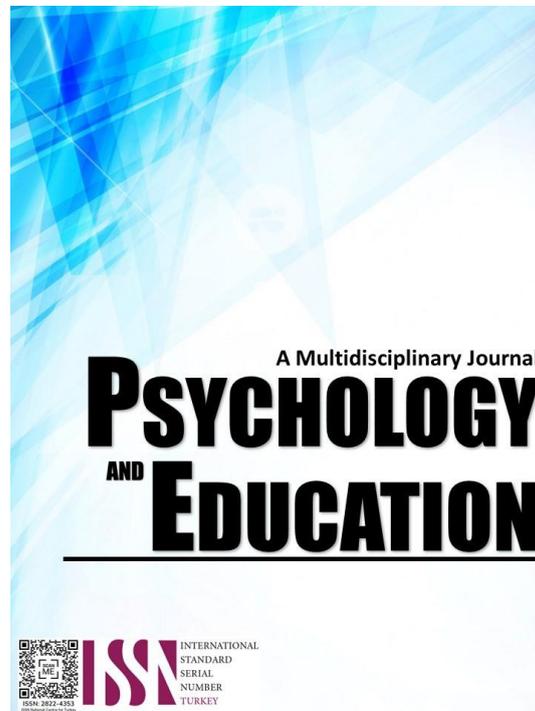


**IMPLEMENTATION OF THE SPECIAL PROGRAM IN
JOURNALISM OF A PUBLIC SECONDARY SCHOOL
IN DEPED RIZAL: AN EVALUATION**



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Implementation of the Special Program in Journalism of a Public Secondary School in DepEd Rizal: An Evaluation

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Abstract

The Special Program in Journalism in Casimiro A. Ynares Sr. Memorial National High School (CAYSMNHS) in DepEd Rizal, which started in 2015, was patterned after benchmarking with other existing locally made curricula. Currently, it offers a four-year course from Grade 7 to 10 where students are given additional two advanced subjects taken along with the regular subjects. Since the CAYSMNHS' Special Program in Journalism has not undergone any form of evaluation, the researcher confidences that the results of this study may be considered in understanding the gap of knowledge and the deficiencies in the school's Special Program in Journalism since Evaluation Models are considered to be decision-oriented. This study is anchored with Steinmetz Discrepancy Evaluation Model (DEM), which primarily intends to evaluate the said program along with the profile of the ratees, level of standard, and the level of performance of the programs as rated by the student and faculty- respondents in terms of a) Objectives; b) Instructional Materials; c) Teaching Strategies; d) Physical facilities and equipment; e) Curriculum; f) Administrators' Support; g) Teachers' Competence, and h) Students Engagement. The research was conducted in CAYS MNHS as it is the only school in DepEd Rizal that offers that specialized program. Purposive sampling was used as it intends to include the faculty members and students of SPJ, as respondents. Results of the computed data revealed that Both groups of respondents evaluated the Special Program in Journalism as *Outstanding* based on its Program Objectives, Curriculum, Instructional Materials, Physical facilities and equipment, Teaching Strategies, Administrators' Support, Teachers' Competence, and Students' Engagement. It is significantly notable that there is no considerable discrepancy between the actual performance and the intended standard of the program.

Keywords: *program evaluation, SPJ, special program in journalism, campus journalism*

Introduction

Journalism is truth. Most people perceived it as a profession, an industry, a phenomenon, and a culture, but various definitions have emerged that reflect essential concerns and goals; as Zelizer (2005) collated, Journalism is a phenomenon that can be seen in many ways-as a sixth sense, a container, a mirror, a story, a child, a service, a profession, an institution, a text, people, a set of practices. However, with disinformation, misinformation, and fake news challenging the modern media through the dominance of the internet, journalism education plays a significant role, for it hones young individuals to be more analytical in assessing information provided on the internet and be critical when dealing with the societal issues of today.

In the foreign context, Washeck (2014) explained that Scholastic journalism's primary purpose in high school is vocational training for future career journalists. However, Maksl (2014) contradicts this claim as Washeck missed seeing the bigger picture of journalism in secondary education and its best practices to engage students in critical and competent adults. According to Maksl (2014), the product of high school media classes, like in many cases - yearbook or newspaper-is no longer the main function of a campus

journalism program instead, it highlights the process, how students engage and work together, and teachers' responsibility throughout the academic year.

While Campus journalism in the Philippines is evolving, more than an annual writing or broadcasting contest becomes a real-life simulation of journalism practices. It includes intensive research, interviews with experts, and the production of campus-community papers. In addition to this, it has become transformative, allowing the students to be exposed to today's most pressing issues as news writers. With these learning opportunities that motivate students to serve the public, academe leaders should support this by providing a sustainable journalism program.

In relation to this, the implementing guidelines of the Republic Act 7079, also known as the "The Campus Journalism Act of 1991", Section 2 states that:

It is the declared policy of the State to uphold and protect the freedom of the press even at the campus level and promote the development and growth of campus journalism as a means of strengthening ethical values, encouraging critical and creative thinking, and developing moral character and personal discipline of the Filipino youth. In furtherance of this policy, the State shall undertake various programs and projects to

improve students' journalistic skills and promote responsible and free journalism.

RA 7079 is also aligned to the implementation of Enhanced Basic Education Curriculum or RA 10533 through the special curricula offerings specializing in various flagship programs including campus journalism where specific mandates on this are stipulated in DepEd Order No. 46, s. 2012.

In 2015, the Special Program in Journalism of Casimiro A. Ynares Sr. Memorial National High School (CAYSMNHS) in DepEd Rizal, was patterned after benchmarking with another existing locally-made curriculum. Currently, it offers a four-year course from Grade 7 to where students are given additional two advanced subjects taken along with the regular subjects.

With the competitive challenges as one of the leading SPJ implementers in Region IV-A (CALABARZON) and in the Schools Division of Rizal Province, the need to do a formative evaluation during the early years of implementation is imperative.

Since Evaluation Models are considered decision-oriented, this study's results may be considered in discovering and understanding the gap of knowledge or deficiencies in the school's Special Program in Journalism. Moreover, the SPJ has not undergone any form of evaluation yet; the researcher hopes this study will help prepare the school's special program for future summative evaluation. The impact and its worth will be measured. This study will serve as complementary evidence to determine whether the program should be push through, revisited, or discontinued. With the discussions mentioned above, the researcher felt that there is indeed a need for a program evaluation specifically through Steinmetz Discrepancy Evaluation Model (DEM); hence this study.

Research Questions

This research aims to evaluate the Implementation of Special Program in Journalism in Casimiro A. Ynares Sr. Memorial National High School using the Steinmetz Discrepancy Evaluation Model (DEM). Specifically, the researcher attempted to answer the following questions:

1. What is the profile of the faculty-respondents in terms of the following:
 - 1.1 Length of Service; and
 - 1.2 Trainings and Seminars attended?
2. What is the profile of the student-respondents in

terms of the following:

- 2.1 Grade level; and
- 2.2 Academic Performance?
3. What is the level of standard of the Special Program in Journalism as rated by the faculty-respondents in terms of the following aspects:
 - 3.1. Objectives;
 - 3.2. Curriculum;
 - 3.3. Instructional Materials;
 - 3.4. Physical facilities and equipment;
 - 3.5. Teaching Strategies;
 - 3.6. Administrators' Support;
 - 3.7. Teachers' Competence; and
 - 3.8. Students' Engagement?
4. What is the level of performance of the Special Program in Journalism as rated by the student-respondents in terms of the following aspects:
 - 4.1. Objectives;
 - 4.2. Curriculum;
 - 4.3. Instructional Materials;
 - 4.4. Physical facilities and equipment;
 - 4.5. Teaching Strategies;
 - 4.6. Administrators' Support;
 - 4.7. Teachers' Competence; and
 - 4.8. Students' Engagement?
5. Is there a significant difference between the level of standard and level of performance of the Special Program in Journalism as rated by the two sets of respondents?

Literature Review

Campus Journalism plays essential roles in a school community. Some of these important roles that campus press play includes delivering the school image to the community, providing its clientele both students and faculty the significant information to process school issues not otherwise available, this can be beneficial also to silence rumors that often arise due to the absence of information, and providing a check on and fiscalizing the student government, the school administration, and even the students, an essential for any democratic institution. The student publication, also, helps maintain order in the campus by reporting irregularities of school rules, analyzing these school rules and regulations and providing actual student reactions, and its editorials or opinion write-ups are instrumental to amplify the voice through reasoned and factual discussion.

Being an ethical journalist that adheres to duty, decency and truth, contribution in the school newspaper further increased the students' perquisites both pertaining to the school administration and merit



on their account. To support this, Arao, as cited by Gavilan (2018), explained that mainstream media and campus journalism both play a huge role in providing relevant information and also help shape public opinion along with preserving democracy, freedom of speech and choice. In achieving this, journalists are given opportunities to compete in various contests to consequently showcase their skill which in return also gives the students a chance to progress in the academic department and boost their grades.

Issues and Concerns in Campus Journalism

Campus Journalism simulates the mainstream press in modern society. The student publication is helpful in the provision of relevant information for students to come up with informed decisions. Arao (2010), says that campus journalists help make sense of realities not only by providing significant information as equal to 'data + analysis' where the term data refers to "observe reality" and the term analysis refers to the framework used in making sense of what one observes through any one or a combination of his or her five senses.

While Contemporary Campus journalism in the Philippines is now evolving, more than an annual writing or broadcasting contest, it becomes a real-life simulation of journalism practices for it includes intensive research, interviews with experts and production of campus-community paper. In addition to this, it is transformative in nature because as news writers, it allows students to be exposed in the most pressing issues of today, they also become more critical at the same time factual in expressing their stand through their editorial or column articles, they can be creative without compromising the truth as feature writers, other categories such as sports writing and science and technology writing allow them to be more versatile. Additionally, group categories such as Television, Radio, Collaborative Desktop Publishing and Online Publishing encourage teamwork and expose them to other forms of modern media, modeling a real-life journalism practice. These learning engagements intensify the desire to serve the public through these acquired skills.

Issues and concerns continue to confront the modern campus media. Luna (2004) noted the fact that about 30% of the operating campus publications in Metro Manila alone are not technically capable of producing well-versed and quality newspapers despite the existence of Republic Act 7079 or otherwise known as the Campus Journalism Act of 1991 that is provided for the development of campus journalism in the

Philippines; 25%-40% receive threat from campus administration, thus limits their power to publish the truth; and 30 – 40% is involved in radical activism. He also adds that today, the country has ten thousand of student-writers who all become a very vulnerable sector of society as they could possibly be led to corruption and harassment.

Contrary to this, a study by Laroya and Limjuco (2016) revealed that student writers who are more proficient, the more relevant articles can be found in the issues of the student papers and the higher the quality of the write ups are. The results suggested the creation of an action plan for the improvement and upgrade of the student publications which would make them more adoptive and responsive to the needs of their clientele.

While college campuses are mostly known worldwide for being active in giving their political views and beliefs, the expression of their political insights plays a major role in interaction within the campus community. This proves that college journalism organizations provide a safe and accepting platform for a diverse student body to express its views in their generation where they are able to witness different issues.

In the local context, the National Schools Press Conference (NSPC) is dub as the "Olympics of Campus Journalism", is the most competitive platform for campus journalism advocates as it opens opportunities to competitive and outstanding for elementary and high school student-writers and broadcasters. This is in response to Republic Act 7079 and to answer the call to promote journalism in the school setting. The journalism contest begins with Division Schools Press Conference (DSPC), where in top five winners per category will qualify to the Regional Schools Press Conference (RSPC), and from there, the top three writers will be chosen as the delegates of their respective regions in the National Schools Press Conference (NSPC).

Contest journalism tendencies arise when student-journalists adapt a negative culture of being active in the field during competition seasons only and do not participate in school papering anymore. Where in fact, school paper production is considered to be the on-the-job training of students to acquire the expected journalism skills. Despite the many challenges of Journalism in the academe, the government has provided a law called Republic Act 7079 to protect the student-journalist's freedom of speech.

Legal basis of Campus Journalism

The Republic Act of 7079 referred to as the Campus Journalism Act of 1991 is the law provided for the development and promotion of campus journalism and for other purposes. According to University of the Philippines College of Mass Communication former dean, Luis Teodoro's book "Mass Media Laws and Regulations in the Philippines," Republic Act (RA) 7079 recognized the campus press emphasizing that the law states that the "policy of the State to uphold and protect the freedom of the press even at the campus level" (Tomacruz, 2018).

This means that the State shall support programs aiming to promote responsible and free journalism even in the school level. This act must be adhered to by journalists in order to protect their profession, the name of their broadcast station, radio station and newspaper, their colleagues, their reputation and name.

However, for campus journalists, their work revolves around a smaller scale than professional journalists: this act is the very legal basis that's briefed to each student journalist which kept them from publishing anything without thought, stories that might malign their respective schools' reputation and their communities and might endanger the journalist's own name and status as a student.

In the Philippines, editorial independence has been a constant concern among campus papers because this influenced their publication funding and other resources. RA 7079 is meant to protect campus journalist, but it has not always the case. Under the Campus Journalism Act of 1991, "a student shall not be expelled or suspended solely on the basis of articles he or she has written." Yet, year after year there were reported cases of campus journalists to have been dismissed, expelled and suspended for their school paper works.

In spite of the pressing issues, campus journalists have been upgrading the quality of school-community work they have committed to do. When President Rodrigo Duterte rose to power, Cabato and Paris (2018) cited that Lady Justice graced the cover of the University of the Philippines' (U.P.) The Collegian's as editorial cartoon recalling a drug war pieta. Meanwhile, in May 2018, Ateneo de Manila University and Xavier University's publications The Guidon and The Crusader released joint multimedia coverage of the aftermath of the Marawi Crisis and The Guidon previously banded with two other Ateneo publications, the literary folio Heights and the Filipino language

news magazine Matanglawin, for a special issue with cut-outs of articles, poems, and writing from and about martial law — designed to be distributed discreetly, as publications had been under dictator Ferdinand Marcos' regime (Cabato and Paris, 2018).

Various readings and studies justify the fact that contemporary campus journalists are clear of their mission as vanguard of truth, it's therefore right that these student journalists are provided with effective and competitive high school Journalism program.

Special Program in Journalism

In the Philippines, Special Program in Journalism is implemented by the Department of Education (DepEd) in pursuance to Campus Journalism Act of 1991. The SPJ curriculum is a four-year program in secondary school that aims to develop the student's mass communication, writing and broadcasting skills. SPJ promotes skillful and ethical journalism by engaging minds to the revolution of the world and uncovering both skills and truth of the society.

Furthermore, through the implementation of K-12 Basic Education Curriculum (BEC) in the secondary level has been divided into two levels - Junior high school (Grade7-10) and Senior high school (Grade 11-12). The Senior high school is the phase where students would need to take specialization subjects aside from the other required subjects. These specializations may be aligned to Science, Math, Languages – foreign and Philippine languages, Journalism, Sports, and the Arts. Thus, the Special Program in Journalism (SPJ) in Junior High School functions as the preparation stage to those who are pursuing the Humanities and Languages directions or career pathways.

The Department of Education also conducts training workshop for English and Journalism teachers to further enhance for the implementation of the Special Program in Journalism (SPJ). This workshop aims to sharpen and deepen the journalistic skills and competencies of teachers, which they could pass on to their students as expected continuity of K to 12 Basic Education Program.

Moreover, the department reiterates the major objective of the SPJ at the high school is to train the learners' journalistic skills focusing in print and broadcast media, ethics, digital and citizen journalism. It concentrates in providing activities that will lead to students' advancement and/or proficiency in journalism particularly in article writing, cartooning, newspaper designing, photojournalism, broadcasting

and collaborative desktop publishing.

As the Department of Education (DepEd) is preparing secondary students in the K-12 curriculum for higher learning regarding the changing media landscape through the implementation of Special Program for Journalism (SPJ) curriculum. Innovations take place, so as progress should be expected along the years.

Currently, Casimiro A. Ynares Sr. Memorial National High School is the center for Campus Journalism in the Schools Division of Rizal, as it has become the training school of the Rizaleño delegates for Schools Press Conferences and through the future implementation of JOURN Ed (Journalism Education for Rizalenos) where the Special Program in Journalism will be adapted by selected elementary and secondary schools. Since CAYMSNHS-SPJ has not undergone any form of evaluation, the researcher attempts to contribute to the program's development that will help prepare the campus for future evaluation.

Moreover, Rivera (2013) conducted a comprehensive study of the seventeen (17) pilot Special Program in Journalism implementers across the country. The study evaluated the SPJ status based on the following: (1) attainment of objectives, (2) adequacy of resources, (3) implementation and (4) curricular contents as variables. It was then recommended by Rivera (2013), that there is the need to sustain and enhance the existing curriculum contents but much consideration also must be given in providing schools with adequate resources to make the program work; the objectives set for the program must be reviewed to possibly align them to the goals of K-12 Basic Education Program of making the students not only academically excellent individuals but are also ready for work which makes use of journalistic skills, knowledge and values; thus, a revision of the existing curriculum documents be made. Furthermore, content and pedagogy of both Advanced English and Journalism should also be organized for the teachers. Special Program in Journalism must be maintained, sustained and revitalized; hence, there is a call to strengthen the implementation of Special Program in Journalism of the schools representing the regions who have not incurred winnings in the competition.

Rivera's paper is notably relevant to the present study, as both focused on Journalism Program implementation. However, they differed in terms of scope and criteria used.

Aimed to identify and analyze the prevailing conditions of the SPJ using the context and input

evaluation; the logical and empirical contingency of the SPJ-related transactions; and the intended and unintended outcomes of the program, Opiniano et.al. (2017) studied how the SPJ was implemented. It was revealed that there were difficulties in terms of the funding of the program and inadequate facilities as well as lack of dedicated teachers and journalism background. Despite all these limitations on the implementation of the program, the results revealed that SPJ goals are being met and beneficial to students' performance in the National Schools Press Conferences. While its Quantitative findings revealed the following: No significant differences in classroom setting during the time of the graduates and the current students, competence of the teachers during the former and present students, graduates' and students' interest for journalism and languages, graduates' and students' academic performance and news interest of the graduates and students.

In connection to this, the researcher finds Opiniano and fellows' study to be significant in the present research as the variables presented can be an utmost consideration as evaluation aspects. The related researches presented have proven the significance and the need to conduct program evaluation that will reveal the strengths and weaknesses of existing Journalism programs that can be bases for continuous improvement.

Significance of Evaluation in Education

Evaluation has been a vital part of most aspects of a person's life. In the education, field it can be an instrument to gather relevant information on teacher and students' performance. Additionally, it aims to identify the strengths and weaknesses of a specific academic program. The definitions of the term *evaluation* may vary from one scholar to another. Some view evaluation as primarily scientific inquiry, whereas others argue that it is essentially the act of collecting and providing information to enable decision-makers to function effectively (Worthen & Sanders, 1997).

Although, Evaluation can be considered to be a smaller-scale undertaking concerning a teacher and his / her students, evaluation can also be viewed in a larger scale encompassing its coverage to some schools, teachers and its students. Despite this lack of consensus about the phenomenon, Sanders (1992) defines *evaluation* as the act of rendering judgments to determine value-worth and merit without questioning or diminishing the important roles evaluation plays in decision- making. Moreover, "evaluations can differ

on many dimensions, among them design (experimental, quasi-experimental, regression discontinuity) intent (advocacy versus objective assessment), philosophical underpinnings (quantitative versus qualitative), and others” (Worthen and Sanders, 1997).

Another conceptualization of Evaluation is by Ralph Tyler (1991 as cited in Stufflebeam, 1987) as a process significant to curriculum development. Evaluation was the basis for the identification of strengths and weaknesses in the curriculum, followed by replanning, implementation, and evaluation (Gredler, 1996 as cited by Ancheta, 2015). Similarly, Worthen and Sanders (1997) stated that evaluation is the formal determination of the quality, effectiveness or value of a program, product, project, process, objective or curriculum.

Evaluation is a process to determine the success of an endeavor. In education, evaluation is an integral part of all teaching-learning. It gives direction to everything that is being done to improve a school or an educational program. It likewise brings about modifications in a school program through the discovery of its success or failure. Indeed, successful programs cannot occur without evaluation. Some of the best evaluation occurs in response to tough questions like “How good is the program? Is there room for improvement?” and problems that often confront teachers and other school personnel. Orlonsky and Smith (1978 as cited by Ancheta, 2015) supported this idea when they stated that curriculum evaluation was a dynamic and never-ending activity that helps determine curriculum effectiveness and those who must make curriculum decisions.

The Discrepancy Evaluation Model

The Discrepancy Evaluation Model (DEM) was first put forth by Malcolm Provus; By 1971–1975, DEM was further studied by a team of researchers led by Provus, from there different forms of DEM were developed. The discrepancy evaluation model, developed by Malcolm Provus (1971) as cited by Buttram (n.d.), A program is examined through its developmental stages with the understanding that each of the stages—which Provus defines as design, installation, process, product, and cost-benefit analysis—includes a set of standards of performance. According to Provus, Discrepancy Model is the most appropriate version for a formal and formative stage.

Andres Steinmetz (1976) explained also his Discrepancy Evaluation Model (DEM) which is

explicated by the concepts of evaluation standards (S), performance (P) and discrepancy information (D). A standard (S) means a list, description, or representation of the qualities the program should possess, its intent or expectations. Once the standards are clear and are set, the actual characteristics or performance (P) of the program are measured and compared against the standards. Thus, the evaluation is a matter of making judgments about the worthy or adequacy of the program based upon the discrepancy (D) information yielded by comparing S and P.

The basic steps in the application of the DEM to a program already implemented are as follows: (1) The participant involved in the program creates the standard. With the ratees experiences, values and prior knowledge as major considerations to construct the S. This step is very much an exercise in applies goal and value clarifications. The participant sets the S for the input-process-output evaluation done for the implemented program, and (2) The participants must specify the performance information which is the extent to which the standards in the input are available as specified; the processes are carried out as planned, and the outcomes are being achieved as intended.

Self-evaluation and a systematic program overhaul are the focuses of DEM. The general objectives of the program are the cognitive, affective and psychomotor needs of the students. The efficiency of the program is defined in terms of principles guiding the administration of the program. The principles related to curriculum development, teaching strategies, instructional materials and physical facilities and equipment. The competencies of the faculty, administrators and students are based on established principles defining basic knowledge, skills, values and roles and responsibilities. All these components are the criteria for evaluating the program which are completed with the respondents setting the standard and specifying the extent of performance specifying the extent to which the standard has been achieved as intended.

Methodology

This study utilized the descriptive evaluative design to evaluate the effectiveness of the Special Program in Journalism implemented by Casimiro A. Ynares Sr. Memorial National High School, furthermore, the researcher drawn its evaluation concepts, system procedures and strength through Steinmetz Discrepancy Evaluation Model (DEM).

Descriptive research as defined by Gonzales and Calderon (1993) is the collection of data describing some phenomenon that is may or may not be quantifiable, its main purpose is to evaluate or measure the results against some known or hypothesized standards. Meanwhile, Weiss (1972) explained evaluative research, in her standard textbook, defines evaluation as the systematic assessment of the operation and/or the outcomes of a program or policy, compared to a set of explicit or implicit standards, as a means of contributing to the improvement of the program or policy.

Participants

There are two sets of respondents for this research, the students, and the faculty members under the Special Program in Journalism (SPJ) of Casimiro A. Ynares Sr. Memorial National High School in the Schools Division of Rizal. As for the faculty-respondents, the researcher asked all four faculty members teaching Journalism subjects to participate in the evaluation process, while 90 SPJ learners from Grade 7 to Grade 10 for School Year 2020 – 2021 were selected purposely as student-respondents.

Instrument of the Study

This study used a researcher-made questionnaire which undergone content validation from experts in the Campus Journalism and Program Evaluation field including the Education Program Supervisor in-charge of Campus Journalism from the Curriculum and Instruction department of the Schools Division of Rizal.

Since the study was conducted amidst a global pandemic, physical limitations are inevitable. Instead of personal consultations, the researcher opted to do an online content validation with the experts through video conferencing. After incorporating the experts' advice, the questionnaire was converted to google form and was pre-tested to 10 SPJ alumni and 5 SPJ implementers from other divisions. Afterwards, Cronbach Alpha was administered to the responses to test its reliability.

As revealed in the reliability test, the Cronbach Alpha computation for the questionnaire intended for student-respondents is 0.846, while 0.935 for the faculty-respondents, both with verbal interpretation of Very High Consistency, which suggests that the items in the research instruments are deemed to collect accurate measurement of the given variables. In accordance with the relevant literature, the experts' inputs and

reliability test, the researcher finalized the questionnaire ready for administration.

Procedures

The researcher sought permission from the Schools Division Superintendent of the Division of Rizal, and then explained the procedures and data collection processes of the study to the school principal of Casimiro A. Ynares Sr. Memorial National High School to secure the permission for the conduct of the study. This led to the identification of SPJ learners and teachers as respondents, who were then, properly informed of the objectives of the study using an online platform since face-to-face meetings are not allowed due to the COVID-19 restrictions.

Questionnaires in Google form were distributed online, but before its administration, the researcher arranged an online orientation to the student-respondents to instruct them clearly and provide guidance on how to accomplish the questionnaire. The researcher assured confidentiality of the information obtained and emphasized to them that there were no right or wrong answers so honest evaluation were expected.

The data gathered were subjected to the following statistical methods:

1. To determine the profile of the respondents, frequency and percentage were used.
2. To determine the level of standard and level of performance, weighted mean was used.

For the scoring and interpretation of the weighted mean, the table below presents the corresponding interpretation of the 4-point scale used in the survey.

Table 1. *Scale and Verbal Interpretation used in evaluating the level of standard and performance of the Special Program in Journalism*

<i>Scale</i>	<i>Verbal Interpretation</i>
3.26 – 4.00	Outstanding (O)
2.51 – 3.25	Satisfactory (S)
1.76 – 2.50	Fair (F)
1.00 – 1.75	Poor (P)

3. To determine if there is a significant difference on the responses in terms of the respondents' profile and



the given variables, the F test or ANOVA was used.
 4. T-test was used in determining if there is a significant difference between the level of standard and level of performance as rated by the two sets of respondents.

Results and Discussion

Faculty-respondents Profile

50% or 2 of the faculty-respondents has 6-10 years of teaching experience while only 25% or 1 has 1-5 years and the remaining 25% or 1 has 11 years and above. An even percentage of 50-50 is reflected to the computed data in terms of trainings and seminars attended. It shows that 50% of the faculty-respondents have attended 6 to 10 trainings and seminars related to Journalism while the remaining 50% have attended 11 to 15 trainings and seminars related to Journalism.

Student-respondents Profile

30% or 27 of the student-respondents are Grade 8, followed by Grade 10 with 29% or 26, while 23% or 23 are Grade 9 and 16% or 14 are Grade 7. In terms of academic performance, the majority of the student-respondents have an average grade of 90-94% comprising 76% or 68 of the surveyed participants, while 14% or 13 have an average grade of 85-89% and only 10% or 9 achieved the highest possible rating of 95-100%.

The level of standard of the Special Program in Journalism as rated by the faculty-respondents

Table 2. *The level of standard of the Special Program in Journalism as rated by the faculty-respondents*

Aspects	Average Weighted Mean	Verbal Interpretation
A. Objectives	4.00	Outstanding
B. Curriculum	3.70	Outstanding
C. Instructional Materials	3.80	Outstanding
D. Physical Facilities and Equipment	3.55	Outstanding
E. Teaching Strategies	4.00	Outstanding
F. Administrators' Support	3.78	Outstanding
G. Teachers' Competence	3.95	Outstanding
H. Students' Engagement	4.00	Outstanding
Grand Weighted Mean	3.85	Outstanding

As presented in table 2, the level of standard of the Special Program in Journalism as rated by the faculty-respondents is Outstanding with a grand weighted

mean of 3.85. The composite table also highlights the SPJ's Objectives, Teaching Strategies, and Students' Engagement as Outstanding, garnering a perfect weighted mean of 4.00, while placing in rank 7 and 8 is the Curriculum and Physical Facilities and Equipment, with weighted means such as 3.70 and 3.55 respectively.

The intended achievement of the program should be outstanding in all aspects since the evaluated level of the standard under the Special Program in Journalism is Outstanding. The results also emphasized that among all aspects, there is a higher expectation in achieving the SPJ's Objectives, the teaching strategies employed, and the students' engagement.

As per faculty respondents' evaluation, the level of standard in terms of program objectives should be outstanding, posing a high demand to all other aspects to perform at its maximum capacity to achieve its target goals.

The learning standard of the SPJ Curriculum that enables learners to demonstrate understanding of the Journalism history, and legal and ethical standards by producing newsletters responsive to individual, school, community, societal, and national needs, was rated Satisfactory in terms of the level of standard. This result means that the faculty-respondents also acknowledge the limitations of SPJ students in grasping complex competencies dealing with ethical and legal aspects of Journalism.

Since SPJ is a specialized curriculum, the instructional materials to be used should be well-crafted, for this is one of the determiners if the target competencies will be achieved. As per teachers' evaluation, the standard should be outstanding. The study results emphasized the demand for instructional materials such as learning kits, supplementary worksheets, and modules to be updated and relevant to current issues and should also be ICT-mediated to further complement the learners' needs.

Although catering to a specialized curriculum, the faculty-respondents acknowledge that Casimiro A. Ynares Sr. Memorial National High School is still a locally funded public institution. It means that it has limitations regarding physical facilities and equipment, specifically on the availability of training rooms, computer laboratory, school publication office, and functional library that would address the high demands of the program. Thus, the level of standard on this aspect may not be rated as high as the others, but this implies how resourceful and creative the teachers and



students of SPJ are. They still perform to their maximum capabilities despite these limitations.

The data revealed that the faculty respondents' evaluation set a high standard in teaching strategies, demanding them to employ highly strategic pedagogical and instructional practices. This result poses confidence in the SPJ teaching force, at the same time, a call to sustain the standard.

The results highlight that faculty respondents evaluated the level of standard in terms of Administrators' Support, setting it to outstanding, which can be interpreted as a demand to consistently support the program to perform at its maximum capabilities continuously. Though, some areas in this aspect are noticeably marked to have room for improvement still; these are the provision of professional development activities and administrators' skills in planning, organizing, delegating, and coordinating to his/her members.

High standard is set for the teachers' competence as it was rated outstanding in all aspects. However, this result also implies an acknowledgment of some areas to improve on. SPJ teachers desire to understand the structure of Campus Journalism Instruction and be abreast with the latest trends in this field through additional content and pedagogical training.

The faculty-respondents have set high expectations of the students' involvement in the program from cliniquings, competitions, school papering, and even leadership aspects.

Level of performance of the Special Program in Journalism as rated by the student-respondents.

Meanwhile, the data in table 3 reveal that the level of performance of the Special Program in Journalism as rated by the student-respondents is Outstanding with a grand weighted mean of 3.70. The table also highlights the SPJ Objectives, Administrators' Support, and Teachers' Competence rated as Outstanding with a computed weighted mean of 3.87, 3.77, and 3.74, respectively. Moreover, ranking 7th and 8th are the SPJ's Curriculum and Physical facilities and equipment, both rated as Outstanding and weighted means 3.68 and 3.39 respectively.

Table 3. *The level of performance of the Special Program in Journalism as rated by the student-respondents*

<i>Aspects</i>	<i>Average Weighted Mean</i>	<i>Verbal Interpretation</i>
A. Objectives	3.87	Outstanding
B. Curriculum	3.68	Outstanding
C. Instructional Materials	3.72	Outstanding
D. Physical Facilities and Equipment	3.39	Outstanding
E. Teaching Strategies	3.73	Outstanding
F. Administrators' Support	3.77	Outstanding
G. Teachers' Competence	3.74	Outstanding
H. Students' Engagement	3.71	Outstanding
Grand Weighted Mean	3.70	Outstanding

According to the student respondents' evaluation, the Special Program in Journalism in Casimiro A. Ynares Sr. Memorial National High School performed well in all aspects. The strengths of the program are its objectives, administrators' support, and teachers' competence. However, the implementers should consider providing sufficient and functional physical facilities and equipment to address the demanding expectations on the program; and conduct a curriculum mapping to identify possible academic gaps or misalignments.

The student-respondents are well aware that the school's implementation of the Special Program in Journalism is aligned with the program objectives prescribed by the Department of Education. It also means that the campus journalists have a more in-depth perception of the SPJ's primary objectives that aside from catering to the needs of linguistically talented learners, the SPJ's implementation in Casimiro A. Ynares Sr. Memorial National High School highlights the significance of strengthening free and responsible journalism among its learners.

As evident in the students' responses, SPJ learners can grasp the learning standards of the SPJ Curriculum. However, the learning standards that should enable the SPJ learners to demonstrate understanding of the fundamentals of journalism in TV news program production in response to individual, school, community, societal, national, and global needs, may seem too complex competency. Therefore, even if students can cope with it, the school administrators should also consider revisiting and proposing adjustments.

As per students' evaluation, the instructional materials are deemed to be responsive to the needs of linguistically inclined learners (student-writers and student-broadcasters) as those help them learn the



macro skills of both English and Filipino. Additionally, the IMs should continue to tackle social issues, which is imperative in deepening their understanding of campus journalism.

The Level of Performance in terms of physical facilities and equipment may be considered to be incommodious as the data imply significant findings because the Special Program in Journalism in CAYSMNHS was evaluated as very good in most of the aspects, the 'Good' rating emphasizes the need to provide adequate and more useful facilities and equipment to sustain the programs' standard and performance.

The results suggest that more than mere information delivery, the student-respondents prefer a teaching strategy that triggers their curiosity to understand new concepts; and individual and group learning opportunities. Also, despite having an Outstanding rating, the teachers should consider the individual learning pacing of the SPJ students.

The students' responses imply that even though rated as Outstanding, the administrators' judgment and consistency in handling SPJ-related concerns still have gray areas, as it ranked at the bottom. Moreover, the consistent conduct of the performance evaluation every quarter can help analyze program loopholes to improve its implementation. Furthermore, recognizing the teachers' and students' significant contributions and winnings motivates them to perform more to achieve their goals.

The students-respondents believed that even though the SPJ teachers are competent enough to manage unforeseen disruptions of classes, it is still imperative to craft interventions on this aspect as it ranked last in terms of teachers' competence.

The students' responses revealed that contrary to the common misconceptions, the SPJ learners of Casimiro A. Ynares Sr. Memorial National High School perceive campus journalism not just as a seasonal activity but as a significant process. The process primarily involves participation in school paper production through research, interview, and article writing; consistent attendance to Campus Journalism-related clinics and seminars; and peer mentoring that highlights the senior student-writers' impactful leadership. In addition, press conferences and competitions are relevantly vital to them. The results emphasize their in-depth view of their involvement in the program, justifying that they are more than contest journalists but 'real' campus journalists.

The significant difference between the level of standard and level of performance of the Special Program in Journalism as rated by the two sets of respondents

Based on table 4, the statistical decision is to accept the null hypothesis as the computed t value of -0.784 is lower than the critical t value of 2.145. Thus, at the 5% level of significance, there is no significant difference between the level of standard and level of performance of the Special Program in Journalism as rated by the two groups of respondents.

Table 4. *Test of Significant Difference between the level of standard and performance of the Special Program in Journalism as rated by the two respondents.*

Mean		df	t-computed	t-tabulated	Ho	Verbal Interpretation
Student	Teacher					
3.701	3.772	14	-0.784	2.145	Accept	Not Significant

The data imply that both groups of respondents evaluated the Special Program in Journalism as Outstanding based on its Program Objectives, Curriculum, Instructional Materials, Physical facilities and equipment, Teaching Strategies, Administrators' Support, Teachers' Competence, and Students' Engagement. It is significantly notable that there is no considerable discrepancy between the intended standard and actual performance of the program.

Conclusion

Faculty-respondents Profile

The variation in terms of length of service indicates a strong foundation in the program's teaching force, as teaching tenure can be a factor that significantly help in decision-making and needs assessment of the learners over time.

The data imply that the faculty-respondents are given enough opportunities to attend seminars and training related to campus journalism. This also means that in order to achieve further the program's target goals, this should be complemented with continuing education efforts like enrolling to graduate programs.

Student-respondents Profile

2.2. The notable decrease of the number of students in

Grade 7 level is a red flag that requires the program implementers to develop and strengthen their admission processes for incoming Junior High School students.

2.3. The 76% of the student-respondents who have an average grade of 90-94%, and the 10% who have an average grade of 90-95% are positive indicators that the campus journalists under the Special Program in Journalism do not compromise their academic obligations despite their intensive involvement in the activities and competitions. However, a contingency plan should be crafted to help uplift the academic performance of the remaining 14% who have an average grade of 85-89%.

3. Level of standard of the Special Program in Journalism as rated by the faculty-respondents

The intended achievement of the program should be outstanding in all aspects since the evaluated level of standard under the Special Program in Journalism as rated by the faculty members is outstanding. Moreover, the results also emphasized that among all aspects, there is higher expectation in achieving the SPJ's Objectives, the teaching strategies employed and the students' engagement.

As per faculty-respondents' evaluation, the level of standard in terms of program objectives should be outstanding, posing a high demand to all other aspects to perform at its maximum capacity to achieve its target goals.

The learning standard of the SPJ Curriculum that enable learners to demonstrate understanding of the Journalism history, and legal and ethical standards by producing newsletters responsive to individual, school, community, societal, and national needs, was rated Satisfactory in terms of level of standard. This means that the faculty-respondents also acknowledge the limitations of SPJ students in grasping complex competencies dealing with ethical and legal aspects of Journalism.

Since SPJ is a specialized curriculum, the instructional materials to be used should be well-crafted for this is one of the determiners if the target competencies will be achieved. As per teachers' evaluation the standard should be outstanding, the results of the study emphasized the demand for instructional materials such as learning kits, supplementary worksheets and/or modules to be updated and relevant to current issues and should also be ICT-mediated to further compliment the needs of the learners.

Although catering a specialized curriculum, the faculty-respondents acknowledge the fact that Casimiro A. Ynares Sr. Memorial National High School is still a locally funded public institution that has limitations when it comes to physical facilities and equipment specifically on the availability of training rooms, computer laboratory, school publication office, and functional library that would address the high demands of the program. The level of standard on this aspect may not be rated as high as the others but this implies how resourceful and creative the teachers and students of SPJ as they still perform in their maximum capabilities despite these limitations.

The data revealed that the faculty-respondents' evaluation set high standard in terms of teaching strategies, which demands them to employ highly strategic pedagogical and instructional practices. This poses confidence in the SPJ teaching force, at the same time, a call to sustain the standard.

The results highlight that faculty-respondents' evaluated level of standard in terms of Administrators' Support, setting it to outstanding which can be interpreted as demand to consistently support the program to continuously perform at its maximum capabilities. Though, some areas in this aspect are noticeable marked to still have room for improvement; these are provision of professional development activities and administrators' skills in planning, organizing, delegating, and coordinating to his/her members.

High standard is set for the teachers' competence as it was rated outstanding in all aspects, this also implies an acknowledgement of some areas to improve on, that SPJ teachers' desire to understand the structure of Campus Journalism Instruction more and be abreast with the latest trends in this field, through additional content and pedagogical training.

The faculty-respondents have set high expectations to the students' involvement to the program from cliniquings, competitions, school papering and even leadership aspect.

Level of performance of the Special Program in Journalism as rated by the student-respondents

According to the student-respondents' evaluation, the Special Program in Journalism in Casimiro A. Ynares Sr. Memorial National High School performed well in all aspects. The strengths of the program are its objectives, administrators' support and teachers' competence. However, the implementers should take



into consideration the following: the provision of more sufficient and functional physical facilities and equipment to address the demanding expectations on the program; and conduct a curriculum mapping to identify possible academic gaps or misalignments.

The student-respondents are well aware that the school's implementation of the Special Program in Journalism is aligned with the program objectives prescribed by the Department of Education. This also means that the campus journalists have a more in-depth perception on the SPJ's primary objectives that aside from catering the needs of linguistically talented learners, the SPJ's implementation in Casimiro A. Ynares Sr. Memorial National High School highlights the significance of strengthening free and responsible journalism among its learners.

As evident in the students' responses, SPJ learners can grasp the learning standards of the SPJ Curriculum, however the learning standards that should enable the SPJ learners to demonstrate understanding of the fundamentals of journalism in TV news program production in response to individual, school, community, societal, national, and global needs, may seem too complex competency and even if students can cope up with it, the school administrators should also consider to revisit and propose adjustments to it.

As per students' evaluation, the instructional materials are deemed to be responsive to the needs of linguistically inclined learners (student-writers and student-broadcasters) as those help them learn the macro skills of both English and Filipino. Additionally, the IMs used should continue to tackle social issues as this is imperative in deepening their understanding of campus journalism.

The Level of Performance in terms physical facilities and equipment may be considered to be incommensurate as the data imply important findings because the Special Program in Journalism in CAYSMNHS was evaluated as very good in most of the aspects, the 'Good' rating emphasizes the need to provide more adequate and more useful facilities and equipment to sustain the programs' standard and performance.

The results suggest that more than mere information delivery, the student-respondents prefer a teaching strategy that triggers their curiosity to understand new concepts, and through individual and group learning opportunities. Also, despite having a very good rating, the teachers should also take into consideration the individual learning pacing of the SPJ students.

The students' responses imply that even though rated

as very good, the administrators' judgment and consistency in handling SPJ-related concerns has still gray areas, as it ranked in the bottom. Moreover, the consistent conduct of the performance evaluation every quarter can help analyze program loopholes to improve its implementation. While recognizing the teachers and students' significant contributions and winnings motivates them to perform more to achieve their target goals. The students-respondents believed that even though the SPJ teachers are competent enough to manage unforeseen disruptions of classes, it is still imperative to craft interventions on this aspect as it ranked last in terms of teachers' competence.

The students' responses revealed that contrary to the common misconceptions, the SPJ learners of Casimiro A. Ynares Sr. Memorial National High School perceive campus journalism not just as a seasonal activity but as a significant process that primarily involves participation to school paper production through research, interview and article writing; consistent attendance to Campus Journalism related clinics and seminars; and peer mentoring that highlights the senior student-writers' impactful leadership. Though press conferences and competitions are relevantly important to them, the results emphasize their in-depth view of their involvement to the program, justifying that they are more than contest journalists but 'real' campus journalists.

The significant difference between the level of standard and level of performance of the Special Program in Journalism as rated by the two sets of respondents

Both groups of respondents evaluated the Special Program in Journalism as Outstanding based on its Program Objectives, Curriculum, Instructional Materials, Physical facilities and equipment, Teaching Strategies, Administrators' Support, Teachers' Competence and Students' Engagement. It is noted that there is no considerable discrepancy between the actual performance and the intended standard of the program.

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