

Establishing a Special Program for Journalism at Spottswood National High School a Feasibility Study

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ABSTRACT

Spottswood National School has been the center of excellence in Kidapawan City Division since the time it was established 23 years ago. Over the years, it has consistently performed excellently in various fields of learning. Just recently, the school was able to produce winners in the 2024 Regional Schools Press Conference (RSPC) in Tacurong City and qualified for the 2024 National Schools Press Conference in Cebu City. Combined with the previous victories of the campus journalists and school paper advisers and with its competent human resource, the school has the potential to teach and train the children in the field of journalism. In this connection, the school is now eyeing to put up a Special Program for Journalism to provide the learners the appropriate platform to showcase and harness their journalistic prowess. The implementation of the said program will also allow the teachers to institutionalize the teaching of journalism. Based on the recent environmental scanning of the school administrators and the teachers of Spottswood National High School, the school is more than equipped to take on the challenge of piloting the very first batch of Special Program in Journalism in Kidapawan City District-III. It has the ample physical facilities such as Computer Laboratory which can accommodate 50 learners at a time.

The school also has available cameras, software and other ICT equipment, and classrooms to serve as newsroom and instructional venues intended perfectly for children who have journalistic skills. With these physical facilities, the learners will not only learn how to read and write but also learn 21st century skills as the main advocacies of the K-12 Curriculum. Moreover, the curriculum will integrate theoretical knowledge with practical skills, providing experiential learning in the field of journalism. This holistic strategy aims to equip students for advanced study and prospective professions in media, communication, and associated disciplines. The program will encompass multiple topics, including print journalism, broadcast journalism, internet media, and investigative reporting, while incorporating essential topics such as ethical considerations, legal issues, and journalism's societal function. Students will have the chance to undertake internships with local media organizations and will engage in the creation of their own school journal or news website, thereby gaining practical experience. Spottswood National High School is located at the Barangay Poblacion, Kidapawan City.

It is a reputable public secondary institution that caters to a varied student body. As indicated in the surveys, KIIs and FGDs, the demand for specialized educational programs in this area has been increasing, especially for those that equip students for professional employment in media and communication. This trend underscores the potential value of introducing a journalism program at the school. Nevertheless, the feasibility of this study relies on several key assumptions. Firstly, there is an assumption that the researchers will gather significant data that would support considerable student interest in studying journalism as a career due to the rising demand for media workers in the locality. Secondly, local media organizations are expected to collaborate with Spottswood National High School by offering internships, mentorships, and collaborations. Thirdly, the institution is anticipated to receive essential resources, including digital tools, printing apparatus, supportive school heads, and qualified teachers, to efficiently execute the program. Fourthly, it is presumed that a thorough and flexible curriculum has been designed already to satisfy the educational criteria established by the Department of Education. Finally, there is an anticipation of sustained financial backing from local government units, educational budgets, and possible collaborations with local media or private sector organizations. Preliminary surveys and assessments suggest favorable conditions to implement a Journalism

Program at Spottswood National High School. The current infrastructure of the school, along with an increasing student interest in media occupations as supported by KIIs and FGDs with the learners and parents from the feeder schools renders the introduction of this program viable. Securing sufficient financing and resources will be essential for the program's success.

The summary of findings showed that: a) survey and KII results revealed substantial interest from learners and parents, confirming a strong market for the SPJ program aligned with their aspirations; b) the survey highlighted strong interest and enrollment potential for SPJ, emphasizing the need for targeted outreach to address hesitations and maximize participation.; c) SPJ emerged as the most preferred academic track among learners and parents, reflecting its unique appeal and alignment with modern educational needs; d) the program's success requires enhanced resources, partnerships with media organizations, and structured planning to meet its technological and infrastructure needs; e) identified risks, such as maintaining enrollment and securing resources, can be mitigated through proactive recruitment, stakeholder engagement, and diversified funding.; and f) with strategic budget planning and external funding, the SPJ program is financially viable, promising long-term benefits for students and the community

INTRODUCTION

In the context of the rapidly changing media landscape, contemporary students must cultivate essential skills in critical thinking, creative thinking, communicating, and collaborating. Journalism is essential in molding public discourse and influencing social, political, and cultural discussions (Gavilan, 2018). Thus, implementing a Special Program for Journalism (SPJ) at Spottswood National High School will meet the increasing demand for media professionals and offer students an opportunity to cultivate pertinent skills that correspond with national educational objectives and industry requirements.

Spottswood National High School, a prominent educational institution in Kidapawan City, SOCCSKSARGEN Region, has been a beacon of academic excellence for over 23 years. Renowned for its commitment to nurturing talent across diverse fields, the school has built a reputation as a leader in both academics and extracurricular activities.

A recent testament to this legacy is the school's remarkable performance at the 2024 Regional Schools Press Conference held in Tacurong City. Spottswood National High School's students showcased their exceptional skills in sports writing, clinching the top four positions, including first, second, third, and fifth places. This impressive achievement underscores the school's capability and the expertise of its dedicated teaching personnel, who have demonstrated a consistent ability to cultivate journalistic talent among their students.

Spottswood National High School has been constantly producing Regional to National Schools Press Conference (NSPC) qualifiers for the past 15 years (NSPC 2009 to 2024) held in various cities and provinces in the country in both individual and group contests.

Additionally, it secured awards in several Word Cup Tournaments, a national masterclass and tournament sponsored by The World Cup Philippines composed of the pool of trainers and judges in the various NSPCs.

In light of these successes and a growing interest in media and communication, Spottswood National High School is proposing to establish a Special Program in Journalism. This initiative aims to provide a formalized, comprehensive platform for students to develop their journalistic skills and excel in the field. By offering a specialized curriculum focused on various aspects of journalism such as news writing, digital storytelling, photojournalism, and investigative reporting the program seeks to foster students' creativity, critical thinking, and communication abilities. It also aims to address the increasing demand for media literacy and responsible reporting in a rapidly evolving mass media, both print and broadcast, and digital landscape.

Moreover, the rationale for this feasibility study is rooted in the school's demonstrated success in press conferences and its readiness to expand its offerings to include specialized programs. Recent evaluations by the school's administrators, members of the faculty, and the proponents have indicated a strong preparedness to launch this initiative, leveraging existing resources and infrastructure.

Apart from this, Kidapawan City Division currently has only one secondary school implementing the Special Program for Journalism (SPJ). This situation minimizes the competitive pressure on Spottswood National High

School's proposal to introduce SPJ. The limited number of schools offering this specialized program within the division indicates a gap in the demand and supply of journalism education, providing an opportunity for Spottswood National High School to establish itself as a prominent choice for aspiring student journalists.

Indeed, the presence of neighboring feeder schools strengthens Spottswood National High School's potential to attract students interested in journalism. These feeder schools naturally direct their graduates toward Spottswood as a preferred secondary education option. As a result, Spottswood can tap into a consistent pool of students who may already possess foundational skills or interests aligned with journalism, ensuring a steady enrollment pipeline for the proposed SPJ.

Even without the immediate competition from other institutions, Spottswood National High School stands to benefit from positioning itself as a pioneer in journalism education within the local area. The lack of similar programs nearby reduces the risk of losing prospective students to other schools, allowing Spottswood to implement the curriculum, resources, and reputation without intense rivalry. This strategic advantage places the school in a favorable position to attract, nurture, and develop young talents interested in the field of journalism, thereby addressing the educational needs of the community and enhancing the school's overall academic offerings. Spottswood National High School is well-equipped to pioneer such a program, with a modern Computer Laboratory that accommodates up to 35 students at a time. Additionally, the ongoing establishment of an innovative newsroom, with journalism tools and specialized software, showcases the school's commitment to providing a conducive learning environment for aspiring journalists.

Clearly, these facilities will not only enhance students' traditional writing and reporting skills but will also integrate essential 21st-century competencies such as digital literacy, multimedia production, and ethical considerations in journalism. By preparing students for the complexities of the modern media landscape, the program aims to produce well-rounded individuals realizing their potentials capable of navigating and contributing to various media platforms utilizing proper media and other societal ethics. This initiative corresponds with DepEd's vision and mission of empowering students to become informed and critical thinkers capable of effectively communicating their ideas and engaging with their communities through the aforementioned competencies, thereby enabling them to achieve their full potential and contribute significantly to nation-building.

The introduction of a Special Program in Journalism at Spottswood National High School promises to enrich the academic landscape by offering a unique and focused pathway for students passionate about media and communication. It will provide an avenue for students to explore their interests, develop specialized skills, and gain practical experience that will serve them well in future careers or higher education. As the media industry continues to grow and evolve, the need for skilled, ethical journalists becomes more pronounced, and this program aims to meet that demand by nurturing the next generation of responsible storytellers.

Additionally, this feasibility study also assessed the logistical, financial, and educational aspects of implementing the program, considering factors such as the present curriculum, staffing requirements, student interest, and community support. By thoroughly evaluating these components, the study sought to provide a comprehensive plan for establishing the program, ensuring its sustainability and success.

Ultimately, the establishment of a Special Program in Journalism at Spottswood National High School would not only build on the school's legacy of excellence but also create a dynamic educational offering that prepares learners for the challenges and opportunities of the future media landscape.

Legal Bases

Special Program for Journalism (SPJ) is grounded in the "Rules and Regulations for the Implementation of **Republic Act 7079 (Campus Journalism Act of 1991)**," a law aimed at promoting the growth of campus journalism and the implementation of its related objectives among educational institutions in the Philippines.

Section 2 (Declaration of the Policy) of RA 7079 states that the State shall uphold and safeguard press freedom at the campus level, while fostering the advancement of campus journalism to enhance ethical values, stimulate critical and creative thinking, and cultivate the moral character and personal discipline of Filipino youth. To advance this policy, the State shall implement different initiatives and projects designed to enhance

the journalistic abilities of interested students and to foster responsible and independent journalism. This means that the State shall endorse initiatives designed to foster responsible and independent media, including at the educational level and one of these relevant initiatives is through the implementation of SPJ. On the other hand, journalists must comply with this act to safeguard their profession, the identity of their broadcast station, radio station, and newspaper, as well as their colleagues, reputation, and name.

The core mission of the Special Program in Journalism is to actively involve students in activities that sharpen their journalistic skills. Specifically, it aims to foster the development of campus journalism at schools by equipping SPJ students with the knowledge and skills they need to excel in journalism. The program further seeks to produce skilled writers capable of competing and winning at division, regional, national, and even international press conferences. Indeed, it is designed to nurture competencies in mass communication, with a focus on both campus journalism and broadcast media.

Moreover, SPJ is further supported by **DepEd Order No. 46, s. 2012, known as the Policy Guidelines on the Implementation of Special Curricular Programs**. This policy outlines revisions to the K-12 curriculum, including the integration of specialized programs that tailor education to the knowledge, skills, and attitudes students wish to develop. Among these programs is the Special Program in Journalism, which provides students with a career pathway to develop their journalistic abilities at a young age.

The SPJ will span four years, starting from Grade VII and continuing through Grade X. Students who wish to enroll in the program will undergo a selection process based on their academic performance, particularly in Filipino and English, where they must maintain a final grade of at least 88 in both subjects. Additionally, participants must uphold a general weighted average of 85 to ensure they are meeting the program's high training standards. If a student fails to meet these requirements, they will be removed from the program, ensuring that only those who consistently demonstrate academic excellence and commitment remain.

Significance of the Study

This feasibility study possesses diverse importance for various stakeholders including the institution, educational leaders, educators, students, parents, the local community, and researchers. This thorough investigation into the feasibility of SPJ at Spottswood National High School seeks to offer significant insights and inform strategic decision-making for all stakeholders to wit:

The school. This feasibility study is a crucial step for Spottswood National High School in improving its academic programs and strengthening its dedication to innovation and educational quality. The establishment of SPJ would enhance the school's reputation, positioning it as one of the city's leaders in incorporating media literacy and communication skills into the present curriculum. This program could draw additional learners, especially those interested in media and the arts, thus increasing enrollment rate and reinforcing the school's status as a pioneer in the said holistic education. The study will also give opportunity to the school in evaluating its preparedness to execute the program, concentrating on the essential resources, facilities, teaching staff, and other curriculum requirements needed to address students' needs and the changing media landscape.

The Educational Leaders. The report is an essential resource for educational leaders, such as administrators and policymakers, in strategic planning and curriculum enhancement and allocate funds for the sustainable implementation of SPJ in schools. It also offers a comprehensive examination of the advantages, obstacles, and resource necessities linked to the implementation of a particular program. The findings from this feasibility study can assist leaders in making informed decisions that match with overarching educational objectives, including improving student engagement, encouraging critical thinking, and cultivating creativity. Moreover, by implementing a program centered on journalism, educational authorities may tackle the increasing demand for media literacy education, thereby giving students with the essential abilities to traverse the complexity of today's information-saturated world.

The teachers. The feasibility study presents teachers with an opportunity for professional advancement and development. The study underscores the necessity for specific training and resources to equip teachers for efficiently delivering curriculum in a journalism program. Journalism education necessitates a specific array of

pedagogical competencies, encompassing media ethics, digital literacy, and narrative strategies. The initiative may motivate teachers to have constant ongoing education, participate in workshops, and interact with media specialists, thus improving their teaching methodologies. This professional development would enhance the overall quality of instruction for learners, promoting a dynamic learning environment.

The Learners. The creation of a Special Program in Journalism would offer learners a distinctive and beneficial opportunity to investigate their passions for writing, storytelling, and media production. This feasibility study seeks to evaluate student interest and measure the demand for the program, assuring alignment with their objectives and requirements. Through this, SPJ would provide students with crucial practical abilities, including critical thinking, research, communication, and digital literacy, vital for many academic and professional trajectories. In addition to technical capabilities, the program would promote the cultivation of ethical responsibility and social awareness, enabling students to become knowledgeable and engaged members of their communities.

The Parents. Parents will also gain from the outcomes of this feasibility study, since it offers insight into how the proposed program could improve their children's educational experiences and future prospects. Numerous parents pursue comprehensive academic curricula that equip their children for the demands of higher education and the labor market. By introducing SPJ, the institution would address varied student interests, offering an alternative route for individuals drawn to media, communication, and the arts. The study's assessment of the program's prospective effects on student outcomes, such as enhanced writing skills, media literacy, and critical thinking abilities, can reassure parents of its significance and applicability.

The Community and Other Stakeholders. This feasibility study is significant for the community and stakeholders as it has the ability to cultivate a generation of informed, articulate, and socially conscious citizens. Journalism education underscores the significance of truth, accuracy, and justice, principles essential to this huge democratic society. The program fosters a more educated and involved community by training students with the ability to analyze, publish, and spread information responsibly. Additionally, local enterprises, media organizations, and institutions could gain from collaborations with the school, providing internships, workshops, and mentorship opportunities for students. These collaborations would augment the educational experience and fortify the connection between the school and the wider community.

The Media Partners. This feasibility study offers a unique chance to media partners to establish meaningful collaborations with an educational institution that is committed to fostering media literacy and producing potential journalistic talents. Media companies, including local news outlets, broadcast stations, online publications, and other relevant agencies, can gain access to a pool of talented and motivated students who have been trained in various aspects of journalism, such as news writing, investigative reporting, digital storytelling, and multimedia production. This early exposure to journalistic skills creates a pipeline of potential interns, volunteers, and future employees who have already received foundational training, making them valuable assets for media organizations looking to nurture fresh talent.

The Researchers. This feasibility study serves as a significant case study in educational program development, elucidating the processes and issues pertinent to the implementation of a specific curriculum. This offers a chance to examine the effects of journalism education on student learning outcomes, media literacy, and engagement with contemporary issues. The results of this study may serve as a reference for other schools and educational institutions seeking to implement analogous programs, so adding to the wider domain of educational feasibility study.

Objectives of the Study

The following are the objectives of this feasibility study:

1. Identify the number of target learners who will enroll in the proposed offering of special program for journalism.
2. Identify the potential interest and enrollment in the special program for journalism from both learners and parents.

3. Identify the demand for a special program for journalism among learners and parents.
4. Propose an organizational chart showing the teaching and non-teaching staff, technological consideration and physical infrastructures, the class schedules, and long-term plan of partnerships with media organizations, colleges and universities and local businesses that could support program's relevance and longevity.
5. Identify the potential risks related to the implementation of SPJ and propose risk mitigation strategies related to the implementation and operation of the special program for journalism.
6. Propose budget allocations for the establishment and ongoing costs of the SPJ implementation.

METHODOLOGY

Data Gathering Procedure

This feasibility study employed a descriptive research design to systematically collect and analyze data, evaluating the potential of establishing a special journalism program at Spottswood National High School. A multi-method approach was utilized, integrating surveys, key informant interviews (KIIs), focus group discussions (FGDs), and documentary analysis to ensure a comprehensive assessment of feasibility factors from the learners and parents' perspectives.

The proponents prepared communication letters addressed to the school's division superintendent and respective school heads noted by the subject professor asking permission to allow the proponents to administer the survey and interviews.

After the said communication letters were approved, the proponents immediately distributed the informed consent to the respondents and key informants (learners and parents) allowing them to know their rights and roles during the administration of the surveys and interviews.

Once the informed consent was signed by the identified respondents and key informants, surveys and interviews were then administered.

The data gathered were then processed, analyzed and interpreted using descriptive statistics.

On the other hand, to ensure the inclusion of a representative sample of Grade 6 learners, Slovin's formula is applied to determine the sample size from each participating school, with a 5% margin of error providing a balance between precision and feasibility.

From a total population (N) of 694 learners, the formula yields a sample size (n) of 253 respondents, proportionately distributed among the schools: Kidapawan City Pilot Elementary School (KCPES), Felipe Suerte Memorial Elementary School (FSMES), and Rey Buenaventura A. Sabulao Memorial Elementary School (RBASMES).

For parent-respondents, convenient sampling is employed, focusing on accessibility and their willingness to participate in the study. The parent group comprises 81 respondents distributed across the said three schools.

Documentary analysis further reinforced the study by examining policies, previous feasibility studies on SPJ, enrollment records, and curricular frameworks within and outside the Kidapawan City Division.

Locale of the Study

This study is conducted within the Kidapawan City Division, specifically in three neighboring elementary schools of Spottswood National High School such as Kidapawan City Pilot Elementary School, Felipe Suerte Memorial Elementary School, and Rey Buenaventura A. Sabulao Memorial Elementary School. These schools were strategically selected as they serve as feeder institutions to Spottswood National High School, making them directly relevant to the proposed journalism program.

Respondents and Informants

The respondents of this study comprise Grade 6 learners from neighboring schools of Spottswood National High School, strategically selected to represent key stakeholders in evaluating the feasibility of SPJ. These learners serve as the immediate target audience, making their insights critical in assessing their interest, awareness, and readiness to participate in a journalism-focused curriculum. Proportional representation was ensured by applying Slovin’s formula to calculate the sample size based on each school’s population, using a 5% margin of error. This methodological rigor strengthens the validity of the study and ensures equitable representation of the three schools involved.

Below are tables showing the distribution of the respondents for the survey.

Table 1. Distribution Learner-Respondents

Schools	Population (N)	Sample Size (n)
Kidapawan City Pilot Elementary School	480	174
Felipe Suerte Memorial Elementary School	136	50
Rey Buenaventura A. Sabulao Memorial Elementary School	78	29
Total	694	253

In addition to learners, parents of these pupils were also included as respondents, recognizing their role in supporting the program as indicated in Table 2 below.

Table 2. Distribution Parent-Respondents for the Survey

Schools	Number of Parents
Kidapawan City Pilot Elementary School	47
Felipe Suerte Memorial Elementary School	23
Rey Buenaventura A. Sabulao Memorial Elementary School	11
Total	81

For the key informants of the study, it utilized purposive sampling. Purposive sampling plays a vital role in Key Informant Interviews (KII) by ensuring that the selected participants have specific, relevant knowledge and experience pertinent to the research topic. It allows researchers to strategically choose individuals who are likely to provide deep, informed insights that align with the objectives of the study. The importance of purposive sampling in KIIs lies in its ability to gather data from people who possess expertise or direct involvement in the subject being studied. This ensures that the information gathered is not only relevant but also rich and contextual, offering a nuanced understanding of the research issue (Calderon & Gonzales, 2018). With these, this study utilized 15 learner-informants and 10 parent-informants. These individuals provided specialized knowledge or perspectives on the feasibility study conducted about the offering of special program in journalism at Spottswood National High School.

RESULTS AND DISCUSSION

On the Number of Target Learners who will Potentially Enroll in the Proposed Special Program for Journalism (SPJ)

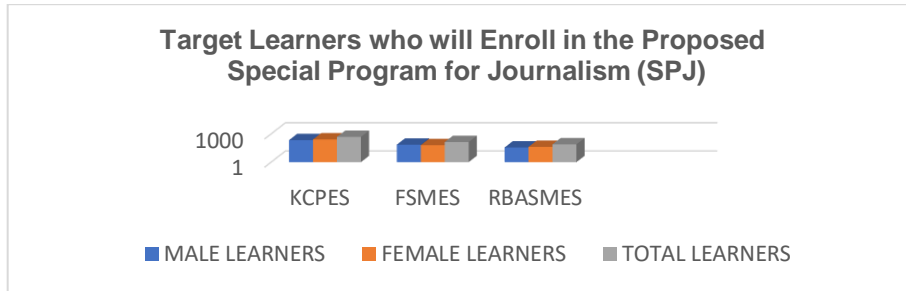


Figure 1: Number of Target Learners who will Potentially Enroll in the Proposed Special Program for Journalism (SPJ)

Figure 1 shows the number of target learners who may enroll in the proposed Special Program for Journalism (SPJ) highlights a substantial potential pool of students across three feeder schools. The data reflects both gender representation and total learners, providing a clear indication of the program's reach and potential interest among prospective students.

From Kidapawan City Pilot Elementary School (KCPES), the largest feeder school, a total of 480 learners were identified, comprising 220 male learners and 260 female learners. This significant number underscores the potential for KCPES to serve as a primary source of enrollees for the SPJ program.

Felipe Suerte Memorial Elementary School (FSMES), the second-largest feeder school, contributes a total of 136 learners, with a nearly balanced gender distribution of 72 male learners and 64 female learners.

Ray Buenaventura A. Sabulao Memorial Elementary school (RBASMES), the third feeder school, offers a total of 78 learners, with 36 males and 42 females. Despite its smaller size, RBASMES still presents a meaningful contribution to the overall pool of potential enrollees.

In total, the combined learner population from the three feeder schools reaches 694, with 328 male learners and 366 female learners. This gender balance and the overall volume of potential enrollees demonstrate a huge base for the SPJ program. If even a fraction of this population opts to enroll, the program could sustain itself with a healthy number of participants, ensuring its viability and growth.

On the Potential Interest and Enrollment in the Special Program for Journalism from both Learners and Parents.

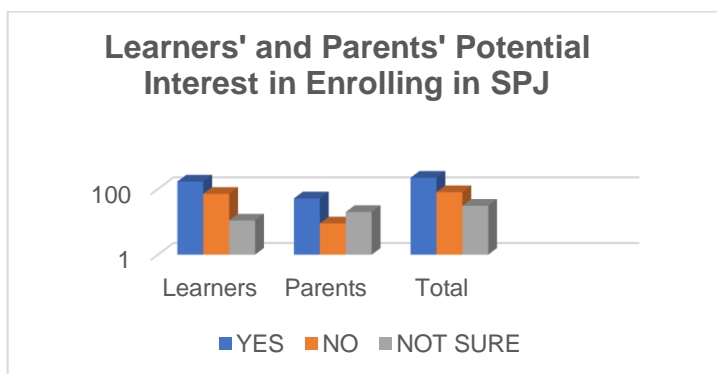


Figure 2. Survey Results on the Potential Interest and Enrollment in the Special Program for Journalism from both Learners and Parents

The survey results (Figure 2) on the potential interest and enrollment in the special journalism program at Spottswood National High School show significant enthusiasm from both learners and parents. A total of 222 out of 354 respondents (both learners and parents) indicated interest in the program, which represents about 63% of the survey participants.

Specifically, among the learners, 170 or 67% expressed interest in enrolling, suggesting that there is a strong demand for a journalism program at Spottswood National High School. This indicates that many students recognize the value of gaining skills in writing, media production, and digital communication. The responses also show that students are eager to explore media-related careers or simply enhance their academic portfolios with practical communication skills.

On the other hand, 72 students or 28% expressed “no” interest in the program, accounting for about 29% of the responses from students. A smaller group of 11 students were “unsure,” which suggests that while the majority are in favor, there remains a portion of students who may need further information or clarification regarding the benefits and structure of the program. These “not sure” students could potentially be engaged through additional outreach efforts, such as informational sessions or introductory workshops, to help them better understand the program’s value.

For parents, 52 out of 81 or 64% indicated support for the journalism program, highlighting a positive level of interest on the SPJ program for their children. Parents generally recognize the educational benefits of a journalism program, such as the development of critical thinking, communication, and digital literacy skills, which are highly valued in both academic and professional contexts. For the eight parents who expressed “no” to the program were a minority, and their concerns may be centered around factors such as the program’s cost, resources, or other disciplines aligned to their children.

Additionally, 20 or 25% of the parents were “unsure,” which reflects a need for more communication and information to address any reservations they might have about the program’s implementation or long-term benefits for their children.

On the other hand, the above quantitative data gathered through survey questionnaires corroborates with the data gathered from key informant interviews (KIIs). Students expressed excitement about the possibility of engaging in activities such as writing for a school newspaper, producing digital content, and gaining hands-on experience in media as stated below:

“Excited a po among mag-enroll as SPJ ng Spottswood [NHS] dahil maliban as malapit lang kami as school [Spottswood NHS], gusto ko pang mapag-ibayo ang asking kakayahan as pagsulat at pamamahayag.” (KII-L1.1)

Furthermore, the learner-participants mentioned that they viewed the proposed program as a way to enhance their college applications and develop skills that are in demand in the job market especially in terms of their communication skills:

Kahit Hindi ako maging journalist someday, sigurado along maraming benefits itong SPJ para saw akin lalo an as aking self-confidence at communication skills. Mahiyain po kasi ako. Takot din along tawanan dahil as grammar ko. Kaya para as akin, blessing po itong pag-offer niyo ng SPJ.” (KII-L2.1)

Nevertheless, parents also expressed their interest in enrolling their children in the proposed special program for journalism of Spottswood National High School expressing that:

“I am interested to enroll my child in SPJ of your school [SNHS] dahil magaling siya as writing and speaking. Maliban dito, pangarap Niya din talaga maging TV or radio broadcaster.” (KII-P1.1)

On the Demand for a Special Program for Journalism

Among Learners and Parents

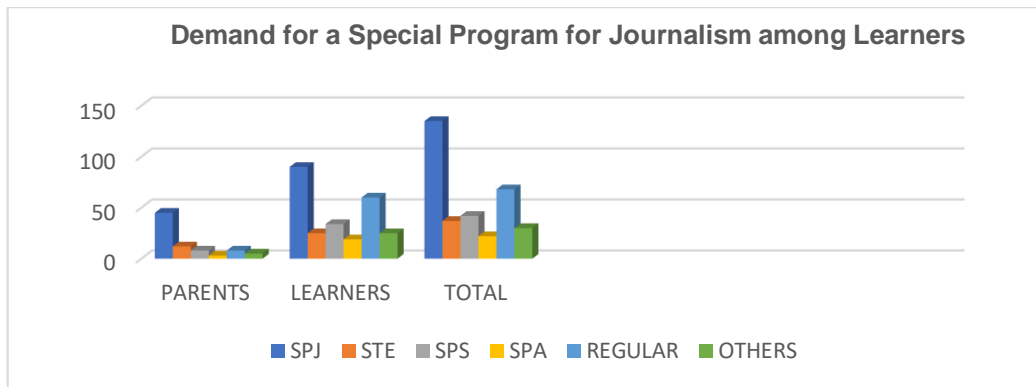


Figure 3. Survey Results on Demand for Special Program for Journalism among Learners and Parents

The survey results (Table 5) on the demand for a Special Program for Journalism (SPJ) among learners and parents indicate a significant demand in this proposed program, making it the most preferred academic track when compared to other options. The data shows that 135 respondents (90 learners and 45 parents) chose SPJ, outpacing other programs such as the Science, Technology, and Engineering (STE) Program, Special Program in Sports (SPS), Special Program in the Arts (SPA), Regular Classes, and other programs. This clear preference underscores the relevance and appeal of a journalism-focused curriculum in addressing the educational needs and aspirations of the school community.

For learners, SPJ emerged as the top choice with 90 out of 253 total responses, representing a strong demand for offering special program in journalism. This significant preference indicates that many students see journalism not only as a potential career path but also as a means of developing essential skills such as writing, communication, and media literacy.

Moreover, programs like regular classes, SPS, and STE got 60, 34, 25 responses respectively, suggesting that while learners have diverse academic preferences, journalism holds unique appeal due to its creative and practical nature. The relatively lowest demand in SPA with 19 responses further highlights SPJ's potential to engage students who may not find their aspirations fully addressed in existing offerings.

On the other hand, among 81 parent-respondents, 45 selected SPJ as their preferred academic program for their children. This strong support reflects parents' recognition of the value of journalism education in equipping students with critical thinking, effective communication, and media-related competencies that are increasingly important in the modern world.

While some parents expressed a preference for STE (12), SPS (8), and Regular classes (8), these choices likely reflect the varied strengths and career goals they envision for their children. A smaller number of parents (5) indicated interest in "Other" programs, which might include more specialized or alternative options not currently offered.

Additionally, qualitative data from key informant interviews (KIIs) enriches these findings, offering valuable insights into the motivations behind the survey responses. Learners who expressed interest in SPJ highlighted their eagerness to learn skills like news writing, broadcasting, and online publication:

"For me, the Special Program for Journalism (SPJ) serves as an avenue for us to pursue careers in media, journalism, or communication. Kung hundi man as media, at least magaling an ako as aking communication skills kung ano mang larangan ang aking tatahakin. I desire for hands-on experiences, such as participating in radio and TV broadcasting, contributing to a school publication or participating in workshops, which I believed could prepare myself for both academic success and professional opportunities soon." (KII-L2.2)

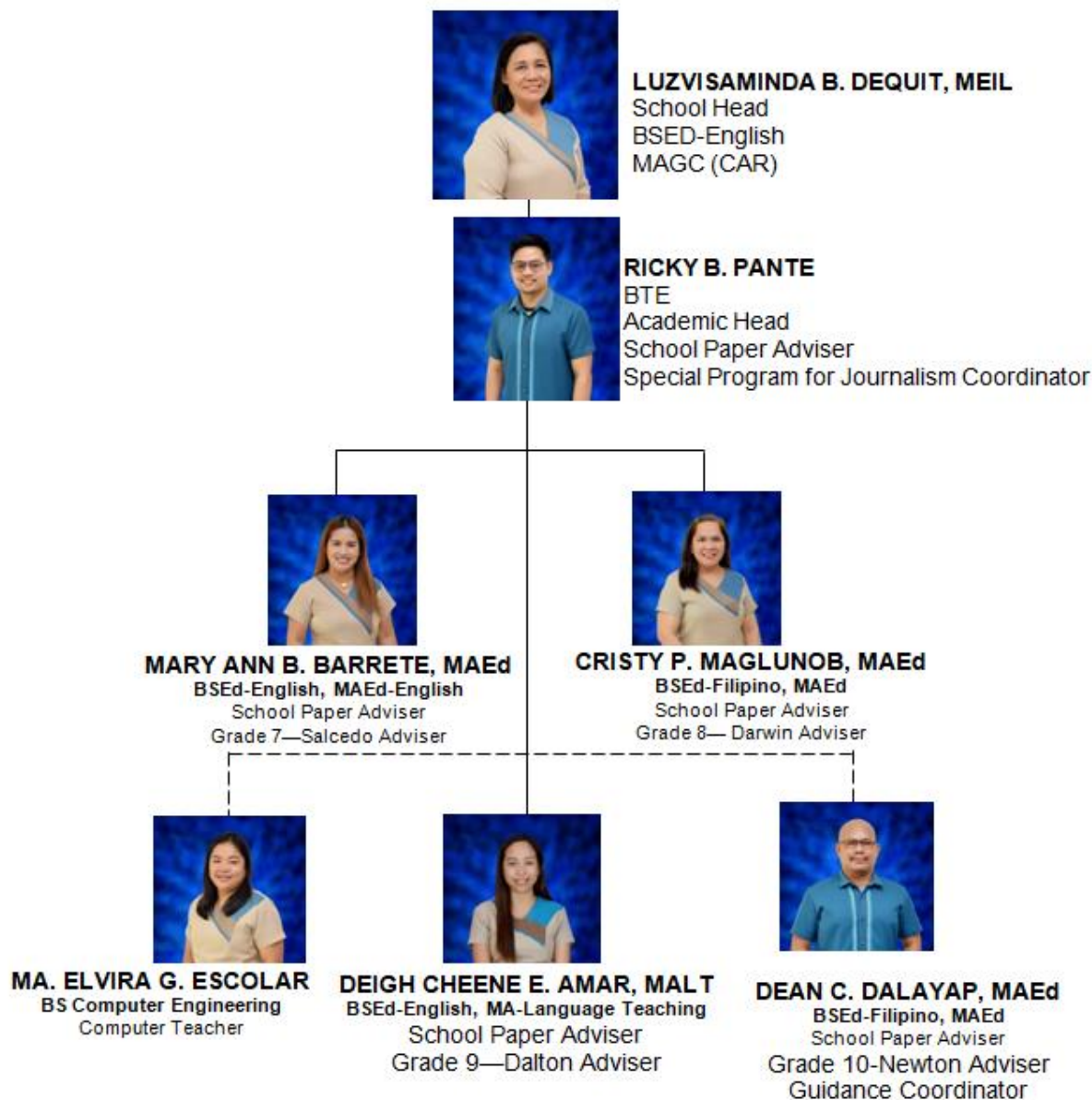
Similarly, parents who supported SPJ echoed these sentiments, noting that journalism could help their children build essential life skills, including confidence, critical thinking, and adaptability:

“We appreciate this proposed program [SPJ] in Spottswood National High School, which as parent, I believe that it would enhance my child’s overall educational experience. Gusto po naming mag-asawa an at least magaling ang anak namin as kanilang communication skills a sadyang malaking tulong pagpatong Niya ng kolehiy.” (KII-P2.2)

The implications of these findings are clear. The strong demand for SPJ among both learners and parents underscores its potential to fill an important gap in the school’s academic offerings. The program has the capacity to attract learners who are keen to explore creative and communicative fields, thereby enriching the school’s academic landscape.

Proposed Organizational Chart Teaching and Non-Teaching Staff for the Proposed Special Program for Journalism

Among the 22 teachers of Spottswood National High School, only qualified teachers will be tasked to be part of the Special Program in Journalism. These teachers are selected based on their expertise, training, and their body of work since their employment in the department. Here is the organizational structure of the Special Program in Journalism:



Technological Consideration and Physical Infrastructure for the Proposed Special Program for Journalism

The Special Program in Journalism (SPJ) at Spottswood National High School is committed to enhancing its technological capability, preparing students to become both computer-literate and functionally literate, fully equipped to meet the demands of the 21st century.

In the past three years, the school has acquired 50 computers that are used by students during their Technology and Livelihood Education (TLE) classes. Students from Grades 7 to 10 are given the opportunity to use these computers for an entire school year, providing early exposure to digital literacy.

The Computer Laboratory is managed by Engr. Maria Elvira Escolar, the Computer Teacher and the ICT Coordinator. Additionally, the school continues to receive new computer units through the DepEd Computerization Program, further enhancing its technological resources. Alongside these computers, the school boasts two fully functional LCD projectors and television sets to aid in interactive learning in both computer room and newsroom.

Furthermore, the school is ready to welcome SPJ enrollees with its three vacant classrooms. In addition, the school is now establishing a newsroom where students can work on computers during training sessions, write-shops, and intensive journalism workshops. This newsroom will be equipped with a built-in sound system specifically for Radio and TV Broadcasting, providing hands-on experience in multimedia journalism. The room will also be a testament to the school's success in the field, showcasing a gallery of achievements from the past 10 years, highlighting their dominance in Division, Regional, and National Schools Press Conferences.

Through these upgraded facilities, the Special Program in Journalism ensures that learners not only develop journalistic expertise but also acquire the technological skills needed to thrive in a rapidly evolving world.

Throughout the years, the school was able to purchase three Digital Single-Lens Reflex (DSLR) cameras, Adobe In-design and video editing software, five laptops, two noise minimizer, and equipment that are essential in the implementation of the said program.

Proposed Class Schedules for the Proposed Special Program for Journalism

This feasibility study proposes the following class schedules from Grades VII to X:

GRADE VII – SPJ CLASS PROGRAM

Section: Salcedo

SY 2025-2026

Class Adviser: Mary Ann B. Barrete

TIME	SUBJECT	TEACHER	DAY
7:15-7:20	Ground Improvement	Mary Ann B. Barrete	Monday – Friday
7:20-7:50	Flag Ceremony	Mary Ann B. Barrete	Monday – Friday
7:50-8:35	Advanced English	Mary Ann B. Barrete	Monday – Friday
8:35-9:20	Filipino	Cristy P. Maglunob	Monday – Friday
9:20-10:05	Mathematics	Melvin H. Yabut	Monday – Friday
10:05-10:20	R E C E S S		
10:20-11:05	Science	Maricel C. Dano	Monday – Friday
11:05-11:50	Esp	Deigh Cheene E. Amar	MWF

	Computer VII	Ma. Elvira G. Escolar	TTh
11:50-1:00	L U N C H		
1:00-1:45	English (Regular)	Mary Ann. Barrete	Monday – Friday
1:45-2:30	Araling Panlipunan	Glenda R. Biating	Monday – Friday
2:30-3:15	MAPEH	James B. Damansila	Monday – Friday
3:15-4:00	Journalism VII	Mary Ann. Barrete	Monday – Friday
4:00-4:10	Ground Improvement		Monday – Friday
4:10-4:20	Flag Retreat		Monday – Friday

GRADE VIII – SPJ CLASS PROGRAM

Section: Darwin

SY 2026-2027

Class Adviser: Cristy P. Maglunob

TIME	SUBJECT	TEACHER	DAY
7:15-7:20	Ground Improvement	Cristy P. Maglunob	Monday – Friday
7:20-7:50	Flag Ceremony	Cristy P. Maglunob	Monday – Friday
7:50-8:35	Esp	Cristy P. Maglunob	Monday – Friday
8:35-9:20	English (Regular)	Glenda R. Biating	Monday – Friday
9:20-10:05	Mathematics	Ruby R. Calungsod	Monday – Friday
10:05-10:20	R E C E S S		
10:20-11:05	Science	Lovely Joyce A. Orog	Monday – Friday
11:05-11:50	Advanced English	Glenda R. Biating	MWF
	Computer V	Ma. Elvira G. Escolar	Tth
11:50-1:00	L U N C H		
1:00-1:45	Filipino	Cristy P. Maglunob	Monday – Friday
1:45-2:30	Araling Panlipunan	Maricel C. Dano	Monday – Friday
2:30-3:15	MAPEH	James B. damansila	Monday – Friday
3:15-4:00	Journalism VIII	Cristy P. Maglunob	Monday – Friday
4:00-4:10	Ground Improvement		Monday – Friday
4:10-4:20	Flag Retreat		Monday – Friday

GRADE IX – SPJ CLASS PROGRAM

Section: Perkin

SY 2027-2028

Class Adviser: Deigh Cheene E. Amar

TIME	SUBJECT	TEACHER	DAY
7:15-7:20	Ground Improvement	Deigh Cheene E. Amar	Monday – Friday
7:20-7:50	Flag Ceremony	Deigh Cheene E. Amar	Monday – Friday

7:50-8:35	Esp	Deigh Cheene E. Amar	Monday – Friday
8:35-9:20	English (Regular)	Deigh Cheene E. Amar	Monday – Friday
9:20-10:05	Mathematics	Melvin H. Yabut	Monday – Friday
10:05-10:20	R E C E S S		
10:20-11:05	Science	Maricel C. Dano	Monday – Friday
11:05-11:50	Advanced English	Deigh Cheene E. Amar	MWF
	Computer IX	Madell B. Pana	Tth
11:50-1:00	L U N C H		
1:00-1:45	Filipino	Dean C. Dalayap	Monday – Friday
1:45-2:30	Araling Panlipunan	Glenda R. Baiting	Monday – Friday
2:30-3:15	MAPEH	Dean C. Dalayap	Monday – Friday
3:15-4:00	Journalism IX	Ricky B. Pante	Monday – Friday
4:00-4:10	Ground Improvement		Monday – Friday
4:10-4:20	Flag Retreat		Monday – Friday

GRADE X – SPJ CLASS PROGRAM

Section: Newton

SY 2028-2029

Class Adviser: Dean C. Dalayap

TIME	SUBJECT	TEACHER	DAY
7:15-7:20	Ground Improvement	Dean C. Dalayap	Monday – Friday
7:20-7:50	Flag Ceremony	Dean C. Dalayap	Monday – Friday
7:50-8:35	Esp	Dean C. Dalayap	Monday – Friday
8:35-9:20	English (Regular)	Mary Ann B. Barrete	Monday – Friday
9:20-10:05	Mathematics	Ruby R. Calungsod	Monday – Friday
10:05-10:20	R E C E S S		
10:20-11:05	Science	Maricel C. Dano	Monday – Friday
11:05-11:50	Advanced English	Deigh Cheene E. Amar	MWF
	Computer IX	Madell B. Pana	Tth
11:50-1:00	L U N C H		
1:00-1:45	Filipino	Dean C. Dalayap	Monday – Friday
1:45-2:30	Araling Panlipunan	Ruby R. Calungsod	Monday – Friday
2:30-3:15	MAPEH	James B. Damansila	Monday – Friday
3:15-4:00	Journalism X	Ricky B. Pante	Monday – Friday
4:00-4:45	CTP		Friday
4:45-5:00	Ground Improvement and Flag Retreat		Monday – Friday

Proposed Long-term Plan of Partnerships with Media Organizations, Colleges and Universities; and Local Businesses

A long-term plan for partnerships with media organizations, educational institutions, and local businesses is essential to ensure the relevance and sustainability of the Special Program for Journalism (SPJ) at Spottswood National High School. Collaborating with these stakeholders can provide valuable resources, expertise, and opportunities for students while strengthening the program's foundation.

Partnerships with media organizations such as local radio stations: DXND-Radyo Bida, DXTO-Charm Radio, and Brigada News FM-Kidapawan can create real-world learning experiences for students. These collaborations could involve hands-on internships, job shadowing, and regular student exposure to professional media environments. Moreover, media professionals could also serve as guest lecturers, workshop facilitators, or mentors, sharing insights into industry standards and practices. Joint projects, such as student-produced segments or contributions to community radio programs, could provide an authentic platform for learners to apply their skills in news writing, broadcasting, and media ethics while building a portfolio of work that showcases their abilities.

On the other hand, collaborations with universities and colleges in the locality, including the University of Southern Mindanao-Kidapawan City Campus, Notre Dame of Kidapawan College, Central Mindanao Colleges, Colegio de Kidapawan, and Southern Philippines Methodist Colleges, can further enhance the program's depth and credibility. These institutions could support the SPJ program by offering advanced workshops, scholarships, or preferential admission pathways for journalism students. Faculty members particularly from these developmental communication, journalism, mass communication, and media and arts departments could also deliver specialized training on topics such as investigative journalism, digital storytelling, or multimedia production, providing students with exposure to advanced techniques and emerging trends in the field. Furthermore, these partnerships could facilitate academic research collaborations, enabling the SPJ program to remain updated with evolving educational methodologies and technologies.

Engaging local businesses and other stakeholders as partners in the SPJ implementation can offer additional avenues for support and growth. City local government unit and businesses could sponsor equipment, such as cameras, computers, and software, or fund journalism-related competitions and events that motivate and recognize student achievement. They could also provide advertising opportunities or funding for school publications, ensuring financial sustainability for projects like newsletters, magazines, or online platforms created by the students. These partnerships might also include co-organizing community events, such as media literacy campaigns or public forums, which would enhance the program's visibility and relevance within the local community.

Finally, a comprehensive partnership strategy would involve creating memorandums of understanding (MOUs) with each partner, outlining shared goals, roles, and responsibilities to ensure mutual benefits and accountability. Regular engagement through meetings, updates, and feedback sessions would sustain these partnerships over time.

Potential Risks Related to the Implementation of

Special Program for Journalism

The implementation and operation of the proposed Special Program for Journalism (SPJ) at Spottswood National High School may face several potential risks, particularly in the areas of enrollment, stakeholders' acceptance and support, and resource and budget allocation.

Challenges in Enrollment. Challenges in enrollment could arise despite initial indications of interest. While many students and parents have expressed enthusiasm for the program as indicated in the survey and KII, enrollment might fluctuate due to competition from other academic tracks, shifting career aspirations, or uncertainties about the practical benefits of journalism education. A decline in student numbers could affect the program's viability, leading to underutilized resources or difficulty in justifying its continuation.

Stakeholders' Acceptance and Support. This also represent a critical area of concern of this study. The success of the program heavily depends on the backing of learners, parents, educators, local government leaders, educational leaders, and community partners. If stakeholders perceive the program as lacking clear value such as vague career pathways or tangible benefits, they may be reluctant to fully support it. Parents might prioritize programs they see as offering more traditional or lucrative career prospects, while educators may become discouraged if they feel the program places additional demands on their workload without adequate compensation or recognition. Furthermore, local organizations, media partners, and businesses might hesitate to provide sustained support if the program does not align with their objectives or demonstrate measurable outcomes.

Resource and Budget Allocation. Resource allocation poses additional risks, as the program requires significant investments in tools, facilities, and infrastructure to deliver high-quality journalism education. Essential resources such as cameras, recording equipment, computers, editing software, and print or digital publication tools involve substantial costs, which could strain the school's budget. Ongoing expenses for equipment maintenance, upgrades, and consumables may exacerbate financial challenges. Insufficient or inconsistent funding could compromise the program's ability to provide practical and relevant learning experiences, potentially affecting its credibility and appeal to both students and stakeholders.

Proposed Risk Mitigation Strategies Related to the Implementation and

Operation of the Special Program for Journalism

Developing effective risk mitigation strategies is crucial for addressing challenges related to the implementation and operation of the Special Program for Journalism (SPJ) at Spottswood National High School. Key areas of concern include maintaining enrollment, securing acceptance and support from stakeholders, and ensuring adequate resource and budget allocation.

Table 6. Matrix on Risk Mitigation Strategies Related to the Implementation and Operation of the Special Program for Journalism at Spottswood National High School

Risk Area	Risk	Impact	Likelihood	Mitigation Strategies	Responsibility
Enrollment	Low learners' interest or awareness about the program	Limited enrollment may lead to the program's failure to meet viability requirements	Moderate	1. Launch targeted awareness campaigns in schools and communities.	SPJ Committee, PR Team
				2. Highlight the benefits of journalism careers through role models.	
Acceptance by Stakeholders	Resistance from parents, learners, or local education authorities	Opposition may hinder program adoption or participation	High	1. Conduct regular consultations and information sessions with stakeholders.	Program Coordinator
				2. Share case studies of successful journalism programs.	
Operational Support	Insufficient administrative or teacher	Program implementation may face	High	1. Offer training programs for teachers and administrators.	School Administration

	support	delays or lack of continuity		2. Establish feedback loops to address concerns.	
Resource Allocation	Limited teaching materials and facilities for journalism training	Poor-quality education could diminish the program's effectiveness	High	1. Partner with local media organizations for resources.	Resource Manager
				2. Seek grants or sponsorships from NGOs and private sectors.	
Budget Constraints	Insufficient funding to sustain the program	The program may be forced to scale down or shut down	Moderate	1. Develop a phased budgeting approach.	Finance Committee
				2. Include the program in the regular education budget.	

Table 6 shows the risk mitigation plan which ensures the SPJ’s successful implementation and sustainability.

Enrollment Risks. A lack of awareness about the SPJ could deter enrollment. Outreach campaigns should focus on the value of journalism skills, such as critical thinking and communication. Partnering with influential figures and organizing workshops or open days can create enthusiasm among students and parents.

Stakeholder Acceptance. Stakeholders often resist due to unfamiliarity or concerns over the program's relevance. Ensuring transparent communication about the benefits of journalism in fostering civic responsibility and career opportunities is critical. Testimonials from alumni or representatives from successful programs can help allay fears.

Operational Support Challenges. Teachers and administrators must feel empowered to implement the SPJ effectively. This can be achieved by providing training and recognizing contributions. Building a dedicated SPJ support team ensures that operational concerns are resolved swiftly.

Resource Allocation. Without access to quality materials, the program will struggle. Collaborating with local media organizations, universities, and NGOs can provide necessary resources like textbooks, guest speakers, and practical opportunities.

Budget Constraints. Programs often falter due to underfunding. A multi-faceted approach, including advocacy for inclusion in regular budgets, external grants, and donations from private entities, ensures financial stability while maintaining quality. Regular audits will also help maintain financial transparency.

On the Financial Study: Financial Projections and Cost-Benefit Analysis

This fourth objective of the study focuses on the discussion of the budget allocations for the establishment and ongoing costs of the SPJ implementation in Spottswood National High School, including expenses for, equipment, training, and other operational overhead. It also explores potential funding sources, including government grants, school funding, or industry sponsorships, to support the program’s financial viability.

The establishment and ongoing costs for implementing the Special Program in Journalism (SPJ) at Spottswood National High School can be categorized into several key areas as indicated in the table below.

Proposed Budget Allocations for the Establishment and

Ongoing Costs of the SPJ implementation

Table 7. Budget Allocation Matrix for Establishment and Ongoing Costs of the SPJ at Spotswood National High School

Cost Category	Initial (Establishment) Costs	Ongoing (Operational) Costs	Estimated Cost	Funding Source	Discussion
Infrastructure	Classroom and newsroom renovations, media equipment	Maintenance of facilities, equipment upgrades	50,000	School Budget, SEF, etc.	Classrooms and newsroom renovations will be needed for journalism equipment and multimedia. Regular maintenance and upgrades will be required to keep pace with technology changes.
Teaching Staff	Training of existing staff	Expense for professional development	20,000	School Budget/M OOE, SEF, External Funding	Training existing staff will require an upfront investment.
Curriculum Delivery Efficiency	Curriculum materials and resources	Updates to curriculum, including new materials each year	20,000	School Budget/M OOE, SEF, External Funding	Curriculum development will include designing lesson plans, textbooks, and media resources. Regular updates will be necessary to keep the content relevant and fresh.
Media Equipment	Purchase of cameras, computers, editing software	Repair and replacement of equipment	20,000	School Budget/M OOE, SEF, External Funding	Initial equipment purchases include cameras, microphones, editing software, and other tools. Ongoing costs will cover repairs, replacements, and software licenses.
Guest Speakers & Workshops	Fees for guest speakers, event logistics	Costs for continued events or workshops	20,000	School Budget/M OOE, SEF, External Funding	Guest speakers and hands-on workshops will bring real-world experience to students. Budget for future events will be allocated for ongoing speaker fees and event logistics.
Marketing & Promotion	Website development, marketing materials	Promotion of student work, newsletters, etc.	15,000	School Budget/M OOE, SEF, External Funding	Establishing an online presence and promoting the program requires an initial investment. Future marketing efforts will support ongoing student recruitment and program visibility.

<p>Student Projects & Activities</p>	<p>Budget for field trips, student media projects, benchmarking activities</p>	<p>Continued funding for student projects and publications</p>	<p>20,000</p>	<p>School Budget/M OOE, SEF, External Funding</p>	<p>Initial costs may include field trips or student media publications. Ongoing costs cover activities like print materials, special projects, or travel for competitions.</p>
<p>Technology Support</p>	<p>IT setup and website development</p>	<p>Ongoing website hosting, IT support, software upgrades</p>	<p>15,000</p>	<p>School Budget/M OOE, SEF, External Funding</p>	<p>Initial costs include setting up IT infrastructure. Ongoing support is necessary to maintain website functionality and provide technical support to students.</p>

On the Socio-Economic Study: Ethical and Socio-Cultural Considerations in Educational Projects

This feasibility study emphasizes the importance of addressing ethical and socio-cultural considerations to ensure that the program aligns with DepEd’s mission and vision and community values and contributes positively to the broader socio-economic context. Therefore, it is important to consider the following ethical and socio-cultural considerations in in this feasibility study to wit:

Equitable Access to Education. It is essential to ensure that the program is accessible to all students, regardless of their socio-economic background. This involves minimizing financial barriers by offering scholarships, subsidies, or other forms of support to underprivileged learners. Equitable access ensures that talented students from marginalized communities have the opportunity to participate in the program and benefit from its offerings.

Cultural Inclusivity. The program must respect and incorporate local traditions, languages, and cultural narratives. This can be achieved by including community-specific topics in the curriculum and encouraging students to explore local issues in their journalism projects. Such inclusivity ensures the program resonates with the cultural identity of the community and fosters greater acceptance and engagement.

Promotion of Ethical Journalism Practices. Teaching students the importance of ethical journalism is critical to preparing them for responsible media roles. The curriculum should focus on principles such as truthfulness, fairness, objectivity, and respect for privacy. By emphasizing these values, the program can help combat misinformation and encourage students to use their skills to benefit society.

Addressing Gender and Diversity Issues. The program should be designed to be inclusive of all genders and diverse groups, providing equal opportunities and representation in classroom discussions, leadership roles, and storytelling. Journalism education should challenge stereotypes and encourage learners to explore diverse perspectives, fostering a culture of mutual respect and understanding.

Avoiding Elitism in Media Education. The program must avoid creating an impression that journalism is only for an elite group of students. It should encourage collaboration across academic tracks and create opportunities for students from different disciplines to engage in media-related activities. This promotes unity and breaks down social barriers within the school community.

Community Relevance and Engagement. The program should be deeply connected to the needs and interests of the local community. This includes encouraging students to report on issues that matter to their locality, thereby bridging the gap between the school and its surrounding environment. Journalism projects that address pressing community concerns can enhance the program’s socio-cultural relevance and make it a valuable asset for the region.

Ethical Use of Technology.As the program involves digital journalism and media production, it is important to teach students the ethical use of technology, such as respecting copyright laws, safeguarding personal data,

and responsibly using social media platforms. Ethical considerations in the digital realm prepare students to navigate the challenges of modern journalism responsibly.

Empowering Marginalized Voices. The program should encourage students to highlight stories and voices that are often underrepresented in mainstream media. By fostering a commitment to social justice and advocacy journalism, the program can contribute to a more inclusive and equitable society.

Building Trust Among Stakeholders. Transparency and accountability in program planning and execution are critical to gaining the trust of students, parents, and the community. Clear communication about the program's goals, processes, and outcomes ensures that stakeholders remain supportive and engaged.

Balancing Academic and Practical Learning. The program must carefully balance theoretical instruction with hands-on learning experiences, ensuring that students not only understand the ethical dimensions of journalism but also practice them in real-world scenarios. This integration reinforces the importance of applying ethical and socio-cultural principles in their work.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

On the number of target learners who will enroll in the proposed offering of special program for journalism

There is a clear demand and strong potential interest in the program among learners and parents. Survey and KII results indicate a substantial number of target learners willing to enroll, reflecting a significant market for the program. Both students and parents expressed enthusiasm for SPJ, recognizing its potential to develop critical communication skills and open pathways to future opportunities. The study confirms that the program addresses a genuine educational need and aligns with the aspirations of its target audience, making its implementation both relevant and timely.

On the potential interest and enrollment in the special program for journalism from both learners and parents

The survey results indicate strong interest and potential enrollment in the special journalism program at Spottswood National High School. This highlights a significant demand for the program, as many learners recognize the value of acquiring skills in writing, media production, and digital communication, while parents appreciate its role in fostering critical thinking and digital literacy. However, some hesitation exists, indicating the need for targeted outreach, such as informational sessions, to address concerns and clarify the program's benefits. Overall, the data underscores a promising foundation for launching the program, with opportunities for further engagement to maximize participation.

On the demand for a special program for journalism among learners and parents

The results highlight significant demand for a Special Program for Journalism (SPJ), making it the most preferred academic track among learners and parents compared to other options. With 135 respondents (90 learners and 45 parents) choosing SPJ, it clearly outpaced other programs, including the Science, Technology, and Engineering (STE) Program, Special Program in Sports (SPS), and Regular Classes. For learners, SPJ's strong appeal, with 90 out of 253 responses, underscores its relevance as a pathway to develop essential skills like writing, communication, and media literacy, as well as its potential to serve as a stepping stone for media-related careers. Among parents, the 45 votes for SPJ reflect their recognition of its value in equipping students with critical and practical skills needed in today's world. While some respondents preferred other tracks such as STE, SPS, or Regular Classes, the unique creative and practical appeal of SPJ positions it as a compelling addition to the school's academic offerings.

On the proposed organizational chart showing the teaching and non-teaching staff of the proposed program, technological consideration and physical infrastructures, the class schedules, and long-term plan of partnerships with media organizations, colleges and universities; and local businesses that could support program's relevance and longevity.

The program is technically viable with strategic planning and sustainable measures available. The evaluation revealed that while the school has adequate foundational resources, including classrooms and potential faculty, enhancements in technology and infrastructure are necessary to fully meet the demands of a journalism curriculum. A long-term plan for partnerships with media organizations, universities, and local businesses was also developed, offering opportunities for resource support, internships, and collaborative activities. These partnerships will enhance the program's relevance, ensure sustainability, and position it as a forward-looking educational initiative.

On the potential risks related to the implementation of SPJ and proposed risk mitigation strategies related to the implementation and operation of the special program for journalism

While potential risks exist, they can be effectively managed through targeted mitigation strategies. Identified risks include challenges in maintaining enrollment, securing stakeholder acceptance and support, and ensuring adequate resource and budget allocation. To address these, the study proposes proactive measures such as targeted recruitment campaigns, stakeholder engagement initiatives, and diversified funding strategies through partnerships with media organizations and local businesses. With these strategies in place, the program is well-positioned to overcome challenges, ensuring its successful implementation and sustainability.

On the proposed budget allocations for the establishment and ongoing costs of the SPJ implementation

The program is financially viable with strategic budget planning and diversified funding sources such as from the schools MOOE, SEF and other external sources. The financial study outlined the necessary budget allocations for staffing, equipment, training, and operational costs, ensuring that the program can meet its initial and ongoing needs. Potential funding sources, such as government grants, school funding, and industry sponsorships, were identified as key to supporting the program's financial sustainability. A cost-benefit analysis demonstrated that the program's long-term benefits, including enhanced student skills and career opportunities, outweigh its initial and operational costs, making it a sound investment for the school and its stakeholders. Financially, the program's budget considerations, including staffing, equipment, and training, are manageable with potential funding from government grants, local sponsors, and school resources. With these measures in place, the program can be financially viable and sustainable. With these, the establishment of the Special Program for Journalism at Spottswood National High School is not only feasible but also holds great promise in enhancing the school's educational offerings, supporting students' career aspirations, and contributing to the community's socio-cultural development. With proper implementation, resource allocation, and ongoing support, the program is poised to be a valuable and sustainable addition to the school's curriculum.

Recommendations

Based on the findings of the feasibility study, several key recommendations are proposed for the successful establishment and implementation of the Special Program for Journalism (SPJ) at Spottswood National High School:

On the number of target learners who will enroll in the proposed offering of a special program for journalism:

1. Conduct pre-enrollment activities to confirm the number of committed enrollees.
2. Partner with the guidance office to align the program with students' career aspirations and academic goals.
3. Develop a promotional campaign showcasing success stories from journalism programs to sustain interest among learners and parents.

On the potential interest and enrollment in the special program for journalism from both learners and parents:

1. Host orientation and open-house events to address questions and highlight program benefits.
2. Leverage multimedia platforms (e.g., social media, newsletters) to disseminate information and increase program visibility.
3. Provide a detailed FAQ guide to address concerns from hesitant students and parents.

On the demand for a special program for journalism among learners and parents:

1. Prioritize the program in resource allocation to capitalize on its strong demand.
2. Engage with students and parents through forums and surveys to refine program offerings to meet their expectations.
3. Advocate for external funding and partnerships using the program's popularity as leverage.

On the proposed organizational chart, teaching and non-teaching staff, technological considerations, physical infrastructure, class schedules, and partnerships:

1. Recruit and train faculty with journalism expertise to ensure high-quality instruction.
2. Upgrade classroom technology and provide essential equipment like computers, cameras, and editing software.
3. Formalize partnerships with media organizations, universities, and local businesses to provide internships, resources, and industry exposure.
4. Create a phased development plan to address infrastructure and scheduling needs without disrupting existing operations.

On the potential risks related to the implementation of SPJ and proposed risk mitigation strategies:

1. Establish recruitment targets and regularly monitor enrollment trends to ensure consistent student interest.
2. Create stakeholder engagement programs to secure widespread acceptance and support for the program.
3. Diversify funding sources through grants, partnerships, and sponsorships to mitigate financial risks.

On the proposed budget allocations for the establishment and ongoing costs of SPJ implementation:

1. Allocate funds strategically to ensure adequate staffing, equipment, and training support.
2. Develop a fundraising strategy involving local sponsors, alumni, and industry partnerships.
3. Implement annual financial reviews to monitor expenditures and adjust budget plans accordingly.
4. Apply for government grants and external funding to offset initial setup costs and sustain long-term operations.

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