

Delivery System of Special Program in Journalism and Learners' Performance in Selected Public Junior High Schools in Cavite Cluster: Basis for Strategic Development Program

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ABSTRACT

This study assessed the delivery system of the Special Program in Journalism (SPJ) and learners' performance in selected public junior high schools in the Cavite Cluster as basis for a Strategic Development Program. A quantitative descriptive-correlational design was employed among 144 respondents composed of four supervisors, 10 school administrators, and 130 SPJ teachers from 10 public junior high schools. Data were gathered through a validated researcher-developed questionnaire with a reliability coefficient of .88 and documentary analysis of learners' grades for School Years 2023–2024 and 2024–2025. Weighted mean, composite mean, ranking, analysis of variance, and Pearson product-moment correlation were used. The SPJ delivery system was highly evident overall (composite weighted mean = 4.28). Teachers' qualifications (4.56), teaching pedagogy

(4.55), and instruction (4.47) received the highest ratings, whereas physical facilities and equipment (3.87) and budget support (3.98) were only evident. Significant group differences were found in curriculum, instruction, teachers' qualifications, teaching pedagogy, physical facilities and equipment, instructional materials and learning resources, and school-community partnership, while no significant differences were found in program objectives, budget support, leadership and governance, and monitoring and evaluation. Learners obtained an outstanding two-year overall rating of 93.3. None of the delivery-system dimensions was significantly related to learners' performance. Delivery-system challenges (2.98) and learner-performance challenges (2.78) were moderately challenging, particularly limited SPJ-specific resources, insufficient specialized training, inadequate instructional time, poor time management, and limited media-production exposure. The proposed Strategic Development Program was highly acceptable (4.35). The findings support sustained strengths in program delivery while prioritizing resources, specialized teacher development, authentic media experiences, partnerships, and systematic monitoring.

Keywords: *Special Program in Journalism, program delivery, learners' performance, journalism education, media literacy, strategic development program*

INTRODUCTION

The Special Program in Journalism is a specialized public-school program designed to strengthen journalistic writing, critical thinking, media literacy, ethical communication, and responsible participation in the information environment. Its objectives are supported by Republic Act No. 7079, or the Campus Journalism Act of 1991, and by Department of Education policies that promote enriched curricular opportunities responsive to learners'

interests and abilities. In an era of digital media, misinformation, and rapid information exchange, structured journalism education is increasingly important for developing critical and responsible communicators (Republic of the Philippines, 1991; Department of Education, 2020).

The quality of SPJ outcomes depends on the coherence of its delivery system. Clear objectives, an aligned curriculum, effective instruction, qualified teachers, appropriate pedagogy, adequate facilities and equipment, relevant print and digital resources, community partnerships, sufficient budget, supportive leadership, and systematic monitoring must function together. Systems Theory explains that weaknesses in one component may constrain the performance of the entire program, while Rogan and Grayson's Curriculum Implementation Model emphasize the interaction of implementation practices, institutional capacity, and external support (Bertalanffy, 1968; Rogan & Grayson, 2003).

Journalism learning is most effective when it is authentic and experiential. Newsroom simulations, field reporting, interviewing, writing workshops, collaborative editing, publication work, digital storytelling, and media analysis allow learners to apply journalistic standards in meaningful settings. These experiences build not only writing competence but also source evaluation, fact-checking, ethical judgment, teamwork, and civic awareness (Briggs, 2019; Cortes, 2024; Hobbs & Coiro, 2022).

Despite the value of the program, schools may experience differences in teacher specialization, access to equipment and software, availability of updated instructional materials, program financing, partnership opportunities, and implementation monitoring. Such differences can influence the consistency of learning experiences even when learners maintain strong academic performance. Localized evidence is therefore necessary to distinguish program strengths from implementation gaps and to determine priorities for improvement.

This study assessed the SPJ delivery system in selected public junior high schools in the Cavite Cluster, compared the assessments of supervisors, school administrators, and teachers, described learners' performance over two school years, tested the relationship between delivery-system components and performance, identified implementation and learner-related challenges, and evaluated a proposed Strategic Development Program.

Literature Review

Journalism Curriculum, Instruction, and Learner Development

Journalism curricula combine knowledge of news values, writing conventions, ethics, media law, editing, publication management, and multimedia communication. Effective delivery requires alignment between program objectives, learning competencies, authentic tasks, and assessment. Structured writing exercises and editorial processes help learners progress from foundational reporting skills toward more complex forms of analysis and production (Bulusan, 2016; Bull, 2018).

Experiential and collaborative approaches are particularly important. Field reporting, interviews, newsroom simulations, peer editing, and school publication work create opportunities for learners to practice accuracy, verification, ethical reasoning, and teamwork. Guided feedback and repeated production tasks strengthen confidence and improve writing organization, clarity, and critical thinking (Severino, 2019; Reyes, 2023).

Digital journalism has expanded the competencies expected of learners. Journalism instruction increasingly integrates multimedia storytelling, mobile reporting, social-media verification, visual communication, and digital publishing. These practices support media literacy and help students distinguish credible information from misinformation (Briggs, 2019; Craft et al., 2016; Toff et al., 2024).

Teacher Qualifications, Pedagogy, and Professional Support

Qualified and well-supported teachers are central to program implementation. Journalism teachers need content knowledge, writing and editing competence, ethical awareness, digital skills, and the ability to facilitate authentic production activities. Formal specialization and continuing professional development enhance their capacity to model professional practices and give constructive feedback (Abejuela, 2022; Avelino, 2022).

Pedagogy should be learner-centered, differentiated, and responsive to varied writing abilities. Workshops, coaching, collaborative editing, portfolio assessment, and project-based learning allow teachers to scaffold

difficult tasks and provide multiple opportunities for revision. Teachers also need sufficient instructional time to connect conceptual lessons with actual media production.

School leaders and supervisors influence teacher effectiveness by providing training, clear implementation guidance, manageable assignments, recognition, and access to resource persons. Professional learning becomes more sustainable when schools create mentoring systems and partnerships with journalists, media organizations, and higher education institutions.

Resources, Partnerships, Leadership, and Monitoring

Journalism programs require functional classrooms, reliable internet connectivity, computers, cameras, recording devices, editing software, printers, and current print and digital references. Resource adequacy directly affects the range and authenticity of production experiences that schools can offer. Budget limitations may restrict equipment maintenance, publication activities, competitions, and teacher training.

School-community partnerships can extend learning beyond the classroom. Collaboration with parents, local government, media professionals, alumni, and civic organizations can provide mentoring, immersion opportunities, technical assistance, and platforms for publishing learner work. Such partnerships also strengthen the relevance and visibility of the program (Colonia et al., 2024).

Leadership and monitoring are necessary for continuity and accountability. Regular review of curriculum delivery, learner outputs, resource needs, teacher development, and program outcomes enables schools to identify implementation gaps and make timely adjustments. Strategic planning connects these findings with realistic activities, responsibilities, resources, timelines, and indicators (Verano et al., 2024).

Conceptual Framework

The study used an Input–Process–Output framework. Inputs included the delivery-system dimensions, respondents' assessments, learner-performance records, challenges, and acceptability data. The process involved survey administration, documentary analysis, statistical treatment, and interpretation. The output was a Strategic Development Program designed to strengthen teacher capability, resources, facilities, partnerships, learner experiences, and monitoring. The framework assumes continuous feedback so that program evidence informs succeeding implementation cycles.

METHODS

Research Design

The study employed a quantitative descriptive-correlational design. The descriptive component documented the status of the SPJ delivery system, learner performance, challenges, and program acceptability, while the correlational component examined associations between delivery-system dimensions and learners' performance.

Research Locale

The study covered 10 public junior high schools implementing the SPJ under the Schools Division Offices of Cavite Province, Cavite City, Dasmariñas City, and General Trias City.

Participants and Sampling Technique

The participants were 144 respondents: four supervisors, 10 school administrators, and 130 SPJ teachers. Total enumeration was applied to supervisors and school administrators, while purposive sampling was used for teachers who were directly involved in SPJ implementation.

Research Instrument

A researcher-developed survey questionnaire measured the delivery system across 11 dimensions, implementation challenges, learner-performance challenges, and acceptability of the proposed program. The instrument underwent expert review, language editing, and pilot testing. Its reported reliability coefficient was .88. Documentary analysis was used to obtain learners' grade records for School Years 2023–2024 and 2024–2025.

Data Gathering Procedure

Permission was secured from the relevant Schools Division Offices and participating schools. Questionnaires were administered in person and through Google Forms. Respondents received information about the study, voluntary participation, confidentiality, and procedures. Completed instruments were checked, encoded, and prepared for statistical analysis.

Data Analysis

Weighted mean, composite mean, and ranking described assessments. Analysis of variance tested differences among respondent groups. Pearson product-moment correlation tested relationships between each delivery-system dimension and learners' performance at the .05 level of significance.

Ethical Consideration

Participation was voluntary and based on informed consent. Respondent identities and individual answers were kept confidential, and only aggregated results were reported. Data were used solely for academic purposes and stored with appropriate safeguards.

RESULTS AND DISCUSSION

Table 1. *Summary assessment of the SPJ delivery system*

Dimension	Composite Mean	Interpretation
Program objectives	4.40	Highly Evident
Curriculum	4.41	Highly Evident
Instruction	4.47	Highly Evident
Teachers' qualifications	4.56	Highly Evident
Teaching pedagogy	4.55	Highly Evident
Physical facilities and equipment	3.87	Evident
Instructional materials and learning resources	4.21	Highly Evident
School-community partnership	4.20	Highly Evident
Budget support	3.98	Evident
Leadership and governance	4.20	Highly Evident
Overall	4.28	Highly Evident

The delivery system was highly evident overall. Teacher qualifications and teaching pedagogy ranked highest, suggesting that respondents recognized strong professional capacity and instructional practice. Instruction, curriculum, and program objectives were likewise strongly manifested. In contrast, facilities and equipment and budget support received lower ratings, indicating that implementation strength was not fully matched by material and financial capacity. The pattern supports literature emphasizing that authentic journalism instruction requires both skilled teachers and access to updated production tools (Briggs, 2019; Bull, 2018).

Table 2. *Significant differences among respondent groups*

Dimension	p-value	Interpretation
Program objectives	.101	Not Significant
Curriculum	.020	Significant
Instruction	.020	Significant
Teachers' qualifications	.027	Significant
Teaching pedagogy	.012	Significant
Physical facilities and equipment	.020	Significant
Instructional materials and learning resources	.015	Significant
School-community partnership	.010	Significant
Budget support	.593	Not Significant
Leadership and governance	.357	Not Significant
Monitoring and evaluation	.087	Not Significant

The groups shared similar views regarding program objectives, budget support, leadership and governance, and monitoring and evaluation. However, their assessments differed in seven operational dimensions. Supervisors generally assigned higher ratings than school administrators and teachers, particularly in curriculum, instruction, qualifications, pedagogy, resources, facilities, and partnerships. This difference may reflect variations in role, level of observation, and proximity to daily implementation. The result underscores the need to triangulate program monitoring through multiple stakeholder perspectives rather than relying on a single administrative viewpoint.

Table 3. *Learners' performance for two school years*

School Year	Overall Rating	Description
2023–2024	92.9	Outstanding
2024–2025	93.6	Outstanding
Two-year overall	93.3	Outstanding

Learners demonstrated outstanding performance in both school years, with a modest increase from 92.9 to 93.6. All 10 participating schools remained within the outstanding category. The strong results indicate that learners enrolled in the SPJ were achieving high academic outcomes despite uneven program resources. Their performance may also reflect learner selection, motivation, school support, teacher effort, and previous competencies, which were not isolated in the correlational analysis.

Table 4. *Relationship between delivery-system dimensions and learners' performance*

Dimension	r	p	Interpretation
Program objectives	.010	.965	Not Significant
Curriculum	.091	.091	Not Significant
Instruction	.248	.267	Not Significant
Teachers' qualifications	.224	.315	Not Significant
Teaching pedagogy	.239	.284	Not Significant
Physical facilities and equipment	.257	.248	Not Significant
Instructional materials and learning resources	.133	.555	Not Significant
School-community partnership	.151	.502	Not Significant
Budget support	.114	.614	Not Significant
Leadership and governance	.014	.952	Not Significant
Monitoring and evaluation	.019	.932	Not Significant

The correlations were negligible to low and none reached statistical significance. The result does not imply that delivery quality is unimportant; rather, the uniformly high learner ratings and limited variation across schools may have reduced the ability of correlation analysis to detect an association. Learner performance may also be influenced by selection processes, individual aptitude, prior achievement, family support, school culture, competition exposure, and assessment practices. Thus, program improvement should be guided by both academic results and direct evidence of journalistic competencies, learner outputs, engagement, and authentic media performance.

Table 5. *Leading implementation and learner-performance challenges*

Challenge	Mean	Interpretation
Lack of SPJ-specific teaching materials and updated resources	3.21	Moderately Challenging
Teachers not specialized or formally trained in journalism	3.19	Moderately Challenging
Inadequate instructional time for journalism classes	3.18	Moderately Challenging
Poor time management and balancing journalism with other academic demands	3.09	Moderately Challenging
Limited exposure to actual media production processes	3.07	Moderately Challenging
Difficulty developing writing and editing skills	2.91	Moderately Challenging

The most prominent implementation concerns involved instructional resources, teacher specialization, and instructional time. Learner-related concerns centered on balancing academic requirements, access to authentic media production, and the development of writing and editing skills. These findings point to a coherent improvement agenda: teachers need specialized training and coaching, learners need more sustained practice and production exposure, and schools need current materials, equipment, software, and protected instructional time.

Table 6. *Acceptability of the proposed Strategic Development Program*

Respondent Group	Mean	Interpretation
Supervisors	4.38	Highly Acceptable
School administrators	4.42	Highly Acceptable
Teachers	4.26	Highly Acceptable
Overall	4.35	Highly Acceptable

The proposed program was highly acceptable across all respondent groups. The strongest feature was the presence of clear timelines and responsibilities, followed by alignment with DepEd policies, stakeholder involvement, identification of required resources, and responsiveness to key challenges. This broad acceptance supports implementation, but the program should still be piloted and monitored using measurable indicators of teacher capability, resource improvement, student output quality, participation, and program sustainability.

CONCLUSION

The Special Program in Journalism in the selected Cavite Cluster schools had a generally strong delivery system and outstanding learner performance. Its major strengths were teacher qualifications, pedagogy, instruction, curriculum, and clear program direction. However, facilities, equipment, budget, updated resources, teacher specialization, and instructional time remained important areas for development. Respondent groups did not view all operational components in the same way, demonstrating the value of inclusive and multi-level program evaluation. Although no delivery-system dimension was significantly related to learners' academic performance, this finding should be interpreted in light of uniformly high performance and the multiple factors that shape learner outcomes. The proposed Strategic Development Program offers an acceptable evidence-based mechanism for sustaining strengths and systematically addressing implementation gaps.

Recommendation

1. Schools should provide sustained journalism-specific professional development in writing, editing, media ethics, digital reporting, broadcasting, multimedia production, assessment, and coaching.
2. School heads and division offices should prioritize updated instructional materials, computers, cameras, recording devices, editing software, internet access, and maintenance plans through annual resource and budget programming.
3. SPJ schedules should provide sufficient protected instructional and production time, with clear workload arrangements for teachers and structured opportunities for learners to complete authentic journalism tasks.
4. Partnerships with local media organizations, journalists, higher education institutions, alumni, and community stakeholders should be formalized to support mentoring, immersion, publication, and technical assistance.
5. Monitoring should combine classroom observations, curriculum implementation evidence, learner portfolios, publication quality, media-literacy measures, participation data, competition outcomes, and academic records.
6. The Strategic Development Program should be piloted, reviewed at regular intervals, and revised based on implementation evidence and feedback from supervisors, school administrators, teachers, learners, and partners.

7. Future studies should use broader samples, longitudinal designs, direct measures of journalistic competence, and qualitative evidence to clarify how program delivery affects learner outcomes.

Table 7. *Priority areas of the Strategic Development Program*

Priority Area	Core Actions	Responsible Units
Teacher capability	Journalism pedagogy, writing and editing workshops, digital journalism, coaching and mentoring	Division supervisors, school heads, media partners
Resources and facilities	Update print/digital references; procure and maintain ICT and media-production equipment	School heads, ICT coordinators, LGU and partners
Learner development	Newsroom simulation, field reporting, publication projects, competitions, and portfolio development	SPJ teachers and advisers
Partnerships	Formalize linkages with media organizations, HEIs, alumni, and community groups	School heads and SPJ coordinators
Monitoring and evaluation	Use common standards, learner-output rubrics, implementation reviews, and feedback mechanisms	Division and school monitoring teams

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