

Feasibility Study on Establishing a Special Program for Journalism (SPJ) at Glan Central Integrated SPED Center

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ABSTRACT

This study explores the feasibility of expanding the Special Program for Journalism (SPJ) at Glan Central Integrated SPED Center (GCISC) to include Grades 7-10, building upon the program's proven success at the elementary level. GCISC students have excelled in various journalism competitions, including the Division Schools Press Conference (DSPC), Regional Schools Press Conference (RSPC), and National Schools Press Conference (NSPC), earning multiple accolades and showcasing the program's potential for growth if extended to junior high school.

A central focus of this research is the recognition of the critical need for continuity in the Special Program for Journalism. While the elementary-level SPJ has established a solid foundation for young journalists, it is crucial to offer students the opportunity to further refine and advance their skills as they transition into junior high school. Without this continuity, the momentum gained at the elementary level risks being lost. Thus, this study explored the feasibility of expanding the SPJ into junior high school to ensure that students can continue their journalistic development in a seamless, progressive manner, building on the skills they have already acquired during the first two key learning stages.

The decision to expand the SPJ program is supported by the growing demand from students and stakeholders. The Market Study reveals significant student interest, with many engaging in media-related activities like content creation on platforms, demonstrating a natural affinity for journalism. Parental feedback further reinforces the program's appeal, highlighting their confidence in the school's ability to nurture these talents. Moreover, the study underscores the need for a coherent educational pathway, particularly for those students who have already participated in the elementary-level SPJ. Expanding the program into junior high school would provide these students with the opportunity to continue their journalism education, enhancing their skills, and increasing future opportunities in the field.

The Technical Study identifies the need for modern media equipment, such as computers, cameras, and editing software, as well as the establishment of a dedicated media laboratory. While these technical requirements are substantial, the study suggests they can be met through phased implementation and strategic collaborations with external partners, including universities, media organizations, and NGOs. Furthermore, the study emphasizes the importance of professional development for teachers to ensure they are equipped with the skills necessary to deliver high-quality journalism instruction.

From a management perspective, the study highlights potential challenges, such as resource allocation, student engagement, and program coordination. However, it provides solutions, including appointing a program coordinator, offering structured staff training, and implementing continuous monitoring and evaluation to ensure the program's smooth operation. The study also recommends targeted marketing strategies to sustain enrollment and ensure long-term program growth.

The Financial Study demonstrates the program's financial feasibility, funding can be sourced from the school's budget, the Special Education Fund (SEF), DepEd allocations, local government units (LGUs), PTA contributions, non-governmental organizations (NGOs) and targeted fundraising efforts. The financial model supports long-term sustainability by diversifying funding sources and leveraging stakeholder contributions.

The Socio-Economic Study reinforces the program's value, particularly in promoting inclusivity, student empowerment, and ethical communication. The program will provide students with the tools to engage in community issues, participate in civic discourse, and pursue media careers. Additionally, it will ensure access for students in remote areas and offer opportunities for competition and recognition. Through continued collaboration with parents and the broader community, the program is expected to thrive both culturally and ethically, ensuring its long-term success.

Key assumptions include securing funding from multiple sources, including the school's budget, SEF, and external partners, who will provide necessary resources like media equipment and teacher training. There is strong demand for the program, as evidenced by student and parent feedback, and expanding SPJ to junior high school will provide a continuous and progressive learning experience for students. Although the program faces infrastructure challenges, these can be addressed through phased implementation and strategic partnerships. The program's success will depend on careful planning, resource allocation, and ongoing community engagement.

In conclusion, it confirms that the SPJ in GCISC is well-positioned for successful implementation at the junior high school level. With strong demand, infrastructure improvements, financial viability, and socio-economic benefits, the expansion of SPJ into Grades 7-10 is a strategic and sustainable decision. This continuity from elementary to junior high school will provide students with a comprehensive and progressive education, empowering them to pursue careers in media and make meaningful contributions to society.

INTRODUCTION

Journalism is a vital discipline that cultivates communication skills, analytical thinking, and media literacy—essential competencies in today's landscape. As misinformation spreads rapidly, it is crucial to equip students with ethical and responsible journalism skills (Mensing, 2020). Recognizing this necessity, Glan Central Integrated SPED Center has successfully implemented the Special Program for Journalism (SPJ) at the elementary level, fostering young writers with strong foundational skills. With outstanding achievements in the Division Schools Press Conference (DSPC 2025), the school was recognized as the overall best-performing school at the elementary level. Its excellence continued at the recently concluded Regional Schools Press Conference (RSPC), where its student journalists secured victories, and the school paper earned the distinction of being the 2nd best in the region for both elementary English and secondary Filipino. Even on the national stage, the school upheld its reputation at the National Schools Press Conference (NSPC) 2023 in Cagayan de Oro City. The school paper proudly secured the 5th Best Sports Page in the entire country, while one of its journalists claimed 2nd Best Science and Technology Writer for elementary English.

GCISC has cemented its reputation as a training ground for aspiring journalists. These successes reflect the school's commitment to nurturing critical thinking, media literacy, and ethical journalism among learners. However, the absence of a structured junior high school SPJ program (Grades 7-10) creates a discontinuity in students' training, limiting their ability to refine and advance their expertise. This feasibility study examines the practicality of broadening the SPJ initiative to junior high school, ensuring a seamless, progressive, and well-structured journalism curriculum.

Despite the success of the elementary SPJ program, its expansion to junior high school presents multiple obstacles. The school currently struggles with insufficient classroom and laboratory space, substantial initial funding requirements, and long-term sustainability concerns, which may impede the program's implementation. Additionally, faculty workload and the necessity for specialized training for teachers handling journalism remain pressing issues. Without an established SPJ curriculum beyond elementary, students who have excelled in the field may lose motivation or face difficulties in maintaining their competitive performance in Division, Regional, and National Schools Press Conferences (DSPC, RSPC, and NSPC). Resolving these limitations is essential to guaranteeing a continuous and comprehensive journalism education.

Expanding the SPJ program is not merely an academic improvement—it is also an opportunity to empower students with enduring competencies. Studies reveal that prolonged exposure to journalism instruction enhances students' ability to evaluate information critically, differentiate between credible news and disinformation, and articulate ideas effectively across various media platforms (Garcia, 2023). Furthermore, journalism education fosters civic engagement and leadership, as learners become more attuned to current affairs and social issues (Smith & Lopez, 2021). In an era dominated by digital misinformation, equipping students with investigative and reporting skills ensures they become responsible

media consumers and ethical communicators. This underscores the necessity of extending the SPJ program in Junior High School at Glan Central Integrated SPED Center.

Several educational institutions nationwide have successfully integrated journalism programs from elementary to secondary levels, demonstrating their effectiveness in developing students' writing proficiency, research capabilities, and broadcasting expertise (Reyes & Villanueva, 2020). Research indicates that learners who undergo consistent journalism training perform significantly better in core subjects such as English, Filipino, and Social Studies, as journalism sharpens comprehension and critical analysis (Torres, 2021). Additionally, incorporating digital tools in journalism instruction, including multimedia storytelling and virtual news production, has been shown to increase student engagement and creativity (Johnson et al., 2022). By implementing these best practices in the junior high SPJ curriculum at GCISC, the institution can ensure that students receive contemporary, industry-aligned training, preparing them for higher education and potential careers in media.

Given these considerations, this feasibility study assessed the viability of expanding the Special Program for Journalism (SPJ) to Grades 7-10 at GCISC. Specifically, it evaluated the school's available resources, identified possible constraints, and explored strategies for securing financial and operational sustainability. Furthermore, it investigated opportunities for collaboration with media organizations, stakeholder involvement, and technological advancements to enrich journalism instruction.

The development of the Special Program in Journalism at GCISC will cultivate meaningful learner engagement with the contemporary media environment, advance sustainable and transformative educational experiences, and reinforce the institution's Journalism Program through its structured continuity from the elementary to the high school level.

LEGAL BASES

The Special Program in Journalism (SPJ) in the Philippines is rooted in various legal frameworks and directives issued by the Department of Education (DepEd). This program is designed to develop students' journalistic skills while promoting ethical and responsible campus journalism. Among the key legal foundations of the SPJ is **Republic Act No. 7079, known as Campus Journalism Act of 1991**, which serves as the basis for campus journalism in the country. This law emphasizes the role of campus journalism in promoting ethical values, critical thinking, and discipline among students. It ensures that student journalists have the right to engage in journalistic activities, reinforcing press freedom within the educational system.

Moreover, **DepEd Order No. 46, s. 2012, the Policy Guidelines on the Implementation of Special Curricular Programs**, provides a framework for implementing specialized programs, including SPJ, to address students' learning needs. It institutionalizes education pathways that support specific student interests and competencies, such as journalism, and emphasizes the importance of specialized instruction to develop students' skills in writing, reporting, and media literacy, helping them navigate the media landscape.

Additionally, **DepEd Order No. 21, s. 2019, the Policy Guidelines on the K to 12 Basic Education Program** reinforces the objectives of the SPJ by promoting responsible journalism, ethical media use, and social awareness. This directive affirms the role of journalism education at the secondary level, ensuring that students can analyze and communicate societal issues through different journalistic formats. It also supports journalism competitions and learning experiences that enhance students' technical and creative skills in media production.

To complement these directives, **DepEd Memorandum No. 024, s. 2023, the National Schools Press Conference (NSPC)** plays a role in advancing journalism education in the Philippines. As the national student journalism competition, the NSPC provides a platform for students to showcase their skills in news writing, editorial writing, photojournalism, and editorial cartooning. This memorandum ensures that journalism competitions follow ethical standards, uphold intellectual property rights, and maintain academic integrity, fostering professionalism among student journalists.

Furthermore, **DepEd Order No. 55, s. 2010, the Mandated Programs, Projects, and Activities for Schools** supports the institutionalization of journalism education. This order mandates schools to allocate resources and implement

journalism-related activities to sustain and enhance the SPJ. By ensuring that journalism programs receive institutional support, this policy helps maintain their long-term viability and accessibility to students interested in media and communication.

These legal frameworks provide a foundation for the Special Program in Journalism, ensuring that students receive structured training in journalism. By integrating journalism education into the academic curriculum and providing platforms for skill development, these policies contribute to the formation of responsible and competent journalists who can engage with and influence the media landscape in the Philippines.

SIGNIFICANCE OF THE STUDY

This feasibility study on expanding the SPJ to Grades 7-10 at Glan Central Integrated SPED Center ensures the continuity, sustainability, and advancement of journalism education. Specifically, it contributes to the enhancement of the following:

The School. The study provides Glan Central Integrated SPED Center with a structured plan for sustaining and enhancing its journalism program. By expanding SPJ to junior high school, the institution can offer a seamless, skills-based learning progression that prepares students for higher education and potential careers in media. Additionally, the research identifies infrastructural and financial needs, guiding the school in resource allocation and program sustainability.

The School Leaders. Administrators and program coordinators can use the findings to implement policies that strengthen journalism education within the school system. The study provides data-driven recommendations on resource management, curriculum enhancement, and faculty support. By aligning with DepEd's K to 12 Basic Education Curriculum and DepEd Order No. 21, s. 2019, school leaders can ensure that the SPJ program adheres to national standards while fostering student excellence in journalism.

The Teachers. Journalism educators will benefit from insights into capacity-building initiatives that support their professional development. The study highlights the need for specialized training in journalistic writing, broadcasting, and digital media, ensuring that teachers are equipped with the necessary skills to guide students effectively. Furthermore, it addresses workload concerns by proposing strategies to balance journalism instruction with other academic responsibilities.

The Stakeholders. Parents, community members, and partners play a crucial role in supporting educational programs. This study underscores the importance of stakeholder involvement in sustaining journalism education, presenting opportunities for funding, mentorship programs, and community engagement initiatives. With stakeholder collaboration, the school can secure external support to address budget constraints and equipment shortages.

The Media Community. Media organizations and journalists can benefit from this study as it cultivates a new generation of young journalists with strong ethical foundations. By bridging the gap between academia and professional media, the study promotes collaborations between schools and industry leaders, offering students opportunities for internships, training, and hands-on experiences in real-world journalism. This strengthens the media industry's talent pipeline, ensuring that future journalists are well-prepared and socially responsible.

The DepEd. The study provides DepEd with valuable policy insights regarding the enhancement of journalism education nationwide. The introduction of a special journalism program plays a crucial role in enhancing students' skills in writing, critical thinking, communication, and media literacy. These programs help students develop a deeper understanding of ethical journalism, storytelling techniques, and the digital landscape, preparing them for future careers in media and beyond. These insights are essential for future DepEd initiatives aimed at boosting media and information literacy across both public and private schools, contributing to a more media-informed and educated student body.

The Local School Board and Policy Makers. The study offers policy insights for policy makers and local government units in strengthening journalism programs. By presenting findings on curriculum alignment, resource requirements, and industry partnerships, it supports evidence-based decision-making for policy formulation. These insights can guide future initiatives aimed at enhancing media and information literacy across public and private schools.

The Researchers. This study serves as a valuable reference for future research on journalism education, media literacy, and curriculum development. It provides empirical data on the challenges and opportunities of implementing SPJ programs in junior high schools, contributing to the growing body of knowledge in educational feasibility studies and media education research.

Objectives of the Study

The objectives of this feasibility study are, to wit:

1. On Market Study: Educational Needs and Market Analysis

- 1.1 To assess student interest in the Special Program for Journalism (SPJ) at GCISC and its potential impact on enrollment.
- 1.2 To evaluate the availability of essential resources, including classrooms, equipment, and instructional materials, for the successful implementation of the SPJ program.
- 1.3 To identify the training needs of teachers and recommend capacity-building programs to ensure effective journalism instruction.

2. On Technical Study: Strategic Planning and Sustainability

- 2.1 To propose an organizational structure for the SPJ program, including teaching and non-teaching staff.
- 2.2 To discuss technological and infrastructural needs, class schedules, and long-term partnership opportunities with media organizations, universities, and local businesses to sustain the program.

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

- 3.1 To analyze the financial requirements for the establishment and operation of the SPJ program, including proposed funding strategies and budget allocations for long-term sustainability.

4. On the Management Study: Risk Assessment and Mitigation Strategies

- 4.1 To identify potential risks related to the implementation of the SPJ program and propose strategies for mitigating those risks during both the establishment and operational phases.

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

- 5.1 Explore ethical implications concerning the Special Program for Journalism (SPJ).

6. On the Decision to Implement the Proposed Special Program for Journalism (SPJ)

- 6.1 To provide recommendations for school administrators, educators, and policymakers regarding the implementation and sustainability of the SPJ program at GCISC, based on comprehensive findings from market, technical, financial, and risk assessments.

METHODOLOGY

Data Gathering Procedure

This feasibility study adopted a descriptive research approach to gather and assess data, focusing on evaluating the viability of offering a special journalism program at GCISC. A variety of research methods were employed, including surveys, key informant interviews (KIIs), focus group discussions (FGDs), checklists, and documentary reviews, to ensure a thorough assessment of the program's feasibility from the perspectives of both students and parents.

The researchers began the study by seeking approval from the schools division superintendent and principals to conduct surveys and interviews. Upon receiving consent, informed consent forms were distributed to all participants—students, key informants, and focus group members—to ensure their voluntary participation. After obtaining signed consent, the researchers proceeded with the surveys and interviews. The collected data were processed, analyzed, and summarized using descriptive statistics.

To select a representative sample of Grade 6 learners, Slovin's formula was applied with a 5% margin of error for precision. From a total population of 492 learners, a sample of 236 respondents was distributed across Glan Central Integrated SPED Center (GCISC), Enrique D. Yap, Sr. Elementary School (EDYSES), and Calabanit Elementary School (CES). For parents, convenience sampling was employed, selecting 15 participants based on their availability and willingness to take part in the study. While this approach allowed for practical access to participants, it also presents limitations in terms of representativeness, potentially introducing bias that may affect the generalizability of parental perspectives. The study also included the 3 principals and 8 teachers from the respective schools. Additionally, documentary analysis was conducted to examine relevant policies, prior SPJ studies, enrollment data, and educational frameworks from Sarangani Province.

LOCALE OF THE STUDY

This study was conducted in Glan, Sarangani Province, specifically focusing on three nearby elementary schools: Glan Central Integrated SPED Center, Enrique D. Yap, Sr. Elementary School, and Calabanit Elementary School. These schools were selected due to their role as feeder institutions to the local educational system, making them highly relevant to the proposed Special Program in Journalism at GCISC. Additionally, no other schools in Glan offered the SPJ program, highlighting the significance of this study within the community.

RESPONDENTS AND INFORMANTS

This study involved Grade 6 learners from Glan Central Integrated SPED Center and nearby schools, selected to represent key stakeholders in assessing the feasibility of the Special Program in Journalism (SPJ). As the core group of interest, their feedback was instrumental in evaluating their level of interest, awareness, and preparedness to engage in a journalism-based curriculum.

To ensure fair and representative sampling, Slovin's formula was used to calculate the sample size for each school, applying a 5% margin of error. This methodology improved the study's accuracy and ensured that each of the three schools was fairly represented in the research.

The following tables outline the distribution of respondents for the survey.

Table 1 illustrated the profile of the learner-respondents from three schools. The largest population is that of Glan Central Integrated SPED Center with 388 learners, from which a sample size of 197 was drawn. Next is Calabanit Elementary School, which has a total population of 27 learners and a sample size of 25. Lastly, Enrique D. Yap, Sr. Elementary School has the smallest population of 14 learners—all included in the sample. Overall, there are 492 learners across the three schools, with a total sample size of 236 respondents. This distribution, therefore, indicates a purposive sampling scheme that ensures representation across schools while having almost full coverage and, in some cases, totalization in the case of smaller populations.

Table 1 Distribution of Learner-Respondents

Schools	Population (N)	Sample Size (n)
Glan Central Integrated SPED Center	388	197
Calabanit Elementary School	27	25
Enrique D. Yap, Sr. Elementary School	14	14
Total	492	236

Along with the learners, the parents, teachers, and school principals were also included as key informants of this study,

acknowledging their crucial role in supporting the program, as illustrated in the tables below.

Table 2 presented the distribution of parent respondents who rendered their participation in the Key Informant Interview (KII) over three specific schools: Glan Central Integrated SPED Center, Calabanit Elementary School, and Enrique D. Yap, Sr. Elementary School. Each of these schools had five parent respondents making it a total of 15 parent respondents. It also indicates an even distribution, implying a fair representation of parents from their respective participating schools notwithstanding the varying sizes in student populations.

Table 2 KII Distribution of Parent-Respondents

Schools	Number of Parents
Glan Central Integrated SPED Center	5
Calabanit Elementary School	5
Enrique D. Yap, Sr. Elementary School	5
Total	15

Table 3 showed the distribution of respondents who were school principals and have participated in the Key Informant Interview (KII). The school heads or principals of the of three schools-Glan Central Integrated SPED Center, Calabanit Elementary School, and Enrique D. Yap, Sr. Elementary School-were interviewed, making a total of three respondents. This equal representation guarantees the capture of perspectives and insights from the school leadership within each institution into the study.

Table 3 KII Distribution of School Principal Respondents

School Head/Principal	Number
Glan Central Integrated SPED Center	1
Calabanit Elementary School	1
Enrique D. Yap, Sr. Elementary School	1
Total	3

Table 4 illustrated the distribution of teacher-respondents who participated in the Key Informant Interview (KII). Glan Central Integrated SPED Center had the most participating teachers with four respondents. Calabanit Elementary School and Enrique D. Yap, Sr. Elementary School had a couple of teacher respondents each. A total of eight teachers were interviewed in the three schools. This distribution shows a varied yet broadly inclusive representation of teaching views with greater numbers coming from the largest school, ensuring that there was an adequate understanding of the educational setting.

Table 4 KII Distribution of Teacher Respondents

Teachers	Number
Glan Central Integrated SPED Center	4
Calabanit Elementary School	2
Enrique D. Yap, Sr. Elementary School	2
Total	8

SAMPLING TECHNIQUE

Purposive sampling was used to select the key informants for this study. This approach was crucial in the Key Informant Interviews (KII), ensuring that participants with specialized knowledge and relevant experience related to the research topic were selected. By focusing on individuals with expertise, purposive sampling allowed the researchers to gather valuable and informed insights that directly aligned with the objectives of the study. This method ensured that the data collected was not only relevant but also provided a rich, contextual understanding of the issue being investigated (Smith & Johnson, 2023).

The study included **236** learners, **15** parents, **3** principals, and **8** teachers, who provided valuable insights and perspectives on the feasibility of offering a special program in journalism at Glan Central Integrated SPED Center.

INSTRUMENTS

The questionnaire, which was adopted and modified for the purposes of this feasibility study, was designed to collect critical insights from key stakeholders regarding the potential expansion of the Special Program for Journalism (SPJ) to the Junior High School level at Glan Central Integrated SPED Center (GCISC). The responses obtained were instrumental in assessing various factors, including student interest, resource availability, financial implications, and potential challenges, with the aim of ensuring the development of a well-structured and sustainable program. Through the collection of data from students, parents, teachers, administrators, and teachers, the study sought to formulate strategic recommendations for the effective implementation of the SPJ program.

RESULTS AND DISCUSSION

Market Study: Educational Needs and Market Analysis

This market study assesses the feasibility and potential impact of introducing the Special Program for Journalism (SPJ) at GCISC. It examines critical factors, including student interest, available resources, and teacher needs, to support the program's implementation. The study provides insights that will inform decision-making and facilitate the successful establishment of the proposed program.

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

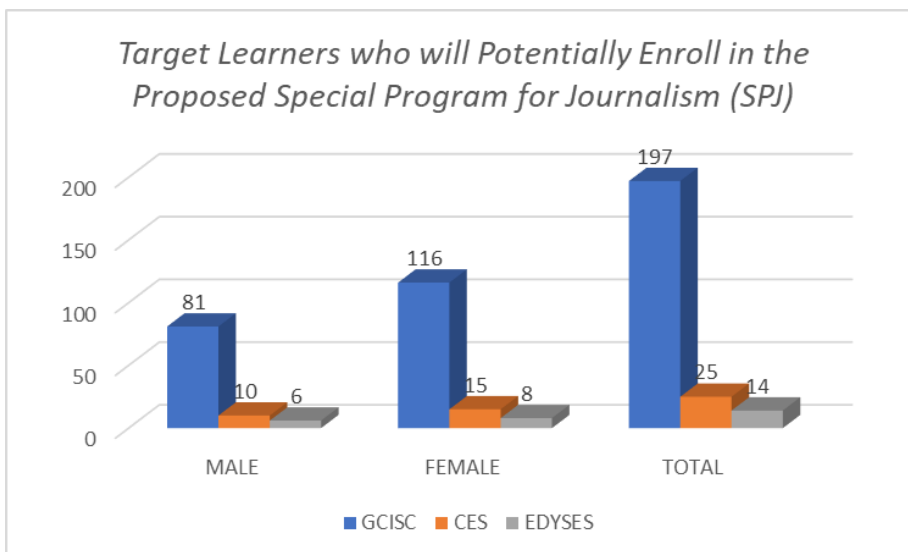


Figure 1 showed the targeted number of students who would be likely to enroll in the new Special Program in Journalism (SPJ) with a strong focus on a good pool of potential students from three feeder schools. The figure shows both gender distribution and overall number of students interested, which gives good insight into the potential reach and appeal of the program.

Glan Central Integrated SPED Center (GCISC) becomes the main source of prospective enrollees, with 197 students showing interest—81 males and 116 females. This significant figure establishes that GCISC can be the main source of the program's launch.

Calabanit Elementary School (CES) is the second major source with 26 students expressing interest, of which 10 are boys and 16 are girls. This is an indication of an increased interest even in schools outside the main location.

Enrique D. Yap, Sr. Elementary School (EDYSES), while having the lowest total, still has 14 possible enrollees—6 male and 8 female—indicating awareness and interest in the program also exists in smaller institutions.

In total, the three schools account for 236 interested students, with 97 boys and 139 girls. The slight majority of girls indicates a high level of inclusivity. With so many students expressing interest, the SPJ program is well positioned to be implemented successfully. Even if only a few of these learners decide to pursue enrollment, the program would be able to operate profitably, with plenty of room for future growth.

Stakeholder Demand for the Special Program for Journalism (SPJ)

Table 5 Learner Awareness of the SPJ Program

Response	Frequency	Percentage
Yes	201	85%
No	35	15%
Total	236	100%

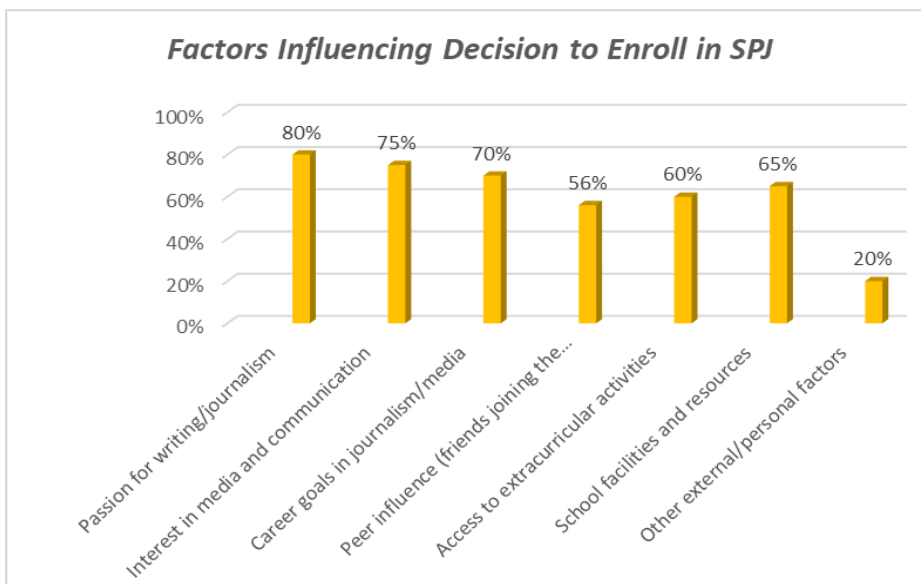
The 85% awareness level reflects the initial success of SPJ promotion efforts across the three schools. This may be attributed to past campaigns, school announcements, or visible outputs from SPJ-related events. However, the 15% of students unaware of the program indicate communication gaps, particularly in classrooms without journalism exposure or among students newly transferred. To ensure inclusivity and equity in access, schools must implement regular information drives, peer-led orientations, and integrate SPJ awareness into school assemblies and guidance counseling sessions.

Table 6 Learner Interest in Enrolling in the SPJ Program

Response	Frequency	Percentage
Yes	168	71%
No	61	26%
Unsure	7	3%
Total	236	100%

Interest levels suggest a strong potential for enrollment, with 71% expressing willingness to join the SPJ program. This aligns with broader educational trends in media literacy and student voice empowerment. However, the 26% not interested and 3% uncertain point to possible competition with other programs (e.g., Science or Sports) or unclear understanding of what SPJ offers. This insight stresses the importance of offering SPJ orientations that highlight career pathways, alumni success stories, and practical skills gained through the program. It also suggests the benefit of integrating SPJ content into regular subject areas to spark early interest.

Figure 2 Factors Influencing Decision to Enroll in SPJ



The top three motivators - passion, media interest, and career alignment indicate that most learners view SPJ as more than an extracurricular add-on; they see it as a pathway to future opportunities. This underscores the need to frame SPJ not merely as a writing club, but as a career-aligned academic track that fosters real-world skills in journalism, public speaking, and multimedia communication.

Peer influence (56%) suggests that word-of-mouth and student ambassadors could serve as effective promotional tools. Creating SPJ “champions” or assigning current SPJ students to conduct outreach can be powerful. The 65% who considered facilities and resources critical reinforces the necessity of investing in a well-equipped media lab, digital tools, and a simulated newsroom environment. These findings justify further budget allocation toward equipment and space improvements.

Additionally, 60% value extracurricular engagement, meaning the SPJ program must go beyond the classroom through press conferences, competitions, and community-based opportunities to maintain interest and develop students holistically.

Availability of Essential Resources for the SPJ Program

To ensure the successful implementation of the SPJ program, the study evaluated the availability of essential resources, including classrooms, equipment, and instructional materials. The findings revealed that while GCISC has classroom space, however there is a need for specialized equipment and updated instructional materials to effectively run the program. Interviews with 3 principals and 8 teachers highlighted the importance of having access to modern tools, such as computers, cameras, editing software, and other media-related equipment. These resources are crucial for students to gain practical, hands-on experience in journalism as stated below:

"Kailangan natin ng computers, video cameras, at editing software. Kung may media lab, malaking tulong ito para sa mga estudyante." (KII-T1L2S1-2)

"Additional computers for students so that they can easily access the latest news and information, with editing software, good cameras for contests, and microphones for better audio quality. We also need instructional materials that focus on journalism activities/literacy." (KII-P2L2S1-2)

"Kung may media room, mas magiging epektibo ang learning." (KII-T2L2S2)

Currently, the school faces limitations in terms of multimedia facilities, which could hinder the program's ability to provide comprehensive training. A significant number of teachers expressed concerns about the lack of updated instructional materials, and online resources, which are necessary to support a curriculum that is aligned with current journalism practices. As such, the availability of resources, particularly in terms of media equipment and instructional materials, needs to be addressed to ensure the program's effectiveness and long-term sustainability.

Training Needs of Teachers and Capacity-Building Programs

The study also identified the training needs of teachers involved in the SPJ program. Teachers play a crucial role in the success of the program, and their ability to deliver quality journalism instruction is contingent upon adequate training. Through discussions with 8 teachers, it became apparent that while the educators are generally skilled in teaching, they need more specialized training in journalism, media production, and digital tools necessary for effective instruction.

To bridge this gap, the study shows that implementing capacity-building programs focused on enhancing teachers' knowledge and skills in journalism is essential. These programs should cover areas such as media ethics, journalistic writing, broadcasting, digital journalism, and multimedia production. Key informants emphasized the need for teacher training, with one stating:

"Kailangan natin ng training sa paggamit ng media tools at how to teach students about digital responsibility. Media literacy is very important." (KII-T2L3S1-2).

Similarly, other respondents added that:

"Kailangan ng training sa digital media." (KII-T4L3S1).

"Training sa media literacy at ethics, pati sa paggamit ng tools for editing," was cited as necessary for teachers to effectively guide students (KII-T7L3S1).

One principal highlighted that, *"Teachers would need to be trained in campus journalism, media literacy, digital tools, and media production techniques... also educated in journalism ethics and how to engage students in creating responsible content or write-ups" (KII-P3L3S1-2).*

These statements affirm that professional development opportunities such as workshops and seminars are critical to keeping educators updated on current journalism trends and technologies. Such capacity-building initiatives will ensure that teachers are well-equipped to guide students through the intricacies of journalism education and provide a high-quality learning experience.

The study revealed a promising potential for the SPJ program at GCISC, with a strong interest from students and a clear need for specialized resources and teacher training. While student interest is high, the successful implementation of the program will depend on addressing gaps in available resources and ensuring that educators receive the necessary training. By focusing on enhancing facilities, securing relevant instructional materials, and providing professional development for teachers, GCISC can effectively offer a special journalism program that meets the needs of students and prepares them for careers in media and communication.

Technical Study

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

Qualified teachers will be assigned to handle the Special Program in Journalism. These teachers were selected based on their capability, related training, and professional achievements during their time in the Department of Education. Their credentials guarantee the provision of quality education and guidance to the students in the program. Provided below is the organizational chart that will facilitate the implementation of the Special Program in Journalism.

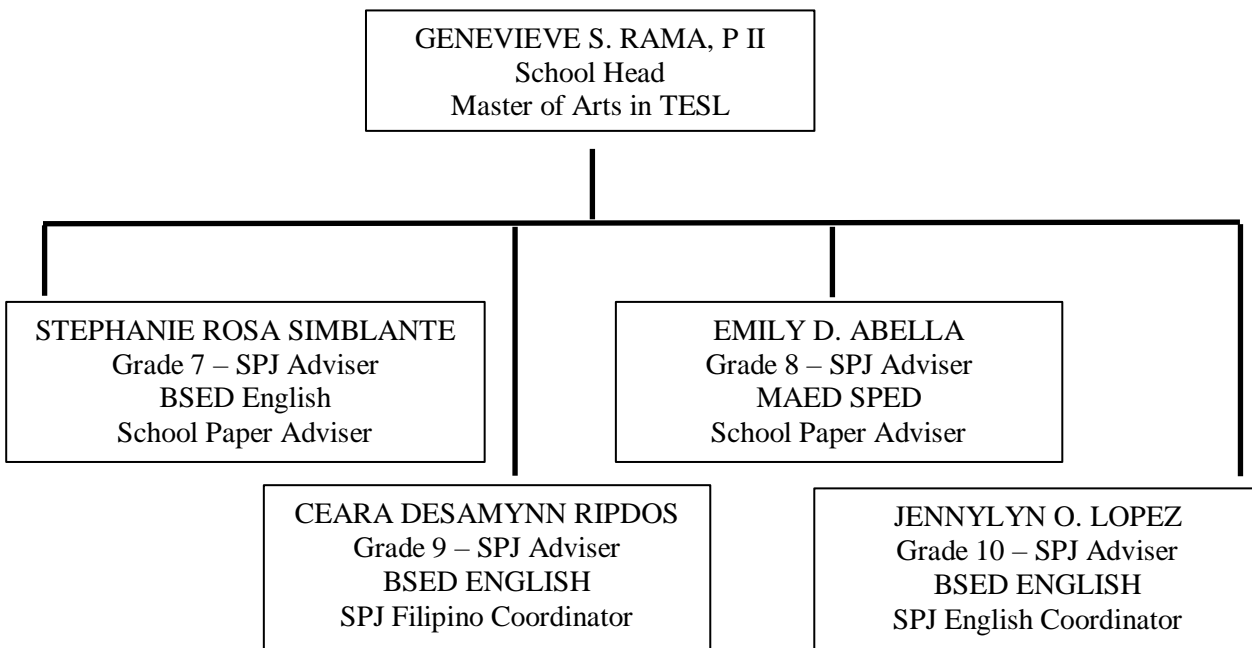


Figure 3 Proposed Organizational Chart Teaching and Non-Teaching Staff for the Proposed Special Program for Journalism

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

Glan Central Integrated SPED Center's Special Program in Journalism (SPJ) aims to enhance its technological capabilities,

equipping students with both computer literacy and functional literacy to effectively navigate and meet the demands of the 21st century.

Through the Department of Education's Computerization Program, the school acquired fifteen (15) laptop units, which is essential in enhancing students' digital literacy, research capabilities, and multimedia production skills. These devices served as vital tools in promoting 21st-century learning, enabling learners to access information, collaborate on projects, and develop outputs across various academic disciplines. Furthermore, the school benefitted from the provision of a speaker system with microphones from the Department of Education and the donation of a DSLR camera from an alumna. The integration of these technological resources will significantly improve the delivery of instruction and enriched co-curricular programs in journalism. With the availability of these resources, learners are now expected to be more engaged and better equipped to participate in authentic, technology-driven learning experiences that foster critical thinking, creativity, and effective communication.

The school has 3 existing unoccupied learning shelters that is ready for occupancy of the Grade 7 – SPJ learners. Additionally, since the establishment of the Special Program in Journalism (SPJ) in the elementary level, the school had successfully forged a partnership with the local radio station, Island FM. Through this collaboration, SPJ Learners have access to the audio-visual room and it serves as a dynamic learning space where students can hone their journalism skills. This facility allows them to create infomercials to raise awareness on relevant issues, deliver up-to-date news reports, and develop various technological competencies essential in modern journalism.

Proposed Class Schedules for the Proposed Special Program for Journalism

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



CLASS PROGRAM GRADE 7 – SPJ School Year 2025 – 2026

Division Memorandum No. 143, s. 2024

MALE: ____ FEMALE: ____ TOTAL: ____

TIME	NUMBER OF MINUTES	DAY				
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		5-day of in-person classes				
7:00 AM – 7:20 AM	20 min	Flag Raising Ceremony	Daily Routine			Flag-Lowering Ceremony
7:20 AM – 8:05 AM	45 min	VAL. ED. 7 – SIMBLANTE, S.	VAL. ED. 7 – SIMBLANTE, S.	VAL. ED. 7 – SIMBLANTE, S.	VAL. ED. 7 – SIMBLANTE, S.	VAL. ED. 7 – SIMBLANTE, S.
8:05 AM – 8:50 AM	45 min	MAPEH 7 – BENSOY, A.	MAPEH 7 – BENSOY, A.	MAPEH 7 – BENSOY, A.	MAPEH 7 – BENSOY, A.	MAPEH 7 – BENSOY, A.
8:50 AM – 9:35 AM	45 min	SCIENCE 7 – ABELLA, E.	SCIENCE 7 – ABELLA, E.	SCIENCE 7 – ABELLA, E.	SCIENCE 7 – ABELLA, E.	SCIENCE 7 – ABELLA, E.
9:35 AM – 9:55 AM	20 min	HEALTH BREAK				
9:55 AM – 10:40 AM	45 min	ENGLISH 7 - LOPEZ, J.	ENGLISH 7 - LOPEZ, J.	ENGLISH 7 - LOPEZ, J.	ENGLISH 7 - LOPEZ, J.	ENGLISH 7 - LOPEZ, J.
10:40 AM – 11:25 AM	45 min	MATH 7 – PISCOS, J.P.	MATH 7 – PISCOS, J.P.	MATH 7 – PISCOS, J.P.	MATH 7 – PISCOS, J.P.	MATH 7 – PISCOS, J.P.
11:25 AM – 1:00 PM	95 min	LUNCH BREAK				
1:00 PM – 1:45 PM	45 min	TLE 7 - SABILLO, N.	TLE 7 - SABILLO, N.	TLE 7 - SABILLO, N.	TLE 7 - SABILLO, N.	TLE 7 - SABILLO, N.
1:45 PM – 2:30 PM	45 min	AP 7 – SABILLO, N.	AP 7 – SABILLO, N.	AP 7 – SABILLO, N.	AP 7 – SABILLO, N.	AP 7 – SABILLO, N.
2:30 PM – 3:15 PM	45 min	FILIPINO 7 - SIMBLANTE, S.	FILIPINO 7 - SIMBLANTE, S.	FILIPINO 7 - SIMBLANTE, S.	FILIPINO 7 - SIMBLANTE, S.	FILIPINO 7 - SIMBLANTE, S.
3:15 PM – 3:45 PM	30 / 45 min	NMP - SIMBLANTE, S.	NMP - SIMBLANTE, S.	NMP - SIMBLANTE, S.	NMP - SIMBLANTE, S.	HGP – SIMBLANTE, S.
3:45 PM – 4:45 PM	60 min	SPJ 7 – C.D. RIPDOS				

Prepared: STEPHANIE R. SIMBLANTE, T-I
Class Adviser

Reviewed and Checked: GENEVIEVE S. RAMA, P-II
School Head

Verified: FELIX A. BAREÑAN, JR.
PSDS Glan 1

Approved: DONNA S. PANES, Ed.D.
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CLASS PROGRAM

GRADE 8 – ABELLA

School Year 2026 – 2027

MALE: ____ FEMALE: ____ TOTAL: ____

Division Memorandum No. 143, s. 2024

TIME	NUMBER OF MINUTES	DAY				
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		5-day of in-person classes				
7:00 AM – 7:20 AM	20 min	Flag Raising Ceremony	Daily Routine			Flag-Lowering Ceremony
7:20 AM – 8:05 AM	45 min	VAL. ED. 8 – ABELLA, E.	VAL. ED. 8 – ABELLA, E.	VAL. ED. 8 – ABELLA, E.	VAL. ED. 8 – ABELLA, E.	VAL. ED. 8 – ABELLA, E.
8:05 AM – 8:50 AM	45 min	SCIENCE 8 – ABELLA, E.	SCIENCE 8 – ABELLA, E.	SCIENCE 8 – ABELLA, E.	SCIENCE 8 – ABELLA, E.	SCIENCE 8 – ABELLA, E.
8:50 AM – 9:35 AM	45 min	ENGLISH 8 - SIMBLANTE, S.	ENGLISH 8 - SIMBLANTE, S.	ENGLISH 8 - SIMBLANTE, S.	ENGLISH 8 - SIMBLANTE, S.	ENGLISH 8 - SIMBLANTE, S.
9:35 AM – 9:55 AM	20 min	HEALTH BREAK				
9:55 AM – 10:40 AM	45 min	FILIPINO 8 - SIMBLANTE, S.	FILIPINO 8 - SIMBLANTE, S.	FILIPINO 8 - SIMBLANTE, S.	FILIPINO 8 - SIMBLANTE, S.	FILIPINO 8 - SIMBLANTE, S.
10:40 AM – 11:25 AM	45 min	TLE 8 – DEL PILAR, R.	TLE 8 – DEL PILAR, R.	TLE 8 – DEL PILAR, R.	TLE 8 – DEL PILAR, R.	TLE 8 – DEL PILAR, R.
11:25 AM – 1:00 PM	95 min	LUNCH BREAK				
1:00 PM – 1:45 PM	45 min	AP 8 – LOPEZ, J.	AP 8 – LOPEZ, J.	AP 8 – LOPEZ, J.	AP 8 – LOPEZ, J.	AP 8 – LOPEZ, J.
1:45 PM – 2:30 PM	45 min	MAPEH 8 - BENSOY, A.	MAPEH 8 - BENSOY, A.	MAPEH 8 - BENSOY, A.	MAPEH 8 - BENSOY, A.	MAPEH 8 - BENSOY, A.
2:30 PM – 3:15 PM	45 min	MATH 8 - PISCOS, J.P.	MATH 8 - PISCOS, J.P.	MATH 8 - PISCOS, J.P.	MATH 8 - PISCOS, J.P.	MATH 8 - PISCOS, J.P.
3:15 PM – 4:15 PM	60 min	SPJ 8- C.D. RIPDOS				
4:15 PM-4:45	30	NMP - ABELLA, E.	NMP - ABELLA, E.	NMP - ABELLA, E.	NMP - ABELLA, E.	HGP – ABELLA, E.

Prepared: EMILY D. ABELLA, SPET-I
Class Adviser

Reviewed and Checked: GENEVIEVE S. RAMA, P-II
School Head

Verified: FELIX A. BAREÑAN, JR.
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Approved: DONNA S. PANES, Ed.D.
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CLASS PROGRAM

GRADE 9 – RIPDOS

School Year 2027 – 2028

MALE: ____ FEMALE: ____ TOTAL: ____

Division Memorandum No. 143, s. 2024

TIME	NUMBER OF MINUTES	DAY				
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		5-day of in-person classes				
7:00 AM – 7:20 AM	20 min	Flag Raising Ceremony	Daily Routine			Flag-Lowering Ceremony
7:20 AM – 8:05 AM	45 min	VAL. ED. 9 - RIPDOS, C.D.	VAL. ED. 9 - RIPDOS, C.D.	VAL. ED. 9 - RIPDOS, C.D.	VAL. ED. 9 - RIPDOS, C.D.	VAL. ED. 9 - RIPDOS, C.D.
8:05 AM – 8:50 AM	45 min	TLE 9 – SABILLO, N.	TLE 9 – SABILLO, N.	TLE 9 – SABILLO, N.	TLE 9 – SABILLO, N.	TLE 9 – SABILLO, N.
8:50 AM – 9:35 AM	45 min	ENGLISH 9 - LOPEZ, J.	ENGLISH 9 - LOPEZ, J.	ENGLISH 9 - LOPEZ, J.	ENGLISH 9 - LOPEZ, J.	ENGLISH 9 - LOPEZ, J.
9:35 AM – 9:55 AM	20 min	HEALTH BREAK				
9:55 AM – 10:40 AM	45 min	MAPEH 9 – BENSOY, A.	MAPEH 9 - BENSOY, A.	MAPEH 9 - BENSOY, A.	MAPEH 9 - BENSOY, A.	MAPEH 9 - BENSOY, A.
10:40 AM – 11:25 AM	45 min	FILIPINO 9 - RIPDOS, C.D.	FILIPINO 9 - RIPDOS, C.D.	FILIPINO 9 - RIPDOS, C.D.	FILIPINO 9 - RIPDOS, C.D.	FILIPINO 9 - RIPDOS, C.D.
11:25 AM – 1:00 PM	95 min	LUNCH BREAK				
1:00 PM – 1:45 PM	45 min	MATH 9 - PISCOS, J.P.	MATH 9 - PISCOS, J.P.	MATH 9 - PISCOS, J.P.	MATH 9 - PISCOS, J.P.	MATH 9 - PISCOS, J.P.
1:45 PM – 2:30 PM	45 min	SCIENCE 9 - ABELLA, E.	SCIENCE 9 - ABELLA, E.	SCIENCE 9 - ABELLA, E.	SCIENCE 9 - ABELLA, E.	SCIENCE 9 - ABELLA, E.
2:30 PM – 3:15 PM	45 min	AP 9 – DONA-AL, J.	AP 9 – DONA-AL, J.	AP 9 – DONA-AL, J.	AP 9 – DONA-AL, J.	AP 9 – DONA-AL, J.
3:15 PM – 4:15 PM	60 min	SPJ – 9 J. LOPEZ				
4:15-4:45	30 min	NMP - RIPDOS, C.D.	NMP - RIPDOS, C.D.	NMP - RIPDOS, C.D.	NMP - RIPDOS, C.D.	HGP – RIPDOS, C.D.

Prepared: CEARA DESAMYN C. RIPDOS, T-I
Class Adviser

Reviewed and Checked: GENEVIEVE S. RAMA, P-II
School Head

Verified: FELIX A. BAREÑAN, JR.
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Approved: DONNA S. PANES, Ed.D.
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CLASS PROGRAM
GRADE 10 – SPJ
School Year 2028 – 2029

MALE: _____ FEMALE: _____ TOTAL: _____

Division Memorandum No. 143, s. 2024

TIME	NUMBER OF MINUTES	DAY				
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		5-day of in-person classes				
7:00 AM – 7:20 AM	20 min	Flag Raising Ceremony		Daily Routine		Flag-Lowering Ceremony
7:20 AM – 8:05 AM	45 min	VAL. ED. 10 - LOPEZ, J.	VAL. ED. 10 - LOPEZ, J.	VAL. ED. 10 - LOPEZ, J.	VAL. ED. 10 - LOPEZ, J.	VAL. ED. 10 - LOPEZ, J.
8:05 AM – 8:50 AM	45 min	ENGLISH 10 - SIMBLANTE, S.	ENGLISH 10 - SIMBLANTE, S.	ENGLISH 10 - SIMBLANTE, S.	ENGLISH 10 - SIMBLANTE, S.	ENGLISH 10 - SIMBLANTE, S.
8:50 AM – 9:35 AM	45 min	FILIPINO 10 - RIPDOS, C.D.	FILIPINO 10 - RIPDOS, C.D.	FILIPINO 10 - RIPDOS, C.D.	FILIPINO 10 - RIPDOS, C.D.	FILIPINO 10 - RIPDOS, C.D.
9:35 AM – 9:55 AM	20 min	HEALTH BREAK				
9:55 AM – 10:40 AM	45 min	AP 10 – SAYLO-ON, K.G.	AP 10 – SAYLO-ON, K.G.	AP 10 – SAYLO-ON, K.G.	AP 10 – SAYLO-ON, K.G.	AP 10 – SAYLO-ON, K.G.
10:40 AM – 11:25 AM	45 min	MAPEH 10 – SIMBLANTE, S.	MAPEH 10 – SIMBLANTE, S.	MAPEH 10 – SIMBLANTE, S.	MAPEH 10 – SIMBLANTE, S.	MAPEH 10 – SIMBLANTE, S.
11:25 AM – 1:00 PM	95 min	LUNCH BREAK				
1:00 PM – 1:45 PM	45 min	MATH 10 - SAYLO-ON, K.G.	MATH 10 - SAYLO-ON, K.G.	MATH 10 - SAYLO-ON, K.G.	MATH 10 - SAYLO-ON, K.G.	MATH 10 - SAYLO-ON, K.G.
1:45 PM – 2:30 PM	45 min	SCIENCE 10 – DONA-AL, J.	SCIENCE 10 – DONA-AL, J.	SCIENCE 10 – DONA-AL, J.	SCIENCE 10 – DONA-AL, J.	SCIENCE 10 – DONA-AL, J.
2:30 PM – 3:15 PM	45 min	TLE 10 - RIPDOS, C.D.	TLE 10 - RIPDOS, C.D.	TLE 10 - RIPDOS, C.D.	TLE 10 - RIPDOS, C.D.	TLE 10 - RIPDOS, C.D.
3:15 PM – 3:45 PM	30 / 45 min	NMP - LOPEZ, J.	NMP - LOPEZ, J.	NMP - LOPEZ, J.	NMP - LOPEZ, J.	HGP – LOPEZ, J.
3:45 PM – 4:45 PM	60 min	SPJ 10 – J. LOPEZ				

Prepared: JENNYLYN O. LOPEZ, T-I
Class Adviser

Reviewed and Checked: GENEVIEVE S. RAMA, P-II
School Head

Verified: FELIX A. BAREÑAN, JR.
PSDS Glan I

Approved: DONNA S. PANES, Ed.D.
CiD – Chief



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Financial Study: Financial Projections and Cost-Benefit Analysis

This part of the study examines the budget needed to establish the Special Program in Journalism (SPJ) at Glan Integrated SPED Center, with a total estimated budget of PHP 350,000. This budget reflects a balanced investment across the key areas of the program, ensuring the establishment of a solid foundation with a focus on both infrastructure and modern ICT tools, while also meeting the needs for thematic analysis. It will cover costs such as equipment, training, and other expenses, and will explore possible funding sources, including government grants, school funds, NGOs, industry sponsorships, to help sustain the program.

Estimated Budget for SPJ Establishment and Ongoing Costs

The costs for starting and maintaining the SPJ at Glan Integrated SPED Center can be broken down into a few main areas, as shown in the table below.

Figure 4 Budget Allocation Matrix for Establishment of the SPJ at GCISC.

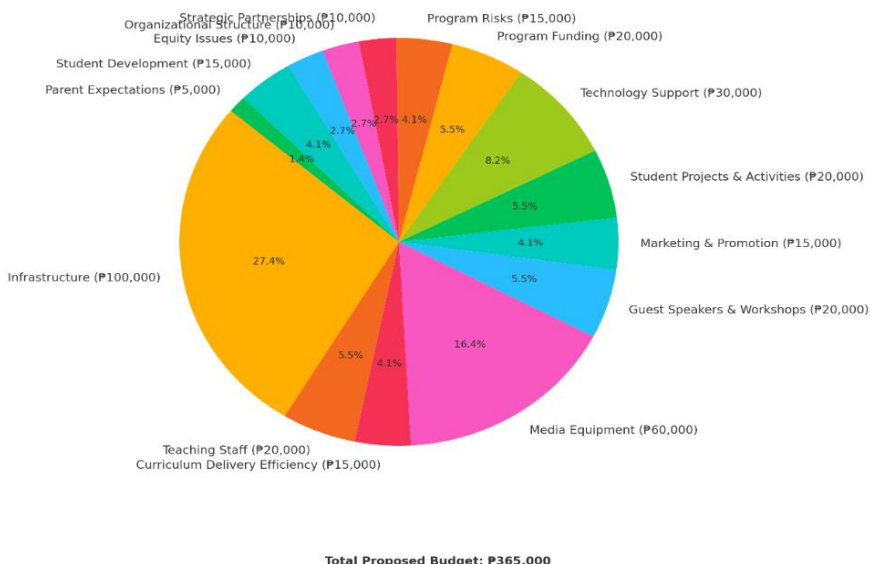


Table 7 SPJ Proposed Budget Distribution at GCISC

Cost Category	Initial (Establishment) Costs	Ongoing (Operational) Costs	Estimated Cost (₱)	Funding Source	Discussion	Unit Cost Breakdown
Infrastructure	Classroom and newsroom renovations, media equipment setup	Maintenance of facilities, equipment upgrades	100,000	School Budget, SEF, NGOs, External Funding	Investment in renovations for a modern media lab and necessary equipment. Regular maintenance and upgrades required.	Media lab renovation: ₱60,000; Furniture & fixtures: ₱40,000
Teaching Staff	Training of existing staff in journalism practices	Expense for professional development	20,000	School Budget/MOOE, SEF, External Funding	Training teachers in journalism and sustaining updates with media trends.	Training sessions at ₱5,000/session × 4 sessions
Curriculum Delivery Efficiency	Development of curriculum materials and resources	Updates to curriculum	15,000	School Budget/MOOE, SEF, External Funding	Curriculum development for lessons, textbooks, and multimedia. Regular updates needed.	Initial materials: ₱10,000; Annual updates: ₱5,000
Media Equipment	Purchase of cameras, computers, editing software, etc.	Repair/replacement of equipment, licenses	60,000	School Budget/MOOE, SEF, External Funding, NGOs	Acquisition of quality media tools and software. Ongoing maintenance required.	2 Cameras at ₱15,000 = ₱30,000; 2 PCs at ₱12,000 = ₱24,000; Software at ₱3,000 × 2 = ₱6,000
Guest Speakers & Workshops	Fees for guest speakers, event logistics	Costs for future events/workshops	20,000	School Budget/MOOE, SEF, External Funding	Hosting workshops and industry exposure activities for students.	4 speakers at ₱3,000 = ₱12,000; Logistics & materials = ₱8,000
Marketing & Promotion	Website development, marketing materials	Newsletters, promotion of student work	15,000	School Budget/MOOE, SEF, External Funding	Creating digital presence and community visibility.	₱10,000; Marketing materials: ₱5,000
Student Projects & Activities	Field trips, student projects, benchmarking	Ongoing projects and publications	20,000	School Budget/MOOE, SEF, External Funding	Enabling learning through experiences	2 Field trips at ₱5,000 = ₱10,000;

					and competitions.	Project funds: ₱10,000
Technology Support	IT setup, website, software acquisition	Hosting, support, software upgrades	30,000	School Budget/MOOE, SEF, External Funding, NGOs	Enhancing digital literacy and infrastructure for media education.	IT setup: ₱10,000; Software/cloud: ₱10,000; Maintenance: ₱10,000
Program Funding	Initial program launch	Operational sustainability	20,000	School Budget, DepEd, LGU, PTA, Fundraising	Funding launch and continuity from multiple sources.	Launch logistics: ₱10,000; Reserve fund: ₱10,000
Program Risks	Engagement and retention strategies	Monitoring and evaluation	15,000	School Budget, External Funding	Keeping student interest and reducing dropouts.	Retention activities: ₱7,000; Monitoring: ₱8,000
Strategic Partnerships	Collaboration with media and universities	Maintenance of partnerships	10,000	External Funding, Partnerships	Hands-on exposure via media and academic partners.	Coordination expenses: ₱10,000
Organizational Structure	Program coordinator setup	Program management	10,000	School Budget, External Funding	Ensuring smooth implementation with clear management.	Coordinator stipend: ₱10,000
Equity Issues	Support for remote learners	Transportation and logistics	10,000	School Budget, PTA, External Support	Addressing access limitations for rural or disadvantaged students.	Transport fund: ₱10,000
Student Development	Participation in contests and events	Ongoing participation	15,000	School Budget, MOOE, External Funding	Enabling students to grow through competitions.	Competition logistics: ₱7,000; Entry fees/materials: ₱8,000
Parent Engagement	Parent trust-building, communication	Ongoing engagement	5,000	School Budget, PTA	Maintaining strong parent-school relationships.	Parent assemblies, print materials: ₱5,000

Management Study: Risk Assessment and Mitigation Strategies

The establishment of the SPJ at GCISC requires careful consideration of various risks that may impact its success and sustainability. These risks span across student engagement, infrastructure, teacher readiness, funding, and external partnerships, among others. Risk assessment and mitigation strategies help identify potential challenges, create awareness, and develop effective plans to address them proactively. Furthermore, establishing a comprehensive monitoring and evaluation mechanism ensures that the program's progress can be tracked, enabling timely interventions if needed. Finally, a sustainability plan ensures that the program remains viable and continues to thrive beyond its initial implementation.

phase.

The table below outlines the primary risks associated with the establishment of the SPJ program and the strategies to mitigate them. These risks range from overestimating student interest to inadequate infrastructure, specialized teacher training, and financial constraints. By implementing appropriate mitigation strategies, such as early surveys, equipment partnerships, and diversified funding sources, the likelihood of these risks materializing can be minimized. The responsible persons identified in the table, including program coordinators, principals, and teachers, play a crucial role in executing these strategies to ensure smooth program implementation.

Table 8 Risk Assessment and Mitigation Strategies for Establishment of the SPJ at GCISC.

Risk Theme	Potential Risk	Risk Mitigation Strategy	Impact	Responsible Persons	Implementation Timeline and Evaluation Milestones
Strong Interest Among Students	Overestimated interest leading to under-enrollment	Conduct early surveys and focus group discussions to gauge real student interest.	Low enrollment could affect program viability.	Program Coordinator, Principals	Conduct surveys by June 2025; assess responses and finalize program offering by August 2025.
Student Affinity with Media	Lack of student engagement with the content	Incorporate popular media platforms into the curriculum to maintain relevance.	Low student engagement could reduce program effectiveness.	Teachers, Program Coordinator	Pilot curriculum with integrated media content by August 2025; gather student feedback by end of Q3.
Need for Modern Media Equipment	Insufficient equipment for the program	Seek partnerships with tech companies for donations or grants; prioritize equipment acquisition.	Program limitations in quality and scope of instruction.	Program Coordinator, Principals	Submit partnership proposals by June 2025; complete equipment inventory and procurement by Q4 2026.
Infrastructure as a Key Requirement	Inadequate technological infrastructure	Develop a phased plan for upgrading infrastructure; apply for government or donor funding.	Poor infrastructure may hinder effective program implementation.	Program Coordinator, Principals	Phase 1 infrastructure upgrade begins in Q3 2026; evaluate classroom integration by end of 2026.
Necessity of Specialized Teacher Training	Lack of qualified teachers	Invest in professional development programs and workshops to train teachers in media skills.	Inadequate teacher expertise may lower program quality.	Principals, Teachers	Launch teacher training workshops by August 2025; evaluate competency improvements after each module.
Importance of Promotion & Engagement	Low awareness or interest in the program	Begin marketing early through social media, local community outreach, and school events.	Limited program visibility could lead to lower enrollment.	Program Coordinator, School Marketing Team	Begin campaign rollout in September 2025; monitor outreach metrics monthly and adjust messaging.

Financial Investment for Program Launch	<i>High initial costs for program setup</i>	<i>Seek diversified funding sources, such as government grants, local partnerships, or fundraisers.</i>	<i>Insufficient funds could delay or limit program launch.</i>	<i>Program Coordinator, Principals, PTA</i>	<i>Prepare funding proposal by May 2025; target initial disbursement by Q3 2025.</i>
Diversified Funding Sources	<i>Inadequate funding or delays in securing funds</i>	<i>Establish a budget plan with contingency funds and explore alternative funding options.</i>	<i>Lack of funding could impact long-term sustainability.</i>	<i>Program Coordinator, Principals</i>	<i>Draft contingency funding plan by June 2025; review funding status quarterly.</i>
Engagement and Retention Challenges	<i>Students losing interest or disengaging</i>	<i>Integrate interactive activities, real-world applications, and media competitions to maintain engagement.</i>	<i>Declining student interest may affect program retention rates.</i>	<i>Teachers, Program Coordinator</i>	<i>Launch interactive modules by June 2026; conduct retention surveys bi-annually.</i>
Collaboration with Media & Academic Institutions	<i>Lack of external partnerships</i>	<i>Build relationships with local media, universities, and industry professionals for support.</i>	<i>Limited support from external partners may hinder program growth.</i>	<i>Program Coordinator, Principals</i>	<i>Establish MOUs with media/universities by September 2025; host initial partnership events by Q4.</i>
Need for Coordinated Program Management	<i>Disorganized program execution</i>	<i>Create a clear program structure with a dedicated program coordinator and collaborative teams.</i>	<i>Poor coordination may affect program quality and efficiency.</i>	<i>Program Coordinator, Principals</i>	<i>Assign coordinator by June 2025; conduct bi-monthly program team meetings starting Q3 2025.</i>
Continuous Feedback & Improvement	<i>Lack of ongoing program evaluation</i>	<i>Implement continuous assessment and feedback loops to adjust and improve the program regularly.</i>	<i>Unmonitored progress may reduce program quality over time.</i>	<i>Teachers, Program Coordinator</i>	<i>Implement feedback forms in Q1 2026; quarterly review sessions to act on input.</i>
Accessibility for Remote Learners	<i>Limited access due to travel costs and distance</i>	<i>Offer online components or transportation assistance for students in remote areas.</i>	<i>Exclusion of remote students may limit program reach and equity.</i>	<i>Program Coordinator, Principals</i>	<i>Identify target remote learners by June 2025; launch online support in August 2025.</i>

Opportunities for Growth & Recognition	<i>Lack of motivation without external recognition</i>	<i>Introducing competitions, media contests, and awards to motivate students.</i>	<i>Students may lose interest without opportunities for recognition.</i>	<i>Teachers, Program Coordinator</i>	<i>Introducing contests by October 2025; measure engagement through participation rates quarterly.</i>
High Parental Support & Trust	<i>Over-reliance on parental support without clear engagement strategies</i>	<i>Maintain regular communication with parents and involve them in the program's development.</i>	<i>Lack of engagement with parents could affect program success.</i>	<i>Program Coordinator, Teachers, Parents</i>	<i>Conduct parent orientation by July 2025; set up monthly parent-program update channels.</i>

The risk mitigation strategies in Table 5 provide a clear **roadmap** to address challenges in various areas. For instance, addressing the risk of overestimated student interest through surveys ensures that the program is tailored to actual demand, avoiding under-enrollment. Similarly, seeking partnerships for media equipment and funding helps address resource limitations. This proactive approach creates a foundation for the program's long-term success and minimizes the chances of disruptions caused by unforeseen challenges.

Monitoring and Evaluation Mechanism

Monitoring and evaluation are essential components in the successful implementation and sustainability of any program. Table 9 details the mechanisms for tracking and assessing the effectiveness of the SPJ program across various risk themes. These mechanisms include regular surveys, skill assessments, budget tracking, and periodic audits. Continuous monitoring helps identify areas that need improvement, ensuring that the program remains responsive to both student and institutional needs.

Table 9 Monitoring and Evaluation Mechanism for Establishment of the SPJ at GCISC.

Risk Theme	Monitoring and Evaluation Mechanism
<i>Strong Interest Among Students</i>	<i>Regular student interest surveys and feedback forms.</i>
<i>Student Affinity with Media</i>	<i>Monitor student participation and interaction with content.</i>
<i>Need for Modern Media Equipment</i>	<i>Equipment inventory and usage tracking.</i>
<i>Infrastructure as a Key Requirement</i>	<i>Periodic infrastructure audits and updates.</i>
<i>Necessity of Specialized Teacher Training</i>	<i>Teacher skill assessments and training completion tracking.</i>
<i>Importance of Promotion & Engagement</i>	<i>Track promotion reach (social media analytics, event attendance).</i>
<i>Financial Investment for Program Launch</i>	<i>Budget tracking and financial reporting.</i>
<i>Diversified Funding Sources</i>	<i>Regular financial review meetings and reports.</i>
<i>Engagement and Retention Challenges</i>	<i>Student retention tracking and engagement surveys.</i>
<i>Collaboration with Media & Academic Institution</i>	<i>Partnership status and collaboration evaluation.</i>
<i>Need for Coordinated Program Management</i>	<i>Monthly coordination meetings and program progress reports.</i>
<i>Continuous Feedback & Improvement</i>	<i>Regular feedback surveys and program evaluation sessions.</i>
<i>Accessibility for Remote Learners</i>	<i>Track remote learner participation and feedback.</i>
<i>Opportunities for Growth & Recognition</i>	<i>Monitor student participation in contests and awards.</i>

The monitoring and evaluation mechanisms outlined in this Table 9 are integral to maintaining the program's quality over time. Regular student interest surveys, teacher skill assessments, and financial tracking ensure that each aspect of the program is closely monitored. By actively collecting and analyzing feedback, the program can adapt and evolve to meet changing needs, ensuring that potential issues are addressed promptly. This level of oversight increases the likelihood of program success and sustainability.

Sustainability Plan

The clear sustainability plan is necessary to ensure that the proposed SPJ program at GCISC remains effective and viable in the long term. Table 10 provides strategies for maintaining the program's operations over time. This includes securing long-term partnerships for funding and media equipment, establishing ongoing professional development for teachers, and regularly updating the curriculum to stay relevant to student interests. Additionally, fostering continuous engagement with parents and the broader community ensures that the program remains supported by all key stakeholders.

Table 10 Sustainability Plan for Establishment of the SPJ at GCISC.

Risk Theme	Sustainability Plan
<i>Strong Interest Among Students</i>	<i>Continuous student interest assessments through surveys and engagement activities.</i>
<i>Student Affinity with Media</i>	<i>Regular curriculum updates to ensure relevance to student interests and media trends.</i>
<i>Need for Modern Media Equipment</i>	<i>Explore long-term partnerships for equipment donations and funding for replacements.</i>
<i>Infrastructure as a Key Requirement</i>	<i>Create a phased infrastructure upgrade plan and secure ongoing funding.</i>
<i>Necessity of Specialized Teacher Training</i>	<i>Develop a continuous teacher training program and encourage participation in external workshops.</i>
<i>Importance of Promotion & Engagement</i>	<i>Establish a dedicated marketing budget and plan for annual promotional efforts.</i>
<i>Financial Investment for Program Launch</i>	<i>Diversify funding sources through grants, sponsorships, and annual fundraising activities.</i>
<i>Diversified Funding Sources</i>	<i>Establish a long-term fundraising strategy, including partnerships with local businesses and external organizations.</i>
<i>Engagement and Retention Challenges</i>	<i>Use engagement data to adapt the curriculum and activities regularly to maintain student interest.</i>
<i>Collaboration with Media & Academic Institutions</i>	<i>Develop long-term relationships with media outlets and universities for consistent program support.</i>
<i>Need for Coordinated Program Management</i>	<i>Set clear roles and responsibilities, with periodic evaluations of program coordination.</i>
<i>Continuous Feedback & Improvement</i>	<i>Ensure that feedback mechanisms are institutionalized and lead to actionable improvements.</i>
<i>Accessibility for Remote Learners</i>	<i>Secure funding or partnerships to offer transportation or online learning solutions.</i>
<i>Opportunities for Growth & Recognition</i>	<i>Develop an annual calendar for competitions and ensure continuous opportunities for recognition.</i>
<i>High Parental Support & Trust</i>	<i>Foster a continuous partnership with parents through regular meetings and updates.</i>

The sustainability strategies in Table 7 demonstrate a forward-thinking approach to the program's future. Diversified funding sources, including local partnerships and external grants, help secure financial stability. The emphasis on teacher training and curriculum updates ensures that the program continues to meet the evolving needs of students and the media industry. The long-term sustainability plan ensures that the SPJ program remains a dynamic and essential part of the school's educational offerings, with a strong foundation built on community involvement, continuous improvement, and financial resilience.

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

The thematic analysis of the key informant interviews (KIIs) revealed a rich tapestry of insights pointing to both the promise and the challenges in establishing the SPJ at GCISC. These results were organized into key themes that reflect the ethical and socio-cultural dimensions crucial to the feasibility and sustainability of the program.

Strong Interest Among Students. Participants consistently highlighted a significant level of enthusiasm and curiosity towards journalism and media. One respondent shared, “*Yes, I think there is sufficient interest... many will enroll.*” (TA-L1S1) This strong student interest forms an ethical imperative to provide an avenue for self-expression, creativity, and skill development, especially in a media-saturated era.

Student Affinity with Media. The immersion of students in digital content creation on platforms like YouTube and TikTok suggests that learners are already engaging with journalism-adjacent content in informal ways. This socio-cultural context can be strategically harnessed to make formal journalism education more relatable and impactful.

Need for Modern Media Equipment. Several utterances pointed to a glaring gap in technological infrastructure: “*Kailangan natin ng modern computers, video cameras, at editing software.*” (TA-L3S1) Ethically, this raises concerns about equitable access to quality education. The feasibility of SPJ depends not only on student interest but also on the provision of adequate tools and resources.

Infrastructure as a Key Requirement. Beyond equipment, there is a call for a dedicated media laboratory: “*We need a media lab with powerful computers, cameras...*” (TA-L4S1) Socio-culturally, a well-equipped lab symbolizes a serious institutional commitment to journalism education and reflects the modern direction of media literacy.

Necessity of Specialized Teacher Training. Educators noted the need for professional development in journalism and technical writing. This highlights an ethical obligation to empower teachers with the competencies needed to deliver quality instruction and adapt to evolving student needs.

Importance of Promotion & Engagement. Respondents underscored the need for early and sustained promotion of the program: “*We need to market the program early on.*” (TA-L6S1) Culturally, this reflects the need to create awareness and build a sense of ownership among stakeholders, including students, parents, and the community.

Financial Investment for Program Launch. The projected startup cost of PHP 300,000 poses a potential barrier, especially in a socio-economically diverse setting. However, the identification of varied funding sources—*DepEd, LGU, PTA, school-based fundraising*—demonstrates a proactive stance toward shared responsibility and sustainable financing.

Engagement and Retention Challenges. A caution was raised about the risk of students losing interest if the program is not engaging: “*Risk of students losing interest... if not engaging.*” (TA-L9S1) Ethically, this brings to light the importance of designing learner-centered, interactive curricula that honor the voices and aspirations of the students.

Collaboration with Media & Academic Institutions. There is strong advocacy for forming partnerships with local media and universities. This not only enhances the program’s credibility but also culturally roots it in real-world contexts that validate students’ experiences and outputs.

Need for Coordinated Program Management. Suggestions such as having a dedicated coordinator reflect the need for structured leadership and interdepartmental collaboration. This aligns with ethical educational management and the call for collective accountability.

Continuous Feedback & Improvement. Stakeholders expressed the value of continuous monitoring and evaluation mechanisms. This ethical commitment to reflection and responsiveness ensures that the program evolves with the needs of its learners.

Accessibility for Remote Learners. Concerns about transport costs and distance hint at equity issues: “*Concerns about travel cost, distance...*” (TA-L13S1) There must be provisions to ensure that the program remains accessible to students

from all socio-economic backgrounds.

Opportunities for Growth & Recognition. The desire for participation in journalism contests reflects both intrinsic and extrinsic motivations: *“Mas maayo pud unta kung makasulod siya sa mga contests.” (TA-LI4S1)* Competitions can serve as platforms for skill enhancement and confidence building, addressing students’ aspirations for recognition.

High Parental Support & Trust. Parents expressed trust in GCISC’s ability to nurture their children’s talents: *“We trust GCISC to nurture her further.” (TA-LI5S1)* This trust is both a socio-cultural asset and an ethical mandate to meet these expectations through quality program delivery.

Decision to Implement the Proposed Special Program for Journalism (SPJ)

Based on the results of the comprehensive feasibility study, it is highly recommended to support the implementation of the Special Program for Journalism (SPJ) at Glan Central Integrated SPED Center as a strategic response to the growing interest of learners and other stakeholders to the SPJ at the junior high school level. The findings across the market, technical, management, financial, and socio-economic dimensions affirm the program's viability and sustainability.

The **Market Study** reveals a compelling demand for the program, with strong interest expressed by students and confirmed by parent feedback. Students are already engaging in writing and digital content creation through platforms like YouTube and TikTok, showcasing a natural affinity for media and communication. This high level of student enthusiasm is matched by the confidence of parents in the school’s ability to nurture these talents. Furthermore, there is a recognized need for continuity in journalism training, particularly for learners who have undergone the Special Program in Journalism at the elementary level. The implementation of the SPJ in Junior High School would ensure a seamless transition and progressive skill development, providing a coherent and sustained learning trajectory for aspiring young journalists. The existing interest for journalism, along with this articulated need for program continuity, provides a solid market base for the program’s implementation.

The **Technical Study** confirms that while there are infrastructure and resource gaps, these can be effectively addressed with strategic planning. There is a clear need for modern media equipment, such as computers, cameras, and editing software, as well as the establishment of a dedicated media laboratory. Additionally, teacher capacity-building in journalism is essential. These technical requirements, though considerable, are achievable through phased implementation and collaboration with external partners including universities, media outlets, and NGOs.

The **Management Perspective** reveals potential challenges such as resource allocation, engagement consistency, and program coordination. However, the study outlines feasible solutions including the appointment of a program coordinator, structured training for staff, and the establishment of continuous monitoring and evaluation mechanisms. Proposed strategies for marketing and promotion will also ensure that enrollment targets are met and sustained over time.

The **Financial Study** demonstrates that the program is economically viable. With an estimated initial investment ranging from ₱300,000 to ₱600,000, funding needs can be addressed through a combination of the school’s budget, the Special Education Fund (SEF), DepEd allocations, LGU support, PTA contributions, and targeted fundraising efforts. The breakdown of costs across infrastructure, equipment, training, and student activities suggests a manageable financial structure, especially when supported by diverse funding sources and stakeholder contributions.

The **Socio-Economic Study** further justifies the program’s implementation. The SPJ is seen as a means of promoting inclusivity, student empowerment, and ethical communication. The program will provide learners with the tools to articulate community issues, engage in civic discourse, and pursue careers in media. Attention to accessibility, especially for students in remote areas, along with opportunities for competition and recognition, ensures that the program is not only equitable but also inspiring. Moreover, continuous collaboration with parents and the broader community fosters a strong support system that will sustain the program culturally and ethically.

Thematic Analysis of Qualitative Accounts

The study reveals strong support from key stakeholders—principals, teachers, and parents—for the establishment of a SPJ

at the Junior High level of GCISC. Thematic analysis of qualitative interviews indicates a high level of student interest, especially in media production and digital content creation, which aligns well with the aims of the Proposed SPJ.

However, findings highlight significant challenges related to infrastructure, such as the lack of modern multimedia equipment, a dedicated media lab, and reliable internet connectivity. Teachers emphasized the need for continuous professional development, particularly in media literacy, digital journalism, and ethical content creation. Financial constraints also emerged as a common concern. Stakeholders suggested diversified funding from DepEd, LGUs, PTA, and school-based initiatives.

Thematic Analysis

Utterances/Transcripts	Codes	Categories	Themes
“Yes, I think there is sufficient interest... many will enroll.”	Student enthusiasm	Student Interest	Strong Interest Among Students
“They are already creating content on platforms like YouTube and TikTok.”	Digital content familiarity	Student Engagement	Student Affinity with Media
“Kailangan natin ng modern computers, video cameras, at editing software.”	Lack of equipment	Resource Needs	Need for Modern Media Equipment
“We need a media lab with powerful computers, cameras...”	Infrastructure demand	Technological Requirements	Infrastructure as a Key Requirement
“Teachers need technical/journalism training in writing.”	Teacher training needed	Professional Development	Necessity of Specialized Teacher Training
“We need to market the program early on...”	Promotion & awareness	Risk Mitigation	Importance of Promotion & Engagement
“Estimate cost between PHP 300,000 to PHP 600,000...”	High initial cost	Budget Requirements	Financial Investment for Program Launch
“DepEd, LGU, PTA... school-based fundraising”	Potential fund sources	Program Funding	Diversified Funding Sources
“Risk of students losing interest... if not engaging.”	Student disengagement risk	Program Risks	Engagement and Retention Challenges
“Partnering with local media stations, universities...”	External collaboration	Strategic Partnerships	Collaboration with Media & Academic Institutions
“A program coordinator... collaborative approach”	Suggested program structure	Organizational Structure	Need for Coordinated Program Management
“Maganda kung may continuous assessment...”	Evaluation mechanisms	Program Monitoring	Continuous Feedback & Improvement
“Concerns about travel cost, distance...”	Access limitations	Equity Issues	Accessibility for Remote Learners
“Mas maayo pud unta kung makasulod siya sa mga contests.”	Motivation through competition	Student Development	Opportunities for Growth & Recognition
“We trust GCISC to nurture her further.”	School confidence	Parent Expectations	High Parental Support & Trust

CONCLUSIONS

The findings from the **Market Study** suggest that there is substantial student interest in the Special Program for Journalism (SPJ) at GCISC. Students are already engaging in media-related activities, such as content creation on platforms, indicating

a natural affinity for journalism and communication. Furthermore, parental feedback reinforces this interest, demonstrating confidence in the school's ability to nurture these talents. As such, the SPJ program has significant potential to positively impact enrollment. However, while the school possesses basic educational facilities, there are noticeable gaps in specialized resources needed for a successful SPJ program. These include modern media equipment, editing software, and a dedicated media lab, all of which are crucial for providing students with a high-quality learning experience. Additionally, teacher training in journalism is essential to ensure the effective delivery of the program and to meet the instructional needs of the students.

The **Technical Study** emphasizes the importance of having a well-structured organizational framework for the SPJ program. This should include the appointment of a program coordinator, qualified teaching staff, and administrative support to manage the various components of the program. Moreover, the technical and infrastructural needs identified, such as modern media equipment and a dedicated media lab, are vital for the program's success. Without these, the program may struggle to offer hands-on, real-world learning experiences that are key in journalism education. Long-term sustainability will also depend on forming partnerships with media organizations, universities, non-government organizations and local businesses, which can provide ongoing support and resources.

According to the **Financial Study**, the SPJ program is financially feasible, with an estimated initial investment ranging from ₱300,000 to ₱600,000. This investment will cover infrastructure, media equipment, teacher training, and student activities. Funding for the program can be sourced from a combination of the school's budget, the Special Education Fund (SEF), DepEd allocations, contributions from the PTA, and targeted fundraising efforts. The financial structure suggests that the program can be sustained in the long term, provided the necessary financial resources are secured and managed effectively.

In the **Management Study**, several risks associated with the implementation of the SPJ program were identified, such as challenges in resource allocation, maintaining student engagement, and ensuring effective program coordination. However, these risks can be mitigated through strategic planning and the establishment of clear processes for resource management, student involvement, and program monitoring. The appointment of a program coordinator and the implementation of continuous monitoring and evaluation will help mitigate potential issues as the program progresses.

The **Socio-Economic Study** highlights the ethical implications of the SPJ program, particularly its role in fostering responsible journalism. By focusing on ethical media practices, inclusivity, and community engagement, the program can serve as a platform for students to develop their skills while making positive contributions to society. Ethical considerations, such as fairness, accuracy, and diversity, must be incorporated into the curriculum to ensure the program's integrity and long-term success.

Finally, based on the findings from all the studies, the **Decision to Implement the Proposed SPJ Program** concludes that the program is well-positioned for successful implementation at GCISC. The alignment between student interest, technical feasibility, financial sustainability, and socio-cultural relevance suggests that the SPJ program would be a valuable educational opportunity. The positive market demand and socio-economic benefits further reinforce the program's potential to thrive.

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 Glan Central Integrated SPED Center (GCISC):

1. **Market Study: Educational Needs and Market Analysis**

It is recommended to promote the Special Program for Journalism (SPJ) by organizing workshops, introductory courses, and events that connect the program with students' media interests and demonstrate the career opportunities it offers.

To address resource gaps, securing funding is essential for acquiring modern media equipment (such as computers, cameras, and editing software) and establishing a dedicated media lab. Partnering with media organizations and universities

can help provide these necessary resources.

Furthermore, it is highly recommended to develop a professional development program for teachers that focuses on digital media tools, modern journalism practices, and ethical reporting. Collaborating with universities, media organizations, and NGOs can offer workshops and certifications that will enhance teachers' skills and ensure high-quality instruction in journalism.

2. Technical Study: Strategic Planning and Sustainability

Establish an organizational structure with clearly defined roles and responsibilities. Appoint a program coordinator to oversee the program's development and ensure smooth coordination between teaching and non-teaching staff.

Invest in the necessary media equipment and create flexible class schedules to allow for hands-on learning. Build long-term partnerships with local media outlets, universities, and businesses to secure mentorship opportunities, internships, and resources that support the program's sustainability.

3. Financial Study: Financial Projections and Cost-Benefit Analysis

Pursue diverse funding sources, including contributions from the school's budget, SEF, LGUs, PTA, and external fundraising initiatives. Establish clear budget allocations for infrastructure, equipment, teacher training, and student activities to ensure long-term financial viability.

4. Management Study: Risk Assessment and Mitigation Strategies

Develop a comprehensive risk management plan to address potential challenges in resource allocation, student engagement, and program coordination. Appoint a program coordinator and implement continuous monitoring and evaluation systems to assess and mitigate risks. Engage with stakeholders regularly to maintain support and alignment.

5. Socio-Economic Study: Ethical and Socio-Cultural Considerations in Educational Projects

Integrate ethical journalism principles into the curriculum, focusing on responsible media practices, diversity, and equity. Promote discussions on the socio-cultural impact of students' work, encouraging community-driven storytelling and civic discourse.

6. Decision to Implement the Proposed Special Program for Journalism (SPJ)

It is recommended that the SPJ program be implemented at GCISC. Prioritize securing resources, developing teacher capacity, and establishing external partnerships. Adopt a phased approach to implementation, starting with core components of the program to ensure smooth rollout and long-term sustainability. Establish monitoring and evaluation systems to assess the program's effectiveness and impact.

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