

Instructional Management by Public Secondary School Teachers in Implementing the Campus Journalism Program

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Abstract— This study assessed the level of instructional management used by public secondary school teachers to carry out the Urdaneta City Division's campus journalism program. 53 campus journalism teachers and advisors from high schools served as the study's respondents. The extent of instructional management by Public Secondary School Teachers (PSSTs) in implementing the Campus Journalism Program was examined in this study using the descriptive-correlational research method, which establishes the relationship between factors affecting instructional management in terms of the respondent profile. To collect the required information, the researcher employed a questionnaire checklist and the complete enumeration technique. The research revealed that, for all profile characteristics taken into consideration, the respondent-PSST's instructional management to implement the college journalism (IMICJ) program is unimportant, except for the variable sex, where the t-test result suggests significance. Additionally, according to the coefficient of correlations, sex and the highest level of education are related to the degree to which the teachers implementing the campus journalism program manage their instructional activities. The other variables taken into account in this study, however, were unrelated to the respondents' instructional management practices. It is advised to conduct additional research on the instructional management of PSSTs who teach different courses at authorized graduate institutions like the UCU Institute of Graduate and Advance Studies.

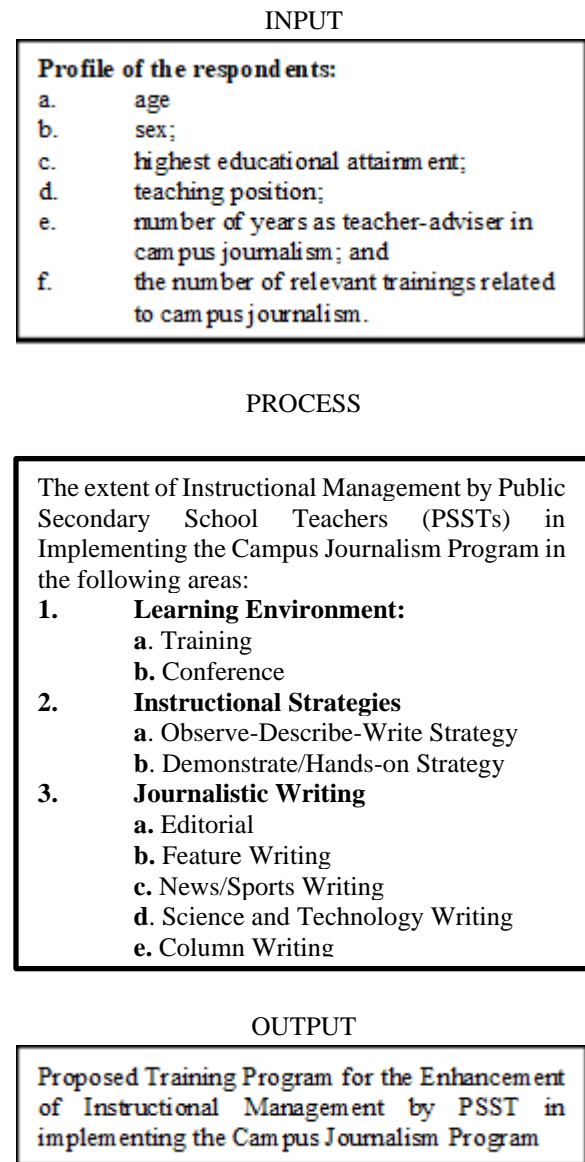
Indexed Terms— Conference, Instructional Strategies, Journalistic Writing, Training

I. INTRODUCTION

Teaching is a collaborative process rather than a command-and-control one. To thrive, learn, and grow, students collaborate. Each student may express their feelings in the classroom because of the positive student-teacher connections. Academic achievement is determined by teachers, and pupils gain from the mentoring and intimate ties that teachers and students offer. By encouraging good student performance and behavior, classroom management tries to help students acquire self-control. The effectiveness of the teacher, the behavior of the students, and the teachers' and students' behavior are all closely tied to classroom management. As a result, classroom management is directly related to academic performance. Management of instruction is therefore required in university journalism. As in other regions of the world, local considerations such as the distinct socio-political and economic framework in which journalists operate have influenced journalism in Africa. African journalists encounter complicated and multifaceted realities that "resist any attempts to simplify them" in addition to the well-known political and economic challenges (Mano, 2004, p. 18). The majority of them operate in settings "where news production is sometimes strikingly similar to what might be seen in any global news hub and, on the other hand, sometimes distant from Northern norms in terms of its goals and methods" (Paterson 2014, pp. 259–260). The major goal of educational journalism is to encourage the growth and development of campus journalism, which is its principal function. To promote critical and creative thinking, develop moral character, and instill personal discipline in young Filipinos. R.A. Additionally, Senate Bill 7079 made campus journalism a mandate in all public elementary and

secondary schools across the nation, particularly those that charge journalism fees (Philippine Information Agency, 2018). Global news consumption has significantly increased as a result of the recent coronavirus outbreak, with more people citing television and the internet as their main news sources. Because of the lockdowns, fewer people are reading printed newspapers, which has caused a shift to only reading digital versions. Newman (2020) asserts that modern journalists employ their creativity to create adaptable solutions. Campus journalism emerged in the Philippines from the crucible of journalism that is today's students receiving training to become young journalists. These student publications have opened the door for the promotion of journalism and the instruction of aspiring journalists in diverse techniques. There are many ways to generate news in these extremely difficult COVID environments. As a result, fact-checking has risen to the top of the priority list for newsroom operations because of how important it is to avoid spreading false information and fake news. On the other hand, the COVID-19 pandemic has resulted in the closure of schools all across the world. As a result, postsecondary education has changed as a result of the expansion of e-learning, in which lessons are delivered online and through digital media. Programs and activities at the Office of the Student Publication have been canceled as a result of the temporary suspension of face-to-face instruction in public universities in the Philippines. In addition, it's crucial to decide on the management of instruction before putting campus journalism into practice. As a result, the researcher develops the concept for a study on instruction management. By doing this, it hopes to learn what these teacher advisors think about how they manage their lessons, enlighten other teacher advisers, and entice them to get involved in fostering high-quality, timely campus journalism outputs.

Figure 1. The Paradigm of the Study



II. METHODOLOGY

The descriptive-correlational research methodology was used for this investigation. The goal of the descriptive technique, according to Rakesh Aggarwal et al. (2019), is to describe the distribution of one or more variables without taking into consideration any putative causal or other assumptions. In order to gather the necessary data on teachers' practices in relation to the aspects of school climate, such as the school's physical appearance, faculty relationships, student interaction, leadership and decision-making, learning instruction and assessment, attitude and culture, and

community relations, survey questionnaires were used. The ex post facto one-shot case study design was employed in this investigation. The research design is presented schematically as follows:

where: X =respondents' expected exposure, which is the same across all of the respondents;

O = measurement or observation made in a single location.

Public secondary school teachers (PSSTs) and teacher-advisers in college journalism served as the study's respondents. The instructors were from Urdaneta Pangasinan's City Division. The associated schools and the overall population of public secondary school teachers who are teaching Campus Journalism as teacher-advisers are shown in the table below.

Table 1

Public Secondary School Teachers who are Advisers in Campus Journalism		
Name of School	School Classification	Frequency
Anonas N.H.S.	EO 189	2
Bactad East N.H.S.	EO 189	2
BADIPA NHS	EO 189	4
Cabaruan N.H.S.	EO 189	3
Cabuloan N.H.S.	EO 189	2
Calegu IS	EO 189	2
Camabu N.H.S.	EO 189	2
Camantiles N.H.S.	EO 189	2
Casabula N.H.S.	EO 189	2
Catablan IS	EO 189	2
Cayambanan N.H.S.	EO 189	2
DAFSIS	EO 189	2
Bongolan M.H.S.	EO 189	2
Labit N.H.S.	EO 189	2
Lanapin N.H.S.	EO 189	3
MQUmipig N.H.S.	EO 189	3
Nancalobasaan N.H.S.	EO 189	2
Palina East N.H.S.	EO 189	2
Palina West N.H.S.	EO 189	2
Pedro T. Orata N.H.S.	EO 189	2
San Jose Leet IS	EO 189	2
Urdaneta City N.H.S.	Mother High School	6
Total no. of Respondents		53

The following scale values and their corresponding descriptive equivalents were used to describe the questionnaire's content validity:

Weighted Mean Scale	Descriptive Rating
4.50- 5.00	Highly Valid
3.50- 4.49	Valid
2.50- 3.49	Moderately Valid
1.50- 2.49	Fairly Valid
1.00- 1.49	Not Valid

The proper statistical method was used to provide results that were legitimate and trustworthy. Additionally, a 0.05 alpha level of significance was employed to examine whether the results were

associated with rejecting or accepting the hypothesis. The researchers employed frequency counts and percentage distribution on the respondent profile for the problem number 1. The formula for calculating percentages is given below:

$$P = \frac{f}{N} \times 100\%$$

Where: P = percentage

f = frequency

N = No. of respondents

100 = constant value

The respondents' responses to the items in the various areas were organized and tallied using an Excel Spreadsheet to address problem No. 2 on the extent of management of instruction in the implementation of the campus journalism program. The weighted mean (W.M.), overall weighted mean (O.W.M.), and grand overall weight mean (GOWM) were then computed. Likert scales were used to measure each region, and the results were given as follows:

1. Weighted Mean (W.M.)
2. Overall Weighted Mean (OWN)
3. Grand Overall Weighted Mean (GOWN)

The formula is as follows:

$$WM = \sum Wi fi / N$$

Where: W.M. = weighted mean

Wi = weight assigned to the column

fi = frequency of respondents who answered by checking the column

N= number of Respondent

\sum = summation of

The weighted mean (W.M.) was used to calculate respondents' responses regarding the management of instruction in the campus journalism program.

Scale	Descriptive Rating	Transmuted Equivalent
A	Always (A)	Very Extensive (VE)
B	Often (O)	Extensive (E)
C	Sometimes (S)	Moderately Extensive (M.E.)
D	Seldom (SI)	Slightly Extensive (S.E.)
E	Never (N)	Not Extensive (N.E.)

In order to address problem 3, a one-way ANOVA was utilized to compare how the Campus Journalism Program was implemented depending on how much instructional management was used for each profile variable. The post hoc test Tukey H.D.S. Test was performed to determine the difference's location in circumstances where the F-value is significant. However, the t-test of the independent samples was

used to dichotomous variables like sex. The equation reads as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}, s_i^2 = \frac{\sum (x - \bar{x}_i)^2}{n - 1}$$

The selected profile variables and the Pearson r-coefficient of correlation were used to answer problem number 4, which determined the important relationships between the extent of management of teaching in the implementation of the Campus Journalism Program.

$$r = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

r = correlation coefficient

x_i = values of the x-variable in a sample

\bar{x} = mean of the values of the x-variable

y_i = values of the y-variable in a sample

\bar{y} = mean of the values of the y-variable

III. RESULTS AND DISCUSSIONS

Age- Table 1 shows that 20 out of 53 public secondary school instructors, or 37.7% of all teachers, are between the ages of 20 and 29. On the same vein, 15 teachers, or 28.3 percent (28.3%), are within the 30-39 age range. Additionally, 10.9 percent of 53, or 18.9 percent, of the population is 50 years of age or older. Last but not least, only eight teachers, or 15.1% of all teachers, fall into the 40–49 age range. This suggests that the majority of Teacher-Advisers in college journalism are young people.

Sex- The data shows that 36 out of 53 instructors, or 67.9% of all teachers, are female and just 17, or 32.1% of all teachers, are male. It demonstrates that female teachers predominate in the SDO of Urdaneta City's public secondary journalism programs. This supported the widespread finding in campus journalism among instructors in public secondary schools that male and female teachers predominate in the teaching profession.

Highest Education Attainment- The chart indicates that 30 out of 53 teachers, or equivalently 56.6% (56.6%), have MA/MS degrees. In addition, 16.2 out of 53 people, or 30.2%, have an MA or MS degree. Additionally, just four of the teachers, or 7.5%, still require MA/MS units. Finally, there are just three PhD

units, or 5.7 percent (5.7%) of the total. A master's degree or master's units in a certain profession might have various benefits. Additionally, it has been noted that teachers want to deepen their knowledge of the subject, carry out academic research, specialize, do their jobs more skillfully, or become academicians (Kara, 2008; Nas et al., 2016).

Teaching Position- The table shows that 31 out of 53 teachers, or 58.3% of them, currently hold the position of Teacher III. Additionally, 13 of them, or 24.5 percent of them, also hold this position. On the other hand, 7 of the teachers, or 13.2% of them, currently hold the position of Teacher II. Finally, only 2 of them, or 3.8% of them, currently hold the status of Master Teacher I. This proves the assertion that most of them are Master Teachers.

Number of Years as Journalism Adviser- employment as a teacher. The chart indicates that 13 of the 53 instructors, or 24.5% of them, also hold the post of Teacher III, for a total of 31 out of 53 teachers, or 58.3% of them, who now hold this position. The claim that majority of them are Master Teachers is supported by the fact that just 2 of the teachers, or 3.8% of them, currently hold the status of Master Teacher I, while 7 of the teachers, or 13.2% of them, currently hold the position of Teacher II.

Number of Training Attended Related to Journalism in School- The table shows that 32 people, or 60.4%, participated in one to three school-based journalism training programs. In addition, 15.3 percent of 53 people, or 28.3 percent, participated in 4 to 6 journalism-related school activities. Finally, 6 students, or 11.3 percent, participated in journalistic training that was organized by their individual schools. **Number of Training Attended Related to Journalism in Division-** According to Table, 34, or 64.2%, of the teachers or their equivalents took part in journalism training that was divided into one to three divisions. On the other hand, 12 out of 53 people, or 22.6%, participated in 4 to 6 division-based journalism activities. Finally, seven people, or 13.2 percent, attended journalistic training that was offered by their division office.

Number of Training Attended Related to Journalism in Region- The data shows that 45 teachers, or 84.9

percent (84.9%), participated in one to three regionally based journalism training sessions. On the other hand, 6 out of 53, or 11.3%, saw 4 to 6 regionally based journalism training programs. Finally, only two people, or 3.8 percent (3.8%), participated in the regional office's journalistic training program.

Number of Training Attended Related to Journalism in National- According to the chart, 49 out of 53 teachers—or 92.5 percent (92.5%)—attended one to three national journalism training programs. On the other hand, 3 out of 53 people, or 5.7%, saw 4 to 6 national journalism training sessions. Finally, only one person, or 1.9%, showed up for the central office-organized media events.

Number of Training Attended Related to Journalism in International- According to the table, 53 out of 53 teachers—or 100%—attended one to three international journalism training sessions. Both teacher-advisers and students place a high value on doing training in campus journalism. Attending conferences, workshops, and seminars has various advantages (Besa & Parcon, 2018). A college newspaper can have certain areas of expertise such as news, column, sports, investigative, entertainment, reviews, and features (MakeMyNewspaper.com, 2020). It is advised that the school continue to develop the students' writing skills through scholastic journalism training and seminars to assist them in choosing their professional routes (Untalan et al.; M. M., 2019).

Table II. Distribution of the Profile of the Secondary Journalism Program Teachers

Profile	Frequency	Percentage
Age	20 -29 years old	20
	30-39 years old	15
	40-49 years old	8
	50 and above	10
	Total	53
Sex	Male	17
	Female	36
	Total	53
Highest Educational Attainment	Without MA/MS Units	4
	With MS/MA Units	30
	MS/MAGraduate	16
	With Doctoral Units	3
	Total	53
Teaching Position	Teacher I	13
	Teacher II	7
	Teacher III	31
	Master Teacher I	2
	Total	53
Number of Years as Journalism Adviser	1 – 3	41
	4-6	9
	7 and above	3
	Total	53
Number of Related Training Attended in School	1 – 3	32
	4-6	15
	7 and above	6
	Total	53
Number of Related Training Attended in Division	1 – 3	34
	4-6	12
	7 and above	7
	Total	53
Number of Related Training Attended in Region	1 – 3	45
	4-6	6
	7 and above	2
	Total	53
Number of Related Training Attended in National	1 – 3	49
	4-6	3
	7 and above	1
	Total	53
Number of Related Training Attended International	1 – 3	53
	4-6	1
	7 and above	0
	Total	53

Training- The signs that teachers encourage students' participation in class interaction had the highest weighted mean ratings, or 4.36 (Rank 1), with a descriptive equivalent of frequently and a transmuted rating of extensive, as shown in the table. On the other hand, arriving early for class and welcoming students as they come received a mean rating of 4.26 (Rank 2) and a transmuted rating of extensive for the descriptive equivalent of frequently. A computed overall mean of 4.22, with a descriptive equivalent of often, demonstrates that the teachers fully incorporated the training-related indications utilized in the learning environment. The findings corroborate the research of Balog (2018), who found that the physical environment/learning space relates to the actual surroundings of the learner, which ought to elicit pleasant reactions and hold the attention of people who occupy it. In order to establish and preserve a climate that fosters tolerance, values diversity, and addresses prejudice or discrimination, instructors are essential.

Table III. The Extent of Instructional Management by the Teachers in Implementing Campus Journalism Program in Terms of Training

Indicator Statements	Weighted Mean	Descriptive Equivalent	Transmuted Rating	Rank
As a public secondary school teacher (PSST) implementing the Campus Journalism Program, I...				
1. use icebreakers to help students get to know one another.	4.21	O	E	4.5
2. connect with the students by asking them to tell something about themselves and learning their names and other information about them.	4.17	O	E	9.5
3. encourage their participation in class interaction.	4.36	O	E	1
4. discuss with the students how they should seek assistance.	4.21	O	E	4.5
5. am aware of the students' nonverbal and verbal cues in communicating with my students (e.g., folding arms creates a barrier to my students; making eye contact helps to establish trust).	4.23	O	E	3
6. come to class early and greet my students as they arrive.	4.26	O	E	2
7. ask students to consider learning environments where they felt most comfortable speaking up and paying close attention to others.	4.17	O	E	9.5
8. demonstrate active listening skills and follow the demonstration with role-playing among my students.	4.19	O	E	7
9. emphasize learning climate emerges whether or not I intentionally created it. I am open and honest about my expectations, especially regarding grading.	4.19	O	E	7
10. directly address difficult or uncomfortable topics and interact with my students regarding their reactions.	4.19	O	E	7
Overall Mean	4.22	O	E	

Conference- According to the data in the table, instructors gave the indicator of their ability to foster and sustain a collaborative and team-oriented learning environment the highest weighted mean rating of 4.36 (Rank 1), with a descriptive equivalent of frequently receiving a transmuted value of extensive. Indicators with a weighted mean of 4.30 (Rank 2.5) and a descriptive equivalent of frequently having a transmuted rating of extensive, on the other hand, allow them to continuously optimize the student's learning environment to help them meet their educational goals and initiate learning among my students in a variety of settings. The teachers likely heavily implemented the indicators in the learning environment along with the conference if the computed overall weighted mean was 4.25 and the descriptive equivalent was frequently. The many elements that affect students' learning processes and results collectively make up the learning environment. Teachers urge all students to participate equally in group projects. They make certain that each student has a voice and a chance to participate. In addition, it takes into account the connections between teachers and students (Zpeke & Leach, 2018), as well as a sense of belonging, reciprocal respect, and trust. Teachers provide unambiguous rules for polite communication and foster a welcoming environment where different viewpoints are appreciated. They instill in pupils a respect for inclusivity and diversity while teaching them to value each person's diverse backgrounds,

experiences, and viewpoints within the context of the learning community.

Table IV. The Extent of Instructional Management by the Teachers in Implementing Campus Journalism Program in Terms of Conference

Indicator Statements	Weighted Mean	Descriptive Equivalent	Transmuted Rating	Rank
As a public secondary school teacher (PSST) implementing the Campus Journalism Program, I...				
1. encourage student participation, providing positive and constructive feedback that encourages exploration, peer community, and diversity.	4.26	O	E	6
2. expand knowledge to meet student's needs, allowing them to continually optimize their learning environment to help them meet their educational goals.	4.30	O	E	2.5
3. attend the goals for teaching and learning.	4.26	O	E	6
4. assessed my instructional strategies that will best measure and drive learning.	4.26	O	E	6
5. develop the culture that infuses the learning environment.	4.04	O	E	10
6. use different activities that will best support learning.	4.21	O	E	8
7. initiate learning among my students in a wide variety of settings.	4.30	O	E	2.5
8. create a total variety of learning that optimizes the student's learning ability.	4.28	O	E	4
9. emphasize focus on the physical learning environment or online learning.	4.19	O	E	9
10. create and maintain a conducive learning environment that encourages collaboration and teamwork.	4.36	O	E	1
Overall Mean	4.25	O	E	

The teachers that teach their students how to balance basic and advanced language received the highest weighted mean ratings, 4.17 (Rank 1), with a descriptive equivalent of frequently having a transmuted extensive rating, as shown in Table 5. A weighted mean of 4.15 (Rank 3), with a descriptive equivalent of often having a transmuted rating of extensive, was given to the indicators of teaching students how to choose and apply appropriate strategies for the audience and purpose, using real-world scenarios, highlighting texts' key features and using a variety of written exemplars (examples), and giving my students practical exercises on how to use critical key terms consistently. With an overall computed weighted mean of 4.12 and a descriptive equivalent of often, it is clear that the observe-describe-write technique was heavily used by the teachers in the SDO of Urdaneta City to manage the journalism program. The results show that the teacher's job is to use straightforward language in order to communicate ideas succinctly and clearly. For efficient communication, it is also crucial to teach students how to use basic and complex language in harmony. Communication skills, according to Tortor (2006), are the cornerstone of learning a language and the source of fluent speaking, writing, and reading.

Table V. The Extent of Instructional Management by the Teachers in Implementing the Campus Journalism

Program in terms of the Observe-Describe-Write Strategy

Indicator Statements	Weighted Mean	Descriptive Equivalent	Transmuted Rating	Rank
As a public secondary school teacher (PSST) implementing the Campus Journalism Program, I...				
1. teach strategies in planning and goal setting, drafting, evaluating, revising, and editing explicitly via role-playing.	4.11	O	E	7
2. instruct students on selecting and applying appropriate strategies for the audience and purpose, using actual situations.	4.15	O	E	3
3. highlight the key features of texts and use a variety of written exemplars (examples).	4.15	O	E	3
4. before teaching a new strategy or skill, assess students' strengths and areas for improvement.	4.13	O	E	5.5
5. analyze student writing to be guided in tailoring my instruction and feedback.	4.13	O	E	5.5
6. demonstrate to my students how to minimize the number of negatives in a sentence.	4.06	O	E	10
7. show my students how to write shorter sentences but avoid choppy sentences.	4.08	O	E	8.5
8. give my students actual exercises on how to use critical key terms consistently.	4.15	O	E	3
9. teach my students how to balance the use of simple and sophisticated language.	4.17	O	E	1
10. give my students writing exercises that follow the observe-describe-write/edit strategy.	4.08	O	E	8.5
Overall Mean	4.12	O	E	

Demonstrate/Hands-on Strategy- The indicator that teachers assist their students in creating a fixed copy of their writing for review and editing has the greatest weighted mean of 4.21 (Rank 1) and a descriptive equivalent of frequently having a transmuted rating of extensive, as shown in Table 6. Additionally, teachers' support for their pupils' editing and proofreading was rated with a mean of 4.17 (Rank 2). The SDO of Urdaneta City widely applied the journalism program regarding the demonstrate/hands-on technique, with a computed overall mean of 4.10 and a descriptive equivalent of frequently.

Table VI. The Extent of Instructional Management by the Teachers in Implementing the Campus Journalism Program in terms of Demonstrate/Hands-on Strategy

Indicator Statements	Weighted Mean	Descriptive Equivalent	Transmuted Rating	Rank
As a public secondary school teacher (PSST) implementing the Campus Journalism Program, I...				
1. give my students opportunities to brainstorm topics they plan to write.	4.08	O	E	7.5
2. create situations where my students are given the experience of developing a writing plan.	4.15	O	E	3.5
3. give instructions to my students on how to orally rehearse their sentences and then write them down.	4.08	O	E	7.5
4. help my students to re-read and edit their writing.	4.17	O	E	2
5. encourage my students to search for new words from books and news items and add more exciting vocabulary.	4.09	O	E	6
6. help my students make a fixed copy of their writing for revision and editing.	4.21	O	E	1
7. manage the students learning by implementing activities following the minimum learning competence.	3.96	O	E	10
8. demonstrate how to write correctly and then follow up with actual writing activities.	4.15	O	E	3.5
9. allow my students to revise and edit the output/writing for printing.	4.04	O	E	9
10. develop situations wherein my students perform the observe-write-edit strategy.	4.11	O	E	5
Overall Mean	4.10	O	E	

Journalistic Writing- The extent of instructional management of teachers in campus journalism programs with regard to journalistic writing was determined by the researcher using five variables, as shown in the table. These variables included editorial,

feature writing, news/sports writing, science and technology writing, and column writing.

Editorial- The indicators that teachers instruct their students/writers to be direct and, generally speaking, ask few questions received the highest weighted mean ratings (Rank 1), with a descriptive equivalent of always receiving a transmuted rating of highly extensive. Additionally, the indicator provides a fair overview of the many points of view and is graded with a mean of 4.21 (Rank 2), with a descriptive equivalent of frequently having a transmuted rating of extensive. The teachers in the SDO of Urdaneta City widely applied the journalism curriculum in editorial writing, with a computed overall weighted mean of 4.18 having a descriptive equivalent of frequently.

Table VII. The Extent of Instructional Management by the Teachers in Implementing Campus Journalism Program in Terms of Editorial Writing

Indicator Statements	Weighted Mean	Descriptive Equivalent	Transmuted Rating
As a public secondary school teacher (PSST) implementing the Campus Journalism Program, I...			
1. teach the student/writer to begin with an explanation of the circumstance, followed by a firm staff stance.	4.15	O	E
2. instruct the students/writers to use the pronoun "we" to refer to people in this article; use the first person plural (we).	4.11	O	E
3. coach the students/writers to get to the point, and, as a general rule, do not ask many questions.	4.60	A	VE
4. train the students/writers to only direct quotes if the quote adds substantially to the editorial.	4.15	O	E
5. guide the students/writers to keep an eye out for factual inaccuracies. Pay close attention to the tiniest things.	4.08	O	E
6. mentor the students to raise awareness and discuss how the topic relates to the reader.	4.15	O	E
7. advise the students that they may criticize the policy related to problems in order to justify specific changes.	4.09	O	E
8. teach my students to build a reader's interest in the topic and give an overview.	4.06	O	E
9. let the students establish credibility by presenting a fair review of the perspectives involved.	4.21	O	E
10. tell the students to summarize their points of view and remind the reader why they should be interested in the subject.	4.15	O	E
Overall Mean	4.18	O	E

Feature Writing- The signal that teachers stress to my pupils and authors that a feature must arouse attention received the highest weighted mean rating of 4.25 (Rank 1) and had a descriptive equivalent of frequently with a transmuted extensive value. Additionally, the indicators demonstrate the students'/writers' conformity to logical considerations, and I teach my students/writers that the introduction should subtly explain to the reader why this story is important or appropriate for their time, with a descriptive equivalent of frequently having a transmuted rating of extensive. The indicators received a weighted mean rating of 4.21 (Rank 2.5).

The journalism program in terms of feature writing was substantially implemented in the SDO of Urdaneta City, as evidenced by the computed overall weighted mean of 4.17 with a descriptive equivalent.

Table VIII. The Extent of Instructional Management by the Teachers in Implementing Campus Journalism Program in terms of Feature Writing

Indicator Statements	Weighted Mean	Descriptive Equivalent	Transmuted Rating	Rank
As a public secondary school teacher (PSST) implementing the Campus Journalism Program, I...				
1. emphasize to my students/writers that the feature must evoke interest	4.25	O	E	1
2. advise the students/writers to deal with facts for it to become acceptable.	4.19	O	E	4.5
3. teach my students/writers that if a feature narrates the personal story of an important individual, readers will lap it up.	4.19	O	E	4.5
4. illustrate to the students/writers to conform to logical considerations.	4.21	O	E	2.5
5. train the students/writers to attempt to connect emotionally with the readers.	4.11	O	E	10
6. remind the students/writers that a feature should incite people into action.	4.13	O	E	8.5
7. discuss with my students that the title of the article or article should capture the reader's immediate attention to continue reading.	4.15	O	E	6.5
8. explain to my students/writers that the deck, subhead, or standfirst captures the story's context.	4.13	O	E	8.5
9. teach my students/writers that the introduction should tell the reader why this story is necessary or appropriate for his or her time but in a sly way.	4.21	O	E	2.5
10. teach the students/writers that the body should contain many story details.	4.15	O	E	6.5
Overall Mean	4.17	O	E	

News/Sports Writing- The indicator that the teachers warned their students/writers not to use "I" as the first person in the news had the highest weighted mean rating of 4.19 (Rank 1) and a descriptive equivalent of often with a transmuted rating of extensive. The indicators were also rated with a weighted mean of 4.17 (Rank 3), having a descriptive equivalent of often and a transmuted rating of extensive. These indicators include reminding my students/writers to condense the story into one sentence, then one phrase, then one word, demonstrating to my students/writers to make sure the story elements are presented in a logical order, and leading my students/writers to never put ideas into a complex subject. With a computed overall weighted mean of 4.13 and a descriptive equivalent of often, it is clear that the teachers in the SDO of Urdaneta City have fully executed the journalism program about news/sports writing. According to Balaraman's research (2019), Malaysian citizen journalists like news writing above other forms of it. The Associated Press (AP) Stylebook, which offers recommendations on syntax, punctuation, capitalization, and other writing norms unique to news writing, is used by many new companies.

Table IX. The Extent of Instructional Management by the Teachers in Implementing Campus Journalism Program in terms of News/Sports Writing

Indicator Statements	Weighted Mean	Descriptive Equivalent	Transmuted Rating	Rank
As a public secondary school teacher (PSST) implementing the Campus Journalism Program, I...				
1. inculcate in my students/writers that every news story must cover the "Five W's."	4.15	O	E	5
2. remind my students/writers to condense the story into one sentence, then one phrase, then one word.	4.17	O	E	3
3. train my students/writers to hook the reader by putting the most important, the most interesting, and the most exciting thing in the lead.	4.11	O	E	6.5
4. teach my students/writers to focus on the action using the active voice instead of the passive voice.	4.09	O	E	8
5. illustrate to my students/writers to make sure the story elements are presented in a logical order.	4.17	O	E	3
6. tell students that sentences should be kept relatively short and use the subject-object formula whenever possible.	4.04	O	E	10
7. remind my students/writers not to use "I" as the first person in the news.	4.19	O	E	1
8. teach my students/writers to summarize the story by repeating what has been said.	4.06	O	E	9
9. lead my students/writers never to put ideas into a complex subject.	4.17	O	E	3
10. emphasize to my students/writers to avoid repeating information.	4.11	O	E	6.5
Overall Mean	4.13	O	E	

Science and Technology Writing- The indicator provided practice assignments for my pupils' and writers' use of simple, clear language. It received the highest weighted mean rating of 4.06 (Rank 1) and the descriptive equivalent of a transmuted extensive rating, which is often. A descriptive counterpart of often having a transmuted rating of extensive was given to indicators like my advice to my students and writers to use tangible visuals to illustrate abstract topics, which received a

Table X. The Extent of Instructional Management by the Teachers in Implementing Campus Journalism Program in Terms of Science and Technology Writing

Indicator Statements	Weighted Mean	Descriptive Equivalent	Transmuted Rating	Rank
As a public secondary school teacher (PSST) implementing the Campus Journalism Program, I...				
1. teach my students/writers to use concrete words wherever possible.	4.00	O	E	6
2. advise my students/writers to avoid overloading with figures (numbers).	3.96	O	E	8.5
3. remind my students/writers not to sensationalize anything using saying it in such a forceful and intense manner that it affects people's emotions.	4.00	O	E	6
4. inculcate in my students/writers to give background details of the topic.	3.93	O	E	10
5. provide illustrations for my students to see what will bring the story alive.	4.02	O	E	3.5
6. teach my students/writers to avoid loading with large numbers or lots of figures.	3.96	O	E	8.5
7. give practice exercises for my students/writers to keep their words clear and straightforward.	4.06	O	E	1
8. advise my students/writers to use concrete images to explain abstract ideas.	4.04	O	E	2
9. give exercises that will cater to the needs of my students/writers.	4.00	O	E	6
10. provide my students/writers with materials that enhance their Science and Technology writing knowledge.	4.02	O	E	3.5
Overall Mean	4.00	O	E	

weighted mean of 4.04 (Rank 2) on the scale. The journalism curriculum in the SDO Urdaneta City was heavily implemented by the professors in terms of science and technology writing, with a computed

overall weighted mean of 4.00 and a descriptive equivalent of frequency.

The indicator discusses the intended use, target audience, content, and structure with my students and writers and helps them decide what to include. It received the highest weighted mean rating of 4.06 (Rank 1) and the descriptive equivalents of often and extensive. A descriptive equivalent of frequently with a transmuted, extensive rating was given to the indicator that gives my students and writers timely, useful information, receiving a mean of 4.04 (Rank 2) overall. A computed overall mean of 4.00 with a descriptive equivalent frequently denotes extensive column writing implementation of the journalism curriculum in SDO of Urdaneta City. For a variety of specializations in university journalism, students have teachers. News, columns, sports, investigative, entertainment, reviews, and features are just a few of the specific areas of expertise that can be combined into a faculty newspaper (MakeMyNewspaper.com, 2020).

Table XI. The Extent of Instructional Management by the Teachers in Implementing Campus Journalism Program in terms of Column Writing

Indicator Statements	Weighted Mean	Descriptive Equivalent	Transmuted Rating	Rank
As a public secondary school teacher (PST) implementing the Campus Journalism Program, I...				
1. instill in my students/writers that providing timely, helpful information is one of the top three most essential skills they need to have.	4.00	O	E	6
2. teach my students/writers to ensure their sentences and paragraphs are simple and short.	3.96	O	E	8.5
3. illustrate to my students how to include local names and addresses in personal columns.	4.00	O	E	6
4. remind my students/writers to put references and quotes that might help them stand out in a crowd.	3.93	O	E	10
5. discuss with my students/writers that newspaper pages are laid out on a grid with a four-sided margin, some vertical columns, and gutter space between them.	4.02	O	E	3.5
6. discuss with my students/writers what they should think about and decide on the purpose, audience, content, and structure.	3.96	O	E	8.5
7. provide my students/writers with timely, helpful information.	4.06	O	E	1
8. demonstrate to my students/writers that in writing about people, using a topic to tell a story using local knowledge is an effective way of conveying the point of the story.	4.04	O	E	2
9. engage my students/writers to find a "lead" or opening statement to appeal to your readers.	4.00	O	E	6
10. give my students/writers exercises that enhance their skills in column writing.	4.02	O	E	3.5
Overall Mean	4.00	O	E	

The learning environment, which is a component of instruction, received the highest overall weighted mean rating of 4.24 (Rank 1) and a descriptive equivalent of frequently with a transmuted rating of extensive. Additionally, the instructional area of instructional techniques received a mean rating of 4.11 (Rank 2) and a transmuted rating of extensive for its

descriptive equivalent of frequent. Last but not least, journalism received a rating of 4.10 (Rank 3), with a descriptive equivalent of often and a transmuted grade of extensive. The teachers clearly implemented the journalism curriculum in the SDO of Urdaneta City, as evidenced by the overall computed weighted mean of 4.15, which has the descriptive equivalent of frequent.

Table XII. Summary of the Extent of Instructional Management in the Implementation of the Campus Journalism (IMICJ) Program

Areas of Instruction	Overall Weighted Mean	Descriptive Equivalent	Transmuted Rating	Rank
Learning Environment	4.24	O	E	1
Instructional Strategies	4.11	O	E	2
Journalistic Writing	4.10	O	E	3
Grand Overall Weighted Mean (GOWM)	4.15	O	E	

Age- Accept the null hypothesis because, as shown in the table, the computed F-value is 0.709, a significant value of 0.556 higher than 0.05. This suggests that, along with their ages, the teachers' implementation in Urdaneta City's SDO is the same as that of the school's journalism program.

Sex- The null hypothesis is rejected because, as shown in the table, the computed T-value is 2.838, a significant value of 0.007 that is less than 0.05. This suggests a considerable disparity between the instructors' execution of the school journalism curriculum in the SDO of Urdaneta City and their sexual orientation.

Highest Educational Attainment- Accept the null hypothesis because, as shown in the table, the computed F-value is 2.681, which is 0.057 more significant than 0.05. According to this, the instructors' implementation of the school journalism program and their greatest level of education in the SDO of Urdaneta City are the same.

Teaching Position- Accept the null hypothesis because, as shown in the table, the computed F-value is 1.585, a significant value of 0.285 more than 0.05. This suggests that the teachers' implementation in the SDO of Urdaneta City, along with their teaching position, is the same as the implementation of the school journalism program.

Number of Years as Journalism Adviser- Accept the null hypothesis because the computed F-value, which

is shown in the table, is 1.630 and has a significant value of 0.206, which is higher than 0.05. This suggests that the teachers' implementation in the SDO of Urdaneta City, as well as the length of time they have served as journalism advisers, are identical to those of the school journalism program.

The number of Training Attended Related to Journalism- Accept the null hypothesis since the computed F-value, as shown in the table, is 1.003 and has a significant value of 0.484, which is better than 0.05. This suggests that the amount of journalism-related training and the instructors' execution of the school journalism program in the SDO of Urdaneta City are comparable.

Table XIII. Mean Difference between the Extent of IMICJ Program Across the Profile of the Respondents

Profile Variables	F-/ t-Value	Sig.	Decision
Age	0.709ns	0.556	Accept H_0
Sex	t=2.838*	0.007	Reject H_0
Highest Educational Attainment	F 2.681n S	Sig. .057	Decision Accept H_0
Teaching Position	1.585ns	0.205	Accept H_0
Number of Years as Journalism Adviser	1.630ns	0.206	Accept H_0
Number of Training Attended Related to Journalism	1.003ns	0.484	Accept H_0

*Significant at 0.05 alpha level of significance
ns=Not significant at 0.05 alpha level of significance

Age- Accept the null hypothesis because, as shown in the table, the computed R-value is 0.191, a significant value of 0.339 higher than 0.05. This suggests that there is no meaningful association between the teachers' implementation of the school journalism program in the SDO of Urdaneta City and their ages.

Sex- The computed R-value is 0.371, as shown in the table, which is significantly less than 0.05 by 0.006 and rejects the null hypothesis. This suggests a strong connection between the teachers' execution of the school journalism program in the SDO of Urdaneta City and their sexual orientation.

Highest Educational Attainment- The computed R-value is 0.299 in the table, which is significant at 0.003 less than 0.05 and rejects the null hypothesis. This suggests that there is no meaningful association between the teachers' efforts to execute the school

journalism program and their greatest level of education in the SDO of Urdaneta City.

Teaching Position- Accept the null hypothesis because, as shown in the table, the computed R-value is 0.202, a significant value of 0.148 higher than 0.05. This suggests that there is no meaningful connection between the instructors' implementation of the school journalism program and their teaching position in the SDO of Urdaneta City.

Number of Years as Journalism Adviser- Accept the null hypothesis because, as shown in the table, the computed R-value is 0.195 and has a significant value of 0.238, which is better than 0.05. This suggests that there is no meaningful association between the teachers' execution of the school journalism program in the SDO of Urdaneta City and their number of years serving as journalism advisers.

Number of Training Attended Related to Journalism- Accept the null hypothesis because, as shown in the table, the computed R-value is 0.037 and has a significant value of 0.790, which is better than 0.05. This suggests that there is no meaningful connection between the quantity of journalism-related training courses and the teachers' execution of the school journalism program at Urdaneta City's SDO.

Table XIV. Relationships Between the Extent of the IMICJ Program and the Profile Variable

Profile Variables	r-Value	Sig.	Decision
Age	0.191	0.339	Accept H_0
Sex	0.371	0.006	Reject H_0
Highest Educational Attainment	0.299	0.003	Reject H_0
Teaching Position	0.202	0.148	Accept H_0
Number of Years as Journalism Adviser	0.195	0.238	Accept H_0
Number of Trainings Attended Related to Journalism	0.037	0.790	Accept H_0

CONCLUSION

The respondent-PSSTs running the college journalism initiative are in their most fruitful teaching years. Regarding the greatest level of education attained and participation in pertinent in-service training, they are well-competent. But the majority of them are still working on their master's degrees. The extent of

instructional management used by public secondary school teachers who teach campus journalism still has a lot of space for improvement, moving from the "extensive level" to the "very extensive level." The group of respondent-P SSTs running the university journalism program is uniform and shares similar levels of instructional management. By enticing them to enroll and get their master's degrees, it is necessary to raise the academic standing of the respondent-P SSTs who are running the campus journalism program. The "Proposed Training Program for Enhancing the Instructional Management of Public Secondary School Teachers in Implementing the Campus Journalism" is supported by the indicator statements with the lowest WM scores, i.e., a strong foundation.

ACKNOWLEDGMENT

In order to complete this work, the researcher would like to express her profound gratitude to the individuals who provided support through their intellectual contributions, inspiring suggestions, and resources:

Her research adviser, Dr. Lelia V. Meimban, for her tolerance and encouragement. Throughout the entire research and thesis writing process, her advice was helpful to the researcher.

As panel members, Drs. Russel V. Santos, Jeger P. Paragas, and Sherrylynn Jennifer S. Carantes contributed their knowledge, suggestions, and experience to the improvement of this study.

Thank you to Drs. Hilda E. Lumague, Josie B. Tacad, Perlita Briones, and Almera S. Zarate for spending their valuable time verifying her equipment.

Her school principal, Madam Doris S. Sandoy, for the never-ending help.

Thank you to the secondary English teachers who teach campus journalism in the Urdaneta City Division for taking the time and taking it slowly to complete the survey.

Their encouragement and support meant a lot to her beloved coworkers at San Jose Leet Integrated School who have been helpful colleagues, especially to Madam Mary Joy M. Andrada and Madam Welsie T. Cagabhion.

Additionally, the researcher would like to express her gratitude to her mother Letecia S. Palaganas, her husband Billy S. Bulatao, and her friends for their understanding and support throughout the entire process of this study.

Above all, I want to thank Almighty God for providing me with the strength and insight to complete this research. Without His direction and protection, our study would not be feasible.

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