Disengagement in the Training

The data shows that one of the challenges encountered by the students is the disengagement of learning due to factors like lack of classroom facilities and instructional materials of the teachers, which contribute to their poor performance in journalism even though the school already has a unique journalism program. Notably, when students feel uncomfortable inside the classroom, they will no longer be interested in learning, resulting in disengagement in learning. Based on the table, Participant 1 responded, *"I feel disengaged often, especially when my groups are not cooperating. It would be better in the individual category rather than in groups."* This implies that one of the factors of disengagement is when cooperation is absent. One of the factors why students have no drive to cooperate is due to classroom facilities and learning materials that the teachers are using. Though not all students feel disengaged since they belong to a group category like radio broadcasting, their overall performance will be affected.

The study of Hauzel et al. (2024) states that students lose interest in learning if they do not feel in control or connected to what they are being taught. It is crucial to understand the factors contributing to student disengagement and a lack of ownership in learning to improve computer science education. Computer science teachers must strive to make students more responsible for their learning. It can be inferred that the essence of connectedness is vital to the student so that they can connect to the lesson and find a meaning or purpose. However, they cannot do that if teachers' instruction is uniform in teaching journalism. The classroom strategies need to be diversified to meet their diverse needs, connect to the lesson, and internalize its importance. On the other hand, Participant 3 responded, *"There are times when I am very loaded with my academic requirements, plus the rigorous training in journalism made me disengaged."* This implies the need to consider the students' academics in

other subjects while they are joining the rigorous training in journalism. Teachers also need to consider the students' different academic requirements in other subjects because disregarding this will result in failing the subjects. This is in contrast to the findings of Anjum (2021) that there is a severe need for the introduction of extracurricular activities and orientation programs for students of the secondary level. Extracurricular activities positively influence students' lives by improving their behavior, academic performance, better exam scores, more regular class attendance, and better self-image; these aspects make their lives more successful. It can be inferred that high school students are more flexible when balancing extracurriculars and academics. It can be inferred that most pupils are still developing their autonomy and flexibility in managing their extracurricular activities and academic subjects at the primary level. Thus, teachers must learn to consider this aspect, as pupils need to perform well in academics and, at the same time, in their extra-curricular activities.

Lack of Parental Support

The absence of parental support is one of the indicators of learners' disengagement in the classroom. When they feel that their parents do not support school activities such as journalism, they will quickly feel discouraged and disengage. According to Participant 4, *"My parents are not supportive when it comes to the training because I still have to do household chores at home after class."* This implies that the lack of parental support will result in quitting the training because they feel that their parents do not support them. On the same line, Kapur (2020) postulates that the effects of lack of parental support are remaining unaware regarding various factors, impediments in the achievement of professional goals, problems in management of household responsibilities, inability to hone problem-solving skills, being overwhelmed by psychological problems, being overwhelmed by seclusion and loneliness, experiencing health problems and illnesses, problems in getting settled, impediments in honing skills and abilities, problems in forming an effective social circle, barriers within the course of up-gradation of personality traits and obstacles in promoting enrichment of overall living conditions. It can be inferred that the lack of parental support can be a serious problem among learners, especially in journalism. More time is needed for the students to extend due to the rigorous training, and parents must understand that there are instances when they will go home late.

4.0 Conclusion

The assessment on implementing the Special Program in Journalism (SPJ) in school has reached a satisfactory level, with identified factors such as a lack of facilities, equipment, and instructional materials resulting in disengagement. Therefore, the study concluded that an intervention program should focus on facilities and equipment, teachers' instructional materials, and ways to improve students' engagement in teaching-learning. These factors can lead to poor school performance, specifically in journalism. Meanwhile, when it comes to its standards, performance, and outcomes, the program's implementation reached a satisfactory level, which means there are still areas to improve. The data strongly calls for an intervention that will help improve and enhance the implementation of the SPJ program. With the help of the intervention program, the school will gain better performance, which can be seen in the number of wins in the journalism competitions. Furthermore, the intervention program will address themes such as uniformity of instruction, lack of facilities, parental support, and disengagement among students in the lesson. This can be done by collaborating with the community in creating more facilities that could suffice the volume of participants in the program, designing and crafting more instructional materials in journalism that will enhance the engagement of the students and ensure that the full parental support by the parents by collaborating and communicating with them. Moreover, conducting more seminars and training among teachers, school paper advisers, and coaches is also recommended to deliver lessons with mastery and competence.

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None

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7.0 Conflict of Interests

author certifies that there are no financial, personal, or professional conflicts of interest that could have influenced the research or its findings

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