

**THE JOURNALISM PROGRAM OF THE PUBLIC SECONDARY
SCHOOLS IN THE DIVISION OF SAMAR:
AN ASSESSMENT**

A Thesis

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In Partial Fulfillment

of the Requirements of the Degree

Master of Arts in English

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February 2003**

APPROVAL SHEET

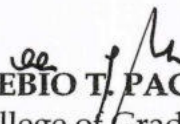
In partial fulfillment of the requirements for the degree, MASTER OF ARTS IN ENGLISH, this thesis entitled "THE JOURNALISM PROGRAM OF THE PUBLIC SECONDARY SCHOOLS IN THE DIVISION OF SAMAR: AN ASSESSMENT" has been prepared and submitted by EMMELINE S. GABON, who having passed the comprehensive examination is hereby recommended for oral examination.


February 2, 2003

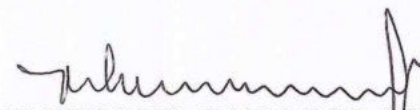
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E.S.G.

Dedication

*To DEN, my dearest one,
to VON, JP and KAREEN, my beloved children,
to them, this humble piece of work is dedicated
for it was their unconditioned love,
unwavering understanding,
and unfading trust
that saw me through
the completion
of this work*

Bebette

ABSTRACT

This study aimed to determine the status of the Campus Journalism Program among public secondary schools in the Division of Samar during the school year 2001-2002. This is a descriptive-normative method of research with the use of questionnaires as the main source of data, supplemented by documentary analysis, observation and interview. The comparison among the perceptions of the administrators, critics, advisers and student writers revealed a computed F-value of 42.57 which was greater than the critical F-value of 42.57 which was greater than the critical F-value of 3.10 at 0.05, $df= 23$. Thus, the hypothesis corresponding to said comparison was rejected. The posteriori test showed that the means between the following pairs differed significantly: administrators and advisers, critics and advisers, advisers and student writers as evidenced by their computed F-values of 11.28, 12.50 and 15.13, respectively. They were all numerically greater than the critical F-value of 9.30 at 0.05 level of significance. Thus, their perceptions differed significantly from each other. Along with program content, censorship, journalism skills of student writers, financing, in-service training, materials and equipment and time allotment, their perception differed significantly thus, it could be said that they had differing observations as to the extent of implementation of the aforesaid aspects in their respective schools. The most prevalent problems in the implementation of the journalism program among public secondary schools dealt on inadequacy of financing, materials/equipment and time allotment. The solutions that were most preferred by the respondents were those for: relationship among staff, adviser,

critic and principal, censorship, time constraint and financing. The solutions were appropriate and correspondent to the identified problems.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The total development of the learner could be well visualized in the manner he speaks and acts; specifically, in what he says and does in actual life situation anytime and anywhere. It then follows, that a totally developed individual, apart from being refined in manners and speech, apart from being knowledgeable of the simple computations, apart from being able to adjust to any given environment, can also read and write. He reads for pleasure and for information and is able to interpret them. He writes for the expression of his ideas, views, thoughts and feelings on about any subject matter under the sun.

Similarly, in a classroom situation, a student is said to achieve total educational development, much more in language learning, if and when at this point, he is not just able to comprehend, interpret, and read between and beyond the lines. But most significantly, he can express himself verbally and in writing in the language he is to learn. Basically, he can put into application the rules in grammar, including correct usage, spelling, syllabication, punctuation, capitalization, tense, number, figures, syntax

and everything about functional language learning. Not only in simple composition writing but in a far advanced and intellectual writing discourse, the journalistic writing. That is where campus journalism comes in; the art and science that supports the educational advancement of the students, for it serves as pool for all learning experiences of young journalists (Cruz, 1999:v).

Journalism in education cannot be overemphasized. It plays a great role of transmitting information that generally conveys strength in truth through writing. This then, serves as instrument in training the youth the skills that promote the development for keen observation and discrimination concerning relative merits of journalistic writings as well as the communication arts. It also is essential in discipline, leadership and character building of the student journalist.

Hackrider (1997:passim) averred that journalism and the task of school papering is an exciting career, and most professional journalists began their career working on school publications. Even for those who do not pursue their career in the press, studying journalism offers to students opportunity to develop positive values, as the enthusiasm and willingness to learn and work, the

determination to do more than get by, and the ability to work with others - all the factors for success in any area. In short, journalism is like any other undertaking. One gets out of it exactly what he puts into it. So scholastic journalism at its best, reflects fully the people, events and concerns of a particular school. In fact in the same text, Hackrider describes journalism as "a career that is no less a vocation. Its responsibilities are great, its standard exacting, and its power immense."

It is a fact that the Philippines is a developing country. Communication, therefore, is vital in promoting development objectives. The printed publications are among the effective tools of development communication. The greater majority of information with a wider scope of coverage is borne and disseminated by the print media - in the form of books, journals, periodicals, magazines and newspapers. Most significantly, journalism is the invaluable monitor of society. As Ferguson (1971:2) stressed:

The mass media today wield an enormous influence over daily life in this country. While they do not mould minds in the fashion once suspected, they do provide information upon which persons in a democratic society can base their decisions both in the polling place and the marketplace. It is essential that this

information be as pure and untainted as human beings can make it. When the press errs, all of society lives with the mistake.

Campus journalism and school papering is not a new thing in the Division of Samar. In fact, old high schools like Samar High School, now Samar National School, and Samar School of Arts and Trades, now Samar State University had school papers, "The Samariñan" and "The Tradesman", respectively. Nevertheless, it was not until 1991 when RA 7079 or the Campus Journalism Act of 1991 was enacted that other secondary schools in the division followed suit. This was attributed to the provision in the Act authorizing the secondary schools to collect journalism fees from each student for the operational expenses of the program. Perhaps, this was an adherence of the secondary schools to the rules and guidelines signed by the then DECS Secretary Armand Fabella, who encouraged the publication of school papers in support to the educational development of the students, the community and the country (Cruz, 1997:2).

From the passage, therefore, of the aforementioned Republic Act, the journalism program in the Division of Samar flourished. However, as noted by this researcher, there has not been an evaluation of the journalism program and the school papers published among the secondary schools

in the Division of Samar. She deemed it timely and proper to undertake the present study if only to improve the quality of school papers and appraise the implementation of the Campus Journalism Act after 10 years from its inception.

Statement of the Problem

Primarily, this study determined the status of the Campus Journalism Program among public secondary schools in the Division of Samar during the school year 2001-2002.

Specifically, this study sought to answer the following questions:

1. What is the profile of the public secondary schools implementing the journalism program in terms of:

- 1.1 enrolment;
- 1.2 number of teachers;
- 1.3 type of school;
- 1.4 kind of school paper published;
- 1.5 school support to the publication;
- 1.6 performance in division, regional and national press conferences;
- 1.7 budgetary allocation; and
- 1.8 facilities available for publication?

2. What is the profile of the publication advisers in terms of:

- 2.1 age and sex;
- 2.2 civil status;
- 2.3 educational qualifications;
- 2.4 number of years of teaching experience;
- 2.5 number of years experience as publication adviser;
- 2.6 number of journalism trainings attended; and
- 2.7 number of awards in journalism received?

3. What is the profile of the student writers in terms of:

- 3.1 age and sex;
- 3.2 position in the school publication;
- 3.3 scholastic rating in Filipino and English as of last rating period;
- 3.4 number of journalism trainings attended; and
- 3.5 awards in journalism received?

4. What is the status of the journalism program as implemented in public secondary schools along the following components as perceived by student-writers, publication advisers, consultants or critics and school administrators:

- 4.1 Attainment of objectives;

- 4.2 Attainment of program content;
- 4.3 Implementation of censorship;
- 4.4 Journalism skills of student-writers, publication advisers, consultants or critics;
- 4.5 Adequacy of financing;
- 4.6 Adequacy of in-service trainings;
- 4.7 Adequacy of materials and equipment; and
- 4.8 Adequacy of time allotted for the program?

5. Are there significant differences among the perceptions of the four groups of respondents, namely, publication advisers, critics, student-writers and school administrators as to the status of the foregoing components of the program?

6. What are the problems perceived by the four groups of respondents along the above-named components and to what extent are they felt?

7. Are there significant differences among the perceptions of the four groups of respondents relative to the problems they identified?

8. To what extent do the respondents agree to the solutions addressing these problems?

9. Are there significant differences among the perceptions of the four groups of respondents relative to

their agreement on the recommended solutions?

10. What action steps may be suggested to improve the implementation of the journalism program in the division?

Hypotheses

The study tested the following hypotheses:

1. There are no significant differences among the perceptions of the student-writers, publication advisers, consultants/critics and school administrators relative to the status of the components of the journalism program.

2. There are no significant differences among the perceptions of the four groups of respondents relative to the problems encountered in the implementation of the journalism program.

3. There are no significant differences among the perceptions of the four groups of respondents relative to their agreement on the recommended solutions.

Theoretical Framework

This study is anchored on the theory of Popham (1975:7-9) on evaluation. According to him, evaluation provides sound evidence as well as concrete picture about the implementation of an educational program. Thus, it provides an accurate feedback to the innovators, to the

change-agents and to the curriculum writers by which future improvements for evolving innovations could be founded upon.

Systematic educational evaluation consists of a formal assessment of the worth of educational phenomena. The responsibility of the educators to evaluate educational programs or even their own activities represent an ethical if not moral responsibility.

Pertinent and reliable information should be the basis of administrative decisions to improve or reject on-going programs. The early detection, therefore, must be from the standpoint of program improvement rather than befogging the issue whether the program succeeded or failed.

In addition, this study also posits the idea that this program of the Department of Education (DepEd), journalism in the secondary schools, or any program of the DepEd for that matter, is always directed towards the total human development of its single target clientele, the studentry.

As Arreza (1986:10) puts it, the extrinsic aim of education is to prepare the individual student for the good life within the society, their expectations and needs must be given sharper attention by the schools.

This further proved the theory that the students, as

the center of all educational endeavors, fix the parameters for their growth and development; their capabilities, talents and potentialities for the upliftment and progress of the school; its programs, and the bigger community.

It then follows that all resources and efforts should be harnessed so that the maximum fulfillment of this objective be attained. Specifically, the journalistic and artistic potentials of these students in the field of writing, given enough time to mature; and nurtured, trained and guided by an efficient adviser and exposed with the proper tools in the rudiments, will see a bud of a journalist flourish into a dynamic, responsible and responsive leader of a society - a totally developed individual.

Conceptual Framework

The conceptual framework of the study is concretely presented in Figure 1. The first frame which is divided into 11 subframes serves as the base of the schema. They depict the 11 public secondary schools in the Division of Samar which represent the research environment of the study.

The big circle represents the assessment or evaluation

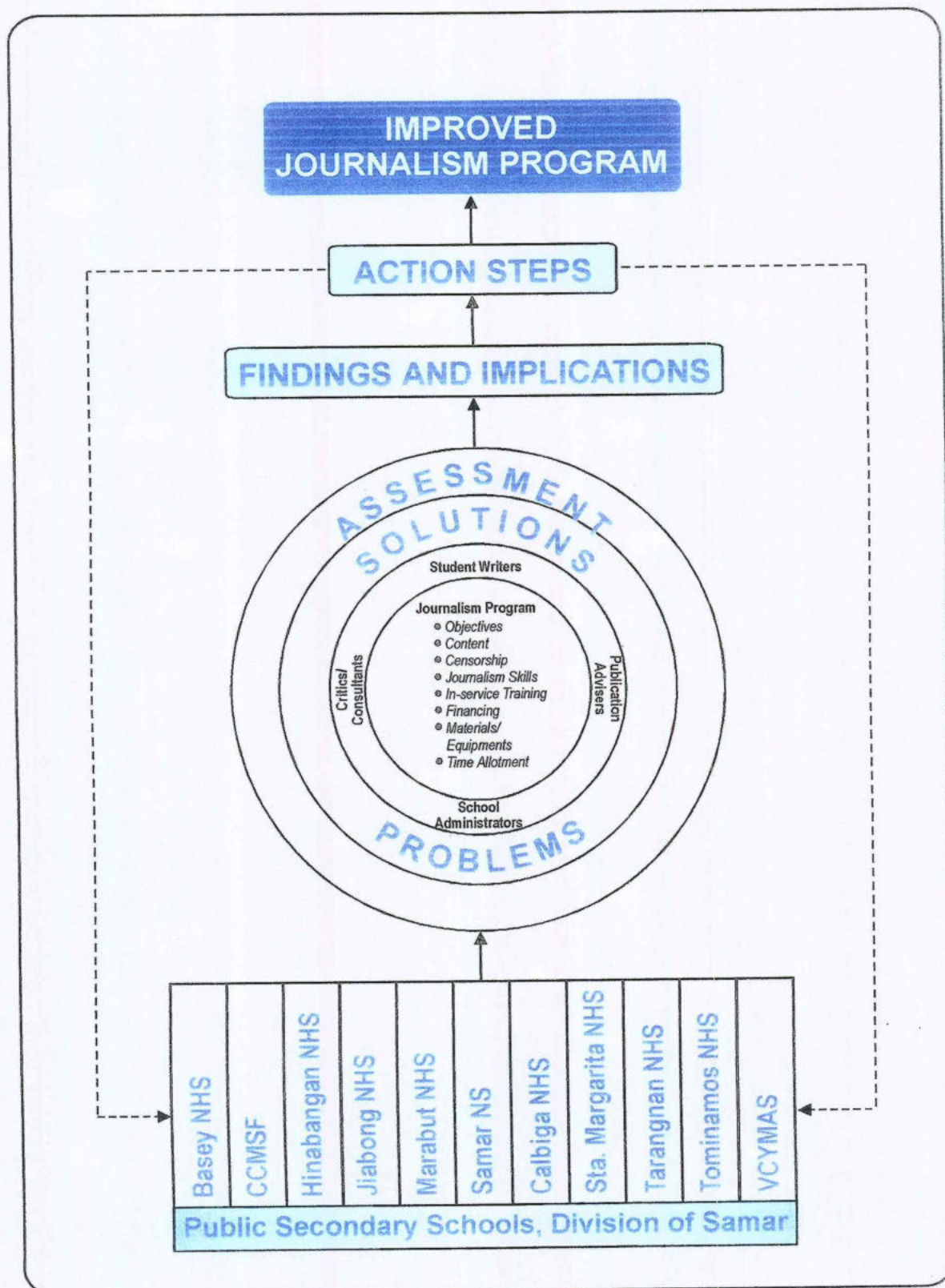


Figure 1. The Conceptual Framework of the Study

of the implementation of the campus journalism program among secondary schools in the Division of Samar with respect to objective, program content, financing, censorship, in-service trainings, journalism skills, time allotment for the program and adequacy of materials and facilities. Moreover, the four groups of respondents identified the problems they encountered in the course of implementing the program and the corresponding solutions to the problems while the broken lines flowing from the action steps in improving the journalism program to the 11 respondent schools indicate the significant role the respondents take so as the research study be possible. The findings of the study served as bases in coming up with action steps in improving the journalism program of the public secondary schools in the Division of Samar.

Significance of the Study

The findings of this study proved beneficial to the students and student writers/staffers, the teachers and the student publication advisers, the journalism consultants/critics, the immediate school administrators/heads and principals, the parents and the community, in general, and finally, the future researchers whose nature of study would

be on the campus journalism program.

The students and student writers/staffers. The student/staffers would come to realize, that indeed, campus journalism is a vital aspect in the educational system. They would also understand that journalism if practiced in the school level is their voice in the community. Eventually, they would also reckon, that journalism is one program that concerns not only the advancement of learning, but most ideally, their total educational development; thus, motivating them to get more involved in journalistic activities, or at least, contribute articles and to read their paper religiously.

The teachers and the school paper advisers. The teachers would come to realize that school papering, is not only the concern of the English department, to which journalism belongs. But rather by all the teachers, in practically, all areas of the secondary schools curriculum.

Much more, they would realize that school paper, which is the extension of this program also serves as forum for students, faculty and the community members to exchange comments and criticisms on current issues. It presents and clarifies the school's goals and values and serves as entertainment medium, giving the readers casual diversion

and entertainment.

Consultants and critics. This endeavor would make the consultants/critics aware of the new insights in the field of journalism, where they play a vital role in setting the trend in school papering. That theirs is not only the responsibility of checking errors but a far greater task of getting into the conscience of the students to write only articles that are of value to the school and the target clientele.

School administrators/principals/heads. The result of this research would make them realize the important role that they should play towards the success of campus journalism in their school level, and eventually, the program in general. That they should be all out to support the staff financially; that is making facilities and materials adequate for their use, much more in the process of printing and finally publishing the paper.

The parents. With the result gathered from this investigation, the parents would further see for themselves the benefits and positive effects of journalism for the total educational development of their children. That with the task of school papering given to these students, follows the awareness of responsibility and self-imposition

of discipline. Hence, the parents would be more motivated to support the program, financially and morally. From there, sprouts cooperation and understanding of any school activities more so those related to campus journalism, in instances where the students have to spend extra time and efforts to do their tasks.

The community. This investigation links the school to the community, the two important institutions of the society. They work together harmoniously towards the realization of the goals and objectives of the journalism program, through and with their joint efforts in making the students grow and mature physically, mentally, emotionally and spiritually.

This would also make the community better aware of the programs, issues activities and missions of the school in coordination with the municipal and national programs.

Future researchers. Finally, this researcher hopes that this study would pave the way for future researches that would delve a lot deeper into the other aspects of journalism that need to be attended and treated.

Scope and Delimitation

This study was centered on the assessment of the

campus journalism program of the public secondary schools in the Division of Samar, through the perception of the respondents namely: student writers, school paper advisers, consultants/critics and school administrators. The aspects evaluated were: objectives, program content, financing, censorship, journalism skills, in-service training, materials and facilities and time allotment for the program. In addition, problems to the program implementation and the corresponding solutions were investigated.

This study was limited to 11 public secondary schools in the Samar Division that published their school paper, in whatever category or frequency during the SY 2001-2002 (See Figure 2). The following were the secondary schools with their corresponding school publications: Samar National School (The Samariñan), Calbiga National High School (The Echo), Basey National High School (The BNHS Newsette), Hinabangan National High School (The HNHS Herald), Tarangnan National High School (The Seaside Courier), Valeriano C. Yancha Memorial Agricultural School (The Plowman), Clarencio Calagos Memorial School of Fisheries (The Clarencian), Marabut National High School (MNHS Gazette), Jiabong National High School (The Clarion),

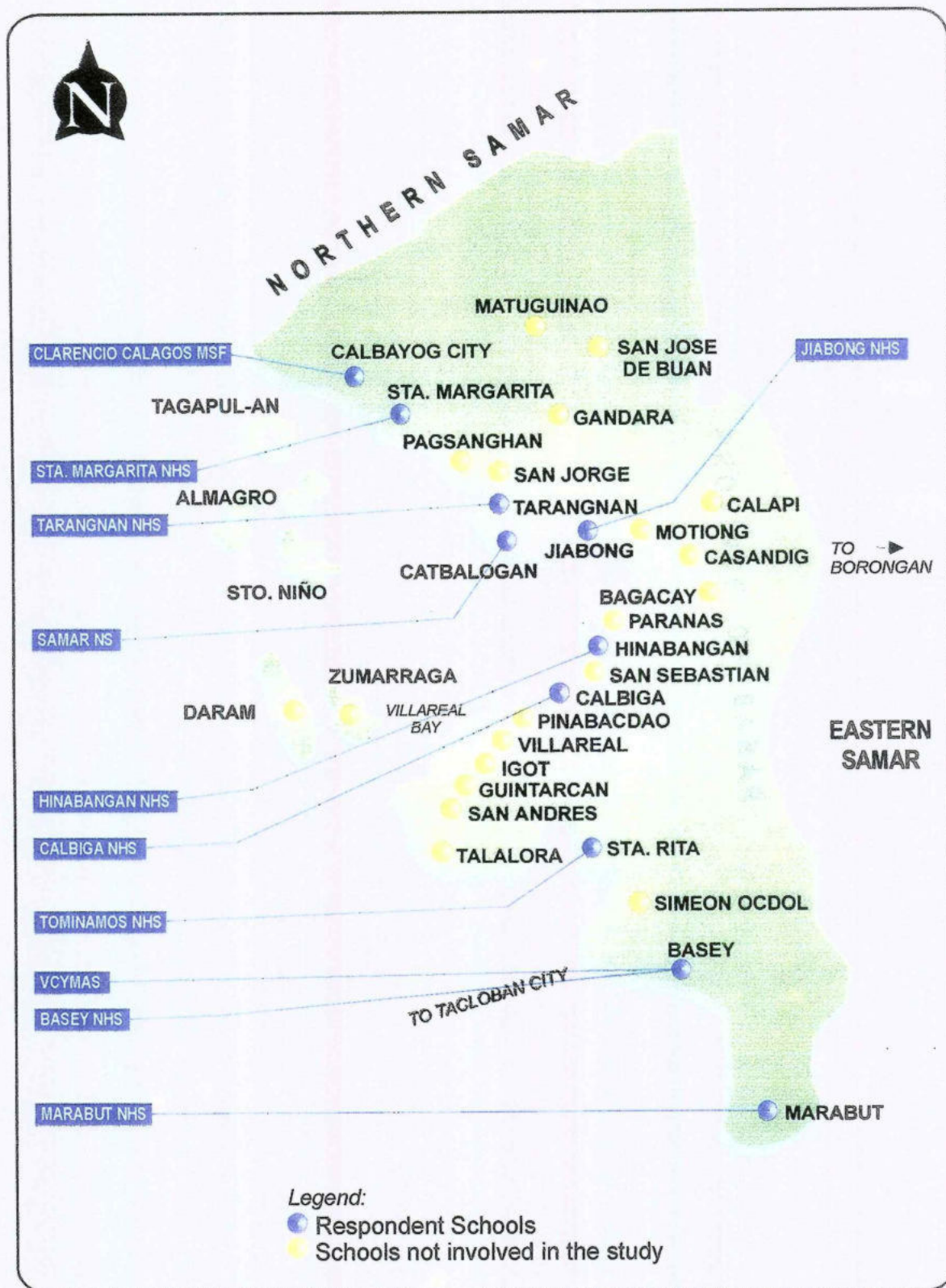


Figure 2. Map of Samar Showing the Research Environment

Sta. Margarita National High School (The Quail) and Tominamos Integrated School (The Integrated Newslink).

The respondents of this study were likewise limited to 20 publication advisers and 16 consultants/critics from both English and Filipino of the 11 secondary schools studied. One hundred ten student writers/staffers of the respondent schools served as respondents from this group, while the heads of the secondary schools with school paper were considered respondents representing the administrator group. The total respondents, therefore, in this study was 157.

This study was conducted during the school year 2001-2002.

Definition of Terms

To ensure clarity and consistency of meaning, and to establish a common frame of reference in understanding the study, the terms used are herein defined as operationally and conceptually:

Action steps. The term is operationally used in the study on the practical measures recommended and initiated based from its findings so as to improve the journalism

program of the public secondary schools in the division of Samar.

Adequacy of facilities and materials. This means sufficient or equal requirement of what is needed under a certain circumstance and special operation (The Webster's Dictionary of the English Language, 1995:10). In this study, it refers to the ample and enough supply of the facilities and materials related and necessary in carrying out the activities in campus journalism or school papering in particular.

Administrator. This refers to a person legally vested with the right of the administration of the state. It also pertains to a person with authority to direct (Good, 1976:333). In this study, he is the teacher-in-charge, head teacher-in-charge or principal of the secondary school involved in the study.

Assessment. It is an analysis of the program, carried over the life of that program, to determine; the problems that exist and the changes that are needed; what has been achieved; whether goals and objectives are being met; and how the program can be improved (Mish et. al., 1989:429). In this study, assessment is made on the extent the public secondary schools in the division of Samar implement the

components of the journalism program, namely: the objective, content, censorship, in-service trainings, journalism skills, financing, materials and facilities and time allotment by its four group of respondents.

Budgetary allocations. It is a document or written statement itemizing receipts and expenditures for a period of time, most commonly in a year, so that the allocation amount for the activity could be estimated and determined (Grolrier Family Encyclopedia, 1985:257). In this study, it is a budget of expenses to be incurred within the school year that is related to journalism activities, which usually include the total printing cost of the school publication to be released for the school year, honoraria of resource speakers to journalism trainings in school level, meal and transportation allowances and registration fees of the adviser and the staffers to the Division, Regional and National Secondary Schools Press Conferences and trainings as well as of other related.

Campus journalism. In this study, this is a recognized school undertaking abiding with the journalism act which exposes journalistic writings specifically for news, feature, literary, editorial, sports, science, headline and copyreading, photo-journalism and layouting.

Censorship. The suppression of information, ideas, or art expression by anyone, whether government official authorities, private pressure groups, for fear that it would harm individuals, its audience or the society as a whole (Grolier Encyclopedia, 1995:225). As used in this study, the term refers to the objective revision of the contents articles submitted for publication.

Conferences. These are in-service trainings or sessions involving horizontal pattern of communication which are characterized by purposefulness, presence of interaction and participation of the group and the absence of "speech" (Ruiz, 1970:385). In this study, it refers to assembly of school paper advisers and writers engaging in activities such as training to write news, features, editorials, sports news, cartooning, headline writing, copyreading, and layouting a school paper both in English and Filipino. It also involves the participants to competitions in writing the above mentioned categories as well as the group contest of the school paper content, layout and make-up.

Curriculum. It is the sum total of all experiences organized by instruction which is responsible for the growth and development of the learner (Flynn, 1979:39). In

this study, it refers to the skills to be learned or mastered by the student writers/journalist in journalism.

Division Secondary Schools Press Conference (DSSPC).

This is a formal assembly of journalism administrators, journalism teachers and advisers and student-writers coming from the different high schools of the 25 districts in the Division of Samar. It is sponsored and managed by the Division Secondary School Paper Advisers Association (DSSPAA).

Evaluation. It refers to the assessment of the work or a determination of merit of a phenomenon as outcome of an instructional endeavor, the instructional program used in educational goals to which educational efforts are addressed (Popham, 1975:8). In this study, evaluation is utilized to determine the extent of implementation of the journalism program in the public secondary schools in the division with the purpose of arriving to findings upon which action and steps would be based to attain an improved implementation of the program.

Financing. This refers to the monetary affairs or financial operations of any organization (Webster Dictionary, 1995:358). In this study, this refers to the sources in financing student publication in the public

secondary schools in the division which include student subscription, subsidy from savings realized from the school's appropriations, revenue realized from donations and grants and advertisements shall be sources of funding for the student publication (Campus Journalism Act of 1991).

General secondary school. A high school which offers a broad academic curriculum for the students who intend to enroll in non-technical courses in the university and do not expect to enter in trade or agricultural activities. It has a program of regular and elective subjects (BPS Memo. No. 14, s. 1974). In this study, it is one of the classifications of public secondary schools intended for study.

In-service training. These are activities undertaken and designed to improve the competencies of teachers who are already in the service. In this study, it refers to the trainings in journalism given to the publication advisers, critics/consultants and journalism teachers in the division, regional and national levels.

Journalism. Bond (1976:9) defines it as something that embraces all forms in which or through which the news and comments on the news reach the public. Here, it refers

to the activities undergone by the student writers and staffers in the process of school papering and the writing of the articles therein.

Journalism skills. These are also referred to as the technical skills in journalism that are related to the work content itself. They constitute the know-how or the ability to work and use what one knows about his task (Raudsef, 1987:40). In this study, the term refers to the technical skills in writing the news stories, feature, literary and editorial articles, headline writing and copyreading, proofreading, layouting, dummyming and photo-journalism.

National Secondary Schools Press Conference (NSSPC). It is an annual press competitions of high school student writers who won in the regional press conferences, together with the advisers of school papers all over the country sponsored by the Bureau of Secondary Education and the National Secondary School Paper Adviser Association.

Perception. This refers to the intuition recognition of or action by which the mind refers its sensation to external object as cause (Encyclopedia Dictionary, 1979). In this study, the perception is indicated by the responses of the four group of respondents to the questionnaire.

Profile. This is defined as a short biographical sketch vividly presenting the most striking characteristics of a personality (Webster, 1992:290). In this study, it refers to the personal information of the respondents, such as the name, age, civil status, educational qualifications, and other related information that may describe them.

Program content. This relates to a set of tasks for study or to undertaken, specifically designed to realize the aims and objectives of the core activity or of the program. Operationally, this term is used in the study to refer to the skills developed in journalism and school papering, such as: the art of communication, technical writing and management of the school publication among others.

Program objectives. This refers to the aims, goals and purpose of a certain undertaking where activities and tasks are designed and directed towards the realization of the same (Arreza, 1986:18). In this study, the objectives being referred to are the trainings given to interested students in the rudiments of journalistic writing and the development of their skills in communication arts. It also include the linkage and rapport being developed between the school and the community in the process of school papering.

Public secondary school. A high school controlled and maintained by a civil authority (Webster's Third International Dictionary, 1976:1221). It refers to the 11 high schools that serve as respondents to this study.

Regional Secondary Schools Press Conference (RSSPC). This is a yearly regional training and competition in journalism among secondary student writers, sponsored and managed by the DepEd Regional Office and the Regional Secondary School Paper Advisers Association (RSSPAA).

School paper adviser/critic/journalism teacher. These are the teachers particularly assigned to manage and supervise the work of the school paper staffer.

School paper/publication. Any printed or mimeographed yearbook, magazine or newspaper published by the school not oftener than once in every two months that is edited by the students under the auspices of the school (Good, 1959:460). In this study, the school paper being referred to comes in the tabloid and mimeograph form and size where all articles and write ups are written or condensed by the student writers and contributors and released by the secondary schools in the division.

Seminar. It is an in-service training where participants meet under the direction of one or two staff

members of a college or an organization for a discussion of problems of mutual interest (Ruiz, 1970:605). In this study, it is that seminar workshops on journalism given to the student writers/staffers which is aimed to develop their technical skills in writing the news, editorial, literary and feature articles and the sports.

Tabloid. Heavily illustrated publication usually half the size of the normal newspaper (Dominick, 1996:587). The tabloid being referred to in this study is the type B school publication consisting from 8 to 16 pages released by the secondary schools which is basically staffed by the secondary writers.

Type of school. This refers to the classification of one institution of learning whose curriculum offerings depend on its field of specialization, concentration and training supposedly designed to develop the skills intended to be acquired by the student clientele (Grolier's Family Encyclopedia, 1995:122). In this study, it refers to the public secondary schools which curriculum is that of a general secondary, or specializes in vocational and or agricultural secondary. It is which some of the respondents schools are classified.

Vocational secondary education. A high school under

public supervision and control and supported by public funds which provides instructions that will enable the high school youths and adults to prepare for and make progress in a skills trade or occupation of their choice (Good, 1959:645). In this study, it is one of the classifications of public secondary schools included in the study.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter deals with the review of related literature and studies which bore salient information, related insights and ideas, and significant knowledge similar in nature and purpose to this study; hence, contributed much in designing its framework.

Related Literature

The press and journalism has gone a long way since the Early Years of its evolution with the publication of the *Successos Felices* (Fortunate Events) in 1937 by Tomas Pinpin, the father of Filipino printing. Then development came intermittently, where in 1811, 218 years after printing was invented, the first real newspaper made its debut in the Philippines.

Another phase of press development was during the Revolutionary Period, where it played an important role in the fight against Spain. It was when *La Solidaridad*, the mouthpiece of revolution, first appeared on February 19, 1889.

It was during the American Colonial Period that the

dailies shifted from Spanish to English language newspaper. However, with the Japanese Occupation in 1942, it did not only curtail its use, but the publications as well, much more if it did not serve its motives.

The Post Liberation Years came and the press was liberated with the liberation of Manila on February 3, 1945. But again came the Martial Law Days, and proclaimed the press including school publications closed and scholastic journalism banded. From there, the press and journalism edged its way slowly into development until the Post Martial Law Days (Malinao, 1996:3-10).

This overview of the phases of development of journalism and the press from its Earliest Years, down to the Post Martial Law Days, provided the basis in the investigation of the journalism program in the recent years. This history also founded the insights that indeed journalism have made important innovations, in the process of its evolution, in some aspects of its policy, responsibility, content and even in its objective, if only to enhance and improve its status as one channel of communication, not only in the community and society, but specifically, in an institution of learning.

With the ever changing concept of the press and journalism, so is the format of the school paper which well represents the latter. Its size and format, for instance, is from the mimeograph form, then the magazine and the tabloid size. Nevertheless, whatever its size they still merit similar concept in writing the skills, such as: the news, opinion/editorial, feature/literary, sports and the science report.

The most basic in news writing is that they are factual and timely report of event or situation interesting and significant to the public. While the features are written to inform, although they enlarge upon the news in a leisurely and entertaining way. The editorial, on the other hand, is a dynamic piece of writing on a timely topic. And the sports is reporting to readers as vividly as possible the drama and excitement he sees in the field.

In teaching the rudiments and the technique in journalistic writing, the traditional is found most helpful. Considering that they have learned the basics of the language at most, teaching them by example and practice, is far more effective than teaching the rules.

While learning the basic journalistic forms is as essential in school papering, it should also be noted that

the skill in the use of the medium, which is either the English or the Filipino language, should be refined, so one could write concise, interesting articles and write-ups with greater precision and impact. Hence, this offers room to sharpen ones writing techniques and opportunities for actual practice (Estrada, 1987:passim). He gives the researcher the insights, ideas and techniques in school paper writing and the papering itself, so that a system and manner of organization be presented and suggested in this study.

So that an individual training in journalism should start in the grades and continued in the high school, for the students are now mature to take the task and the responsibilities at heart. There are therefore varied and considerably significant points for the public secondary schools to publish a paper, at least, an issue in every two months. From among the reasons enumerated, the following seemed practical. First, nothing speaks most and well about itself but its own vehicle of communication, the school paper. Then activities, programs, policies, important issues and information which need to reach the community and its target readers, come handy anytime the need arises, through its paper. It is also an effective

vehicle for the literary expressions of the students. Lastly, entertainment come most effective to its prospective readers, for both speak the tongue they understand and see eye to eye where the level of comprehension is concerned (Malay, 1968:1-7).

From the reasons pointed out by Malay, the researcher came to believe that the high school papers in the division has to undergo reassessment and re-evaluation to determine the innovations in objectives, policies and content needed to meet the fast changing demands of its clientele. His work, therefore, is significant to this present study for it establishes and supports the thesis upon which it is founded.

Speaking of scholastic journalism and the press, the former comes in several forms depending on their purpose and the manner they are presented. There are for instance the yearbook and the school paper or the newspaper. So that Hackrider (1997:221-225) treated the confusing concept of the yearbook and the newspaper, as both being products of scholastic journalism. The yearbook generally contains pictures and serves as memory book of a certain year of a specific school and consists primarily of photographs. While newspaper is that which contains the news and is

current event-oriented. This is also issued several times in a year which is unlikely in a yearbook.

In addition to the above-mentioned insights of the newspaper and the yearbook, he also cited its difference in appearance and format, however, similar in some respect such as; both are products of journalism, both report of the school scene, both reflect student thoughts. Furthermore, the opinion and taste of both give students an opportunity to bring some of their finest creative work before the public. Simply stated, the purpose of the newspaper and the yearbook is to inform, enlighten, and entertain its readers.

The role of the school paper was to give account to current issues, ideas, events and problems affecting local secondary education. It should also present a truthful, comprehensive, and intelligent account of the school's events in the context that gives them meaning. Most significantly, it projects a representative picture of the group that makes up the school.

As this study takes an assessment on how well the journalism program being implemented in the public secondary schools in the division, the ideas of Dominick (1996:110-116) in his work supplement the insights of the

researcher on the impact of the program upon its clientele. The changes that occurred and the insights that the students developed on the field of journalism, which in turn contribute in the determination on what could be the findings of the study.

Communication is one of the most pervasive, important, and complex clusters of behavior. The ability to communicate on a higher level separates human beings from the other forms of animal. Our daily lives are strongly affected by our own communication with others as well as with messages from distant and unknown persons. If there is a need to know about our world, that needs to extend to all aspects of human behavior, especially communication.

Specifically, understanding communication enables the individual to become more competent and adaptive. Students also need to learn about sending and receiving messages and relating to others through an understanding of what happens during communication and an ability to adopt to circumstances. Journalism then as one source of communication reflects the complexity of communication itself. The basic justification for studying it is that they provide a set of useful conceptual tools (Littlejohn, 1989:2-3).

Just as it is imperative to delve into the significant points about journalism, as the subject of this study, it is equally important that we take a glimpse on the personal attributes and educational background of the personalities behind the task, the journalists.

Although the role of the journalist had broadened with the years, just as the scope of newspaper and electronic media has expanded to fill the public's changing interests, the personal attributes that help make a good journalist remain basically unchanged. There have been, however, considerable changes in the educational requirements.

A prime requirement of the journalist is a native or inborn curiosity, for without it there would be no asking of questions or delving into the backgrounds to find "submerged" information that might lift a story into a prize winning series revealing significant facts. It is also he, who can view both sides of a question and present the facts with fairness and responsibility. He has as well diversified interest wider than the ordinary person so that he can explain concepts clearly and concisely to his audience. Finally, the journalist should work as a team. They are to work diligently with their assignments but also help his fellow workers.

Of the changing educational requirements in journalism, foremost, is the formal education and training in the same. The success story of an errand boy of a publishing company turned journalist, is not true anymore today and even absurd. In fact starting the career early is most favored. That is when a pupil starts it in school as writer, contributor or a staff member of the school publication. He continues until high school and come up with a course in journalism or maybe a major in the field. These are invaluable in future job-seeking as journalists (Spencer, 1974:29-31).

The foregoing ideas on the personal attributes and educational qualifications of a journalist founded basis for the researcher in the conceptualization of criteria in choosing student staffers in a school publication. From his thesis of what it takes to be a journalist it gives the researcher the concept of how should the budding student writers be trained and get started in the task of journalism.

The press is a growing and changing industry, this mass media business classified as print and broadcast, follows the management principles of planning, organizing, leading and evaluating in order to meet the objective, and

manifests its contribution to society. The social context of mass media is the larger society itself. More specifically, the field of print and broadcast management encompass the total operations of the media organization. As a business enterprise characterized by a complex web of relations with various entities even outside the broadcast station or a printing house (Soriano, 2000:9).

Inasmuch that this study proposes action steps to improve school papering through an improved journalism program, the book presents salient information, insights, ideas, and principles that proved helpful in the realization of the aim of this study. Much more, it clarifies in the researcher the overlapping concepts and relations of the print and the broadcast as the most significant medium.

One of the most significant innovations and developments of the school paper is that it ceased to be just that: a school paper. But with the advent of time, it extends its services as an information disseminator not only of the school but of the community as well. Hence, the new name of school and community paper. This study takes a glimpse of how the Philippine community newspapers survived with time. A comprehensive profile of the leading

community papers in the country was investigated through a case study and survey of the 10 most read in their respective provinces. One of its findings was that the community paper in order to survive long enough should, first and foremost, serve only the interest of the public. Particularly important also, is the balance between financial viability and editorial quality. Meaning, the paper must be adequately subsidized or financially stable to stand the ever increasing materials, printing and production cost. This is brought about by the editorial competence of the staff wherein their journalistic experience, training and commitment to community journalism are concern (Maslog, 1993:63-65). It provides with knowledge on the management of the school at the same time community paper. This also identified the skills that the staff should develop to ensure effective management.

In 1991, Republic Act 7079 was promulgated providing for the promotion and development of journalism in schools, otherwise known as the Campus Journalism Act of 1991. Rule II of the Act entitled State Policy, declares that the state should uphold and protect the freedom of the press even at the campus level and to promote the development and growth of campus journalism as a means of strengthening

ethical values, encouraging critical and creative thinking, and developing moral character and personal discipline of the Filipino youth. In furtherance of this policy, the state shall undertake various programs and projects aimed at improving the journalistic skills of the students concerned and promoting responsible and free journalism.

This act is significant to this study for it too is concern in providing and improving the journalism program of the DepEd for the educational upliftment and development of the students, as well as instilling in the youth positive attitude of a responsible and productive citizens in a developing nation. The act also called for the DepEd officials, school/ college/university heads, campus teacher-adviser and personnel involved in campus journalism program in the elementary, secondary and tertiary levels of education, to support and promote the campus journalism program, policies and objectives as provided for in this act and embodied as principles in the constitution, as well as relevant policies under existing laws.

The act shares similar views with this study in carrying out scholastic journalism in the secondary level. They work hand in hand in the promotion of the aims of the

program, much more in identifying the culture of the Filipino people through the arts.

Speaking of culture as imbibed in the Filipino youth through the print media, the modern culture as the product of the evolution and development of the media, particularly the print, affects the modernization of the Filipino culture. The nature of our cultural experience in modern societies has been profoundly affected by the development of system of communication. For in many ways, the students are reliant and dependent upon regular contact with the media for information, opinion, entertainment, ideas and a range of resources, which are deeply bound up with the continuing attempts to maintain a coherent sense of "who" and "where" we think we are. Books, magazines, adverts, newspapers and the like occupy a central and pivotal role in our lives providing a more-or-less continuous flow of information and leisure facilities (Dutton, O'Sullivan, Rayner, 1993:passim). It also examined the presence and the impact of the media to the people, or the students, in particular. The momentum and dynamics of rapid growth of the media and the scholastic journalism are interwoven with some major issues; the precarious position of the subject program within the national curriculum and educational

policy, public perceptions of the program and debates over the most appropriate direction and rationale of the media and journalism.

The advancement of the press and journalism is influenced by modern technology, particularly, the advent of the computer with its Internet news sites. It never occurred in the world of the media that there could be a better way to disseminate information than with black type on newsprint or stylish heavy-stock magazine paper.

Using the two-dimensional medium for number of years had atrophied the part of the journalist's brain that could even imagine a world in which dimensions are limitless, where audio and video and text that may live together harmoniously on a slate and salon are both run by accomplished journalist from the print and the other forms of the media.

But all that they can offer are high-quality magazines that would work equally well - if not better in a two-dimensional realm. Unaware of the other thing online publishing offers that are the new dimensions, where more and more innovative means of delivering news can be created.

The world is complex, dynamic and multidimensional, while the paper is static and flat. So the news being confined in the paper makes the print universe constricted than it needs to be. In other words, we could do much more with print than we do now, if we have ourselves challenged with the multi-dimensional Net environment.

Any print veterans and the journalist, therefore, who want to survive - let alone succeed and innovate - they have to keep wanting to do it, and keep wanting to do it "better than the last time." And that means throwing out old assumption about the "best" or the "only" way to deliver information is the old way. But rather by accepting the idea that the NET is the far advance form of the press and journalism.

Related Studies

Studies and investigation along campus journalism and the problems related to its status had been conducted in the country. These studies had relevance to this research being conducted, for one reason or another.

Romuar (1984) in her study on "The Secondary School Papers in Eastern Samar: Their Status, Problems, and Rules in Development Communication," disclosed that although to a great extent financing the secondary school paper and the

conflict of time with hectic school activities of the teacher adviser and the scribes were deterrents in carrying out the school paper, it still could be said that the secondary schools in Eastern Samar, though considered novice in the field, were coping up with the minimum standards of school publications. They held true to the objective of the school papers, as catalyst, contributor to the development and communication not only in the school but in the community as well.

She further viewed that with the findings of this investigation, such would be of great help to the campus journalism program of the public schools as a whole, and to Eastern Samar Division, in particular, given authority by the DECS and by any agency that is concern in development communication, as leeway for change and development in the field of journalism.

This study of Romuar bore semblance with this present investigation since both studies evaluated and assessed the present status of campus journalism/school paper of the public secondary schools and dug deeper into the factors that paved the way towards its development, likewise deterrents to growth.

Likewise Alberca (1990), in her doctoral dissertation, "Predictors of Performance of School Papers in Secondary Schools in Region 8," identified the determinants of the performance of school papers in the four types of secondary schools namely, state colleges, general private high schools, general vocational high schools and general public high schools, in Region VIII for the school year 1989-1990. She also determined the level of performance of the school papers in Region VIII and established its relationship to some variables like the management skills of teacher advisers and the student writers, financing of the school paper, and the students' perceptions on the censorship of articles. The result of her study showed that among the skills conducted for study such as the functional skill, adaptive skill, and technical skill, the former was the only variable which was significantly related to the school paper performance.

This study therefore was not only directly relevant but also significantly helpful to this recent investigation in the sense that the former focused on some of the factors that determine the extent of the implementation of the campus journalism program, which are also the concern of this study.

Another study in the field of journalism was that of Raga (2000). She developed a Manual for Freelance Journalists in the secondary schools and sought to answer the present status of their contribution in the secondary schools, the skills needed as well as the problems they encountered in the field and the kind of manual to be developed to improve the quality of contribution of freelance journalists in secondary schools. Her findings were: freelance journalists in secondary schools participated actively in campus journalism. Their articles were centered on school activities, feature articles, prose and poetry, sports and other community issues; second, the skills needed by the freelance journalists were on news writing skills, feature writing skills, photography skills, cartooning skills, and production and management skills. The study also revealed that the freelance journalists encountered problems like unsupportive school administrator, lack of facilities and equipments, untrained teacher adviser, and non-recognition of articles written; finally, to improve competencies of the freelance journalists' write-ups, the freelance scribes observed the policies as guide in transforming their ideas into beautiful and relevant piece of writing.

This study of Raga bore semblance to this present investigation, in the sense that both dealt with journalism and its significant impact in the educational development of the learner. It differed, however, in scope, for the study of Raga concentrated heavily on the student scribes; while this investigation leaned on all the personages in the field of journalism, not only the student writers, but also the advisers, critics and the administrators as well.

Another study that was relevant to this undertaking was the doctoral dissertation of Doctor (1985), where she assessed the journalism program of the high schools in Manila based on the existing factors that determined and influenced its status and implementation. Among which were the objectives, the number of years the high schools concerned implemented the program, the educational qualifications of the personnel involved in journalism, the journalism trainings given to them, as well as the deterrents in the implementation of the program, such as, crowded class schedules, indifferent students and cooperative subject teachers.

From the investigation, it came to be found out that the journalism program had been implemented for at least 25 years in the high school of Manila, and that the objectives

of the program were highly attained as a result of the development programs in journalism in the form of trainings and workshops given to the publication advisers and student writers. Not to mention the support and direct supervision given by the administrators of the said high schools. The credit should also be accounted to the fact that the publication advisers were highly qualified in their position. The weakness in the implementation of the program lay, however, in the minimum number of facilities and materials that the publication availed. As a whole, the study revealed that the journalism program in the high school of Manila was well implemented.

The study reviewed was not only similar to this present investigation, but was one in trying to assess the status of the journalism program in the high schools, in different locale, though. They had also one common objective for the study: towards an improved journalism program in the high schools.

Hontiveros (1972), on the other hand, investigated the problems of the secondary schools in the country regarding the publication of their school papers. He ranked financing as forerunner among the many problems revealed in this study, which he observed was the immediate cause for

the irregular publication of the school papers of the secondary schools. It was also found out that because of this financial problem, the student writers and the publication advisers themselves were demoralized in carrying out the task of school papering. Eventually, this caused the deterioration of the journalism program in their respective schools. So that Hontiveros, in his work, suggested that the school administrators, among others, should lead in the campaign in looking for other resources for the school publication.

Apart from financing, advising was another problem that was ranked second by Hontiveros. This concerned the incapability of some of the advisers to maximize the development of the skills and interest of the student writers in writing the news, editorials and the make-up of the school paper, in general. This in turn could be accounted to the fact that some of the advisers lacked the training and educational qualifications in journalism, not to mention the insufficient time, facilities and materials in school papering.

Libel was another problem disclosed in the study which contributed to the irregular publication of secondary school papers in the country. This dilemma of the

publication advisers is attributed in their responsibility of whatever insipid publications that may pass the papers.

Similarly, this present investigation and the study of Hontiveros treated on the problems of the secondary schools wherein publication of the school papers were concerned. However, the former was not only concentrated on the problems but also in the other components of the journalism program that influenced and determined its status. Another thing was that the former limited the study in the secondary schools of the Samar division while the latter in the whole archipelago. Nevertheless, both attempted to solve if not improve school papering and management on the journalism program in the secondary schools.

On the other hand, Siguan (1994), in her master's thesis, determined the factors associated with the level of proficiency in oral and written composition in English of the first year high school students.

In the light of the findings of her study, it was concluded that in general, English teachers in the first year were highly qualified of the position. However, some of these teachers made use of the traditional teacher-centered approach rather than the child-student centered approach. That the first year students had a high level

performance in the written than in the oral composition, which is a deviation to the usual trend in language learning, wherein learners learned faster in oral composition than writing. That while students generally, encountered this problem in oral and written composition, so did the teachers in teaching their students.

The result of this investigation of Siguan was one solid foundation for this research to be able to safely formulate a conclusion that indeed, the performance of the secondary students in campus journalism was significantly influenced with the writing skills they learned from the lower years.

In the same light Tejone (1996), formulated and devised a programmed text in sentence construction to help learners with easy-to-use and self-instructional materials in learning the English language and to augment the need of the students for a book in grammar, that was after she identified the specific difficulties of students in sentence construction.

These researches in English composition, therefore, were generally significant to this present study for they identified the student blunder, weaknesses and difficulties where writing activity is concerned. So that from there,

this researcher, could recommend and suggest where should the teacher adviser in journalism starts in her school papering/journalism activities.

The semblance then of these studies mentioned, to this present research, was on the fact that they sought to determine the performance of the students in campus journalism in relation to the writing skills learned in their classes in the lower years.

Chapter 3

METHODOLOGY

This chapter contains the discussion of the method and procedure that was employed in this research study. Presented in this chapter are the research design, instrumentation and validation of instrument, data gathering procedure, sampling procedure, statistical tool and treatment that were employed.

Research Design

This study used the descriptive-normative method of research, where information and data about the present status/existing conditions of the journalism program in the public secondary schools in the Division of Samar and the extent of its implementation were assessed. It made use of a questionnaire as the main source of data, supplemented by documentary analysis, observation, and interview. Likewise, problems in the implementation and its corresponding solutions were identified through the four groups of respondents namely: the student-writers, publication advisers, consultants/critics and the school administrators.

The data derived from the process provided bases for the researcher in suggesting action steps towards an improved implementation of the campus journalism program in the Division of Samar. The statistical tools used to process and analyze the data were: frequency counts, weighted mean, analysis of variance and F-test of significance.

Instrumentation

The study employed the following instruments: the questionnaire, interview, documentary analysis and observation.

Questionnaire. The questionnaire was the main instrument used in this study in soliciting and gathering information. It was prepared and designed by the researcher herself making sure that the intent of the study, and particularly, the pertinent data that answered the questions posed in the problem were accurately measured. There were four sets of questionnaire, one set for each of the group of student-writers, publication advisers, consultants/critics and another set for the administrators.

The questionnaire for the consultants/critics was composed of three parts. Part I elicited their opinions on the status of the implementation of the components of the journalism program. These components were: attainment of objectives; attainment of program content; implementation of censorship; adequacy of journalism skills; adequacy of financing; adequacy of in-service trainings; adequacy of materials/facilities; and adequacy of time allotted for journalism. A five-point scale was used to quantify the responses.

Part II elicited the problems encountered in the implementation of the program to the extent of which they were felt. They were quantified as: 5 for Extremely Felt (EF); 4 for Highly Felt (HF); 3 for Moderately Felt (MF); 2 for Slightly Felt (SF); and 1 for Not a Problem (NP). Part III contained the corresponding solutions to the identified problems for the respondents to agree or disagree as: 5 for Strongly Agree (SA); 4 for Agree (A); 3 for Uncertain (U); 2 for Disagree (D); and 1 for Strongly Disagree (SD).

On the other hand, the questionnaire for the school administrators consisted of four parts. Part I was the profile of the school in terms of enrolment; number of teachers; type of school; type of school publication;

budgetary allocation of the school per publication; administrative support to the administration; and school performance in the Division, Regional and National Secondary Schools Press Conferences; and the facilities for publication available. Parts II, III and IV had the same format and scaling as in the first group's questionnaire.

The same was true with the sets of questionnaire for the student writers and the publication advisers, where they also consisted of four parts. Their first part being their Personal Profile. The questions for the student writers therein, included that of their ages, the sex, civil status, year level presently in, position held in journalism, the category they belong, scholastic rating in English and Filipino in the last rating period, number of trainings attended and awards in journalism received, and other school organizations joined.

While questions for the publication advisers included the age, sex, civil status, performance ratings as of the last rating period, years of experience as teacher and as adviser, educational qualifications, and the number of trainings attended and the awards in journalism received.

Both follow the same format and scaling for its parts II, III, IV as in the first two sets of questionnaire.

Unstructured Interview. This was another type of instrument used in the study. The process was vital in eliciting responses from the respondents, so that the information and data explicitly obtained from the questionnaire were cross-checked. The data that were yielded in this unstructured interview provided potent evidences in arriving at research findings.

Documentary Analysis. As another instrument in data gathering, this technique provided the important records filed in schools and the DepEd division office, such as: results of the individual and group competitions in the Division, Regional and National Press Conferences, journalism trainings and seminar workshops attended as well as the awards in journalism received by the advisers and staffers, the position held by the staffers in the publication and their average scholastic rating in English and Filipino for this school year, and the performance rating and educational qualifications of the advisers of the publication.

Observation. This served as additional device in the data-gathering technique. What the researcher came to observe helped a great deal in the analysis of the program

implementation of the respondent schools, thereby coming up with a more accurate result and finding.

Validation of the Instrument

The questionnaire, being the main instrument of the study was drafted by the researcher herself, who saw the need for validation and thorough review. So that as the first draft of the questionnaire was ready it was shown to the research adviser for his comments and suggestions for improvements. To further ensure reliability and objectivity of the questionnaire, the same was subjected to a dry-run by way of a test and re-test method. The questionnaire was administered to the respondents involved in the dry-run twice in an interval of one week. Results of the test and re-test were collated and the coefficient of reliability was computed using the Pearson r . The computed reliability coefficient (r) was 0.90, which was interpreted as "high reliability." (See Statistical Treatment of Data)

Beforehand, a permission was first sought from the Schools Division Superintendent, and the principal of the school concerned about the pretesting of the said materials in their respective school. All the staffers of the school publication, the publication advisers, the critic in

English and Filipino as well as the principal of Wright National High School, the school chosen for the dry-run, were respondents.

The choice of the aforementioned schools for the dry-run was based on the fact that the school was active in the field of journalism and school papering, and was also a constant winner in press competitions.

After the validation of the instrument had been done, it enabled the researcher to scrutinize into it further, and decided whether further validation and improvement was necessary. The researcher was quick to observe that in the process of revision, the respondents did not find anymore difficulty in answering the items, the time given was enough on that no item was omitted or left blank.

Before the questionnaire was submitted for the final reproduction, the researcher made sure that the instrument was free from any ambiguous and misleading items and that it was already refined due to the absence of the following errors: 1) irrelevant queries to the problem in question, 2) vague or unclear ideas, 3) lengthy statement and confusing directions.

Finally, the validated questionnaire was fielded to the respondents, the 11 public secondary schools under study.

Sampling Procedure

To ensure valid, accurate and reliable answers to the questions in the questionnaire and in the interview, the researcher identified the respondent-schools through purposive or deliberate sampling. Respondent were those from public secondary schools that released their school publications for this school year 2001-2002.

For the English and Filipino publication advisers and critic-respondents only one for each group was taken as sample. While all the student staffers group of each school both from the English and Filipino were taken as respondents. Finally, in the administrators group, total enumeration was adopted. So, automatically, all principals and heads of the sample schools answered the questionnaire.

Data Gathering Procedure

As soon as validated research instrument/questionnaire was ready, it was personally fielded by the researcher to the identified respondents, and data gathering started.

Beforehand, however, permission from the Schools Division Superintendent and the heads/principals of the respondent schools was sought before the questionnaires were distributed. The arrangement with the respondents themselves was made earlier through a letter and through somebody whom the researcher trusted, as to the day and time the questionnaire could be distributed and likewise retrieved.

On the assigned day, the researcher distributed the questionnaire herself to the respondents of the school or schools scheduled. Here, they were altogether enlightened of the instructions and the directions of the task. They were also briefed as the purpose of the study as well as ascertained on the confidentiality of the results in terms of their personal responses. It was also made clear that to make the result reliable, their answers/choices should be reflective of their perception and feelings on the questions about journalism.

This, too, was supported with unstructured interviews which reinforced the choices made by respondents in each item. Along with it was a careful observation of the researcher on the manner the respondents answered the questions, making sure that the questions were answered

independently and based on their own experiences in the task of school papering and in their journalism classes. Data gathering started on the last week of January 2002 up to the 2nd week of February 2002, after which processing, analyzing and interpreting of data and findings followed until finally the research report was submitted for final examination.

Documentary analysis was another tool in the data gathering procedure, where it helped the researcher to provide, relate and prove some information and data given in the interview or answered in the questionnaires by the respondents.

At least 93% of the questionnaires fielded was retrieved from the respondents of the different schools.

Statistical Treatment

The data gathered through the questionnaire were segregated from those gathered through the documentary analysis, observation and interview. Then each were recorded, tallied, and tabulated appropriately and with accuracy so the findings were concretely illustrated and correspondingly with the kind of data treated.

In most of the items in the profile, frequency count was used.

In the quantification of the responses in the questionnaire, weighted mean was used. The following interpretation was adapted:

<u>Scale</u>	<u>Weighted Rating</u>	<u>Descriptive Rating</u>	
5	4.51 - 5.00	Fully Attained	(FA)
		Extremely Implemented	(EI)
		Excellent	(E)
		Extremely Adequate	(EA)
		Extremely Felt	(EF)
		Strongly Agree	(SA)
4	3.51 - 4.50	Highly Attained	(HA)
		Highly Implemented	(HI)
		Very Satisfactory	(VS)
		Highly Adequate	(HA)
		Highly Felt	(HF)
		Agree	(A)
3	2.51 - 3.50	Moderately Attained	(MA)
		Moderately Implemented	(EI)
		Satisfactory	(S)
		Moderately Adequate	(MA)
		Moderately Felt	(MF)
		Uncertain	(U)
2	1.51 - 2.50	Slightly Attained	(SA)

		Slightly Implemented	(SI)
		Fair	(F)
		Inadequate	(IA)
		Slightly Felt	(SF)
		Disagree	(D)
1	1.00 - 1.50	Not Attained	(NA)
		Not Implemented	(NI)
		Poor	(P)
		Very Inadequate	(VI)
		Not a Problem	(NP)
		Strongly Disagree	(SD)

To determine the reliability of the instrument through the test-retest method, the Pearson Product-Moment Correlation Coefficient or the Pearson r was used using the following formula (Graham, 1993:190):

$$r = \frac{S_{xy}}{S_x S_y}$$

Where:

x refers to the variable representing the responses during the first dry run;

y refers to the variable representing the responses during the second dry run;

xy refers to the covariance as the result of the

formula: $xy/n - \bar{x} \bar{y}$;

s_y refers to the standard deviation of x ;

s_x refers to the standard deviation of y .

In evaluating the computed r , the Table of Reliability Coefficient suggested by Ebel (1965:242) was used as guide, to wit:

Reliability Coefficient	Degree of Reliability
0.95 - 0.99	Very high
0.90 - 0.94	High
0.80 - 0.89	Fairly high, adequate for individual measurements
0.70 - 0.79	Rather low, adequate for group measurements
Below 0.70	Low, entirely inadequate for individual measurements although useful for group average and school surveys

To test the hypotheses in the study, one-way analysis of variance (ANOVA) was used, with the following formula (Walpole, 1982:387):

$$F = \frac{MS_b}{MS_w}$$

Where:

F - is the computed statistical value

MS_b - is the mean square between

MS_w - is the mean square within

After all the sum of squares had been determined, the ANOVA table was set up and each SS was divided by its appropriate degree of freedom to obtain the main effects of factors C (column) and R (row) were then valuated by making an F-test for each by dividing each MS by the MS_w .

Source of Variation	Degree of Freedom	Sum of Squares	Mean Squares	Computed F
Between Groups	$k - 1$	$\frac{\sum (\text{Group Total})^2 - C}{R}$	$\frac{SS_{Bet}}{K_1}$	$\frac{MS_{Bet}}{MS_{wit}}$
Within Groups	$N - k$	$SS_{Total} - SS_{Bet}$	$\frac{SS_{wit}}{N - k}$	
Total	$N - 1$	$\sum X^2 - C$	-	-

Where:

k - is the number of groups

N - is the total number of cases

r - is the number of samples per group

C - is the correction factor = $\frac{(\sum X)^2}{N}$

$(\sum X)^2$ - the sum of the individual squares of the evaluation

If the computed F-value was significant, a posteriori test was applied using Scheffe's F-test. This identified which pairs of means differed significantly. The following formula was used (Snedecor & Cochran, 1975:271):

$$F' = \frac{(\bar{X}_i - \bar{X}_j)^2}{S_w^2 \left(\frac{1}{n_i} + \frac{1}{n_j} \right)}$$

Where:

\bar{X}_i - the mean for the 1st group

\bar{X}_j - the mean for the 2nd group

S_w^2 - the mean square for error

n_i - the number of cases for the 1st group

n_j - the number of cases for the 2nd group

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings, analysis and interpretation of the data based on the specific questions presented in this study. Included in this chapter are the profile of the public secondary schools, the profile of the student writers as well as the publication advisers, the status of the journalism program as implemented in public secondary schools, the problems perceived by the respondents as well as the possible solutions to the problems felt.

Profile of the Public Secondary Schools Implementing the Journalism Program

The characteristics of the public secondary schools implementing the journalism program such as enrollment, number of teachers, type of school, kind of school paper published, school support to the publication, performance in press conferences, budgetary allocation and facilities available for publication are herein presented.

Enrolment. Table 1 reflects the enrolment profile of public secondary schools implementing the journalism

Table 1

**Profile of Public Secondary Schools Implementing Journalism
Program as to Enrolment and Number of Teachers**

Number of Enrolees/Teachers	Enrolment		No. of Teachers	
	F	%	f	%
5,100	1	9.09	-	-
1,515	1	9.09	-	-
1,326	1	9.09	-	-
1,115	1	9.09	-	-
1,010	1	9.09	-	-
926	1	9.09	-	-
813	1	9.09	-	-
756	1	9.09	-	-
689	1	9.09	-	-
549	2	18.19	-	-
170	-	-	1	9.09
40	-	-	1	9.09
38	-	-	1	9.09
36	-	-	1	9.09
35	-	-	1	9.09
30	-	-	1	9.09
29	-	-	1	9.09
28	-	-	1	9.09
26	-	-	1	9.09
17	-	-	2	18.19
Total	11	100.00	11	100.00
Median	968 students		32 teachers	
Mean	1,304 students		42 teachers	
S.D.	1,295.70 students		43.02 teachers	

program. As reflected, 90.91 percent of the respondent public secondary schools, that is, ten out of eleven samples have an enrolment of 549-1,515 students, while 9.09 percent or only one school have an enrolment of 5,100. The mean or the average enrolment was 1,304.

Number of teachers. As shown in Table 1, the mean or the average number of teachers was 42 with a standard deviation of 43.02. Of the eleven sample public secondary schools, 90.91 percent or ten have 17-40 teachers, while 9.09 percent or only one have 170 teachers.

Type of school. As revealed in Table 2, 81.82 percent of the sample public secondary school or nine were general secondary schools, while 18.18 percent or two were vocational secondary schools.

Table 2

Profile of Public Secondary Schools Implementing
Journalism Program as to Type of School

Type of School	f	%
General Secondary	9	81.82
Vocational Secondary	2	18.18
Total	11	100.00

Kind of school paper published. Table 3 shows the profile of public secondary schools implementing journalism program as to the kind of paper published. Of the eleven sample public secondary schools, 72.73 percent, that is, eight published tabloids, while 27.27 percent or three public schools published mimeograph.

Table 3

**Profile of Public Secondary Schools Implementing Journalism
Program as to Kind of School Paper Published**

Kind of School Paper	f	%
Mimeograph	3	27.27
Tabloid	8	72.73
Total	11	100.00

School support to the publication. As presented in Table 4, the following administrative support ranked highest: 1) Sending adviser and student-writers to division, regional and national trainings and press competitions; 2) Supporting journalism activities undertaken by the editorial staff; 3) Giving moral support to student-writers and adviser attending journalism trainings and competitions; and 4) Leading in generating resources for the registration fees, travel and food allowances of delegates to division, regional and national trainings and press competitions.

Table 4

**Profile of Public Secondary Schools Implementing
Journalism Program as to Administrative
Support Needed in Publication**

Administrative Support	F	Rank
1. Supports the publication adviser in giving school level trainings in journalism to interested students.	9	6
2. Sends adviser and student-writers to division, regional and national trainings and press competitions.	10	2.5
3. Supports journalism activities under-taken by the editorial staff.	10	2.5
4. Provides incentives and school level awards to top performers and winners in journalism.	9	6
5. Provides the materials/facilities needed by the staff in carrying out the task of school papering.	9	6
6. Creates a ranking committee and an Award Giving Body to make editorial tasks systematic.	6	11.5
7. Leads in making transactions with agency heads and officials to solve the concerns of the staff such as requesting an allocation from the Special Education Fund (SEF) and soliciting used materials, facilities and equipments from big offices and schools.	7	10
8. Gives moral support to student-writers and adviser attending journalism trainings and competitions.	10	2.5
9. Leads in looking for resources to raise an adequate fund for the registration fees, travel and food allowances of the student-writers and advisers in attending division, regional and national trainings and press competitions.	10	2.5

Table 4 (Cont'd.)

Administrative Support	f	Rank
10. Explains to other subject teachers their roles in the success of the journalism program in the school and the benefits the school, the faculty members and students derive.	6	11.5
11. Inspires teachers and students to instill interest in journalism.	8	8.5
12. Appreciates and recognizes performance and achievements undertaken by the staff for the journalism program of the school.	8	8.5

Performance in press conferences. Table 5 reveals the profile of the public secondary schools implementing journalism program as to performance in press conferences

Table 5

Performance of Secondary Schools in Press Conferences

Achievement	Division		Regional		National	
	F	%	f	%	f	%
Best School Paper	-	-	1	9.09	1	9.09
Best Feature/Literary Page	1	9.09	-	-	1	9.09
Best News Page	-	-	-	-	1	9.09
Best Science Page	-	-	-	-	1	9.09
Best Sports Page	-	-	-	-	1	9.09
Outstanding School Paper Adviser	-	-	-	-	1	9.09
Editorial Writing	2	18.18	1	9.09	-	-
News Writing	7	63.64	5	45.45	3	27.27
Feature Writing	6	54.54	1	9.09	-	-
Copyreading & Headline Writing	1	9.09	1	9.09	-	-
Sports Writing	4	36.36	3	27.27	1	9.09
Photojournalism	4	36.36	2	18.18	-	-
Editorial Cartooning	4	36.36	1	9.09	-	-

for the last three years. As revealed in Table 5, "news-writing" was the modal awards received by the public

secondary schools in the division, regional and national press conferences for the last three years.

Budgetary allocation. As gleaned from Table 6, the mean or average budgetary allocations of public secondary schools implementing journalism program was P15,927.30. Of the eleven sample public schools, 81.82 percent or nine had a budgetary allocation of P3,500-15,978, the remaining public schools had higher budgetary allocation.

Table 6

**Profile of Public Secondary Schools Implementing
Journalism Program as to Budgetary Allocation**

School	Budgetary Allocation	Rank
Samar National School Valeriano C. Yancha Memorial Agricultural School	60,328.00	1
Clarencio Calagos Memorial School of Fisheries	36,239.00	2
Basey National High School	15,978.00	3
Sta. Margarita National High School	13,869.00	4
Calbiga National High School	11,328.00	5
Tarangnan National High School	8,752.00	6
Hinabangan National High School	7,635.00	7
Marabut National High School	6,576.00	8
Jiabong National High School	5,760.00	9
Tominamos Integrated School	5,235.00	10
	3,500.00	11
Total	175,200.00	
Median	8,752.00	
Mean	15,927.30	
S.D.	17,289.35	

Facilities available for publication. As revealed in Table 7, only materials and supplies directly used in the publication were the ones readily available in all the public secondary schools implementing journalism program. Other facilities seemed not available in most schools and only bigger ones can afford to procure. Probably, one possible reason to justify this scenario was budgetary constraints.

Table 7

**Profile of Public Secondary Schools Implementing Journalism
Program as to Facilities Available for Publication**

Facilities for Publication	Available		Not Available		Number (If Available)	
	f	%	f	%	f	%
1. Staffroom and Lecture Room						
1.1 spacious enough for class instruction	4	36.36	7	63.64	11	100.00
1.2 cubicles set apart for staffer's comfortable working place	4	36.36	7	63.64	11	100.00
1.3 accommodate an office for the adviser/critic within the staffroom	4	36.36	7	63.64	11	100.00
1.4 rooms properly ventilated	5	45.45	6	54.55	11	100.00
1.5 lightings properly installed	5	45.45	6	54.55	11	100.00
2. Available References of:						
2.1 dictionaries	7	63.64	4	36.36	11	100.00
2.2 encyclopedia	8	72.73	3	27.27	11	100.00

Table 7 (Cont'd.)

Facilities for Publication	Available		Not Available		Number (If Available)	
	f	%	f	%	f	%
2.3 compilation of idioms	8	72.73	3	27.27	11	100.00
2.4 compilations of proverbs/ quotation	8	72.73	3	27.27	11	100.00
2.5 journalism books	8	72.73	3	27.27	11	100.00
2.6 stylebook	4	36.36	7	63.64	11	100.00
2.7 thesaurus	7	63.64	4	36.36	11	100.00
2.8 atlas/almanac	7	63.64	4	36.36	11	100.00
2.9 maps	11	100.00	-	-	11	100.00
3. Easy access for reference of the ff.:						
3.1 exchange issues	7	63.64	4	36.36	11	100.00
3.2 handouts	9	81.82	2	18.18	11	100.00
3.3 clippings	9	81.82	2	18.18	11	100.00
3.4 photo files	8	72.73	3	18.18	11	100.00
3.5 directories	6	54.55	5	45.45	11	100.00
4. Staffroom Equipment						
4.1 working/editing/layouting tables	6	54.55	5	45.45	11	100.00
4.2 chairs	9	81.82	2	18.18	11	100.00
4.3 bookshelves	7	63.64	4	36.36	11	100.00
4.4 time-table boards	6	54.55	5	45.45	11	100.00
4.5 typewriter	8	72.73	3	18.18	11	100.00
4.6 computers	7	63.64	4	36.36	11	100.00
4.7 electric fans	7	63.64	4	36.36	11	100.00

Table 7 (Cont'd.)

Facilities for Publication	Available		Not Available		Number (If Available)	
	f	%	f	%	f	%
4.8 camera	7	63.64	4	36.36	11	100.00
4.9 radio/cassette recorders	7	63.64	4	36.36	11	100.00
4.10 staplers	11	100.00	-	-	11	100.00
4.11 pair of scissors	11	100.00	-	-	11	100.00
4.12 rulers	11	100.00	-	-	11	100.00
5. Readily available supplies of:						
5.1 bond papers	11	100.00	-	-	11	100.00
5.2 mimeographing papers	11	100.00	-	-	11	100.00
5.3 carbon papers	11	100.00	-	-	11	100.00
5.4 scotch tapes	9	81.82	2	18.18	11	100.00
5.5 masking tapes	9	81.82	2	18.18	11	100.00
5.6 pastes	11	100.00	-	-	11	100.00
5.7 staple wires	11	100.00	-	-	11	100.00
5.8 clips	11	100.00	-	-	11	100.00
5.9 pencils	11	100.00	-	-	11	100.00
5.10 marking pens	9	81.82	2	18.18	11	100.00
5.11 erasers	11	100.00	-	-	11	100.00
5.12 blank tapes	8	72.73	3	18.18	11	100.00
5.13 films	6	54.55	5	45.45	11	100.00

Profile of Publication Advisers

Likewise, profile of publication advisers was considered also important by the researcher to give a clear

view on the background of this study. Characteristics of the publication advisers like age and sex, civil status, educational qualification, years of teaching experience, years of experience as publication advisers, number of journalism trainings attended, and number of journalism awards received are presented in this section.

Age and sex. Table 8 shows the age and sex profile of publication advisers. As shown in the same table, their mean age was 36.60 years with a standard deviation of 8.32; while the modal age was 29.34 comprising 35.00 percent of the total respondent or seven publication advisers out of 20.

Furthermore, majority of them were females comprising

Table 8

Age and Sex Profile of Publication Advisers

Age Bracket	Male		Female		Total	
	F	%	f	%	f	%
47 - 52	1	5.00	3	15.00	4	20.00
41 - 46	-	-	2	10.00	2	10.00
35 - 40	1	5.00	3	15.00	4	20.00
29 - 34	2	10.00	5	25.00	7	35.00
23 - 28	2	10.00	1	5.00	3	15.00
Total	6	30.00	14	70.00	20	100.00
Mean	33.50		37.93		36.60	
S.D.	9.03		7.97		8.32	

70.00 percent or 14 out of 20. The remaining 20.00 percent or six were male publication advisers.

Civil status. From Table 9, it can be gleaned that the majority of the publication advisers were married with 65.00 percent or 13 out of 20. The remaining 35.00 percent or seven signified to be single.

Table 9

Profile of Publication Advisers as to Civil Status

Civil Status	Male		Female		Total	
	F	%	f	%	f	%
Married	3	15.00	10	50.00	13	65.00
Single	3	15.00	4	20.00	7	35.00
Total	6	30.00	14	70.00	20	100.00

Educational qualification. The educational qualification profile of the publication advisers is presented in Table 10. It can be gathered that majority of them, 15 or 75.0 percent had BSE/BSEd degree with MA units; two or 10.0 percent completed academic requirements for MA; another two had BSE degree; and one or 5.0 percent obtained an MA degree. It could be said that the publication advisers were qualified for their assignment and even for a higher position, most likely administrative.

Table 10

**Profile of Publication Advisers as to
Educational Qualification**

Educational Qualification	Male		Female		Total	
	F	%	f	%	f	%
MA	1	5.00	-	-	1	5.00
MA - CAR	-	-	2	10.00	2	10.00
BSE/BSED w/ MA units	5	25.00	10	50.00	15	75.00
BSE	-	-	2	10.00	2	10.00
Total	6	30.00	14	70.00	20	100.00

Teaching experience. Table 11 presents the profile of publication advisers as to their teaching experience. As presented in the same table, 50.00 percent or ten of them had been in the teaching service for 3-7 years, while 25.00 percent or five signified to have been in the service for 13-17 years and 15.00 percent or three signified to have been in the service for 23-27 years. Meanwhile, 5.00 percent or only one had been in the teaching service for 18-22 years and another 5.00 percent or one signified to be in service for 8-12 years.

Moreover, the average years of teaching experience of the publication advisers was 11.50 with a standard deviation of 7.63 years. The data signified that publication advisers might have gained already wider and varied experience in dealing with the students considering

Table 11

**Profile of Publication Advisers as to
Their Teaching Experience**

Years of Teaching Experience	Male		Female		Total	
	F	%	f	%	f	%
23 - 27	-	-	3	15.00	3	15.00
18 - 22	-	-	1	5.00	1	5.00
13 - 17	1	5.00	4	20.00	5	25.00
8 - 12	1	5.00	-	-	1	5.00
3 - 7	4	20.00	6	30.00	10	50.00
Total	6	30.00	14	70.00	20	100.00
Mean	7.50		13.21		11.50	
S.D.	4.18		8.23		7.63	

the remarkable number of years they had been teaching. And it appeared that same experience made them qualify as publication advisers considering that the length of their service elevated their proficiency in the language they used as medium of instruction.

Experience as publication adviser. Table 12 reflects the profile of publication advisers as to their experience as publication advisers. As gleaned from the table, it appears that 45.00 percent of them, that is nine out of 20, had been a publication adviser for 1-3 years. This is followed by those who had been publication advisers for 4-6 years comprising 40.00 percent or eight. Meanwhile, 10.00

Table 12

**Profile of Publication Advisers as to
Experience as Publication Advisers**

No. of Years	Male		Female		Total	
	F	%	f	%	f	%
10 - 12	-	-	2	10.00	2	10.00
7 - 9	-	-	1	5.00	1	5.00
4 - 6	4	20.00	4	20.00	8	40.00
1 - 3	2	10.00	7	35.00	9	45.00
Total	6	30.00	14	70.00	20	100.00
Mean	4.00		4.00		4.40	
S.D.	1.55		3.35		2.85	

percent or two of them had been a publication adviser for 10-12 years and a mere 5.00 percent or only one signified to be publication adviser for 7-9 years.

The average number of years as publication adviser was 4.40 years with a standard deviation of 2.85 years. The data presented denoted that the publication advisers were new and might have not gained enough experience.

Journalism trainings attended. Table 13 contains the information on the journalism trainings attended by publication advisers. It appears that at the division level training, eight or 40.00 percent of the publication advisers had attended 0 - 2 trainings; another eight had attended 3 - 5 trainings and four or 20.00 percent had 6 - 8 trainings. In this level, they had an average of 3.40

Table 13

**Profile of Publication Advisers as to
Journalism Trainings Attended**

No. of Training	Division		Regional		National	
	F	%	f	%	f	%
6 - 8	4	20.00	-	-	-	-
3 - 5	8	40.00	7	35.00	1	5.00
0 - 2	8	40.00	13	65.00	19	95.00
Total	20	100.00	20	100.00	20	100.00
Mean	3.40		2.05		1.15	
S.D.	2.30		1.47		0.67	

trainings with a SD of 2.30 trainings. On the regional level, 13 or 65.00 percent had 0 - 2 trainings and seven or 35.00 percent had 3 - 5 trainings. They had an average of 2.05 trainings with a SD of 1.47 trainings. On the national level, 19 or 95.00 percent had attended 0 - 2 trainings and only one or 5.00 percent had attended 3 - 5 trainings. The group of respondents had an average number of 1.15 trainings with a SD of 0.67. The data indicated that somehow the publication advisers were trained along their craft.

Journalism awards received. The publication advisers also received awards along journalism. Table 14 presents the data. On the division level, 9 or 45.00 percent received 0 - 2 awards; five or 25.00 percent got 3 - 5

Table 14

**Profile of Publication Advisers as to
Journalism Awards Received**

No. of Journalism Awards	Division		Regional		National	
	F	%	f	%	f	%
15 - 17	2	10.00	1	5.00	-	-
12 - 14	1	5.00	-	-	-	-
9 - 11	1	5.00	-	-	-	-
6 - 8	2	10.00	1	5.00	1	5.00
3 - 5	5	25.00	4	20.00	-	-
0 - 2	9	45.00	14	70.00	19	95.00
Total	20	100.00	20	100.00	20	100.00
Mean	4.90		2.65		1.30	
S.D.	5.07		3.57		1.34	

awards; two or 10.00 percent garnered 6 - 8 awards; one or 5.00 percent each received 9 - 11 and 12 - 14 awards, respectively. Quite notable are two or 10.00 percent who received 15 - 17 awards. On the regional level, there were 14 or 70.00 percent publication advisers who got 0 - 2 awards; four or 20.00 percent received 3 - 5 awards; one or 5.00 percent had 6 - 8 awards; and another one garnered 15 - 17 awards. On the national level, 19 or 95.00 percent received 0 - 2 awards while one or 5.00 percent got 6 - 8 awards. The publication advisers obtained an average of 2.95 awards on the three levels combined with a SD of 3.30 awards. This indicated that the publication advisers were

doing well in their work as evidenced by these awards they had received.

Profile of Student Writers

Tables 15 - 19 disclose the profile of the student writers in terms of age and sex, position in the editorial, scholastic rating, trainings attended and awards received.

Age and sex. The age and sex distribution of the student writers are reflected in Table 15. Of the 110 respondents, 42 or 38.18 percent were 16 years old; 27 or 24.55 percent were 15 years old; 16 or 14.54 percent were 14 years old; 15 or 13.64 percent were 17 years old; and the rest were thinly distributed in ages 13, 18 and 19. The oldest staffer was 19 years old and the youngest ones were 13 years old accounting for five or 4.54 percent. The mean age of the group posted at 15.56 years with a SD of 1.19 years. It implied that majority of these student writers were in their fourth year considering the entrance age of seven years in grade one. There were a number who fell below 16 years old, understandably, these student writers belong to the lower years.

The modal sex for this group was female on account that there were 80 or 72.73 percent as against the males which comprised only of 30 or 27.27 percent. This was

Table 15

Age and Sex Profile of Student Writers

Age	Male		Female		Total	
	F	%	f	%	f	%
19	1	0.91	-	-	1	0.91
18	1	0.91	3	2.73	4	3.64
17	4	3.64	11	10.00	15	13.64
16	11	10.00	31	28.18	42	38.18
15	6	5.45	21	19.10	27	24.55
14	7	6.36	9	8.18	16	14.54
13	-	-	5	4.54	5	4.54
Total	30	27.27	80	72.73	110	100.00
Mean	15.63		15.54		15.56	
S.D.	1.27		1.17		1.19	

Note: As to Civil Status – All student writers are single.

expected inasmuch as in terms of population alone, girls usually dominate schools and year levels, aside from the fact that more girls have a better facility in communication skill than boys. The evidence that more girls participate in school papering is not remote.

Position. Table 16 shows the position profile of the student-respondents. It can be seen that majority of them were editors as evidenced by 46 or 41.82 percent. Twenty-two or 20.00 percent were writers; 20 or 18.18 percent were reporters and the rest were distributed in positions like contributors, artists, cartoonists, photojournalist and photographer. It can be implied that most of the

Table 16

Profile of Student Writers as to Position

Position	Male		Female		Total	
	F	%	f	%	f	%
Editor	8	7.26	38	34.56	46	41.82
Photographer	-	-	1	0.91	1	0.91
Journalist	1	0.91	4	3.64	5	4.55
Writer	11	10.00	11	10.00	22	20.00
Contributor	4	3.64	4	3.63	8	7.27
Cartoonist	1	0.91	1	0.91	2	1.82
Reporter	1	0.91	19	17.27	20	18.18
Artist	4	3.64	2	1.81	6	5.45
Total	30	27.27	80	72.73	110	100.00

respondents occupied significant positions in the journalism program taking active role in school papering.

Scholastic rating. The scholastic rating profile of the student writers is depicted in Table 17. It can be seen that 44 or 40.00 percent had ratings between 89 - 91; 27 or 24.55 percent were between the ratings of 86 - 88; 25 or 22.73 percent had ratings between 92 - 94. Very interesting to mention were students, numbering seven or 6.36 percent which had ratings between 95 - 97 and another seven with ratings between 83 - 85. The foregoing data was for staffers in the Filipino school paper. For the staffers who worked with the English school paper had the following distribution: 37 or 33.63 percent had ratings

Table 17

Profile of Student Writers as to Scholastic Rating

Rating	M a l e				F e m a l e				T o t a l			
	English		Filipino		English		Filipino		English		Filipino	
	f	%	F	%	f	%	f	%	f	%	f	%
95 - 97	2	1.82	1	0.91	1	0.91	6	5.45	3	2.73	7	6.36
92 - 94	-	-	6	5.45	14	12.73	19	17.28	14	12.73	25	22.73
89 - 91	10	9.09	14	12.73	25	22.73	30	27.27	35	31.82	44	40.00
86 - 88	10	9.09	6	5.45	27	24.54	21	19.09	37	33.63	27	24.55
83 - 85	8	7.27	3	2.73	13	11.82	4	3.64	21	19.09	7	6.36
Total	30	27.27	30	27.27	80	72.73	80	72.73	110	100.00	110	100.00
Mean	87.80		89.60		88.61		90.08		88.39		89.95	
S.D.	3.24		3.31		3.02		3.02		3.09		2.99	

between 86 - 88; 35 or 31.82 percent were between 89 - 91; 21 or 19.09 were between 83 - 85; 14 or 12.73 percent had 92 - 94 scholastic ratings; and three or 2.73 percent had ratings between 95 - 97. Based on the average grades of the writers in both groups, it could be said that student writers were above-average in ability as evidenced by the average rating of 89.95 for the Filipino writers and 88.39 for the English writers with SD of 2.99 and 3.09, respectively.

Trainings. The profile of the student writers as to journalism trainings attended is reflected in Table 18. On the division level, 61 or 55.45 percent had attended at

Table 18

Profile of Student Writers as to Journalism Training Attended

No. of Trainings Attended	Male						Female						Total					
	Division		Regional		National		Division		Regional		National		Division		Regional		National	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
4	1	0.91	-	-	-	-	1	0.91	-	-	-	-	2	1.82	-	-	-	-
3	-	-	1	0.91	-	-	2	1.82	2	1.82	-	-	2	1.82	3	2.73	-	-
2	1	0.91	-	-	-	-	4	3.64	-	-	1	0.91	5	4.55	-	-	1	0.91
1	15	13.63	8	7.27	5	4.54	46	41.82	24	21.82	6	5.46	61	55.45	32	29.09	11	10.00
0	13	11.82	21	19.09	25	22.73	27	24.54	54	49.09	73	66.36	40	36.36	75	68.18	98	89.09
Total	30	27.27	30	27.27	30	27.27	80	72.73	80	72.73	80	72.73	110	100.00	110	100.00	110	100.00
Mean	0.70		0.37		0.17		0.80		0.38		0.10		0.77		1.00		1.00	
S.D.	0.84		0.67		0.38		0.75		0.62		0.34		0.77		0.81		0.95	

least one training; 40 or 36.36 percent had not attended any training at all; while few left had attended 2 - 4 trainings. They had attended an average of 0.77 or 1.0 training at this level with a SD of 0.77 training. At the regional level, a good number, 75 or 68.18 percent had not attended any training; 32 or 29.09 percent had one training and at least three or 2.73 percent had gone to three regional trainings. They had an average of one training at this level with a SD of 0.81 trainings. At the national level, 98 or 89.09 percent had no training at all; 11 or 10.00 percent had at least one training; and one or 0.91 percent had two trainings. At this level, the group had an average of 1.00 training with a SD of 0.95 training. The

profile implied that a good number of the student writers needed to be trained along journalism. Those with trainings, needed more exposure to journalism skills since their output which is the school paper reflects their background knowledge of such skills.

Awards. The awards received by the student writers and on what categories are shown in Table 19. As shown in the table, at the division level, 55 or 50.00 percent had not received any award in journalism; 12 or 10.91 percent received awards in newswriting; 10 or 9.09 percent each obtained awards in copyreading and feature writing; while the rest somehow got awards in other contests such as photojournalism, editorial writing, sportswriting and the like. At the regional level, awards were scarce as 92 or 83.64 percent had not received any award, although, five got awards in editorial writing; four or 3.64 percent in copyreading and headline writing; three or 2.73 percent each in photojournalism and feature writing; some received awards in sports writing, newswriting and editorial cartooning. At the national level, 102 or 92.73 percent had not received any award, although two or 1.82 percent each were awarded in editorial writing and feature writing; and one or 0.91 percent each in sportswriting, newswriting,

Table 19

Profile of Student Writers as to Awards in Journalism

Journalism Awards	Male						Female						Total					
	Division		Regional		National		Division		Regional		National		Division		Regional		National	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Editorial Writing	2	1.82	2	1.82	2	1.82	3	2.73	3	2.73	-	-	5	4.55	5	4.55	2	1.82
Sports Writing	2	1.82	1	0.91	1	0.91	3	2.73	-	-	-	-	5	4.55	1	0.91	1	0.91
News Writing	2	1.82	1	0.91	1	0.91	10	9.09	-	-	-	-	12	10.91	1	0.91	1	0.91
Editorial Cartooning	2	1.82	1	0.91	1	0.91	3	2.73	-	-	-	-	5	4.55	1	0.91	1	0.91
Photo-journalism	2	1.82	-	-	-	-	4	3.64	3	2.73	-	-	6	5.45	3	2.73	-	-
Copyreading	1	0.91	-	-	-	-	9	8.18	4	3.64	1	0.91	10	9.09	4	3.64	1	0.91
Headline Writing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Layout Artist	1	0.91	-	-	-	-	-	-	-	-	-	-	1	0.91	-	-	-	-
Feature Writing	-	-	-	-	-	-	10	9.09	3	2.73	2	1.82	10	9.09	3	2.73	2	1.82
Literary Writing	-	-	-	-	-	-	1	0.91	-	-	-	-	1	0.91	-	-	-	-
None	18	16.36	25	22.73	25	22.73	37	33.64	67	60.91	77	70.00	55	50.00	92	83.64	102	92.73
Total	30	27.28	30	27.28	30	27.28	80	72.74	80	72.74	80	72.74	110	100.00	110	100.00	110	100.00

editorial cartooning and copyreading and headline writing. So far, the data indicated that the student-respondents still had to show their prowess in journalism skills in terms of awards. As it is, the student writers should continue to sharpen their writing skills to be at par with other student writers on other schools.

**Status of Implementation of the Journalism
Program Among Public Secondary Schools**

The study looked into the status of implementation of the journalism program among public secondary schools in the Division of Samar in terms of the following: attainment of objectives; attainment of program content; implementation of censorship; journalism skills of student writers, publication advisers and critics; adequacy of financing; adequacy of in-service trainings; adequacy of materials and equipment; and adequacy of time allotment for the program. The responses of the four groups of respondents, namely: administrators, critics, publication advisers and student writers are summarized in Tables 20 - 51.

Program objectives. Table 20 presents the perceptions of the administrator-respondents on the extent the program objectives of the program were attained. As shown, 12 out of the 13 objectives were assessed as "highly attained" with weighted means ranging from 3.55 to 4.18. Among those with higher means were: 1) Makes known school achievements to parents and community with a weighted mean of 4.18; 2) Develop intelligent and responsible student leaders and future disciplined citizens of a free and democratic

Table 20

**Status of the Journalism Program Along Program Objectives
as Perceived by the Administrators**

Objectives	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(FA)	(HA)	(MA)	(SA)	(NA)			
1. To train students who are interested in the application of the art and science in journalism and develop the skills in communication.								
1.1 Provides opportunity in the development of the journalistic interest of the students.	(15) 3	(12) 3	(15) 5	- -	- -	(42) 11	3.82	HA
1.2 Serves as an outlet and motivation for journalistic writing.	(15) 3	(16) 4	(12) 4	- -	- -	(43) 11	3.91	HA
1.3 Gives room for the students to learn how to read the newspaper.	(10) 2	(20) 5	(9) 3	(2) 1	- -	(41) 11	3.73	HA
1.4 Instills positive values, cooperation, tact, accuracy and tolerance in group work.	(5) 1	(28) 7	(9) 3	- -	- -	(42) 11	3.82	HA
1.5 Promotes development in the students for keen observation and discrimination concerning relative merits of news articles.	(5) 1	(24) 8	(12) 4	- -	- -	(41) 11	3.73	HA
1.6 Develops intelligent and responsible student leaders and future disciplined citizens of a free and democratic society.	(15) 3	(24) 8	(6) 2	- -	- -	(45) 11	4.09	HA
1.7 Offers training in organizational business methods in other field of career.	- -	(8) 2	(24) 8	(2) 1	- -	(34) 11	3.09	MA
Sub-Total	(65) 13	(132) 33	(87) 29	(4) 2	(0) 0	(288) 77	3.74	HA
2. To provide linkages between the school and the community and establish rapport between the two institutions.								
2.1 Keeps the community inform of the programs, policies, current issues and other matters of importance to the school.	(15) 3	(4) 1	(21) 7	- -	- -	(40) 11	3.64	HA

Table 20 (Cont'd.)

Objectives	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(FA)	(HA)	(MA)	(SA)	(NA)			
2.2 Acts as channel for unifying all members of the school and the community towards desirable, educational and cultural objectives.	(5) 1	(24) 8	(12) 4	- -	- -	(41) 11	3.73	HA
2.3 Provides a pleasant working environment and stimulates worthwhile activities for the school authorities, parents and the community leaders.	(5) 1	(20) 5	(12) 4	(2) 1	- -	(39) 11	3.55	HA
2.4 Creates and expresses school opinions on the government programs and projects in the community.	(5) 1	(20) 5	(15) 5	- -	- -	(40) 11	3.64	HA
2.5 Serves as link between the school and the community officials.	- -	(36) 9	(6) 2	- -	- -	(42) 11	3.82	HA
2.6 Makes known school achievements to parents and the community.	(20) 4	(20) 5	(6) 2	- -	- -	(46) 11	4.18	HA
Sub-Total	(50) 10	(124) 31	(72) 24	(2) 1	(0) 0	(248) 66	3.76	HA
Grand Total	(115) 23	(256) 64	(159) 53	(6) 3	(0) 0	(536) 143		
Grand Weighted Mean							3.75	HA

Legend: 4.51 - 5.00 - Fully Attained (FA)
 3.51 - 4.50 - Highly Attained (HA)
 2.51 - 3.50 - Moderately Attained (MA)
 1.51 - 2.50 - Slightly Attained (SA)
 1.00 - 1.50 - Not Attained (NA)

society with 4.09; 3) Serves as outlet and motivation of journalistic writing with 3.91; 4) Provides opportunity in the development of the journalistic interest of the students with 3.82; 5) Instills positive values of cooperation, tact, accuracy and tolerance on group work, also with 3.82; and 6) Serves as link between the school

and the community officials, also with a weighted mean of 3.82. One objective referring to "Offers training in organizational business methods in other fields" was deemed "moderately attained" with a weighted mean of 3.09. As a whole, the administrators assessed the program objectives as "highly attained" as evidenced by the grand mean of 3.74.

The opinions of the critic-respondents are summarized in Table 21. The critics assessed eight program objectives as "highly attained." Topping the list were: "Makes known school achievements to parents and the community" which obtained a weighted mean of 3.94; "Instills positive values of cooperation, tact, accuracy and tolerance on group work" with 3.81; "Provides opportunity in the development of the journalistic interest of the students" with 3.75; and "Develop intelligent and responsible student leaders and future disciplined citizens of a free and democratic society," which also got a weighted mean of 3.75. Five of the objectives were assessed by the critics as "moderately attained." The one with the least weighted mean was "Offers training in organizational business methods in other fields" as supported by a weighted mean of 3.25. This is one program objective which was also assessed by

Table 21

**Status of the Journalism Program Along Program Objectives
as Perceived by the Critic**

Objectives	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(FA)	(HA)	(MA)	(SA)	(NA)			
1. To train students who are interested in the application of the art and science in journalism and develop the skills in communication.								
1.1 Provides opportunity in the development of the journalistic interest of the students.	(15) 3	(28) 7	(15) 5	(2) 1	- -	(60) 16	3.75	HA
1.2 Serves as an outlet and motivation for journalistic writing.	(15) 3	(28) 7	(12) 4	(4) 2	- -	(59) 16	3.69	HA
1.3 Gives room for the students to learn how to read the newspaper.	(10) 2	(24) 6	(21) 7	(2) 1	- -	(57) 16	3.56	HA
1.4 Instills positive values, cooperation, tact, accuracy and tolerance in group work.	(10) 2	(36) 9	(15) 5	- -	- -	(61) 16	3.81	HA
1.5 Promotes development in the students for keen observation and discrimination concerning relative merits of news articles.	(5) 1	(36) 9	(18) 6	- -	- -	(59) 16	3.69	HA
1.6 Develops intelligent and responsible student leaders and future disciplined citizens of a free and democratic society.	(5) 1	(40) 10	(15) 5	- -	- -	(60) 16	3.75	HA
1.7 Offers training in organizational business methods in other field of career.	- -	(20) 5	(30) 10	(2) 1	- -	(52) 16	3.25	MA
Sub-Total	(60) 12	(212) 53	(126) 42	(10) 5	(0) 0	(408) 112	3.64	HA
2. To provide linkages between the school and the community and establish rapport between the two institutions.								
2.1 Keeps the community inform of the programs, policies, current issues and other matters of importance to the school.	(0) 0	(21) 7	(4) 2	- -	- -	(53) 16	3.31	MA

Table 21 (Cont'd.)

Objectives	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(FA)	(HA)	(MA)	(SA)	(NA)			
2.2 Acts as channel for unifying all members of the school and the community towards desirable, educational and cultural objectives.	(0) 0	(24) 8	(30) 10	- -	- -	(54) 16	3.38	MA
2.3 Provides a pleasant working environment and stimulates worthwhile activities for the school authorities, parents and the community leaders.	(0) 0	(20) 5	(33) 11	(0) 0	- -	(53) 16	3.31	MA
2.4 Creates and expresses school opinions on the government programs and projects in the community.	(0) 0	(36) 9	(21) 7	- -	- -	(57) 16	3.56	HA
2.5 Serves as link between the school and the community officials.	- -	(36) 9	(18) 6	(2) 1	- -	(56) 16	3.50	MA
2.6 Makes known school achievements to parents and the community.	(10) 2	(44) 11	(9) 3	- -	- -	(63) 16	3.94	HA
Sub-Total	(10) 2	(188) 47	(132) 44	(6) 3	(0) 0	(336) 96	3.50	MA
Grand Total	(70) 14	(400) 100	(258) 86	(16) 8	(0) 0	(744) 208		
Grand Weighted Mean							3.57	HA

Legend: 4.51 - 5.00 - Fully Attained (FA)
 3.51 - 4.50 - Highly Attained (HA)
 2.51 - 3.50 - Moderately Attained (MA)
 1.51 - 2.50 - Slightly Attained (SA)
 1.00 - 1.50 - Not Attained (NA)

administrators as moderately achieved. As a whole, the critics gave them a grand mean of 3.57 equivalent to "highly attained."

Based on the perceptions of the publication advisers as shown in Table 22, the program objectives were deemed "highly attained" as 10 out of the 13 objectives were rated

Table 22

**Status of the Journalism Program Along Program Objectives
as Perceived by the Advisers**

Objectives	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(FA)	(HA)	(MA)	(SA)	(NA)			
1. To train students who are interested in the application of the art and science in journalism and develop the skills in communication.								
1.1 Provides opportunity in the development of the journalistic interest of the students.	(15) 3	(24) 6	(27) 9	(4) 2	- -	(70) 20	3.50	MA
1.2 Serves as an outlet and motivation for journalistic writing.	(15) 3	(32) 8	(18) 6	(6) 3	- -	(71) 20	3.55	HA
1.3 Gives room for the students to learn how to read the newspaper.	(20) 4	(32) 8	(15) 5	(6) 3	- -	(73) 20	3.65	HA
1.4 Instills positive values, cooperation, tact, accuracy and tolerance in group work.	(10) 2	(48) 12	(9) 3	(6) 3	- -	(73) 20	3.65	HA
1.5 Promotes development in the students for keen observation and discrimination concerning relative merits of news articles.	(20) 4	(40) 10	(12) 4	(4) 2	- -	(76) 20	3.80	HA
1.6 Develops intelligent and responsible student leaders and future disciplined citizens of a free and democratic society.	(25) 5	(40) 10	(45) 15	(10) 5	- -	(120) 35	3.43	MA
1.7 Offers training in organizational business methods in other field of career.	(20) 4	(24) 6	(15) 5	(8) 4	(1) 1	(68) 20	3.40	MA
Sub-Total	(125) 25	(240) 60	(141) 47	(44) 22	(1) 1	(551) 155	3.55	HA
2. To provide linkages between the school and the community and establish rapport between the two institutions.								
2.1 Keeps the community inform of the programs, policies, current issues and other matters of importance to the school.	(25) 5	(28) 7	(15) 5	(6) 3	- -	(74) 20	3.70	HA

Table 22 (Cont'd.)

Objectives	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(FA)	(HA)	(MA)	(SA)	(NA)			
2.2 Acts as channel for unifying all members of the school and the community towards desirable, educational and cultural objectives.	(20) 4	(20) 5	(27) 9	(4) 2	- -	(71) 20	3.55	HA
2.3 Provides a pleasant working environment and stimulates worthwhile activities for the school authorities, parents and the community leaders.	(10) 2	(40) 10	(15) 5	(6) 3	- -	(71) 20	3.55	HA
2.4 Creates and expresses school opinions on the government programs and projects in the community.	(20) 4	(32) 8	(18) 6	- -	(2) 2	(72) 20	3.60	HA
2.5 Serves as link between the school and the community officials.	(25) 5	(36) 9	(12) 4	- -	(2) 2	(75) 20	3.75	HA
2.6 Makes known school achievements to parents and the community.	(25) 5	(28) 7	(15) 5	- -	(3) 3	(71) 20	3.55	HA
Sub-Total	(125) 25	(184) 46	(102) 34	(16) 8	(7) 7	(434) 120	3.62	HA
Grand Total	(250) 50	(424) 106	(243) 81	(60) 30	(8) 8	(985) 275		
Grand Weighted Mean							3.58	HA

Legend: 4.51 - 5.00 - Fully Attained (FA)
 3.51 - 4.50 - Highly Attained (HA)
 2.51 - 3.50 - Moderately Attained (MA)
 1.51 - 2.50 - Slightly Attained (SA)
 1.00 - 1.50 - Not Attained (NA)

with weighted means ranging from 3.55 to 3.80. The top five objectives with the higher means corresponded to: 1) Promotes development in the students for keen observation and discrimination concerning relative merits of news articles (Item 1.5); 2) Serves as link between the school and community officials (Item 2.5); 3) Keeps the community

inform of the programs, policies, current issues and other matters of importance to the school (Item 2.1); 4) Gives room for the students to learn how to read the newspaper (Item 1.3); 5) Instills positive values of cooperation, tact, accuracy and tolerance on group work (Item 1.4). Three of the objectives were assessed as "moderately attained" with weighted means of 3.50, 3.43 and 3.40. They corresponded to: "Provides opportunity in the development of the journalistic interest of the students"; "Develop intelligent and responsible student leaders and future disciplined citizens of a free and democratic society"; and "Offers training in organizational business methods in other fields," respectively. The adviser-respondents, as a whole, assessed the program objectives as "highly attained" with a grand mean of 3.58.

Table 23 depicts the status of attainment of the program objectives as perceived by the student writers. Surprisingly, while the other groups of respondents deemed them highly attained, the student-writers assessed only five of the 13 objectives as "highly attained" while eight were assessed as "moderately attained." Those that were highly attained were: Item 1.4, "Instills positive values of cooperation, tact, accuracy and tolerance on group work"

Table 23

**Status of the Journalism Program Along Program Objectives
as Perceived by the Student Writers**

Objectives	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(FA)	(HA)	(MA)	(SA)	(NA)			
1. To train students who are interested in the application of the art and science in journalism and develop the skills in communication.								
1.1 Provides opportunity in the development of the journalistic interest of the students.	(90) 18	(172) 43	(117) 39	(20) 10	- -	(399) 110	3.63	HA
1.2 Serves as an outlet and motivation for journalistic writing.	(95) 19	(132) 33	(132) 44	(28) 14	- -	(387) 110	3.52	HA
1.3 Gives room for the students to learn how to read the newspaper.	(115) 23	(116) 29	(90) 30	(44) 22	(6) 6	(371) 110	3.37	MA
1.4 Instills positive values, cooperation, tact, accuracy and tolerance in group work.	(125) 25	(188) 47	(84) 28	(20) 10	- -	(417) 110	3.79	HA
1.5 Promotes development in the students for keen observation and discrimination concerning relative merits of news articles.	(95) 19	(132) 33	(129) 43	(24) 12	(3) 3	(383) 110	3.48	MA
1.6 Develops intelligent and responsible student leaders and future disciplined citizens of a free and democratic society.	(160) 32	(132) 33	(93) 31	(20) 10	(4) 4	(409) 110	3.72	HA
1.7 Offers training in organizational business methods in other field of career.	(70) 14	(100) 25	(117) 39	(50) 25	(7) 7	(344) 110	3.13	MA
Sub-Total	(750) 150	(972) 243	(762) 254	(206) 103	(20) 20	(2710) 770	3.52	HA
2. To provide linkages between the school and the community and establish rapport between the two institutions.								
2.1 Keeps the community inform of the programs, policies, current issues and other matters of importance to the school.	(85) 17	(152) 38	(90) 30	(42) 21	(4) 4	(373) 110	3.39	MA

Table 23 (Cont'd.)

Objectives	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(FA)	(HA)	(MA)	(SA)	(NA)			
2.2 Acts as channel for unifying all members of the school and the community towards desirable, educational and cultural objectives.	(90) 18	(108) 27	(141) 47	(30) 15	(5) 5	(374) 112	3.34	MA
2.3 Provides a pleasant working environment and stimulates worthwhile activities for the school authorities, parents and the community leaders.	(90) 18	(128) 32	(105) 35	(32) 16	(9) 9	(364) 110	3.31	MA
2.4 Creates and expresses school opinions on the government programs and projects in the community.	(90) 18	(124) 31	(111) 37	(40) 20	(4) 4	(369) 110	3.35	MA
2.5 Serves as link between the school and the community officials.	(85) 7	(128) 32	(114) 38	(32) 16	(7) 7	(366) 110	3.33	MA
2.6 Makes known school achievements to parents and the community.	(150) 30	(156) 39	(78) 26	(24) 12	(3) 3	(411) 110	3.74	HA
Sub-Total	(590) 118	(796) 199	(639) 213	(200) 100	(32) 32	(2257) 662	3.41	MA
Grand Total	(1340) 268	(1768) 442	(1401) 467	(406) 203	(52) 52	(4967) 1432		
Grand Weighted Mean							3.47	MA

Legend: 4.51 - 5.00 - Fully Attained (FA)
 3.51 - 4.50 - Highly Attained (HA)
 2.51 - 3.50 - Moderately Attained (MA)
 1.51 - 2.50 - Slightly Attained (SA)
 1.00 - 1.50 - Not Attained (NA)

with a weighted mean of 3.79; Item 2.6, "Makes known school achievements to parents and the community" which obtained a weighted mean of 3.74; Item 1.6, "Develops intelligent and responsible student leaders and future disciplined citizens of a free and democratic society" with 3.72; Item 1.1, "Provides opportunity in the development of the

journalistic interest of the students" with a weighted mean of 3.63; and Item 1.2, "Serves as an outlet and motivation for journalistic writing" which had a weighted mean of 3.52. Among the objectives which were moderately attained, the following were the top three which obtained higher means: Item 1.5, "Promotes development in the students for keen observation and discrimination concerning relative merits of news articles" with a mean of 3.48; Item 2.1, "Keeps the community informed of the programs, policies, current issues and other matters of importance to the school" with 3.39; and Item 1.3, "Gives room for the students to learn how to read the newspaper" which had a mean of 3.37. For the student-writers, the program objectives of the journalism program were only "moderately attained" as evidenced by a grand mean of 3.47.

Looking back at the data, it appears that the administrator-, critic- and adviser-respondents were one in assessing the program objectives as "highly attained" with their corresponding grand means of 3.75, 3.58 and 3.58, respectively. The student-writers believed that they were only "moderately attained" as supported by the grand mean of 3.47. Nevertheless, the four groups of respondents were unanimous in their assessment of five program objectives to

be highly attained. As mentioned, these were Items 1.1, 1.2, 1.4, 1.6 and 2.6. They were also one in the belief that the objective "Offers training in organizational business methods in other fields" was only moderately attained. This can be explained by the fact that putting up a school paper does not give training to student writers along business methods as they are merely sharpening their writing skills for purposes of publication. Their experience in campus journalism may not necessarily influence them to pursue journalism as a vocation.

Program content. Tables 24 - 27 present the perceptions of the four groups of respondents as to the extent of attainment of the journalism program along program content. Specifically, Table 24 reflects the perception of the administrator-respondents. It can be gleaned from the table that the program content, viz: news, editorial, literary/feature, sports, science report and development communication were "highly attained" as supported by their sub-weighted means. News obtained the highest mean of 3.84, followed by literary/feature with 3.67; editorial - 3.64; development communication - 3.61; sports - 3.56; and science report - 3.52. The administrators gave program content a grand mean of 3.64 described as "highly

Table 24

**Status of the Journalism Program Along Program Content
as Perceived by the Administrators**

Content	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(FA)	(HA)	(MA)	(SA)	(NA)			
1. News								
1.1 Reports only news stories that are based on facts.	(10) 2	(28) 7	(6) 2			(44) 11	4.00	HA
1.2 News stories are of recent events or of recent importance.	(10) 2	(28) 7	(6) 2			(44) 11	4.00	HA
1.3 It sights events that are for school and community development, especially those that pertain to economic uplift and moral values.	(5) 1	(32) 8	(6) 2	(0) 0		(43) 11	3.91	HA
1.4 It covers significant events, surveys, and interviews which are vital for the reader's information.	(5) 1	(24) 6	(12) 4			(41) 11	3.73	HA
1.5 It features rare and common events its background perspective and the significance of the events under condition.	(0) 0	(24) 6	(15) 5			(39) 11	3.55	HA
Sub-Total	(30) 6	(136) 34	(45) 15	(0) 0	(0) 0	(211) 55	3.84	HA
2. Editorial								
2.1 Critically analyzes current issues as to elicit constructive and positive responses from readers.	(10) 2	(12) 3	(18) 6			(40) 11	3.64	HA
2.2 Relates significance of national and local issues in the context of general welfare.	(5) 1	(20) 5	(15) 5			(40) 11	3.64	HA
2.3 Subjects/topics varies that move readers to action and involvement.	(5) 1	(24) 6	(12) 4			(41) 11	3.73	HA
2.4 Deals with issues and its solution that are of importance to readers.		(26) 6	(15) 5			(39) 11	3.55	HA
2.5 Shows evidence of constructive aim as to stimulate wholesome thinking.	(5) 1	(20) 5	(15) 5			(40) 11	3.64	HA

Table 24 (Cont'd.)

Content	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(FA)	(HA)	(MA)	(SA)	(NA)			
Sub-Total	(25) 5	(100) 25	(75) 25	(0) 0	(0) 0	(200) 55	3.64	HA
3. Literary/Feature								
3.1 Features variety of literary types, poems, essays, short stories, plays, etc. that are meaningful and related to development.	(0) 0	(20) 5	(18) 6			(38) 11	3.45	MA
3.2 Articles are alive and stimulating and include reader-arousal aspect of communication.	(0) 0	(24) 6	(15) 5	(0) 0		(39) 11	3.55	HA
3.3 It emphasizes local colors that conform to the standards of decency and good taste.	(5) 1	(24) 6	(12) 4			(41) 11	3.73	HA
3.4 Feature articles center on human interest stories.	(10) 2	(20) 5	(12) 4			(42) 11	3.82	HA
3.5 It is able to inspire the readers to attain nobler ambitions through success stories of laymen in their respective fields.	(10) 2	(20) 5	(12) 4			(42) 11	3.82	HA
3.6 Feature articles are genuinely original, artistic and with moral values.	(5) 1	(20) 5	(15) 5			(40) 11	3.64	HA
Sub-Total	(30) 6	(126) 32	(84) 28	(0) 0	(0) 0	(242) 66	3.67	HA
4. Sports								
4.1 Presents actual, complete and interesting coverages of the school and community sports/games.	(5) 1	(32) 8	(6) 2			(43) 11	3.91	HA
4.2 Games are colorfully presented but without being bombastic.		(16) 4	(21) 7			(37) 11	3.36	MA
4.3 Uses the sports lingo effectively and suitably in the report of each game.	(0) 0	(20) 5	(15) 5	(2) 1		(37) 11	3.45	MA
4.4 Fosters physical fitness awareness in the school and community.	(5) 1	(20) 5	(9) 3	(4) 2		(38) 11	3.45	MA

Table 24 (Cont'd.)

Content	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(FA)	(HA)	(MA)	(SA)	(NA)			
4.5 Inculcates sportsmindedness and sportsmanship among students and out-of-school youths.		(28) 7	(12) 4			(40) 11	3.64	HA
Sub-Total	(10) 2	(116) 29	(63) 21	(6) 3	(0) 0	(195) 55	3.56	HA
5. Science Report								
5.1 Translates reports into stories that relate to people's life.	(10) 2	(12) 3	(18) 6			(40) 11	3.64	HA
5.2 Interprets science concepts to the level of understanding of readers.		(24) 6	(9) 3	(4) 2		(37) 11	3.36	MA
5.3 Is able to bridge the gap between the scientists and the laymen by translating science terms to simple and familiar terms.	(5) 1	(20) 5	(12) 4	(2) 1		(39) 11	3.55	HA
Sub-Total	(15) 3	(56) 14	(30) 13	(6) 3	(0) 0	(116) 33	3.52	HA
6. Development Communication Reports								
6.1 Reports stories/techniques of advanced developments and progress.	(10) 2	(16) 4	(12) 4	(2) 1		(40) 11	3.64	HA
6.2 Steers readers to action and in a dynamic state for economic growth.	(5) 1	(20) 5	(9) 3	(4) 2		(38) 11	3.45	MA
6.3 Keeps readers informed on latest programs of development in agriculture, health, nutrition, social welfare services, etc.	(10) 2	(20) 5	(9) 3	(2) 1		(41) 11	3.73	HA
Sub-Total	(25) 5	(56) 14	(30) 10	(8) 4	(0) 0	(119) 33	3.61	HA
Grand Total	(135) 27	(592) 148	(336) 112	(20) 10	(0) 0	(1083) 297		
Grand Weighted Mean							3.64	HA

Legend: 4.51 - 5.00 - Fully Attained (FA)
 3.51 - 4.50 - Highly Attained (HA)
 2.51 - 3.50 - Moderately Attained (MA)
 1.51 - 2.50 - Slightly Attained (SA)
 1.00 - 1.50 - Not Attained (NA)

attained." This data indicated that all six program contents were incorporated in the school publications which further meant that balanced reporting was observed by the school papers.

The perceptions of the critics are found in Table 25. They assessed news, editorial, literary/feature and sports to be "highly attained" with their corresponding weighted means of 3.85, 3.73, 3.67 and 3.56, respectively. They felt that these contents were more frequently featured in school papers or more pages were allotted for them. Science reports and development communication were considered "moderately attained" by the critics with weighted means of 3.27 and 3.33, respectively. It meant that science report and development communication articles did not frequently appear in school publications or, perhaps, if ever there were, only few articles were included. Nevertheless, the critic-respondents assessed program content, as a whole, as "highly attained" with a grand mean of 3.57.

For the publication advisers, the program content of the journalism program was "highly attained." Their perception is shown in Table 26. Most commonly featured in school papers was editorial with a weighted mean of 3.91,

Table 25

**Status of the Journalism Program Along Program Content
as Perceived by the Critics**

Content	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(FA)	(HA)	(MA)	(SA)	(NA)			
1. News								
1.1 Reports only news stories that are based on facts.	(35) 7	(28) 7	(3) 1	(2) 1		(68) 16	4.25	HA
1.2 News stories are of recent events or of recent importance.	(25) 5	(24) 6	(9) 3	(4) 2		(62) 16	3.88	HA
1.3 It sights events that are for school and community development, especially those that pertain to economic uplift and moral values.	(20) 4	(24) 6	(15) 5	(2) 1		(61) 16	3.81	HA
1.4 It covers significant events, surveys, and interviews which are vital for the reader's information.	(15) 3	(28) 7	(15) 5	(2) 1		(60) 16	3.75	HA
1.5 It features rare and common events its background perspective and the significance of the events under condition.	(15) 3	(16) 4	(24) 8	(2) 1		(57) 16	3.56	HA
Sub-Total	(110) 22	(120) 30	(66) 22	(12) 6	(0) 0	(308) 80	3.85	HA
2. Editorial								
2.1 Critically analyzes current issues as to elicit constructive and positive responses from readers.	(10) 2	(40) 10	(9) 3	(2) 1		(61) 16	3.81	HA
2.2 Relates significance of national and local issues in the context of general welfare.	(5) 1	(48) 12	(9) 3			(62) 16	3.88	HA
2.3 Subjects/topics varies that move readers to action and involvement.	(5) 1	(32) 8	(18) 6	(2) 1		(57) 16	3.56	HA
2.4 Deals with issues and its solution that are of importance to readers.	(10) 2	(28) 7	(18) 6	(2) 1		(58) 16	3.63	HA
2.5 Shows evidence of constructive aim as to stimulate whole-some thinking.	(10) 2	(36) 9	(12) 4	(2) 1		(60) 16	3.75	HA

Table 25 (Cont'd.)

Content	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(FA)	(HA)	(MA)	(SA)	(NA)			
Sub-Total	(40) 8	(184) 46	(66) 22	(8) 4	(0) 0	(298) 80	3.73	HA
3. Literary/Feature								
3.1 Features variety of literary types, poems, essays, short stories, plays, etc. that are meaningful and related to development.	(15) 3	(20) 5	(24) 8			(59) 16	3.69	HA
3.2 Articles are alive and stimulating and include reader-arousal aspect of communication.	(5) 1	(32) 8	(15) 5	(4) 2		(56) 16	3.50	MA
3.3 It emphasizes local colors that conform to the standards of decency and good taste.	(5) 1	(36) 9	(18) 6			(59) 16	3.69	HA
3.4 Feature articles center on human interest stories.	(5) 1	(28) 7	(24) 8			(57) 16	3.56	HA
3.5 It is able to inspire the readers to attain nobler ambitions through success stories of laymen in their respective fields.	(5) 1	(40) 10	(15) 5			(60) 16	3.75	HA
3.6 Feature articles are genuinely original, artistic and with moral values.	(20) 4	(24) 6	(15) 5	(2) 1		(61) 16	3.81	HA
Sub-Total	(55) 11	(180) 45	(111) 37	(6) 3	(0) 0	(352) 96	3.67	HA
4. Sports								
4.1 Presents actual, complete and interesting coverages of the school and community sports/games.	(15) 3	(24) 6	(15) 5	(4) 2		(58) 16	3.63	HA
4.2 Games are colorfully presented but without being bombastic.	(10) 2	(20) 5	(18) 6	(6) 3		(54) 16	3.38	MA
4.3 Uses the sports lingo effectively and suitably in the report of each game.	(5) 1	(28) 7	(24) 8	(0) 0		(57) 16	3.56	HA
4.4 Fosters physical fitness awareness in the school and community.	(15) 3	(32) 8	(15) 5	(0) 0		(62) 16	3.88	HA

Table 25 (Cont'd.)

Content	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(FA)	(HA)	(MA)	(SA)	(NA)			
4.5 Inculcates sportsmindedness and sportsmanship among students and out-of-school youths.	(10) 2	(8) 2	(36) 12			(54) 16	3.38	MA
Sub-Total	(55) 11	(112) 28	(108) 36	(10) 5	(0) 0	(285) 80	3.56	HA
5. Science Report								
5.1 Translates reports into stories that relate to people's life.	(5) 1	(16) 4	(30) 10	(2) 1		(53) 16	3.31	MA
5.2 Interprets science concepts to the level of understanding of readers.	(10) 2	(16) 4	(30) 10	(0) 0		(56) 16	3.50	MA
5.3 Is able to bridge the gap between the scientists and the laymen by translating science terms to simple and familiar terms.	(0) 0	(8) 2	(36) 12	(4) 2		(48) 16	3.00	MA
Sub-Total	(15) 3	(40) 10	(96) 32	(6) 3	(0) 0	(157) 48	3.27	MA
6. Development Communication Reports								
6.1 Reports stories/techniques of advanced developments and progress.	(5) 1	(20) 5	(24) 8	(4) 2		(53) 16	3.31	MA
6.2 Steers readers to action and in a dynamic state for economic growth.	(5) 1	(20) 5	(24) 8	(4) 2		(53) 16	3.31	MA
6.3 Keeps readers informed on latest programs of development in agriculture, health, nutrition, social welfare services, etc.	(10) 2	(16) 4	(24) 8	(4) 2		(54) 16	3.38	MA
Sub-Total	(20) 4	(56) 14	(72) 24	(12) 6	(0) 0	(160) 48	3.33	MA
Grand Total	(295) 59	(692) 173	(519) 173	(54) 27	(0) 0	(1560) 432		
Grand Weighted Mean							3.57	HA

Legend: 4.51 – 5.00 - Fully Attained (FA)
 3.51 – 4.50 - Highly Attained (HA)
 2.51 – 3.50 - Moderately Attained (MA)
 1.51 – 2.50 - Slightly Attained (SA)
 1.00 – 1.50 - Not Attained (NA)

Table 26

**Status of the Journalism Program Along Program Content
as Perceived by the Advisers**

Content	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(FA)	(HA)	(MA)	(SA)	(NA)			
1. News								
1.1 Reports only news stories that are based on facts.	(40) 8	(24) 6	(18) 6	(0) 0		(82) 20	4.10	HA
1.2 News stories are of recent events or of recent importance.	(35) 7	(28) 7	(12) 4	(4) 2		(79) 20	3.95	HA
1.3 It sights events that are for school and community development, especially those that pertain to economic uplift and moral values.	(30) 6	(28) 7	(15) 5	(4) 2		(77) 20	3.85	HA
1.4 It covers significant events, surveys, and interviews which are vital for the reader's information.	(20) 4	(28) 7	(21) 7	(4) 2		(73) 20	3.65	HA
1.5 It features rare and common events its background perspective and the significance of the events under condition.	(20) 4	(32) 8	(15) 5	(6) 3		(73) 20	3.65	HA
Sub-Total	(145) 29	(140) 35	(81) 27	(18) 9	(0) 0	(384) 100	3.84	HA
2. Editorial								
2.1 Critically analyzes current issues as to elicit constructive and positive responses from readers.	(35) 7	(28) 7	(18) 6	(0) 0		(81) 20	4.05	HA
2.2 Relates significance of national and local issues in the context of general welfare.	(30) 6	(28) 7	(18) 6	(2) 1		(78) 20	3.90	HA
2.3 Subjects/topics varies that move readers to action and involvement.	(30) 6	(32) 8	(18) 6	(0) 0		(80) 20	4.00	HA
2.4 Deals with issues and its solution that are of importance to readers.	(25) 5	(32) 8	(15) 5	(4) 2		(76) 20	3.80	HA
2.5 Shows evidence of constructive aim as to stimulate whole-some thinking.	(25) 5	(36) 9	(9) 3	(6) 3		(76) 20	3.80	HA

Table 26 (Cont'd.)

Content	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(FA)	(HA)	(MA)	(SA)	(NA)			
Sub-Total	(145) 29	(156) 39	(78) 26	(12) 6	(0) 0	(391) 100	3.91	HA
3. Literary/Feature								
3.1 Features variety of literary types, poems, essays, short stories, plays, etc. that are meaningful and related to development.	(25) 5	(40) 10	(15) 5			(80) 20	4.00	HA
3.2 Articles are alive and stimulating and include reader-arousal aspect of communication.	(15) 3	(44) 11	(9) 3	(6) 3		(74) 20	3.70	HA
3.3 It emphasizes local colors that conform to the standards of decency and good taste.	(2) 4	(40) 10	(18) 6			(78) 20	3.90	HA
3.4 Feature articles center on human interest stories.	(25) 5	(28) 7	(21) 7	(2) 1		(76) 20	3.80	HA
3.5 It is able to inspire the readers to attain nobler ambitions through success stories of laymen in their respective fields.	(30) 6	(28) 7	(12) 4	(6) 3		(76) 20	3.80	HA
3.6 Feature articles are genuinely original, artistic and with moral values.	(40) 8	(24) 6	(6) 2	(8) 4		(78) 20	3.90	HA
Sub-Total	(155) 31	(204) 51	(81) 27	(22) 11	(0) 0	(462) 120	3.85	HA
4. Sports								
4.1 Presents actual, complete and interesting coverages of the school and community sports/games.	(30) 6	(20) 5	(21) 7	(4) 2		(75) 20	3.75	HA
4.2 Games are colorfully presented but without being bombastic.	(15) 3	(20) 5	(30) 10	(4) 2		(69) 20	3.45	MA
4.3 Uses the sports lingo effectively and suitably in the report of each game.	(20) 4	(20) 5	(30) 10	(2) 1		(72) 20	3.65	HA
4.4 Fosters physical fitness awareness in the school and community.	(10) 2	(32) 8	(24) 8	(4) 2		(70) 20	3.50	MA

followed by literary/feature with 3.85; news with 3.84; science reports with 3.72; sports with 3.59; and development communication with 3.58. As a whole, the program content, as viewed by advisers, was "highly attained" as evidenced by the grand mean of 3.77. It clearly indicated that school papers contained all the six program contents in their regular issues. No less than the publication advisers confirmed this.

The opinion of the student writers can be gleaned in Table 27. Like the rest of the group respondents, they believed that the program content of the journalism program was "highly attained." They observed that news was dominant in their issues with a weighted mean of 3.98, followed by literary/feature articles which obtained a weighted mean of 3.82; followed by sports with 3.77; editorial with 3.75; development communication with 3.55; and science reports with 3.53. The grand mean was pegged at 3.73 which was equivalent to "highly attained." The data indicated that all six program contents were provided for in every issue of their school publication. They believed that school publications were observing balanced reporting.

Table 27

**Status of the Journalism Program Along Program Content
as Perceived by the Student Writers**

Content	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(FA)	(HA)	(MA)	(SA)	(NA)			
1. News								
1.1 Reports only news stories that are based on facts.	(360) 72	(72) 18	(51) 17	(4) 2	(1) 1	(488) 110	4.44	HA
1.2 News stories are of recent events or of recent importance.	(260) 52	(136) 34	(39) 13	(16) 8	(3) 3	(454) 110	4.13	HA
1.3 It sights events that are for school and community development, especially those that pertain to economic uplift and moral values.	(210) 42	(104) 26	(72) 24	(22) 11	(7) 7	(415) 110	3.77	HA
1.4 It covers significant events, surveys, and interviews which are vital for the reader's information.	(210) 42	(120) 30	(78) 26	(14) 7	(5) 5	(427) 110	3.88	HA
1.5 It features rare and common events its background perspective and the significance of the events under condition.	(135) 27	(140) 35	(105) 35	(22) 11	(2) 2	(404) 110	3.67	HA
Sub-Total	(1175) 235	(572) 143	(345) 115	(78) 39	(18) 18	(2188) 550	3.98	HA
2. Editorial								
2.1 Critically analyzes current issues as to elicit constructive and positive responses from readers.	(225) 45	(100) 25	(90) 30	(18) 9	(1) 1	(434) 110	3.95	HA
2.2 Relates significance of national and local issues in the context of general welfare.	(120) 24	(120) 30	(123) 41	(28) 14	(1) 1	(392) 110	3.56	HA
2.3 Subjects/topics varies that move readers to action and involvement.	(135) 27	(152) 38	(102) 34	(20) 10	(1) 1	(410) 110	3.73	HA
2.4 Deals with issues and its solution that are of importance to readers.	(160) 32	(168) 42	(69) 23	(22) 11	(2) 2	(421) 110	3.83	HA
2.5 Shows evidence of constructive aim as to stimulate wholesome thinking.	(140) 28	(132) 33	(108) 36	(20) 10	(3) 3	(403) 110	3.66	HA

Table 27 (Cont'd.)

Content	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(FA)	(HA)	(MA)	(SA)	(NA)			
Sub-Total	(780) 156	(672) 168	(492) 164	(108) 54	(8) 8	(2060) 550	3.75	HA
3. Literary/Feature								
3.1 Features variety of literary types, poems, essays, short stories, plays, etc. that are meaningful and related to development.	(250) 50	(132) 33	(63) 21	(6) 3	(3) 3	(454) 110	4.13	HA
3.2 Articles are alive and stimulating and include reader-arousal aspect of communication.	(125) 25	(164) 41	(105) 35	(16) 8	(1) 1	(411) 110	3.74	HA
3.3 It emphasizes local colors that conform to the standards of decency and good taste.	(115) 23	(120) 30	(141) 47	(14) 7	(3) 3	(383) 110	3.57	HA
3.4 Feature articles center on human interest stories.	(150) 30	(152) 38	(93) 31	(14) 7	(4) 4	(413) 110	3.75	HA
3.5 It is able to inspire the readers to attain nobler ambitions through success stories of laymen in their respective fields.	(175) 35	(124) 31	(105) 35	(12) 6	(3) 3	(419) 110	3.81	HA
3.6 Feature articles are genuinely original, artistic and with moral values.	(200) 40	(128) 32	(84) 28	(16) 8	(2) 2	(430) 110	3.91	HA
Sub-Total	(1015) 203	(820) 205	(591) 197	(78) 39	(16) 16	(2520) 660	3.82	HA
4. Sports								
4.1 Presents actual, complete and interesting coverages of the school and community sports/games.	(270) 54	(92) 23	(54) 18	(24) 12	(3) 3	(443) 110	4.03	HA
4.2 Games are colorfully presented but without being bombastic.	(135) 27	(136) 34	(102) 34	(28) 14	(1) 1	(402) 110	3.65	HA
4.3 Uses the sports lingo effectively and suitably in the report of each game.	(135) 27	(140) 35	(84) 28	(36) 18	(2) 2	(415) 110	3.77	HA
4.4 Fosters physical fitness awareness in the school and community.	(155) 31	(128) 32	(90) 30	(26) 13	(4) 4	(403) 110	3.66	HA

Table 27 (Cont'd.)

Content	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(FA)	(HA)	(MA)	(SA)	(NA)			
4.5 Inculcates sportsmindedness and sportsmanship among students and out-of-school youths.	(140) 28	(168) 42	(84) 28	(12) 6	(6) 6	(410) 110	3.73	HA
Sub-Total	(835) 167	(664) 166	(414) 138	(126) 63	(16) 16	(2055) 550	3.77	HA
5. Science Report								
5.1 Translates reports into stories that relate to people's life.	(90) 18	(184) 46	(81) 27	(24) 12	(7) 7	(386) 110	3.51	HA
5.2 Interprets science concepts to the level of understanding of readers.	(135) 27	(144) 36	(111) 37	(14) 7	(3) 3	(407) 110	3.70	HA
5.3 Is able to bridge the gap between the scientists and the laymen by translating science terms to simple and familiar terms.	(90) 18	(132) 33	(111) 37	(36) 18	(4) 4	(373) 110	3.39	MA
Sub-Total	(316) 63	(460) 115	(303) 101	(74) 37	(14) 14	(1166) 330	3.53	HA
6. Development Communication Reports								
6.1 Reports stories/techniques of advanced developments and progress.	(170) 34	(120) 30	(90) 30	(26) 13	(3) 3	(409) 110	3.72	HA
6.2 Steers readers to action and in a dynamic state for economic growth.	(95) 19	(120) 30	(102) 34	(44) 22	(5) 5	(366) 110	3.33	MA
6.3 Keeps readers informed on latest programs of development in agriculture, health, nutrition, social welfare services, etc.	(145) 29	(124) 31	(93) 31	(32) 16	(3) 3	(397) 110	3.61	HA
Sub-Total	(410) 82	(364) 91	(285) 95	(102) 51	(11) 11	(1172) 330	3.55	HA
Grand Total	(4530) 906	(3552) 888	(2430) 810	(566) 283	(83) 83	(11161) 2970		
Grand Weighted Mean							3.73	HA

Legend: 4.51 - 5.00 - Fully Attained (FA)
 3.51 - 4.50 - Highly Attained (HA)
 2.51 - 3.50 - Moderately Attained (MA)
 1.51 - 2.50 - Slightly Attained (SA)
 1.00 - 1.50 - Not Attained (NA)

In summary, all four groups of respondents were of the belief that the program contents of the journalism program were taken care of in their school papers, although, they differed in frequency or space allotment in the issue. Nevertheless, they were one in assessing that program content was highly attained.

Censorship. The status of implementation of the journalism program along censorship as perceived by the four groups of respondents are presented in Tables 28-31. The perceptions of the administrator-respondents are summarized in Table 28. Of the eight indicators, the administrators assessed five to be "highly implemented with weighted means ranging from 3.91 - 4.09. The following three obtained the higher means, viz: 1) It gives the opportunity to exercise press freedom and healthy reactions to school rules and policies; 2) Articles released for school publication are founded in the accepted principles, ethical practices in writing and libel laws in journalism; and 3) Irregularities in school policies and practices of the administration are also subject for news report if it will merit change for the benefit of the students. The three indicators which were assessed as "moderately implemented" were the following: 1) Articles need not be

Table 28

**Status of the Journalism Program Along Censorship
as Perceived by the Administrators**

Censorship	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EI)	(HI)	(MI)	(SI)	(NI)			
1.1 The school publication is published mainly to uphold and promote the development of campus journalism as a means of strengthening ethical values, encouraging critical and creative thinking, and developing moral character and personal discipline of students.	(10) 2	(24) 6	(9) 3	(0) 0	(0) 0	(43) 11	3.91	HI
1.2 It gives the students opportunity to exercise press freedom and healthy reactions to school rules and policies.	(15) 3	(24) 6	(6) 2	(0) 0	(0) 0	(45) 11	4.09	HI
1.3 Journalism personnel are regulated by the laws of journalism and the press freedom and curtails only the publication of the articles whose context deviates from them.	(5) 1	(32) 8	(6) 2	(0) 0	(0) 0	(43) 11	3.91	HI
1.4 A set of guidelines is created by the school as bases for the censorship of articles and not primarily based on the decision of the administration.	(5) 1	(12) 3	(15) 5	(4) 2	(0) 0	(36) 11	3.27	MI
1.5 Articles released for school publication are founded on the accepted principles, ethical practices in writing, and the libel laws in journalism.	(15) 3	(20) 5	(9) 3	(0) 0	(0) 0	(44) 11	4.00	HI
1.6 Articles need not be approved by the school administrator to merit publication as long as it is based on fact.	(15) 3	(12) 3	(6) 2	(4) 2	(1) 1	(38) 11	3.45	MI
1.7 The responsibilities of the publication adviser and critic limit to monitoring and supervision of the journalism task and not alter the text of articles that do not adhere to their personal belief and taste.	(10) 2	(8) 2	(15) 5	(4) 2	(0) 0	(37) 11	3.36	MI

Table 28 (Cont'd.)

Censorship	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EI)	(HI)	(MI)	(SI)	(NI)			
1.8 Irregularities in school policies and practices of the administration are also subject for news report if it will merit change for the benefit of the students.	(10) 2	(28) 7	(6) 2	(0) 0	(0) 0	(44) 11	4.00	MI
Grand Total	(85) 17	(160) 40	(72) 24	(12) 6	(1) 1	(330) 88		
Grand Weighted Mean							3.75	HI
Legend:	4.51 - 5.00 - Extremely Implemented (EI) 3.51 - 4.50 - Highly Implemented (HI) 2.51 - 3.50 - Moderately Implemented (MI) 1.51 - 2.50 - Slightly Implemented (SI) 1.00 - 1.50 - Not Implemented (NI)							

approved by the school administrator to merit publication as long as it is based on facts; 2) The responsibilities of the publication adviser and critic are limited to monitoring and supervision of the journalism task and not after the text of articles that do not adhere to their personal belief and taste; and 3) A set of guidelines is created by the school as bases for the censorship of articles and not primarily based on the decision of the administration. As a whole, censorship was given by the administrators a grand mean of 3.75 which denoted "highly implemented." It meant that censorship was clearly adhered by school publications. It allowed the staff to exercise freedom and healthy reactions to rules and regulations.

Articles were edited to the effect that they were founded on accepted principles and ethical practices in writing and libel laws.

The perceptions of the critics are contained in Table 29. For them, six indicators were rated with weighted means ranging from 3.63 to 3.88 denoting "highly implemented." The top three choices which got the higher means were: Item 1.2, "It gives the opportunity to exercise press freedom and healthy reactions to school rules and regulations"; Item 1.1, "School publication is published mainly to uphold and promote the development of campus journalism as a means of strengthening ethical values, encouraging critical and creative thinking, and developing moral character and personal discipline of students"; and Item 1.5, "Articles released for school publication are founded in the accepted principles, ethical practices in writing and libel laws in journalism." The two indicators which were evaluated as "moderately implemented" obtained weighted means of 3.44 and 3.25. They corresponded to: "Articles need not be approved by the school administrator to merit publication as long as it is based on facts" and "Irregularities in school policies and practices of the administration are also subject for news

Table 29

**Status of the Journalism Program Along Censorship
as Perceived by the Critic**

Censorship	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EI)	(HI)	(MI)	(SI)	(NI)			
1.1 The school publication is published mainly to uphold and promote the development of campus journalism as a means of strengthening ethical values, encouraging critical and creative thinking, and developing moral character and personal discipline of students.	(20) 4	(20) 5	(21) 7	(0) 0	(0) 0	(61) 16	3.81	HI
1.2 It gives the students opportunity to exercise press freedom and healthy reactions to school rules and policies.	(20) 4	(28) 7	(12) 4	(2) 1	(0) 0	(62) 16	3.88	HI
1.3 Journalism personnel are regulated by the laws of journalism and the press freedom and curtails only the publication of the articles whose context deviates from them.	(15) 3	(28) 8	(15) 5	(2) 1	(0) 0	(60) 16	3.75	HI
1.4 A set of guidelines is created by the school as bases for the censorship of articles and not primarily based on the decision of the administration.	(15) 3	(28) 7	(15) 5	(2) 1	(0) 0	(60) 16	3.75	HI
1.5 Articles released for school publication are founded on the accepted principles, ethical practices in writing, and the libel laws in journalism.	(15) 3	(28) 7	(18) 6	(0) 0	(0) 0	(61) 16	3.81	HI
1.6 Articles need not be approved by the school administrator to merit publication as long as it is based on fact.	(10) 2	(16) 4	(27) 9	(2) 1	(0) 0	(55) 16	3.44	MI
1.7 The responsibilities of the publication adviser and critic limit to monitoring and supervision of the journalism task and not alter the text of articles that do not adhere to their personal belief and taste.	(15) 3	(20) 5	(21) 7	(2) 1	(0) 0	(58) 16	3.63	MI

Table 29 (Cont'd.)

Censorship	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EI)	(HI)	(MI)	(SI)	(NI)			
1.8 Irregularities in school policies and practices of the administration are also subject for news report if it will merit change for the benefit of the students.	(15) 3	(8) 2	(24) 8	(4) 2	(1) 1	(52) 16	3.25	MI
Grand Total	(125) 25	(176) 44	(153) 51	(14) 7	(1) 1	(469) 128		
Grand Weighted Mean							3.66	HI
Legend:	4.51 - 5.00 - Extremely Implemented (EI) 3.51 - 4.50 - Highly Implemented (HI) 2.51 - 3.50 - Moderately Implemented (MI) 1.51 - 2.50 - Slightly Implemented (SI) 1.00 - 1.50 - Not Implemented (NI)							

report if it will merit change for the benefit of the students," respectively. As a whole, censorship was assessed by the critics as "highly implemented" in school papers as supported by the grand mean of 3.66. It meant that articles published in the school papers went through editing and screening before they were included. The editorial staff was guided by rules and ethical practices in writing.

Table 30 reflects the perceptions of the publication advisers as to the implementation of censorship in school papering. The advisers deemed four indicators to be "highly implemented" and these were: Item 1.2, "It gives the opportunity to exercise press freedom and healthy

Table 30

**Status of the Journalism Program Along Censorship
as Perceived by the Advisers**

Censorship	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EI)	(HI)	(MI)	(SI)	(NI)			
1.1 The school publication is published mainly to uphold and promote the development of campus journalism as a means of strengthening ethical values, encouraging critical and creative thinking, and developing moral character and personal discipline of students.	(25) 5	(20) 5	(15) 5	(10) 5	(0) 0	(70) 20	3.50	MI
1.2 It gives the students opportunity to exercise press freedom and healthy reactions to school rules and policies.	(25) 5	(24) 6	(18) 6	(6) 3	(0) 0	(73) 20	3.65	HI
1.3 Journalism personnel are regulated by the laws of journalism and the press freedom and curtails only the publication of the articles whose context deviates from them.	(20) 4	(28) 7	(18) 6	(6) 3	(0) 0	(72) 20	3.60	HI
1.4 A set of guidelines is created by the school as bases for the censorship of articles and not primarily based on the decision of the administration.	(25) 5	(16) 4	(15) 5	(10) 5	(1) 1	(67) 20	3.35	MI
1.5 Articles released for school publication are founded on the accepted principles, ethical practices in writing, and the libel laws in journalism.	(25) 5	(24) 6	(18) 6	(6) 3	(0) 0	(73) 20	3.65	HI
1.6 Articles need not be approved by the school administrator to merit publication as long as it is based on fact.	(10) 2	(28) 7	(24) 8	(6) 3	(0) 0	(68) 20	3.40	MI
1.7 The responsibilities of the publication adviser and critic limit to monitoring and supervision of the journalism task and not alter the text of articles that do not adhere to their personal belief and taste.	(25) 5	(20) 5	(21) 7	(6) 3	(0) 0	(72) 20	3.60	HI

Table 30 (Cont'd.)

Censorship	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EI)	(HI)	(MI)	(SI)	(NI)			
1.8 Irregularities in school policies and practices of the administration are also subject for news report if it will merit change for the benefit of the students.	(15) 3	(20) 5	(30) 10	(4) 2	(0) 0	(69) 20	3.45	MI
Grand Total	(170) 34	(180) 45	(159) 53	(54) 27	(1) 1	(564) 160		
Grand Weighted Mean							3.53	HI
Legend:	4.51 - 5.00 - Extremely Implemented (EI) 3.51 - 4.50 - Highly Implemented (HI) 2.51 - 3.50 - Moderately Implemented (MI) 1.51 - 2.50 - Slightly Implemented (SI) 1.00 - 1.50 - Not Implemented (NI)							

reactions to school rules and policies" which got a mean of 3.65; Item 1.5, "Articles released for school publication are founded in the accepted principles, ethical practices in writing and libel laws in journalism" which had a mean of 3.65; Item 1.3, "Journalism personnel regulated by laws of journalism and press freedom curtails only the publication of the articles whose context deviates from them" which obtained a mean of 3.60; and Item 1.7, "The responsibilities of the publication adviser and critic limit to monitoring and supervision of the journalism task and not alter the text of articles that do not adhere to their personal belief and taste" which had a mean of 3.60. Four indicators were deemed "moderately implemented" by the

advisers which obtained weighted means between 3.35 and 3.50. The two which got the higher means were: Item 1.1, "School publication is published mainly to uphold and promote the development of campus journalism as a means of strengthening ethical values, encouraging critical and creative thinking, and developing moral character and personal discipline of students" and Item 1.8, "Irregularities in school policies and practices of the administration are also subject for news report if it will merit change for the benefit of the students." As a whole, censorship was rated by the advisers with a grand mean of 3.53 considered as "highly implemented." Again, just like the three earlier groups of respondents, editorial staff were careful in what they included in their issues of their school papers. They saw to it that they follow censorship rules and regulations.

The opinion of the student writers regarding censorship is presented in Table 31. It appears that only two indicators were "highly implemented" by the student writers with weighted means of 3.64 and 3.55. Correspondingly, they referred to: "School publication is published mainly to uphold and promote the development of campus journalism as a means of strengthening ethical

Table 31

**Status of the Journalism Program Along Censorship
as Perceived by the Student Writers**

Censorship	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EI)	(HI)	(MI)	(SI)	(NI)			
1.1 The school publication is published mainly to uphold and promote the development of campus journalism as a means of strengthening ethical values, encouraging critical and creative thinking, and developing moral character and personal discipline of students.	(160) 32	(128) 32	(81) 27	(24) 12	(7) 7	(400) 110	3.64	HI
1.2 It gives the students opportunity to exercise press freedom and healthy reactions to school rules and policies.	(130) 26	(120) 30	(108) 36	(30) 15	(3) 3	(391) 110	3.55	HI
1.3 Journalism personnel are regulated by the laws of journalism and the press freedom and curtails only the publication of the articles whose context deviates from them.	(105) 21	(88) 22	(108) 36	(40) 20	(11) 11	(352) 110	3.20	MI
1.4 A set of guidelines is created by the school as bases for the censorship of articles and not primarily based on the decision of the administration.	(75) 15	(136) 34	(81) 27	(36) 18	(16) 16	(344) 110	3.13	MI
1.5 Articles released for school publication are founded on the accepted principles, ethical practices in writing, and the libel laws in journalism.	(110) 22	(96) 24	(120) 40	(36) 18	(6) 6	(368) 110	3.35	MI
1.6 Articles need not be approved by the school administrator to merit publication as long as it is based on fact.	(125) 25	(96) 24	(108) 36	(30) 15	(10) 10	(369) 110	3.35	MI
1.7 The responsibilities of the publication adviser and critic limit to monitoring and supervision of the journalism task and not alter the text of articles that do not adhere to their personal belief and taste.	(75) 15	(124) 31	(105) 35	(36) 18	(11) 11	(351) 110	3.19	MI

Table 31 (Cont'd.)

Censorship	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EI)	(HI)	(MI)	(SI)	(NI)			
1.8 Irregularities in school policies and practices of the administration are also subject for news report if it will merit change for the benefit of the students.	(65) 13	(104) 26	(108) 36	(56) 28	(7) 7	(340) 110	3.09	MI
Grand Total	(845) 169	(892) 223	(819) 273	(288) 144	(71) 71	(2915) 880		
Grand Weighted Mean							3.31	MI
Legend:	4.51 - 5.00 - Extremely Implemented (EI) 3.51 - 4.50 - Highly Implemented (HI) 2.51 - 3.50 - Moderately Implemented (MI) 1.51 - 2.50 - Slightly Implemented (SI) 1.00 - 1.50 - Not Implemented (NI)							

values, encouraging critical and creative thinking, and developing moral character and personal discipline of students" and "It gives the opportunity to exercise press freedom and healthy reactions to school rules and regulations." Six indicators were assessed to be "moderately implemented." The three with the higher means were: Item 1.5, "Articles released for school publication are founded in the accepted principles, ethical practices in writing and libel laws in journalism"; Item 1.6, "Articles need not be approved by the school administrator to merit publication as long as it is based on facts"; and Item 1.3, "Journalism personnel regulated by laws of journalism and press freedom curtails only the publication

of the articles whose context deviates from them" with weighted means of 3.35, 3.35 and 3.20, respectively. As a whole, the student writers assessed censorship as "moderately implemented" as supported by a grand mean of 3.31. Except for two indicators, i.e. "school paper was just a means to promote campus journalism and develop moral character among students and giving the students a chance to exercise press freedom," the rest of the indicators on censorship were merely moderately implemented. For the student writers, they observed and experienced that some censorship rules and regulations were not assiduously implemented by the editorial staff. It could be noted that their perception was different from the other groups of respondents. Perhaps, this could be explained by the fact that student writers were merely given their beats and topics to write on by the advisers which at the start was already controlled by these advisers. Or, the editorial staff did not actually exercise control of censorship since they were saddled with writing assignments and this thing was left for the advisers to decide.

In summary, implementation of censorship was deemed by the administrators, critics and advisers to be highly implemented with corresponding grand means of 3.75, 3.66

and 3.53. The student writers assessed it as "moderately implemented" as evidenced by the grand mean of 3.31.

Journalism skills. Tables 32-35 summarizes the perceptions of the four groups of respondents on the status of the journalism program along journalism skills of the staff. These skills were categorized into management and technical skills. Technical skills were sub-categorized into: newswriting, editorial writing, literary writing, feature writing, sports writing, copyreading and proofreading and lay-out and make-up skills.

Table 32 specifically contains the opinion of the administrators. It can be gleaned from the table that along management skills, the staff were "very satisfactorily" competent in two, i.e. "The whole staff, the adviser and critic participate actively in the planning of the years' journalism activities and see to it that everybody do their assignment for the accomplishment of the task" with a weighted mean of 3.73 and "Activities and tasks are carefully programmed to accomplish each before deadline" with 3.55. They considered the staff's skill "Satisfactory" on the nine others. Distinct were the following: Item 1.1, "The staff members are systematically organized through competitive examination and evaluation of

Table 32

**Status of the Journalism Program Along Journalism Skills
as Perceived by the Administrators**

Journalism Skills	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(E)	(VS)	(S)	(F)	(P)			
1. Management Skills								
1.1 The staff members are systematically, objectively and fairly organized through competitive examinations and evaluation of qualifications.	(10) 2	(12) 3	(12) 4	(4) 2	(0) 0	(38) 11	3.45	S
1.2 An organizational structure is developed and functions and duties defined for all the members to observe and follow.	(5) 1	(20) 5	(9) 3	(4) 2	(0) 0	(38) 11	3.45	S
1.3 The whole staff, the adviser and critic participate actively in the planning for the year's journalism activities and see to it that everybody do their assignment for the accomplishment of the task.	(10) 2	(16) 4	(15) 5	(0) 0	(0) 0	(41) 11	3.73	VS
1.4 Activities and tasks are carefully programmed to accomplish each before deadline.	(5) 1	(24) 6	(6) 2	(4) 2	(0) 0	(39) 11	3.55	VS
1.5 Delegate the tasks and activities correspondingly to the ability of each of the member.	(10) 2	(12) 3	(12) 4	(4) 2	(0) 0	(38) 11	3.45	S
1.6 Lead the activities and establish good work relations among members.	(5) 1	(20) 5	(9) 3	(4) 2	(0) 0	(38) 11	3.45	S
1.7 Possess sound judgment whenever the situation calls for it.	(10) 2	(8) 2	(12) 4	(4) 2	(1) 1	(35) 11	3.18	S
1.8 Design an activity to motivate all members to do their tasks efficiently by giving incentive or evaluating performance.	(10) 2	(8) 2	(18) 6	(2) 1	(0) 0	(38) 11	3.45	S
1.9 Hold lectures and workshops in journalism regularly to practice and augment their skills in writing.	(10) 2	(8) 2	(15) 5	(4) 2	(0) 0	(37) 11	3.36	S

Table 32 (Cont'd.)

Journalism Skills	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(E)	(VS)	(S)	(F)	(P)			
1.10 Work together in the checking of write-ups and articles and agree a common point for its form and content.	(0) 0	(20) 5	(9) 3	(6) 3	(0) 0	(35) 11	3.18	S
1.11 Convene regularly to solve issues of importance to the task.	(5) 1	(12) 3	(12) 4	(6) 3	(0) 0	(35) 11	3.18	S
Sub-Total	(80) 18	(140) 37	(120) 45	(40) 20	(1) 1	(381) 121	3.12	S
1. Technical Skills								
2.1 News Writing Skills								
2.1.1 News written covers not only those that interest the school but also of the public.	(0) 0	(20) 5	(18) 6	(0) 0	(0) 0	(38) 11	3.45	S
2.1.2 Sources and content of news are well-balanced along administrative and academic offices, clubs and organizations, related outside activities, outstanding personal achievements, as well as tie-ups of school and community news from local to national affairs.	(10) 2	(20) 5	(12) 4	(0) 0	(0) 0	(42) 11	3.82	VS
2.1.3 News leads are complete and stories organized following it.	(0) 0	(24) 6	(15) 5	(0) 0	(0) 0	(39) 11	3.55	VS
2.1.4 It is written directly to the point, in an impersonal manner and without personal pronouns, comments and superlatives.	(10) 2	(16) 4	(15) 5	(0) 0	(0) 0	(41) 11	3.73	VS
2.1.5 It is written in clear and simple language, free from padding, and consists of short paragraphs.	(10) 2	(24) 6	(9) 3	(0) 0	(0) 0	(43) 11	3.91	VS
2.1.6 It emphasizes future rather than past events.	(0) 0	(36) 9	(6) 2	(0) 0	(0) 0	(42) 11	3.82	VS
Sub-Total	(30) 6	(140) 35	(75) 25	(0) 0	(0) 0	(245) 66	3.71	VS

Table 32 (Cont'd.)

Journalism Skills	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(E)	(VS)	(S)	(F)	(P)			
2.2 Editorial Writing Skill								
2.2.1 The editorial deals with only one specific idea and the topic is of interest to various readers.	(0) 0	(28) 7	(12) 4	(0) 0	(0) 0	(40) 11	3.64	VS
2.2.2 There is effective variety of subjects where human interests editorials are developed.	(0) 0	(36) 9	(6) 2	(0) 0	(0) 0	(42) 11	3.82	VS
2.2.3 They show evidence of constructive aims.	(0) 0	(36) 9	(6) 2	(0) 0	(0) 0	(42) 11	3.82	VS
2.2.4 Editorials give evidence of accurate knowledge.	(10) 2	(28) 7	(6) 2	(0) 0	(0) 0	(44) 11	4.00	VS
Sub-Total	(10) 2	(128) 32	(30) 10	(0) 0	(0) 0	(168) 44	3.82	VS
2.3 Literary Writing Skill								
2.3.1 There is a variety of literary types - poems, essays, short stories, criticisms, biographical sketches, plays, etc.	(10) 2	(24) 6	(9) 3	(0) 0	(0) 0	(43) 11	3.61	VS
2.3.2 The pieces emphasizes local colors.	(0) 0	(40) 10	(3) 1	(0) 0	(0) 0	(43) 11	3.91	VS
2.3.3 They are original.	(10) 2	(32) 8	(3) 1	(0) 0	(0) 0	(45) 11	4.09	VS
Sub-Total	(20) 4	(96) 24	(15) 5	(0) 0	(0) 0	(131) 33	3.97	VS
2.4 Feature Writing Skill								
2.4.1 Consist of sufficient number and variety of special features - school feature stories, student opinions, columns, humor, home making tips, parents, alumni and faculty columns, cartoons, quizzes, etc. - to interest a wide variety of readers.	(0) 0	(40) 10	(3) 1	(0) 0	(0) 0	(43) 11	3.91	VS
2.4.2 They display suitable and attractive feature heads or appropriate pictures with sketches, cartoons and diagrams.	(5) 1	(24) 6	(12) 4	(0) 0	(0) 0	(41) 11	3.73	VS

Table 32 (Cont'd.)

Journalism Skills	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(E)	(VS)	(S)	(F)	(P)			
2.4.3 Human interest stories are developed.	(10) 2	(20) 5	(12) 4	(0) 0	(0) 0	(42) 11	3.82	VS
Sub-Total	(15) 3	(84) 21	(27) 9	(0) 0	(0) 0	(126) 33	3.82	VS
2.5 Sports Writing Skill								
2.5.1 It reports complete and interesting coverage of school and community sports.	(10) 2	(24) 6	(9) 3	(0) 0	(0) 0	(43) 11	3.91	VS
2.5.2 Sports section contains enough fact stories, actual coverage stories, feature, columns and sports editorials.	(0) 0	(28) 7	(12) 4	(0) 0	(0) 0	(40) 11	3.64	VS
2.5.3 Sports news use the appropriate lingo for each game reports.	(10) 2	(16) 4	(15) 5	(0) 0	(0) 0	(41) 11	3.73	VS
2.5.4 It is presented in a colorful manner but not being bombastic.	(15) 3	(20) 5	(9) 3	(0) 0	(0) 0	(44) 11	4.00	VS
2.5.5 They are adequately developed and meet the standards of good writing.	(5) 1	(24) 6	(12) 4	(0) 0	(0) 0	(41) 11	3.73	VS
Sub-Total	(40) 8	(112) 28	(57) 19	(0) 0	(0) 0	(209) 55	3.80	VS
2.6 Copyreading and Proofreading Skill								
2.6.1 There are evidences of careful and accurate copyreading and proofreading.	(5) 1	(28) 7	(9) 3	(0) 0	(0) 0	(42) 11	3.82	VS
2.6.2 There is a consistent style capitalization, punctuation, numerals, etc.	(10) 2	(20) 5	(12) 4	(0) 0	(0) 0	(42) 11	3.82	VS
2.6.3 Libelous matters, opinions, verbal evidences in bad taste were deleted.	(10) 2	(24) 6	(9) 3	(0) 0	(0) 0	(43) 11	3.91	VS
2.6.4 Errors in fact, structures, grammar, style, trite expressions, slang, wordiness and misspelled words are properly corrected.	(15) 3	(16) 4	(12) 4	(0) 0	(0) 0	(43) 11	3.91	VS

Table 32 (Cont'd.)

Journalism Skills	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(E)	(VS)	(S)	(F)	(P)			
2.6.5 Lists of names are tabulated instead of being run in paragraph form.	(15) 3	(12) 3	(6) 2	(6) 3	(0) 0	(39) 11	3.55	S
Sub-Total	(55) 11	(100) 25	(48) 16	(6) 3	(0) 0	(209) 55	3.80	VS
2.7 Layout and Make-up Skill								
2.7.1 See to it that the folio contain the date, issue volume, number and the names of the school, city or province.	(5) 1	(40) 10	(0) 0	(0) 0	(0) 0	(45) 11	4.09	VS
2.7.2 Take careful consideration in the size, suitability, readability, and attractiveness of nameplate.	(5) 1	(28) 7	(9) 3	(0) 0	(0) 0	(42) 11	3.82	VS
2.7.3 Aware that tombstone heads misplaced boxes, fillers at bottom of columns are blunders in layout and make-up.	(0) 0	(24) 6	(15) 5	(0) 0	(0) 0	(39) 11	3.55	VS
2.7.4 Feature, columns, news items are properly placed in their corresponding sections.	(10) 2	(20) 5	(12) 4	(0) 0	(0) 0	(42) 11	3.82	VS
2.7.5 Give careful attention to display and balance.	(10) 2	(20) 5	(12) 4	(0) 0	(0) 0	(42) 11	3.82	VS
2.7.6 Choose appropriate illustrations in every news and feature item.	(10) 2	(32) 8	(3) 1	(0) 0	(0) 0	(45) 11	4.09	VS
2.7.7 Artistic and pleasing in the layout of the whole paper.	(15) 3	(20) 5	(9) 3	(0) 0	(0) 0	(45) 11	4.00	VS
2.7.8 Uses appropriate font for every title and text.	(10) 2	(28) 7	(6) 2	(0) 0	(0) 0	(44) 11	4.00	VS
Sub-Total	(65) 13	(212) 53	(66) 22	(0) 0	(0) 0	(343) 98	3.90	VS
Grand Total	(315) 65	(1020) 255	(453) 151	(46) 23	(1) 1	(1845) 495		
Grand Weighted Mean							3.74	VS

Legend:

- 4.51 - 5.00 - Excellent (E)
 3.51 - 4.50 - Very Satisfactory (VS)
 2.51 - 3.50 - Satisfactory (S)
 1.51 - 2.50 - Fair (F)
 1.00 - 1.50 - Poor (P)

qualification"; Item 1.2, "An organizational structure is developed; functions and duties are defined for all members to observe and follow"; Item 1.5, "Delegate tasks and activities correspondingly to the ability of the members"; and Item 1.8, "Design an activity to motivate all members to do their tasks efficiently by giving incentives or evaluating performance," all of which obtained a weighted mean of 3.45. For management skills, the staff was rated by the administrators "Satisfactory" with a submean of 3.12. Along the technical skills, all given skills were considered "very satisfactory." The administrators observed that the staff were very good at literary writing with a mean of 3.77; lay-outing - 3.90; editorial writing and feature writing - 3.82; sports writing and copyreading - 3.80; and newswriting - 3.71. The overall assessment of the administrator-respondents on the journalism skills of the staff posted at 3.74 indicating "Very Satisfactory." It can be said that the staff of school papers are adept and competent in journalism skills.

The perceptions of the critics on the journalism skills of staff writers are reflected in Table 33. Along management skills, they rated nine competencies as "Very Satisfactory," their weighted means ranging from 3.56 -

Table 33

**Status of the Journalism Program Along Journalism Skills
as Perceived by the Critic**

Journalism Skills	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(E)	(VS)	(S)	(F)	(P)			
1. Management Skills								
1.1 The staff members are systematically, objectively and fairly organized through competitive examinations and evaluation of qualifications.	(10) 2	(24) 6	(21) 7	(0) 0	(1) 1	(56) 16	3.50	S
1.2 An organizational structure is developed and functions and duties defined for all the members to observe and follow.	(10) 2	(24) 6	(18) 6	(2) 1	(1) 1	(55) 16	3.44	S
1.3 The whole staff, the adviser and critic participate actively in the planning for the year's journalism activities and see to it that everybody do their assignment for the accomplishment of the task.	(15) 3	(32) 8	(6) 2	(2) 1	(2) 2	(57) 16	3.56	VS
1.4 Activities and tasks are carefully programmed to accomplish each before deadline.	(15) 3	(32) 8	(9) 3	(2) 1	(1) 1	(59) 16	3.69	VS
1.5 Delegate the tasks and activities correspondingly to the ability of each of the member.	(15) 3	(28) 7	(12) 4	(2) 1	(1) 1	(58) 16	3.63	VS
1.6 Lead the activities and establish good work relations among members.	(20) 4	(32) 8	(9) 3	(0) 0	(1) 1	(62) 16	3.88	VS
1.7 Possess sound judgment whenever the situation calls for it.	(20) 4	(28) 7	(9) 3	(2) 1	(1) 1	(60) 16	3.75	VS
1.8 Design an activity to motivate all members to do their tasks efficiently by giving incentive or evaluating performance.	(20) 4	(20) 5	(12) 4	(4) 2	(1) 1	(57) 16	3.56	VS
1.9 Hold lectures and workshops in journalism regularly to practice and augment their skills in writing.	(20) 4	(20) 5	(15) 5	(2) 1	(1) 1	(58) 16	3.63	VS

Table 33 (Cont'd.)

Journalism Skills	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(E)	(VS)	(S)	(F)	(P)			
1.10 Work together in the checking of write-ups and articles and agree a common point for its form and content.	(15) 3	(24) 6	(18) 6	(0) 0	(1) 1	(58) 16	3.63	VS
1.11 Convene regularly to solve issues of importance to the task.	(16) 3	(24) 8	(15) 5	(2) 1	(1) 1	(57) 16	3.56	VS
Sub-Total	(175) 35	(288) 72	(144) 48	(18) 9	(12) 12	(637) 176	3.62	VS
1. Technical Skills								
2.1 News Writing Skills								
2.1.1 News written covers not only those that interest the school but also of the public.	(0) 0	(40) 10	(18) 6	(0) 0	(0) 0	(58) 16	3.63	VS
2.1.2 Sources and content of news are well-balanced along administrative and academic offices, clubs and organizations, related outside activities, outstanding personal achievements, as well as tie-ups of school and community news from local to national affairs.	(15) 3	(36) 9	(9) 3	(2) 1	(0) 0	(62) 16	3.88	VS
2.1.3 News leads are complete and stories organized following it.	(10) 2	(40) 10	(9) 3	(2) 1	(0) 0	(61) 16	3.81	VS
2.1.4 It is written directly to the point, in an impersonal manner and without personal pronouns, comments and superlatives.	(10) 2	(40) 10	(9) 3	(2) 1	(0) 0	(61) 16	3.81	VS
2.1.5 It is written in clear and simple language, free from padding, and consists of short paragraphs.	(10) 2	(40) 10	(12) 4	(0) 0	(0) 0	(62) 16	3.88	VS
2.1.6 It emphasizes future rather than past events.	(15) 3	(32) 8	(12) 4	(2) 1	(0) 0	(61) 16	3.81	VS
Sub-Total	(60) 12	(228) 57	(69) 23	(8) 4	(0) 0	(365) 96	3.80	VS

Table 33 (Cont'd.)

Journalism Skills	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(E)	(VS)	(S)	(F)	(P)			
2.2 Editorial Writing Skill								
2.2.1 The editorial deals with only one specific idea and the topic is of interest to various readers.	(15) 3	(20) 5	(21) 7	(2) 1	(0) 0	(58) 16	3.63	VS
2.2.2 There is effective variety of subjects where human interests editorials are developed.	(10) 2	(28) 7	(21) 7	(0) 0	(0) 0	(59) 16	3.69	VS
2.2.3 They show evidence of constructive aims.	(15) 3	(28) 7	(15) 5	(2) 1	(0) 0	(60) 16	3.75	VS
2.2.4 Editorials give evidence of accurate knowledge.	(15) 3	(32) 8	(12) 4	(2) 1	(0) 0	(61) 16	3.81	VS
Sub-Total	(55) 11	(108) 27	(69) 23	(6) 3	(0) 0	(238) 64	3.72	VS
2.3 Literary Writing Skill								
2.3.1 There is a variety of literary types - poems, essays, short stories, criticisms, biographical sketches, plays, etc.	(5) 1	(28) 7	(15) 5	(6) 3	(0) 0	(54) 16	3.38	VS
2.3.2 The pieces emphasizes local colors.	(5) 1	(40) 10	(9) 3	(4) 2	(0) 0	(58) 16	3.63	VS
2.3.3 They are original.	(15) 3	(32) 8	(12) 4	(2) 1	(0) 0	(61) 16	3.81	VS
Sub-Total	(25) 5	(100) 25	(36) 12	(12) 6	(0) 0	(173) 48	3.60	VS
2.4 Feature Writing Skill								
2.4.1 Consist of sufficient number and variety of special features - school feature stories, student opinions, columns, humor, home making tips, parents, alumni and faculty columns, cartoons, quizzes, etc. - to interest a wide variety of readers.	(15) 3	(12) 3	(24) 8	(4) 2	(0) 0	(55) 16	3.44	S
2.4.2 They display suitable and attractive feature heads or appropriate pictures with sketches, cartoons and diagrams.	(10) 2	(32) 8	(12) 4	(4) 2	(0) 0	(58) 16	3.63	VS

Table 33 (Cont'd.)

Journalism Skills	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(E)	(VS)	(S)	(F)	(P)			
2.4.3 Human interest stories are developed.	(10) 2	(20) 5	(21) 7	(4) 2	(0) 0	(55) 16	3.44	S
Sub-Total	(35) 7	(64) 16	(57) 19	(12) 2	(0) 0	(168) 48	3.50	S
2.5 Sports Writing Skill								
2.5.1 It reports complete and interesting coverage of school and community sports.	(10) 2	(32) 8	(15) 5	(2) 1	(0) 0	(59) 16	3.69	VS
2.5.2 Sports section contains enough fact stories, actual coverage stories, feature, columns and sports editorials.	(5) 1	(40) 10	(12) 4	(2) 1	(0) 0	(59) 16	3.69	VS
2.5.3 Sports news use the appropriate lingo for each game reports.	(10) 2	(28) 7	(18) 6	(2) 1	(0) 0	(58) 16	3.63	VS
2.5.4 It is presented in a colorful manner but not being bombastic.	(10) 2	(24) 6	(18) 6	(4) 2	(0) 0	(56) 16	3.50	S
2.5.5 They are adequately developed and meet the standards of good writing.	(10) 2	(28) 7	(15) 5	(4) 2	(0) 0	(57) 16	3.56	VS
Sub-Total	(45) 9	(152) 38	(78) 26	(14) 7	(0) 0	(289) 80	3.61	VS
2.6 Copyreading and Proofreading Skill								
2.6.1 There are evidences of careful and accurate copyreading and proofreading.	(25) 5	(40) 10	(0) 0	(2) 1	(0) 0	(67) 16	4.19	VS
2.6.2 There is a consistent style capitalization, punctuation, numerals, etc.	(15) 3	(40) 10	(6) 2	(2) 1	(0) 0	(63) 16	3.94	VS
2.6.3 Libelous matters, opinions, verbal evidences in bad taste were deleted.	(15) 3	(48) 12	(0) 0	(2) 1	(0) 0	(65) 16	4.06	VS
2.6.4 Errors in fact, structures, grammar, style, trite expressions, slang, wordiness and misspelled words are properly corrected.	(15) 3	(44) 11	(3) 1	(2) 1	(0) 0	(64) 16	4.00	VS

Table 33 (Cont'd.)

Journalism Skills	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(E)	(VS)	(S)	(F)	(P)			
2.6.5 Lists of names are tabulated instead of being run in paragraph form.	(10) 2	(12) 3	(30) 10	(2) 1	(0) 0	(54) 16	3.38	S
Sub-Total	(80) 16	(184) 46	(39) 13	(10) 5	(0) 0	(313) 80	3.91	VS
2.7 Layout and Make-up Skill								
2.7.1 See to it that the folio contain the date, issue volume, number and the names of the school, city or province.	(15) 3	(28) 7	(15) 5	(2) 1	(0) 0	(60) 16	3.75	VS
2.7.2 Take careful consideration in the size, suitability, readability, and attractiveness of nameplate.	(15) 3	(24) 6	(15) 5	(4) 2	(0) 0	(58) 16	3.63	VS
2.7.3 Aware that tombstone heads misplaced boxes, fillers at bottom of columns are blunders in layout and make-up.	(10) 2	(28) 7	(18) 6	(2) 1	(0) 0	(58) 16	3.63	VS
2.7.4 Feature, columns, news items are properly placed in their corresponding sections.	(10) 2	(32) 8	(15) 5	(2) 1	(0) 0	(59) 16	3.69	VS
2.7.5 Give careful attention to display and balance.	(0) 0	(32) 8	(18) 6	(4) 2	(0) 0	(54) 16	3.38	S
2.7.6 Choose appropriate illustrations in every news and feature item.	(15) 3	(24) 6	(18) 6	(2) 1	(0) 0	(59) 16	3.69	VS
2.7.7 Artistic and pleasing in the layout of the whole paper.	(15) 3	(20) 5	(21) 7	(2) 1	(0) 0	(58) 16	3.63	VS
2.7.8 Uses appropriate font for every title and text.	(15) 3	(24) 6	(18) 6	(2) 1	(0) 0	(59) 16	3.69	VS
Sub-Total	(95) 19	(212) 53	(138) 46	(20) 10	(0) 0	(465) 128	3.63	VS
Grand Total	(570) 114	(1336) 334	(630) 210	(100) 50	(12) 12	(2648) 720		
Grand Weighted Mean							3.67	VS

Legend:

- 4.51 - 5.00 - Excellent (E)
 3.51 - 4.50 - Very Satisfactory (VS)
 2.51 - 3.50 - Satisfactory (S)
 1.51 - 2.50 - Fair (F)
 1.00 - 1.50 - Poor (P)

3.88. Specifically, they were competent in Item 6, "Lead the activities and establish good work relations among members"; Item 7, "Possess sound judgment whenever the situation call for it"; and Item 1.4, "Activities and tasks are carefully programmed to accomplish each before deadline." These three obtained the higher means of 3.88, 3.75 and 3.69, respectively. The two competencies which were assessed as "Satisfactory" were: Item 1.1, "The staff members are systematically organized through competitive examination and evaluation of qualification" which had a mean of 3.50 and Item 1.2, "An organizational structure is developed; functions and duties are defined for all members to observe and follow" which obtained a mean of 3.44. Along management skills, the staff was considered "Very Satisfactory" with a sub-mean of 3.62. On technical skills, the staff was rated "Very Satisfactory" with literary skills having a mean of 3.97; layouting skills - 3.90; editorial writing skill and feature writing skills with 3.82; newswriting skills with 3.71; and sports writing and copyreading with 3.80. On technical skills, the submean was pegged at 3.83 equivalent to "Very Satisfactory." As a whole, the journalism skills of the

staff writers were deemed "Very Satisfactory" as evidenced by the grand mean of 3.67.

The assessment of the publication advisers can be seen in Table 34. The advisers considered the management skills of staff writers as "Very Satisfactory" as eight out of the 11 competencies were assessed as such. Standing out among them were the following: Item 1.5, "Delegating the tasks and activities correspondingly to the ability of each member" with a weighted mean of 3.85; Item 1.2, "An organizational structure is developed; functions and duties are defined for all members to observe and follow," and Item 1.6, "Lead the activities and establish good work relations among members," both having a weighted mean of 3.75. The remaining three competencies were given weighted means of 3.50, 3.30 and 3.20, all denoting "Satisfactory." They corresponded to: Item 1.11, "Convene regularly to solve issues of importance to the task"; Item 1.9, "Hold lectures and workshops in journalism regularly to practice and augment their skills in writing"; Item 1.8, "Design an activity to motivate all members to do their tasks efficiently by giving incentives or evaluating performance," respectively. On management skills, the staff writers were considered "Very Satisfactory" as

Table 34

**Status of the Journalism Program Along Journalism Skills
as Perceived by the Advisers**

Journalism Skills	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(E)	(VS)	(S)	(F)	(P)			
1. Management Skills								
1.1 The staff members are systematically, objectively and fairly organized through competitive examinations and evaluation of qualifications.	(20) 4	(28) 7	(21) 7	(4) 2	(0) 0	(73) 20	3.65	VS
1.2 An organizational structure is developed and functions and duties defined for all the members to observe and follow.	(25) 5	(28) 7	(18) 6	(4) 2	(0) 0	(75) 20	3.75	VS
1.3 The whole staff, the adviser and critic participate actively in the planning for the year's journalism activities and see to it that everybody do their assignment for the accomplishment of the task.	(25) 5	(24) 6	(18) 6	(6) 3	(0) 0	(73) 20	3.65	VS
1.4 Activities and tasks are carefully programmed to accomplish each before deadline.	(20) 4	(40) 10	(0) 0	(12) 6	(0) 0	(72) 20	3.60	VS
1.5 Delegate the tasks and activities correspondingly to the ability of each of the member.	(20) 4	(36) 9	(21) 7	(0) 0	(0) 0	(77) 20	3.85	VS
1.6 Lead the activities and establish good work relations among members.	(20) 4	(32) 8	(21) 7	(2) 1	(0) 0	(75) 20	3.75	VS
1.7 Possess sound judgment whenever the situation calls for it.	(10) 2	(40) 10	(21) 7	(2) 1	(0) 0	(73) 20	3.65	VS
1.8 Design an activity to motivate all members to do their tasks efficiently by giving incentive or evaluating performance.	(25) 5	(20) 5	(6) 2	(10) 5	(3) 3	(64) 20	3.20	S
1.9 Hold lectures and workshops in journalism regularly to practice and augment their skills in writing.	(20) 4	(20) 5	(15) 5	(10) 5	(1) 1	(66) 20	3.30	S

Table 34 (Cont'd.)

Journalism Skills	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(E)	(VS)	(S)	(F)	(P)			
1.10 Work together in the checking of write-ups and articles and agree a common point for its form and content.	(20) 4	(24) 6	(21) 7	(6) 3	(0) 0	(71) 20	3.55	VS
1.11 Convene regularly to solve issues of importance to the task.	(20) 4	(28) 7	(15) 5	(6) 3	(1) 1	(70) 20	3.50	VS
Sub-Total	(225) 45	(320) 80	(177) 59	(62) 31	(5) 2	(789) 220	3.59	VS
1. Technical Skills								
2.1 News Writing Skills								
2.1.1 News written covers not only those that interest the school but also of the public.	(15) 3	(32) 8	(18) 6	(6) 3	(0) 0	(71) 20	3.55	VS
2.1.2 Sources and content of news are well-balanced along administrative and academic offices, clubs and organizations, related outside activities, outstanding personal achievements, as well as tie-ups of school and community news from local to national affairs.	(10) 2	(36) 9	(15) 5	(8) 4	(0) 0	(69) 20	3.45	S
2.1.3 News leads are complete and stories organized following it.	(25) 5	(28) 7	(15) 5	(6) 3	(0) 0	(74) 20	3.70	VS
2.1.4 It is written directly to the point, in an impersonal manner and without personal pronouns, comments and superlatives.	(10) 2	(36) 9	(18) 6	(2) 1	(0) 0	(76) 20	3.80	VS
2.1.5 It is written in clear and simple language, free from padding, and consists of short paragraphs.	(30) 6	(32) 8	(9) 3	(6) 3	(0) 0	(77) 20	3.85	VS
2.1.6 It emphasizes future rather than past events.	(25) 5	(24) 6	(15) 5	(8) 4	(0) 0	(72) 20	3.60	VS
Sub-Total	(125) 25	(188) 47	(90) 30	(36) 18	(0) 0	(439) 120	3.66	VS

Table 34 (Cont'd.)

Journalism Skills	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(E)	(VS)	(S)	(F)	(P)			
2.2 Editorial Writing Skill								
2.2.1 The editorial deals with only one specific idea and the topic is of interest to various readers.	(20) 4	(32) 8	(18) 6	(4) 2	(0) 0	(74) 20	3.70	VS
2.2.2 There is effective variety of subjects where human interests editorials are developed.	(20) 4	(28) 7	(18) 6	(6) 3	(0) 0	(72) 20	3.60	VS
2.2.3 They show evidence of constructive aims.	(15) 3	(24) 6	(24) 8	(6) 3	(0) 0	(69) 20	3.45	S
2.2.4 Editorials give evidence of accurate knowledge.	(20) 4	(20) 5	(24) 8	(4) 2	(0) 0	(68) 19	3.58	VS
Sub-Total	(75) 15	(104) 26	(84) 28	(20) 10	(0) 0	(283) 79	3.58	VS
2.3 Literary Writing Skill								
2.3.1 There is a variety of literary types. poems, essays, short stories, criticisms, biographical sketches, plays, etc.	(20) 4	(20) 5	(15) 5	(12) 6	(0) 0	(67) 20	3.35	S
2.3.2 The pieces emphasizes local colors.	(15) 3	(32) 8	(15) 5	(8) 4	(0) 0	(70) 20	3.50	S
2.3.3 They are original.	(30) 6	(20) 5	(15) 5	(8) 4	(0) 0	(73) 20	3.65	VS
Sub-Total	(65) 13	(72) 18	(45) 15	(28) 14	(0) 0	(210) 60	3.50	S
2.4 Feature Writing Skill								
2.4.1 Consist of sufficient number and variety of special features - school feature stories, student opinions, columns, humor, home making tips, parents, alumni and faculty columns, cartoons, quizzes, etc. - to interest a wide variety of readers.	(30) 6	(16) 4	(18) 6	(8) 4	(0) 0	(72) 20	3.60	VS
2.4.2 They display suitable and attractive feature heads or appropriate pictures with sketches, cartoons and diagrams.	(20) 4	(24) 6	(15) 5	(10) 5	(0) 0	(69) 20	3.45	S

Table 34 (Cont'd.)

Journalism Skills	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(E)	(VS)	(S)	(F)	(P)			
2.4.3 Human interest stories are developed.	(30) 6	(16) 4	(27) 9	(2) 1	(0) 0	(75) 20	3.75	VS
Sub-Total	(80) 16	(56) 14	(60) 20	(20) 10	(0) 0	(216) 60	3.60	VS
2.5 Sports Writing Skill								
2.5.1 It reports complete and interesting coverage of school and community sports.	(25) 5	(20) 5	(24) 8	(4) 2	(0) 0	(73) 20	3.65	VS
2.5.2 Sports section contains enough fact stories, actual coverage stories, feature, columns and sports editorials.	(25) 5	(16) 4	(21) 7	(8) 4	(0) 0	(70) 20	3.50	S
2.5.3 Sports news use the appropriate lingo for each game reports.	(25) 5	(16) 4	(18) 6	(10) 5	(0) 0	(69) 20	3.45	S
2.5.4 It is presented in a colorful manner but not being bombastic.	(35) 7	(8) 2	(12) 4	(10) 5	(0) 0	(65) 18	3.61	VS
2.5.5 They are adequately developed and meet the standards of good writing.	(25) 5	(12) 3	(27) 9	(6) 3	(0) 0	(70) 20	3.50	S
Sub-Total	(135) 27	(72) 18	(102) 34	(38) 19	(0) 0	(347) 98	3.54	VS
2.6 Copyreading and Proofreading Skill								
2.6.1 There are evidences of careful and accurate copyreading and proofreading.	(25) 5	(20) 5	(24) 8	(4) 2	(0) 0	(73) 20	3.65	VS
2.6.2 There is a consistent style capitalization, punctuation, numerals, etc.	(40) 8	(12) 3	(21) 7	(4) 2	(0) 0	(77) 20	3.85	VS
2.6.3 Libelous matters, opinions, verbal evidences in bad taste were deleted.	(30) 6	(20) 5	(24) 8	(2) 1	(0) 0	(76) 20	3.80	VS
2.6.4 Errors in fact, structures, grammar, style, trite expressions, slang, wordiness and misspelled words are properly corrected.	(30) 6	(24) 6	(15) 5	(6) 3	(0) 0	(75) 20	3.75	VS

Table 34 (Cont'd.)

Journalism Skills	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(E)	(VS)	(S)	(F)	(P)			
2.6.5 Lists of names are tabulated instead of being run in paragraph form.	(20) 4	(20) 5	(12) 4	(6) 3	(4) 4	(62) 20	3.10	S
Sub-Total	(145) 29	(96) 24	(96) 32	(22) 11	(4) 4	(363) 100	3.63	VS
2.7 Layout and Make-up Skill								
2.7.1 See to it that the folio contain the date, issue volume, number and the names of the school, city or province.	(50) 10	(8) 2	(18) 6	(4) 2	(0) 0	(80) 20	4.00	VS
2.7.2 Take careful consideration in the size, suitability, readability, and attractiveness of nameplate.	(40) 8	(20) 5	(21) 7	(0) 0	(0) 0	(81) 20	4.05	VS
2.7.3 Aware that tombstone heads misplaced boxes, fillers at bottom of columns are blunders in layout and make-up.	(30) 6	(24) 6	(12) 4	(8) 4	(0) 0	(74) 20	3.70	VS
2.7.4 Feature, columns, news items are properly placed in their corresponding sections.	(40) 8	(20) 5	(9) 3	(8) 4	(0) 0	(77) 20	3.85	VS
2.7.5 Give careful attention to display and balance.	(35) 7	(16) 4	(18) 6	(6) 3	(0) 0	(75) 20	3.75	VS
2.7.6 Choose appropriate illustrations in every news and feature item.	(25) 5	(28) 7	(15) 5	(6) 3	(0) 0	(74) 20	3.70	VS
2.7.7 Artistic and pleasing in the layout of the whole paper.	(30) 6	(20) 5	(15) 5	(8) 4	(0) 0	(73) 20	3.65	VS
2.7.8 Uses appropriate font for every title and text.	(25) 5	(28) 7	(18) 6	(4) 2	(0) 0	(75) 20	3.75	VS
Sub-Total	(275) 55	(164) 41	(126) 42	(44) 22	(0) 0	(609) 160	3.81	VS
Grand Total	(1125) 225	(1072) 268	(780) 260	(270) 135	(9) 9	(3256) 897		
Grand Weighted Mean							3.61	VS

Legend:

- 4.51 - 5.00 - Excellent (E)
 3.51 - 4.50 - Very Satisfactory (VS)
 2.51 - 3.50 - Satisfactory (S)
 1.51 - 2.50 - Fair (F)
 1.00 - 1.50 - Poor (P)

supported by a sub-mean of 3.59. Along technical skills, the advisers considered the staff writers to be "Very Satisfactory" in their layouting skills - 3.81; newswriting - 3.66; copyreading - 3.63; feature writing - 3.60; editorial writing - 3.58; and sports writing - 3.54. Whereas, they were considered "Satisfactory" in literary writing supported by a weighted mean of 3.50. On technical skills, as a whole, they were assessed to be "Very Satisfactory" with a sub-mean of 3.62. The journalism skills, therefore, of the staff writers were deemed by the advisers to be "Very Satisfactory" as evidenced by a grand mean of 3.61. Indeed, the staff writers were competent in their work.

The perceptions of the student-writers of themselves relative to their journalism skills are presented in Table 35. On the management skills, they rated themselves to be "Very Satisfactory" on only one competency indicator referring to "The staff members are systematically organized through competitive examination and evaluation of qualification" with a weighted mean of 3.51. They rated the ten others with weighted means ranging from 2.95 - 3.45 all equivalent to "Satisfactory." The following items obtained the higher means: Item 1.6, "Lead the activities

Table 35

**Status of the Journalism Program Along Journalism Skills
as Perceived by the Student Writers**

Journalism Skills	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(E)	(VS)	(S)	(F)	(P)			
1. Management Skills								
1.1 The staff members are systematically, objectively and fairly organized through competitive examinations and evaluation of qualifications.	(135) 27	(104) 26	(114) 14	(28) 14	(5) 5	(386) 110	3.51	VS
1.2 An organizational structure is developed and functions and duties defined for all the members to observe and follow.	(100) 20	(112) 28	(108) 36	(40) 20	(6) 6	(366) 110	3.33	S
1.3 The whole staff, the adviser and critic participate actively in the planning for the year's journalism activities and see to it that everybody do their assignment for the accomplishment of the task.	(120) 24	(112) 28	(96) 32	(40) 20	(6) 6	(374) 110	3.40	S
1.4 Activities and tasks are carefully programmed to accomplish each before deadline.	(110) 22	(116) 29	(108) 36	(32) 16	(7) 7	(373) 110	3.39	S
1.5 Delegate the tasks and activities correspondingly to the ability of each of the member.	(90) 18	(120) 30	(111) 37	(38) 19	(6) 6	(365) 110	3.32	S
1.6 Lead the activities and establish good work relations among members.	(100) 20	(140) 35	(105) 35	(28) 14	(6) 6	(379) 110	3.45	S
1.7 Possess sound judgment whenever the situation calls for it.	(45) 9	(88) 22	(123) 41	(50) 25	(13) 13	(319) 110	2.90	S
1.8 Design an activity to motivate all members to do their tasks efficiently by giving incentive or evaluating performance.	(80) 16	(156) 39	(72) 34	(52) 26	(5) 5	(365) 110	3.32	S
1.9 Hold lectures and workshops in journalism regularly to practice and augment their skills in writing.	(55) 11	(96) 24	(111) 37	(48) 24	(14) 14	(324) 110	2.95	S

Table 35 (Cont'd.)

Journalism Skills	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(E)	(VS)	(S)	(F)	(P)			
1.10 Work together in the checking of write-ups and articles and agree a common point for its form and content.	(90) 18	(100) 25	(99) 33	(50) 25	(9) 9	(348) 110	3.16	S
1.11 Convene regularly to solve issues of importance to the task.	(50) 10	(128) 32	(105) 35	(46) 23	(10) 10	(339) 110	3.08	S
Sub-Total	(975) 195	(1272) 310	(1152) 384	(452) 226	(87) 87	(3938) 1210	3.25	S
1. Technical Skills								
2.1 News Writing Skills								
2.1.1 News written covers not only those that interest the school but also of the public.	(125) 25	(136) 34	(108) 36	(20) 10	(5) 5	(394) 110	3.58	VS
2.1.2 Sources and content of news are well-balanced along administrative and academic offices, clubs and organizations, related outside activities, outstanding personal achievements, as well as tie-ups of school and community news from local to national affairs.	(115) 23	(152) 38	(108) 36	(26) 13	(0) 0	(401) 110	3.65	VS
2.1.3 News leads are complete and stories organized following it.	(130) 26	(116) 29	(114) 38	(26) 13	(4) 4	(390) 110	3.55	VS
2.1.4 It is written directly to the point, in an impersonal manner and without personal pronouns, comments and superlatives.	(100) 20	(148) 37	(93) 31	(38) 19	(3) 3	(382) 110	3.47	S
2.1.5 It is written in clear and simple language, free from padding, and consists of short paragraphs.	(135) 27	(112) 28	(114) 38	(28) 14	(3) 3	(392) 110	3.56	VS
2.1.6 It emphasizes future rather than past events.	(135) 27	(112) 28	(114) 38	(28) 14	(3) 3	(392) 110	3.56	VS
Sub-Total	(740) 148	(776) 194	(651) 217	(166) 83	(18) 18	(2351) 660	3.56	VS

Table 35 (Cont'd.)

Journalism Skills	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(E)	(VS)	(S)	(F)	(P)			
2.2 Editorial Writing Skill								
2.2.1 The editorial deals with only one specific idea and the topic is of interest to various readers.	(125) 25	(136) 34	(111) 37	(28) 14	(0) 0	(400) 110	3.64	VS
2.2.2 There is effective variety of subjects where human interests editorials are developed.	(90) 18	(136) 34	(105) 35	(40) 20	(3) 3	(374) 110	3.40	S
2.2.3 They show evidence of constructive aims.	(110) 22	(124) 31	(117) 39	(30) 15	(3) 3	(384) 110	3.49	S
2.2.4 Editorials give evidence of accurate knowledge.	(115) 23	(116) 29	(105) 35	(32) 16	(7) 7	(375) 110	3.41	S
Sub-Total	(440) 88	(512) 128	(438) 146	(130) 65	(13) 13	(1533) 440	3.48	S
2.3 Literary Writing Skill								
2.3.1 There is a variety of literary types - poems, essays, short stories, criticisms, biographical sketches, plays, etc.	(155) 31	(148) 37	(66) 22	(40) 20	(0) 0	(409) 110	3.72	VS
2.3.2 The pieces emphasizes local colors.	(100) 20	(116) 29	(117) 39	(32) 16	(6) 6	(371) 110	3.37	S
2.3.3 They are original.	(140) 28	(132) 33	(72) 24	(36) 14	(7) 7	(387) 110	3.52	VS
Sub-Total	(395) 79	(396) 99	(255) 85	(108) 54	(13) 13	(1167) 330	3.54	VS
2.4 Feature Writing Skill								
2.4.1 Consist of sufficient number and variety of special features - school feature stories, student opinions, columns, humor, home making tips, parents, alumni and faculty columns, cartoons, quizzes, etc. - to interest a wide variety of readers.	(135) 27	(116) 29	(99) 33	(36) 18	(3) 3	(389) 110	3.54	VS
2.4.2 They display suitable and attractive feature heads or appropriate pictures with sketches, cartoons and diagrams.	(95) 19	(120) 30	(93) 31	(48) 24	(6) 6	(362) 110	3.29	S

Table 35 (Cont'd.)

Journalism Skills	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(E)	(VS)	(S)	(F)	(P)			
2.4.3 Human interest stories are developed.	(100) 20	(116) 29	(117) 39	(38) 19	(3) 3	(374) 110	3.40	S
Sub-Total	(330) 66	(352) 88	(309) 103	(122) 61	(12) 12	(1125) 330	3.41	S
2.5 Sports Writing Skill								
2.5.1 It reports complete and interesting coverage of school and community sports.	(135) 27	(116) 29	(114) 38	(22) 11	(5) 5	(392) 110	3.56	VS
2.5.2 Sports section contains enough fact stories, actual coverage stories, feature, columns and sports editorials.	(95) 19	(132) 33	(102) 34	(30) 15	(9) 9	(368) 110	3.35	S
2.5.3 Sports news use the appropriate lingo for each game reports.	(80) 16	(152) 38	(90) 30	(30) 15	(11) 11	(363) 110	3.30	S
2.5.4 It is presented in a colorful manner but not being bombastic.	(115) 23	(116) 29	(111) 37	(28) 14	(7) 7	(377) 110	3.43	S
2.5.5 They are adequately developed and meet the standards of good writing.	(100) 20	(108) 27	(114) 38	(38) 19	(6) 6	(366) 110	3.33	S
Sub-Total	(525) 105	(624) 156	(531) 177	(148) 74	(38) 38	(1866) 550	3.39	S
2.6 Copyreading and Proofreading Skill								
2.6.1 There are evidences of careful and accurate copyreading and proofreading.	(100) 20	(132) 33	(108) 36	(32) 16	(5) 5	(377) 110	3.43	S
2.6.2 There is a consistent style capitalization, punctuation, numerals, etc.	(130) 26	(140) 35	(108) 36	(18) 9	(4) 4	(400) 110	3.64	VS
2.6.3 Libelous matters, opinions, verbal evidences in bad taste were deleted.	(115) 23	(128) 32	(84) 28	(52) 26	(1) 1	(380) 110	3.45	S
2.6.4 Errors in fact, structures, grammar, style, trite expressions, slang, wordiness and misspelled words are properly corrected.	(165) 33	(136) 34	(69) 23	(32) 16	(4) 4	(406) 110	3.69	VS

Table 35 (Cont'd.)

Journalism Skills	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(E)	(VS)	(S)	(F)	(P)			
2.6.5 Lists of names are tabulated instead of being run in paragraph form.	(140) 28	(120) 30	(87) 29	(40) 20	(3) 3	(390) 110	3.55	S
Sub-Total	(650) 130	(656) 164	(456) 152	(174) 87	(17) 17	(1953) 550	3.55	VS
2.7 Layout and Make-up Skill								
2.7.1 See to it that the folio contain the date, issue volume, number and the names of the school, city or province.	(140) 28	(136) 34	(78) 26	(34) 17	(5) 5	(393) 110	3.57	VS
2.7.2 Take careful consideration in the size, suitability, readability, and attractiveness of nameplate.	(140) 28	(132) 33	(75) 25	(42) 21	(3) 3	(392) 110	3.56	VS
2.7.3 Aware that tombstone heads misplaced boxes, fillers at bottom of columns are blunders in layout and make-up.	(120) 24	(156) 39	(87) 29	(28) 14	(4) 4	(395) 110	3.59	VS
2.7.4 Feature, columns, news items are properly placed in their corresponding sections.	(150) 30	(132) 33	(63) 21	(38) 19	(7) 7	(390) 110	3.55	VS
2.7.5 Give careful attention to display and balance.	(140) 28	(112) 28	(87) 29	(32) 16	(9) 9	(380) 110	3.45	S
2.7.6 Choose appropriate illustrations in every news and feature item.	(130) 26	(144) 36	(84) 28	(34) 17	(3) 3	(395) 110	3.59	VS
2.7.7 Artistic and pleasing in the layout of the whole paper.	(115) 23	(156) 39	(66) 22	(42) 21	(5) 5	(384) 110	3.49	S
2.7.8 Uses appropriate font for every title and text.	(11) 2	(160) 40	(87) 29	(38) 19	(0) 0	(395) 110	3.56	VS
Sub-Total	(1045) 209	(1128) 282	(627) 209	(288) 144	(36) 36	(3124) 880	3.55	VS
Grand Total	(5100) 1020	(5716) 1429	(4419) 1473	(1588) 794	(234) 234	(17057) 4950		
Grand Weighted Mean							3.47	S

Legend:

- 4.51 - 5.00 - Excellent (E)
 3.51 - 4.50 - Very Satisfactory (VS)
 2.51 - 3.50 - Satisfactory (S)
 1.51 - 2.50 - Fair (F)
 1.00 - 1.50 - Poor (P)

and establish good work relations among members"; Item 1.3, "The whole staff, the adviser and critic participate actively in the planning of the years' journalism activities and see to it that everybody do their assignment for the accomplishment of the task"; and Item 1.4, "Activities and tasks are carefully programmed to accomplish each before deadline." For management skills, the staff writers assessed themselves to be "Satisfactory" as supported by the sub-mean of 3.25. On the technical skills, they had the following assessment: newswriting - 3.56; copyreading and layouting - 3.55; and literary writing - 3.54 all equivalent to "very satisfactory." They rated themselves "satisfactory" on the following: editorial writing - 3.48; feature writing - 3.41; and sports writing - 3.39. In technical skills, they had a sub-mean of 3.50, indicating "satisfactory." As a whole, the student writers assessed themselves on their journalism skills to be "satisfactory" with an obtained grand mean of 3.47. It meant that there is still room for the staff writers to sharpen their craft.

Summarizing the assessment of the four categories of respondents, it appears that the administrators, critics and advisers believed that the staff writers were very

satisfactory on their journalism skills as supported by their grand mean of 3.65, 3.68 and 3.63, respectively. The staff writers assessed themselves "satisfactory" with the obtained grand mean of 3.45.

Financing. Tables 36 - 39 contains the perceptions of the four groups of respondents on the status of journalism program along financing. This component was categorized into: sources and availability of funds.

Table 36 has the assessment of the administrators. Among the sources of financing, it was annual student subscription fee which was rated highest by the group with a mean of 2.64, denoting "moderately adequate." Subsidy from savings of school appropriate and revenues from advertisements were considered "inadequate" as supported by the weighted means of 2.18 and 1.82, respectively. Allocation from SEF, revenues from donations and revenues from grants were assessed as "very inadequate" with 7.36, 1.00 and 1.00, respectively. As a whole, the administrators assessed sources of funding as "inadequate" with a submean of 1.67. As to availability of financing, they considered "sufficiency of budget for the total printing cost of the yearly issue" to be "highly adequate" with a weighted mean of 3.55. Whereas, "funds for expenses

Table 36

**Status of the Journalism Program Along Financing
as Perceived by the Administrators**

Financing	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(NA)			
1. Sources								
1.1 Annual student subscription fee	(10) 2	(0) 0	(9) 3	(8) 4	(2) 2	(29) 11	2.64	MA
1.2 Subsidy from savings of school appropriation	(0) 0	(0) 0	(9) 3	(14) 7	(1) 1	(24) 11	2.18	IA
1.3 Revenues from advertisement	(0) 0	(0) 0	(0) 0	(18) 9	(2) 2	(20) 11	1.82	IA
1.4 Revenues from donation	(0) 0	(0) 0	(0) 0	(0) 0	(11) 11	(11) 11	1.00	NA
1.5 Revenues from grants	(0) 0	(0) 0	(0) 0	(0) 0	(11) 11	(11) 11	1.00	NA
1.6 Allocation from municipal SEF	(0) 0	(0) 0	(0) 0	(8) 4	(7) 7	(15) 11	1.36	NA
Sub-Total	(10) 2	(0) 0	(18) 6	(48) 24	(34) 34	(110) 66	1.67	IA
2. Availability								
2.1 Budget for each year is sufficient for the total printing cost of the issues during the year	(0) 0	(24) 6	(15) 5	(0) 0	(0) 0	(39) 11	3.55	HA
2.2 Funds for transportation, meals and other allowances of staff members during work at printing press	(15) 3	(4) 1	(12) 4	(4) 2	(1) 1	(36) 11	3.27	MA
2.3 Funds for expenses of the staff in annual division, regional and national press conferences	(15) 3	(12) 3	(3) 1	(8) 4	(0) 0	(38) 11	3.45	MA
2.4 Funds for office and photo supplies needed the year round	(0) 0	(16) 4	(21) 7	(0) 0	(0) 0	(37) 11	3.36	MA

Table 36 (Cont'd.)

Financing	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(NA)			
2.5 Funds for honoraria, allowances of adviser, staffers and resource speakers during school level trainings in journalism	(5) 1	(0) 0	(9) 3	(8) 4	(3) 3	(25) 11	2.27	IA
Sub-Total	(35) 7	(54) 14	(60) 20	(20) 10	(4) 4	(175) 55	3.18	MA
Grand Total	(45) 9	(56) 14	(78) 26	(68) 34	(38) 38	(285) 121		
Grand Mean	-	-	-	-	-	-	2.36	IA

Legend:

4.51 - 5.00 - Extremely Adequate (EA)
 3.51 - 4.50 - Highly Adequate (HA)
 2.51 - 3.50 - Moderately Adequate (MA)
 1.51 - 2.50 - Inadequate (IA)
 1.00 - 1.50 - Not Adequate (NA)

of staff in annual division, regional and national press conferences"; "funds for office and photo supplies needed the year round"; and "funds for transportation, meals and other allowances of staff during work at printing press" were assessed as "moderately adequate" as evidenced by weighted means of 3.45, 3.36 and 3.27, respectively. "Funds for honoraria, allowances of advisers, staffer and resource speakers during school level trainings in journalism" was assessed as "inadequate" with a mean of 2.27. Availability of financing for specific needs was considered "moderately inadequate" as supported by a submean of 3.18. The grand mean for financing as rated by the administrators was 2.36 described as "inadequate."

The fact that sources of funds was inadequate, it is not surprising that the availability of these funds for use for specific needs was also inadequate. It is good enough to mention that the printing cost of all the issues during the year is well-taken cared of.

For the critics as revealed by their perceptions in Table 37, "annual student subscription fee" and "revenues from grants" were "moderately adequate" as supported by the weighted means of 2.80 and 2.75, respectively. The rest of the sources were considered as "inadequate" with a weighted mean of 2.35. These were: "subsidy from savings of school appropriation"; "revenues from advertisements"; "revenues from donations"; and "allocation for municipal SEF." Sources of funds was assessed by the critics as "moderately adequate" with a submean of 2.54. As to availability, the critics believed that the funds were "moderately adequate" with weighted means ranging between 2.94 - 3.44. That is to say that to some extent there were funds for the printing of issues, allowances for staff during work at printing press, allowances for annual division, regional and national press conferences, for office and photo supplies and for honoraria for advisers, staffers and resource persons during trainings. The critics gave

Table 37

**Status of the Journalism Program Along Financing
as Perceived by Critics**

Financing	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(NA)			
1. Sources								
1.1 Annual student subscription fee	(10) 2	(0) 0	(33) 11	(0) 0	(3) 3	(46) 16	2.80	MA
1.2 Subsidy from savings of school appropriation	(0) 0	(0) 0	(21) 7	(16) 8	(1) 1	(38) 16	2.38	IA
1.3 Revenues from advertisement	(0) 0	(0) 0	(21) 7	(16) 8	(1) 1	(38) 16	2.38	IA
1.4 Revenues from donation	(0) 0	(0) 0	(21) 7	(16) 8	(1) 1	(38) 16	2.38	IA
1.5 Revenues from grants	(0) 0	(12) 3	(24) 8	(6) 3	(2) 2	(44) 16	2.75	NA
1.6 Allocation from municipal SEF	(0) 0	(8) 2	(18) 6	(12) 6	(2) 2	(40) 16	2.50	IA
Sub-Total	(10) 2	(20) 5	(138) 46	(66) 33	(10) 10	(244) 96	2.54	MA
2. Availability								
2.1 Budget for each year is sufficient for the total printing cost of the issues during the year	(5) 1	(20) 5	(18) 6	(8) 4	(0) 0	(51) 16	3.19	MA
2.2 Funds for transportation, meals and other allowances of staff members during work at printing press	(10) 2	(20) 5	(21) 7	(4) 2	(0) 0	(55) 16	3.44	MA
2.3 Funds for expenses of the staff in annual division, regional and national press conferences	(10) 2	(12) 3	(30) 10	(2) 1	(0) 0	(54) 16	3.38	MA
2.4 Funds for office and photo supplies needed the year round	(5) 1	(12) 3	(24) 8	(4) 2	(2) 2	(47) 16	2.94	MA

Table 37 (Cont'd.)

Financing	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(NA)			
2.5 Funds for honoraria, allowances of adviser, staffers and resource speakers during school level trainings in journalism	(10) 2	(8) 2	(24) 8	(2) 1	(3) 3	(47) 16	2.94	MA
Sub-Total	(40) 8	(72) 18	(117) 39	(20) 10	(5) 5	(254) 80	3.18	MA
Grand Total	(50) 10	(92) 23	(255) 85	(86) 43	(15) 15	(498) 176		
Grand Mean	-	-	-	-	-	-	2.83	MA

Legend:

4.51 - 5.00 - Extremely Adequate (EA)
 3.51 - 4.50 - Highly Adequate (HA)
 2.51 - 3.50 - Moderately Adequate (MA)
 1.51 - 2.50 - Inadequate (IA)
 1.00 - 1.50 - Not Adequate (NA)

availability of financing a submean of 3.18 indicating "moderately adequate." As a whole, financing was assessed by this group of respondents as "moderately adequate" with a grand mean of 2.83. This implied that somehow there were funds available for the basic needs of the staff to keep the school paper going.

The advisers, on the other hand, perceived financing as "inadequate" as can be gleaned in Table 38. As to sources, only one was rated highest, yet it was still "inadequate" with a weighted mean of 2.00 and this referred to the annual students subscription fee. The rest of the sources were assessed as "very inadequate." Indeed, sources was very inadequate as the submean came up to only

Table 38

**Status of the Journalism Program Along Financing
as Perceived by Advisers**

Financing	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(NA)			
1. Sources								
1.1 Annual student subscription fee	(10) 2	(8) 2	(6) 2	(4) 2	(12) 12	(40) 20	2.00	IA
1.2 Subsidy from savings of school appropriation	(0) 0	(0) 0	(3) 1	(4) 2	(17) 17	(24) 20	1.20	NA
1.3 Revenues from advertisement	(0) 0	(0) 0	(0) 0	(4) 2	(18) 18	(22) 20	1.10	NA
1.4 Revenues from donation	(0) 0	(0) 0	(0) 0	(2) 1	(19) 19	(21) 20	1.05	NA
1.5 Revenues from grants	(0) 0	(0) 0	(0) 0	(0) 0	(20) 20	(20) 20	1.00	NA
1.6 Allocation from municipal SEF	(0) 0	(0) 0	(3) 1	(2) 1	(18) 18	(23) 20	1.15	NA
Sub-Total	(10) 2	(8) 2	(12) 4	(16) 8	(104) 104	(150) 120	1.25	NA
2. Availability								
2.1 Budget for each year is sufficient for the total printing cost of the issues during the year	(25) 5	(8) 2	(18) 6	(10) 5	(2) 2	(63) 20	3.50	MA
2.2 Funds for transportation, meals and other allowances of staff members during work at printing press	(35) 7	(4) 1	(21) 7	(10) 5	(0) 0	(70) 20	3.50	MA
2.3 Funds for expenses of the staff in annual division, regional and national press conferences	(40) 8	(8) 2	(24) 8	(4) 2	(0) 0	(76) 20	3.80	HA
2.4 Funds for office and photo supplies needed the year round	(5) 1	(20) 5	(18) 6	(14) 7	(1) 1	(58) 20	2.90	MA

Table 38 (Cont'd.)

Financing	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(NA)			
2.5 Funds for honoraria, allowances of adviser, staffers and resource speakers during school level trainings in journalism	(0) 0	(16) 4	(12) 4	(10) 5	(7) 7	(45) 20	2.25	IA
Sub-Total	(105) 21	(56) 14	(93) 31	(48) 24	(10) 10	(312) 100	3.12	MA
Grand Total	(115) 23	(64) 16	(105) 35	(64) 32	(114) 114	(462) 220		
Grand Mean	-	-	-	-	-	-	2.10	IA

Legend:

4.51 - 5.00 - Extremely Adequate (EA)
 3.51 - 4.50 - Highly Adequate (HA)
 2.51 - 3.50 - Moderately Adequate (MA)
 1.51 - 2.50 - Inadequate (IA)
 1.00 - 1.50 - Not Adequate (NA)

1.25. In terms of availability, the advisers considered "funds for expenses of the staff in annual division, regional and national press conferences" to be "highly adequate" as supported by a mean of 3.80. Funds for total printing cost of the issues, allowances of staff members during work at printing press and for office and photo supplies were considered "moderately adequate" with weighted means of 3.50, 3.50 and 2.90, respectively. However, "funds for honoraria and allowances for advisers, staffers and resource speakers during school level trainings in journalism" were assessed as "inadequate" with a mean of 2.25. Availability of financing, as observed by the advisers was "moderately adequate" as indicated by the

submean of 3.12. Taking the indicators for financing as a whole, the advisers still considered it as "inadequate" as supported by the grand mean of 2.10.

The student writers' opinions are summarized in Table 39. It can be seen that all sources of financing were deemed by them to be "inadequate" as evidenced by the weighted means ranging from 1.75 to 2.50. However, in terms of availability, they considered them as "moderately adequate" except for one which correspond to "funds for honoraria and allowances of advisers, staffers and resource persons in school level trainings in journalism" to be "inadequate" with a rating of 2.41. As to availability, the student writers believed that it was "moderately adequate," the submean of which turned out to be 2.72. As a whole, financing was still deemed by the student writers as "inadequate" owing to the fact that the grand mean posted at 2.38. It was quite inconsistent based on the opinion of the student writers that the considered sources of financing to be inadequate but on the other hand, availability of these funds were moderately adequate. From informal conversations with them, they confided that their expenses incurred doing their work at printing press, in press conferences and office and photo supplies were

Table 39

**Status of the Journalism Program Along Financing
as Perceived by Student Writers**

Financing	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(NA)			
1. Sources								
1.1 Annual student subscription fee	(25) 13	(68) 17	(66) 22	(36) 18	(40) 40	(275) 110	2.50	IA
1.2 Subsidy from savings of school appropriation	(20) 4	(44) 11	(84) 28	(58) 29	(38) 38	(244) 110	2.22	IA
1.3 Revenues from advertisement	(40) 8	(20) 5	(54) 18	(64) 32	(47) 47	(225) 110	2.05	IA
1.4 Revenues from donation	(15) 3	(76) 19	(21) 7	(50) 25	(56) 56	(218) 110	1.98	IA
1.5 Revenues from grants	(15) 3	(12) 3	(33) 11	(78) 39	(54) 54	(192) 110	1.75	IA
1.6 Allocation from municipal SEF	(15) 3	(48) 12	(54) 18	(66) 33	(44) 44	(227) 110	2.06	IA
Sub-Total	(170) 34	(268) 67	(312) 104	(352) 176	(279) 279	(1381) 660	2.09	IA
2. Availability								
2.1 Budget for each year is sufficient for the total printing cost of the issues during the year	(45) 9	(88) 22	(81) 27	(60) 30	(22) 22	(296) 110	2.69	MA
2.2 Funds for transportation, meals and other allowances of staff members during work at printing press	(60) 12	(96) 24	(81) 27	(50) 25	(22) 22	(309) 110	2.81	MA
2.3 Funds for expenses of the staff in annual division, regional and national press conferences	(85) 17	(88) 22	(75) 58	(40) 20	(26) 26	(314) 110	2.85	HA
2.4 Funds for office and photo supplies needed the year round	(40) 8	(80) 20	(135) 45	(44) 22	(15) 15	(314) 110	2.85	MA

Table 39 (Cont'd.)

Financing	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(NA)			
2.5 Funds for honoraria, allowances of adviser, staffers and resource speakers during school level trainings in journalism	(35) 7	(36) 9	(111) 37	(52) 26	(31) 31	(265) 110	2.41	IA
Sub-Total	(265) 53	(388) 97	(483) 161	(246) 123	(116) 116	(1498) 550	2.72	MA
Grand Total	(435) 87	(656) 164	(795) 265	(598) 299	(395) 395	(2879) 1210		
Grand Mean	-	-	-	-	-	-	2.38	IA

Legend:

- 4.51 - 5.00 - Extremely Adequate (EA)
 3.51 - 4.50 - Highly Adequate (HA)
 2.51 - 3.50 - Moderately Adequate (MA)
 1.51 - 2.50 - Inadequate (IA)
 1.00 - 1.50 - Not Adequate (NA)

sometimes advanced by their administrators, advisers and even by themselves. Some funds were solicited from other sources. While sources of funds were limited, through other means, they were able to come up with the issues and attend trainings and press conferences.

In summary, financing the journalism program as perceived by the four groups of respondents was very far from the ideal. The administrators, advisers and student writers considered it "inadequate" with their grand means of 2.36, 2.10 and 2.38, respectively. The critics assessed it as "moderately adequate" with their rating of 2.83. It is not surprising for critics to have this assessment because they are quite detached from the work of the staff

and the administration who are directly involved in the actual production of the school papers. Critics focus only on the analysis of articles to be included in their respective columns. They do not give a hand on the financial aspect of the program.

In-service training. Tables 40 - 43 summarizes the assessment of the four groups of respondents as to the status of the journalism program along in-service trainings.

Table 40 contains the perceptions of the administrator-respondents. It can be gleaned from the table that all the opportunities for in-service trainings of the staff were considered to be "highly adequate" with weighted means ranging from 3.73 - 4.09. The most common opportunities were those of: "Sending the staff to regional press conferences and trainings in preparation for the national level trainings"; "Giving a chance to division press conferences winners to compete in the regional press conferences"; "Sending advisers and critics to division trainings and seminar-workshops"; and "Exposing them to division press conferences not only as chaperons but also as coaches and trainers." As a whole, the administrators considered in-service trainings as "highly adequate" with a

Table 40

**Status of the Journalism Program Along In-Service
Trainings as Perceived by the Administrators**

In-Service Trainings	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
1.1 The school provides journalism trainings/seminar workshops to interested students in all year levels.	(15) 3	(16) 4	(9) 3	(0) 0	(1) 1	(41) 11	3.73	MA
1.2 Student-writers are sent to division trainings/seminar workshops for development of their journalistic skills.	(15) 3	(16) 4	(12) 4	(0) 0	(0) 0	(43) 11	3.91	MA
1.3 Division press conferences winners are given a chance to compete in regional press conferences.	(20) 4	(12) 3	(12) 4	(0) 0	(0) 0	(44) 11	4.00	MA
1.4 Regional press conference winners are sent to the national level competitions and trainings.	(15) 3	(16) 4	(12) 4	(0) 0	(0) 0	(43) 11	3.91	MA
1.5 Student-writers are exposed to journalism-related activities through essay, news, feature, and other forms of writing competitions in the school division, regional and national levels.	(10) 2	(24) 6	(9) 3	(0) 0	(0) 0	(43) 11	3.91	MA
1.6 Publication advisers and critics are sent to division trainings and seminar workshops to develop their skills in advising and critiquing.	(15) 3	(20) 5	(9) 3	(0) 0	(0) 0	(44) 11	4.00	MA
1.7 They attend regional trainings specifically designed for journalism advisers in the high schools.	(15) 3	(8) 2	(18) 6	(0) 0	(0) 0	(41) 11	3.73	MA
1.8 They are exposed to division press conferences not only as chaperon but also as coaches and trainers.	(10) 2	(28) 7	(6) 2	(0) 0	(0) 0	(44) 11	4.00	MA
1.9 The school sends them to regional press conferences and trainings in preparation for the national level conferences.	(15) 3	(24) 6	(6) 2	(0) 0	(0) 0	(44) 11	4.09	MA

Table 40 (Cont'd.)

In-Service Trainings	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
1.10 They are sent to national trainings and competitions with the school shouldering their expenses.	(10) 2	(20) 5	(12) 4	(0) 0	(0) 0	(42) 11	3.82	MA
Grand Total	(140) 28	(184) 46	(105) 35	(0) 0	(1) 1	(430) 113		
Grand Mean	-	-	-	-	-	-	3.91	MA

Legend:

4.51 - 5.00 - Extremely Adequate (EA)
 3.51 - 4.50 - Highly Adequate (HA)
 2.51 - 3.50 - Moderately Adequate (MA)
 1.51 - 2.50 - Inadequate (IA)
 1.00 - 1.50 - Very Inadequate (VIA)

grand mean of 3.91.

Table 41 depicts the assessment of the critic-respondents relative to adequacy of in-service trainings. The group deemed seven indicators to be "highly adequate." The ones which had the higher weighted means were: "Publication advisers and critics are sent to division trainings and seminar-workshops" with a weighted mean of 4.19; "They are exposed to division press conferences not only as chaperons but also as coaches and trainers" with 4.13; and "Student-writers are sent to division trainings/ seminar-workshops for development of their journalistic skills" with a weighted mean of 4.00. The three indicators which were rated "moderately adequate" referred to: "Publication advisers and critics are sent to national

Table 41

**Status of the Journalism Program Along In-Service
Trainings as Perceived by the Critics**

In-Service Trainings	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(LA)	(VIA)			
1.1 The school provides journalism trainings/seminar workshops to interested students in all year levels.	(10) 2	(12) 3	(21) 7	(8) 4	(1) 1	(51) 16	3.19	MA
1.2 Student-writers are sent to division trainings/seminar workshops for development of their journalistic skills.	(25) 5	(24) 6	(15) 5	(0) 0	(0) 0	(64) 16	4.00	HA
1.3 Division press conferences winners are given a chance to compete in regional press conferences.	(25) 5	(24) 6	(9) 3	(4) 2	(0) 0	(62) 16	3.88	HA
1.4 Regional press conference winners are sent to the national level competitions and trainings.	(20) 4	(8) 2	(24) 8	(2) 1	(1) 1	(55) 16	3.44	MA
1.5 Student-writers are exposed to journalism-related activities through essay, news, feature, and other forms of writing competitions in the school division, regional and national levels.	(25) 5	(24) 6	(12) 4	(2) 1	(0) 0	(63) 16	3.94	HA
1.6 Publication advisers and critics are sent to division trainings and seminar workshops to develop their skills in advising and critiquing.	(30) 6	(28) 7	(9) 3	(0) 0	(0) 0	(67) 16	4.19	HA
1.7 They attend regional trainings specifically designed for journalism advisers in the high schools.	(25) 5	(20) 5	(12) 4	(4) 2	(0) 0	(61) 16	3.81	HA
1.8 They are exposed to division press conferences not only as chaperon but also as coaches and trainers.	(35) 7	(20) 5	(9) 3	(2) 1	(0) 0	(66) 16	4.13	HA
1.9 The school sends them to regional press conferences and trainings in preparation for the national level conferences.	(25) 5	(24) 6	(9) 3	(4) 2	(0) 0	(66) 16	4.13	HA

Table 41 (Cont'd.)

In-Service Trainings	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
1.10 They are sent to national trainings and competitions with the school shouldering their expenses.	(15) 3	(20) 5	(15) 5	(4) 2	(1) 1	(55) 16	3.44	MA
Grand Total	(235) 47	(204) 51	(135) 45	(30) 15	(2) 2	(606) 160		
Grand Mean	-	-	-	-	-	-	3.79	HA

Legend:

4.51 - 5.00 - Extremely Adequate (EA)
 3.51 - 4.50 - Highly Adequate (HA)
 2.51 - 3.50 - Moderately Adequate (MA)
 1.51 - 2.50 - Inadequate (IA)
 1.00 - 1.50 - Very Inadequate (VIA)

"Publication advisers and critics are sent to national trainings and competitions with the school shouldering their expenses," obtaining a weighted mean of 3.44; "Regional press conference winners are sent to national level competitions" with 3.44; and "The school provides journalism trainings/seminar workshops to all interested students in all year levels" with 3.19. Taken as a whole, in-service training was assessed to be "highly adequate" as supported by the grand mean of 3.79.

The advisers' perceptions can be seen in Table 42. They considered nine indicators to be "highly adequate," the weighted ratings ranging from 3.65 - 4.15. The following four indicators topped the list obtaining weighted means of 4.15, 4.10 and 4.05. Respectively, they

Table 42

**Status of the Journalism Program Along In-Service
Trainings as Perceived by the Advisers**

In-Service Trainings	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
1.1 The school provides journalism trainings/seminar workshops to interested students in all year levels.	(15) 3	(28) 7	(18) 6	(8) 4	(0) 0	(69) 20	3.45	MA
1.2 Student-writers are sent to division trainings/seminar workshops for development of their journalistic skills.	(45) 9	(16) 4	(18) 6	(2) 1	(0) 0	(81) 20	4.05	HA
1.3 Division press conferences winners are given a chance to compete in regional press conferences.	(55) 11	(12) 3	(15) 5	(0) 0	(1) 1	(83) 20	4.15	HA
1.4 Regional press conference winners are sent to the national level competitions and trainings.	(45) 9	(8) 2	(24) 8	(2) 1	(0) 0	(79) 20	3.95	HA
1.5 Student-writers are exposed to journalism-related activities through essay, news, feature, and other forms of writing competitions in the school division, regional and national levels.	(30) 6	(28) 7	(15) 5	(4) 2	(0) 0	(77) 20	3.85	HA
1.6 Publication advisers and critics are sent to division trainings and seminar workshops to develop their skills in advising and critiquing.	(45) 9	(20) 5	(15) 5	(2) 1	(0) 0	(82) 20	4.10	HA
1.7 They attend regional trainings specifically designed for journalism advisers in the high schools.	(50) 10	(8) 2	(9) 3	(2) 1	(4) 4	(73) 20	3.65	HA
1.8 They are exposed to division press conferences not only as chaperon but also as coaches and trainors.	(50) 10	(24) 6	(0) 0	(6) 3	(1) 1	(81) 20	4.05	HA
1.9 The school sends them to regional press conferences and trainings in preparation for the national level conferences.	(50) 10	(8) 2	(9) 3	(8) 4	(1) 1	(76) 20	3.80	HA

Table 42 (Cont'd.)

In-Service Trainings	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
1.10 They are sent to national trainings and competitions with the school shouldering their expenses.	(35) 7	(16) 4	(15) 5	(6) 3	(1) 1	(73) 20	3.65	HA
Grand Total	(420) 84	(168) 42	(138) 46	(40) 20	(8) 8	(774) 200		
Grand Mean	-	-	-	-	-	-	3.87	HA

Legend:

4.51 - 5.00 - Extremely Adequate (EA)
 3.51 - 4.50 - Highly Adequate (HA)
 2.51 - 3.50 - Moderately Adequate (MA)
 1.51 - 2.50 - Inadequate (IA)
 1.00 - 1.50 - Very Inadequate (VIA)

referred to: 1) Division press conference winners are given a chance to compete in the regional press conferences; 2) Publication advisers and critics are sent to division trainings and seminar-workshops to develop their skills in advising and critiquing; and 3) Student-writers are sent to division trainings/seminar-workshops for development of their journalistic skills. The only one indicator observed by the advisers to be "moderately adequate" was "The school provides journalism trainings/seminar workshops to all interested students in all year levels" which got a weighted mean of 3.45. As a whole, the advisers assessed in-service trainings as "highly adequate" as supported by the grand mean of 3.87.

As for the student-writers, their summarized responses are shown in Table 43. It can be gleaned that all the 10 indicators were considered by them to be "moderately adequate" with their weighted means ranging from 2.93 to 3.50. Among them were the following: 1) Student writers are exposed to journalism-related activities like essay, news, feature and other forms of writing competitions in the division, regional and national levels; 2) Division press conference winners are given a chance to compete in the regional press conferences; and 3) Student-writers are sent to division trainings/seminar-workshops for development of their journalistic skills. As a whole, the grand mean of the group posted at 3.33 interpreted as "moderately adequate." This implied that there were few opportunities for the student writers for in-service trainings as can be seen in the indicators. It appears that those who were sent to trainings or press conferences were limited to lower level winners in press conferences. It could be that majority of the respondents in this category were not able to avail of the opportunity because they did not win in the division press conferences and therefore, there was no opportunity for them to go to the higher level press conferences.

Table 43

**Status of the Journalism Program Along In-Service
Trainings as Perceived by the Student Writers**

In-Service Trainings	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
1.1 The school provides journalism trainings/seminar workshops to interested students in all year levels.	(100) 20	(52) 13	(111) 37	(38) 19	(21) 21	(322) 110	2.93	MA
1.2 Student-writers are sent to division trainings/seminar workshops for development of their journalistic skills.	(165) 33	(84) 21	(90) 30	(32) 16	(10) 10	(381) 110	3.46	MA
1.3 Division press conferences winners are given a chance to compete in regional press conferences.	(165) 33	(104) 26	(69) 23	(36) 18	(10) 10	(384) 110	3.49	HA
1.4 Regional press conference winners are sent to the national level competitions and trainings.	(160) 32	(104) 26	(72) 24	(18) 9	(19) 19	(373) 110	3.39	MA
1.5 Student-writers are exposed to journalism-related activities through essay, news, feature, and other forms of writing competitions in the school division, regional and national levels.	(160) 32	(84) 21	(105) 35	(28) 14	(8) 8	(385) 110	3.50	MA
1.6 Publication advisers and critics are sent to division trainings and seminar workshops to develop their skills in advising and critiquing.	(170) 34	(76) 19	(75) 25	(46) 23	(9) 9	(376) 110	3.42	MA
1.7 They attend regional trainings specifically designed for journalism advisers in the high schools.	(155) 31	(76) 19	(72) 24	(50) 25	(11) 11	(364) 110	3.31	MA
1.8 They are exposed to division press conferences not only as chaperon but also as coaches and trainers.	(160) 32	(80) 20	(78) 26	(38) 19	(13) 13	(369) 110	3.35	MA
1.9 The school sends them to regional press conferences and trainings in preparation for the national level conferences.	(145) 29	(88) 22	(78) 26	(32) 16	(17) 17	(360) 110	3.27	MA

Table 43 (Cont'd.)

In-Service Trainings	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
1.10 They are sent to national trainings and competitions with the school shouldering their expenses.	(100) 20	(116) 29	(96) 32	(26) 13	(16) 16	(354) 110	3.22	MA
Grand Total	(1480) 296	(864) 216	(846) 282	(344) 172	(134) 134	(3668) 1100		
Grand Mean	-	-	-	-	-	-	3.33	MA

Legend:

- 4.51 - 5.00 - Extremely Adequate (EA)
 3.51 - 4.50 - Highly Adequate (HA)
 2.51 - 3.50 - Moderately Adequate (MA)
 1.51 - 2.50 - Inadequate (IA)
 1.00 - 1.50 - Very Inadequate (VIA)

As a summary, the administrators, critics and advisers believed that in-service trainings were "highly adequate" as supported by their respective grand means of 3.91, 3.79 and 3.87. The student-writers were of the opinion that along this aspect, it was "moderately adequate" with the grand mean of 3.33.

Materials and facilities. Another aspect which was looked into in the journalism program was materials and facilities. Tables 44 - 47 present the perceptions of the four groups of respondents. These are categorized into: staff/lecture room, references, other references, staff room equipment and office and photo supplies.

The administrators' assessment is found in Table 44. Of the materials and facilities, office and photo supplies

Table 44

**Status of the Journalism Program Along Materials and
Facilities as Perceived by the Administrators**

Materials & Facilities	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
1. Staffroom and Lecture Room								
1.1 Spacious enough for class instruction.	(10) 2	(4) 1	(9) 3	(8) 4	(1) 1	(32) 11	2.91	MA
1.2 Cubicles set apart for staffer's comfortable working place.	(5) 1	(4) 1	(6) 2	(12) 8	(1) 1	(28) 11	2.55	MA
1.3 Staffroom can accommodate an office for the adviser/critic.	(5) 1	(4) 1	(9) 3	(10) 5	(1) 1	(29) 11	2.64	MA
1.4 Rooms properly ventilated.	(10) 2	(4) 1	(6) 2	(6) 3	(3) 3	(29) 11	2.64	MA
1.5 Lightings properly installed.	(15) 3	(0) 0	(6) 2	(8) 4	(2) 2	(31) 11	2.82	MA
Sub-Total	(45) 9	(16) 4	(36) 12	(44) 22	(8) 8	(149) 55	2.71	MA
2. References:								
2.1 Dictionaries	(20) 4	(8) 2	(12) 4	(0) 0	(1) 1	(41) 11	3.73	HA
2.2 Encyclopedia	(20) 4	(4) 1	(15) 5	(2) 1	(0) 0	(41) 11	3.73	HA
2.3 Compilation of idioms	(5) 1	(8) 2	(15) 5	(2) 1	(2) 2	(32) 11	2.91	MA
2.4 Compilation of proverbs/ quotation	(5) 1	(8) 2	(15) 5	(2) 1	(2) 2	(32) 11	2.91	MA
2.5 Journalism books	(5) 1	(0) 0	(18) 6	(6) 3	(1) 1	(30) 11	2.73	MA
2.6 Stylebook	(5) 1	(0) 0	(12) 4	(4) 2	(4) 4	(25) 11	2.27	IA
2.7 Thesaurus	(10) 2	(0) 0	(15) 5	(6) 3	(1) 1	(32) 11	2.91	MA
2.8 Atlas/almanac	(10) 2	(8) 2	(18) 6	(2) 1	(0) 0	(38) 11	3.45	MA

Table 44 (Cont'd.)

Materials & Facilities	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
2.9 Maps	(15) 3	(4) 1	(18) 6	(2) 1	(0) 0	(39) 11	3.55	HA
Sub-Total	(95) 19	(40) 10	(138) 46	(26) 13	(11) 11	(310) 99	3.13	MA
3. Other reference:								
3.1 Past issues	(5) 1	(4) 1	(15) 5	(6) 3	(1) 1	(31) 11	2.82	MA
3.2 Exchange issues	(5) 1	(4) 1	(18) 6	(6) 3	(0) 0	(33) 11	3.00	MA
3.3 Handouts	(5) 1	(4) 1	(18) 6	(6) 3	(0) 0	(33) 11	3.00	MA
3.4 Clippings	(10) 2	(0) 0	(18) 6	(6) 3	(0) 0	(34) 11	3.09	MA
3.5 Photo files	(5) 1	(4) 1	(15) 5	(6) 3	(1) 1	(31) 11	2.82	MA
3.6 Directories	(5) 1	(0) 0	(21) 7	(6) 3	(0) 0	(32) 11	2.91	MA
Sub-Total	(35) 7	(16) 4	(105) 35	(36) 18	(2) 2	(194) 66	2.94	MA
4. Staffroom Equipment								
4.1 Working/editing/layouting tables	(15) 3	(0) 0	(9) 3	(10) 5	(0) 0	(34) 11	3.09	MA
4.2 Chairs	(15) 3	(0) 0	(15) 5	(6) 3	(0) 0	(34) 11	3.27	MA
4.3 Bookshelves	(10) 2	(4) 1	(9) 3	(8) 4	(1) 1	(32) 11	2.91	MA
4.4 Time-table boards	(5) 1	(0) 0	(12) 4	(10) 5	(1) 1	(28) 11	2.55	MA
4.5 Typewriter	(10) 2	(0) 0	(18) 6	(4) 2	(1) 1	(33) 11	3.00	MA
4.6 Computers	(10) 2	(8) 2	(18) 6	(2) 1	(0) 0	(38) 11	3.45	MA
4.7 Electric fans	(5) 1	(4) 1	(18) 6	(2) 1	(2) 2	(31) 11	2.82	MA
4.8 Camera	(10) 2	(0) 0	(15) 5	(4) 2	(2) 2	(31) 11	2.82	MA
4.9 Radio/cassette recorders	(5) 1	(0) 0	(6) 2	(10) 5	(3) 3	(24) 11	2.18	IA

Table 44 (Cont'd.)

Materials & Facilities	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
4.10 Staplers	(10) 2	(20) 5	(9) 3	(2) 1	(0) 0	(41) 11	3.73	HA
4.11 Pair of scissors	(10) 2	(16) 4	(15) 5	(0) 0	(0) 0	(41) 11	3.73	HA
4.12 Rulers	(10) 2	(16) 4	(15) 5	(0) 0	(0) 0	(41) 11	3.73	HA
Sub-Total	(115) 23	(68) 17	(159) 53	(58) 29	(10) 10	(410) 132	3.11	MA
5. Office & Photo Supplies:								
5.1 Bond papers	(10) 2	(20) 5	(12) 4	(0) 0	(0) 0	(42) 11	3.82	HA
5.2 Mimeographing papers	(10) 2	(20) 5	(12) 4	(0) 0	(0) 0	(42) 11	3.82	HA
5.3 Carbon papers	(10) 2	(20) 5	(12) 4	(0) 0	(0) 0	(42) 11	3.82	HA
5.4 Scotch tapes	(10) 2	(20) 5	(12) 4	(0) 0	(0) 0	(42) 11	3.82	HA
5.5 Masking tapes	(10) 2	(20) 5	(12) 4	(0) 0	(0) 0	(42) 11	3.82	HA
5.6 Pastes	(10) 2	(20) 5	(12) 4	(0) 0	(0) 0	(42) 11	3.82	HA
5.7 Staple wires	(10) 2	(28) 7	(6) 2	(0) 0	(0) 0	(44) 11	4.00	HA
5.8 Clips	(10) 2	(20) 5	(12) 4	(0) 0	(0) 0	(42) 11	3.82	HA
5.9 Pencils	(10) 2	(20) 5	(12) 4	(0) 0	(0) 0	(42) 11	3.82	HA
5.10 Marking pens	(5) 1	(24) 6	(9) 3	(2) 1	(0) 0	(40) 11	3.64	HA
5.11 Erasers	(10) 2	(20) 5	(9) 3	(2) 1	(0) 0	(41) 11	3.73	HA
5.12 Blank tapes	(10) 2	(16) 4	(12) 4	(2) 1	(0) 0	(40) 11	3.64	HA
5.13 Films	(0) 0	(16) 4	(15) 5	(0) 0	(0) 0	(33) 11	3.00	MA

Table 44 (Cont'd.)

Materials & Facilities	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
5.13 Films	(0) 0	(16) 4	(15) 5	(0) 0	(0) 0	(33) 11	3.00	MA
Sub-Total	(115) 23	(264) 66	(147) 49	(6) 3	(2) 2	(534) 143	3.73	HA
Grand Total	(405) 81	(404) 101	(585) 195	(170) 85	(33) 33	(1597) 495		
Grand Weighted Mean	-	-	-	-	-	-	3.12	MA

Legend:

4.51 - 5.00 - Extremely Adequate (EA)
 3.51 - 4.50 - Highly Adequate (HA)
 2.51 - 3.50 - Moderately Adequate (MA)
 1.51 - 2.50 - Inadequate (IA)
 1.00 - 1.50 - Very Inadequate (VIA)

was assessed by them to be "highly adequate" with a mean of 3.73. All the rest of these materials and facilities were considered "moderately adequate" with the following weighted means: references - 3.13; staffroom equipment - 3.11; other references - 2.94 and staff/lecture room - 2.71. However, among the references, style book was found to be "inadequate" with a mean of 2.77, and among the staff room equipment, radio/cassette recorder was also "inadequate" with a mean of 2.18. Taken as a whole, materials and facilities were considered "moderately adequate" by the administrators as evidenced by the grand mean of 3.12.

The responses of the critics are found in Table 45. They considered all the listed materials and equipment

"moderately adequate" with the following weighted means: office and photo supplies - 3.11; references - 3.05; staffroom equipment - 3.02; staff/lecture room - 2.96; and other references - 2.82, with a grand mean of 2.99 still evaluated as "moderately adequate." Among the references, style book was found to be "inadequate" with a mean of 2.44.

Table 45

**Status of the Journalism Program Along Materials and
Facilities as Perceived by the Critic**

Materials & Facilities	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
1. Staffroom and Lecture Room								
1.1 Spacious enough for class instruction.	(5) 1	(12) 3	(24) 8	(6) 3	(1) 1	(48) 16	3.00	MA
1.2 Cubicles set apart for staffer's comfortable working place.	(0) 0	(8) 2	(21) 7	(12) 6	(1) 1	(42) 16	2.63	MA
1.3 Staffroom can accommodate an office for the adviser/critic.	(5) 1	(24) 6	(12) 4	(6) 3	(2) 2	(49) 16	3.06	MA
1.4 Rooms properly ventilated.	(10) 2	(16) 4	(15) 5	(6) 3	(2) 2	(49) 16	3.06	MA
1.5 Lightings properly installed.	(5) 1	(24) 6	(12) 4	(6) 3	(2) 2	(49) 16	3.06	MA
Sub-Total	(25) 5	(84) 21	(64) 28	(36) 18	(8) 8	(237) 90	2.96	MA
2. References:								
2.1 Dictionaries	(20) 4	(20) 5	(21) 7	(0) 0	(0) 0	(61) 16	3.81	HA

Table 45 (Cont'd.)

Materials & Facilities	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
2.2 Encyclopedia	(15) 3	(20) 5	(24) 6	(0) 0	(0) 0	(59) 16	3.69	HA
2.3 Compilation of idioms	(0) 0	(12) 3	(30) 10	(4) 2	(1) 1	(47) 16	2.94	MA
2.4 Compilation of proverbs/ quotation	(0) 0	(8) 2	(33) 11	(2) 1	(2) 2	(45) 16	2.81	MA
2.5 Journalism books	(5) 1	(4) 1	(27) 9	(6) 3	(2) 2	(44) 16	2.75	MA
2.6 Stylebook	(0) 0	(4) 1	(24) 8	(8) 4	(3) 3	(39) 16	2.44	IA
2.7 Thesaurus	(0) 0	(16) 4	(24) 8	(4) 2	(2) 2	(46) 16	2.88	MA
2.8 Atlas/almanac	(0) 0	(24) 6	(24) 8	(2) 1	(1) 1	(51) 16	3.19	MA
2.9 Maps	(0) 0	(16) 4	(24) 8	(6) 3	(1) 1	(47) 16	2.94	MA
Sub-Total	(40) 8	(124) 31	(231) 77	(32) 16	(12) 12	(439) 144	3.05	MA
3. Other reference:								
3.1 Past issues	(0) 0	(12) 3	(18) 6	(10) 5	(2) 2	(42) 16	2.63	MA
3.2 Exchange issues	(0) 0	(12) 3	(21) 7	(8) 4	(2) 2	(43) 16	2.69	MA
3.3 Handouts	(0) 0	(8) 2	(30) 10	(6) 3	(1) 1	(45) 16	2.81	MA
3.4 Clippings	(0) 0	(8) 2	(30) 10	(6) 3	(1) 1	(45) 16	2.81	MA
3.5 Photo files	(0) 0	(16) 4	(30) 10	(2) 1	(1) 1	(49) 16	3.06	MA
3.6 Directories	(0) 0	(12) 3	(30) 10	(4) 2	(1) 1	(47) 16	2.94	MA
Sub-Total	(0) 0	(68) 17	(159) 53	(36) 18	(8) 8	(271) 96	2.82	MA
4. Staffroom Equipment								
4.1 Working/editing/layouting tables	(0) 0	(12) 3	(30) 10	(4) 2	(1) 1	(47) 16	2.94	MA
4.2 Chairs	(5) 1	(16) 4	(27) 9	(2) 1	(1) 1	(51) 16	3.19	MA

Table 45 (Cont'd.)

Materials & Facilities	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
4.3 Bookshelves	(0) 0	(12) 3	(33) 11	(2) 1	(1) 1	(48) 16	3.00	MA
4.4 Time-table boards	(0) 0	(16) 4	(27) 9	(4) 2	(1) 1	(48) 16	3.00	MA
4.5 Typewriter	(0) 0	(4) 1	(30) 10	(8) 4	(1) 1	(43) 16	2.69	MA
4.6 Computers	(5) 1	(8) 2	(30) 10	(4) 2	(1) 1	(48) 16	3.00	MA
4.7 Electric fans	(5) 1	(12) 3	(24) 8	(6) 3	(1) 1	(48) 16	3.00	MA
4.8 Camera	(5) 1	(4) 1	(30) 10	(8) 4	(0) 0	(47) 16	2.94	MA
4.9 Radio/cassette recorders	(0) 0	(12) 0	(33) 11	(4) 2	(0) 0	(49) 16	3.06	MA
4.10 Staplers	(0) 0	(16) 4	(33) 11	(2) 1	(0) 0	(51) 16	3.19	MA
4.11 Pair of scissors	(0) 0	(8) 2	(36) 12	(4) 2	(0) 0	(48) 16	3.00	MA
4.12 Rulers	(5) 1	(8) 2	(36) 12	(2) 1	(0) 0	(51) 16	3.19	MA
Sub-Total	(25) 5	(128) 32	(369) 123	(50) 25	(7) 7	(579) 192	3.02	MA
5. Office & Photo Supplies:								
5.1 Bond papers	(5) 1	(8) 2	(30) 10	(6) 3	(0) 0	(49) 16	3.06	MA
5.2 Mimeographing papers	(5) 1	(4) 1	(30) 10	(8) 4	(0) 0	(47) 16	2.94	MA
5.3 Carbon papers	(5) 1	(4) 1	(30) 10	(8) 4	(0) 0	(47) 16	2.94	MA
5.4 Scotch tapes	(5) 1	(12) 3	(27) 9	(6) 3	(0) 0	(50) 16	3.13	MA
5.5 Masking tapes	(5) 1	(8) 2	(30) 10	(6) 3	(0) 0	(49) 16	3.06	MA
5.6 Pastes	(5) 1	(12) 3	(27) 9	(6) 3	(0) 0	(50) 16	3.13	MA
5.7 Staple wires	(5) 1	(8) 2	(30) 10	(6) 3	(0) 0	(49) 16	3.06	MA

Table 45 (Cont'd.)

Materials & Facilities	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
5.8 Clips	(5) 1	(12) 3	(27) 9	(6) 3	(0) 0	(50) 16	3.13	MA
5.9 Pencils	(5) 1	(8) 2	(30) 10	(6) 3	(0) 0	(49) 16	3.06	MA
5.10 Marking pens	(5) 1	(16) 4	(24) 8	(6) 3	(0) 0	(51) 16	3.19	MA
5.11 Erasers	(15) 3	(12) 3	(21) 7	(6) 3	(0) 0	(54) 16	3.38	MA
5.12 Blanktapes	(15) 3	(12) 3	(15) 5	(10) 5	(0) 0	(52) 16	3.25	MA
5.13 Films	(20) 4	(0) 0	(18) 6	(12) 6	(0) 0	(50) 16	3.12	MA
Sub-Total	(100) 20	(416) 29	(339) 113	(92) 46	(0) 0	(647) 208	3113	MA
Grand Total	(190) 38	(520) 130	(1182) 394	(246) 123	(35) 35	(2173) 720		
Grand Weighted Mean	-	-	-	-	-	-	2.99	MA

Legend:

4.51 - 5.00 - Extremely Adequate (EA)
 3.51 - 4.50 - Highly Adequate (HA)
 2.51 - 3.50 - Moderately Adequate (MA)
 1.51 - 2.50 - Inadequate (IA)
 1.00 - 1.50 - Very Inadequate (VIA)

The advisers have their assessment in Table 46. They deemed the following to be "moderately adequate": office and photo supplies with a mean of 3.34; other references - 3.07; references - 2.88; staffroom equipment - 2.62. The staff/lecture room was deemed "inadequate" as supported by a mean of 2.37. On the whole, the advisers rated materials and equipment with a grand mean of 2.86 equivalent to "moderately adequate." Quite notable is that there were a

Table 46

**Status of the Journalism Program Along Materials and
Facilities as Perceived by the Advisers**

Materials & Facilities	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
1. Staffroom and Lecture Room								
1.1 Spacious enough for class instruction.	(15) 3	(12) 3	(15) 5	(6) 3	(6) 6	(54) 20	2.70	MA
1.2 Cubicles set apart for staffer's comfortable working place.	(10) 2	(4) 1	(12) 4	(8) 4	(9) 9	(43) 20	2.15	IA
1.3 Staffroom can accommodate an office for the adviser/critic.	(10) 2	(0) 0	(18) 6	(8) 4	(8) 8	(44) 20	2.20	IA
1.4 Rooms properly ventilated.	(10) 2	(8) 2	(15) 5	(8) 4	(7) 7	(48) 20	2.40	IA
1.5 Lightings properly installed.	(15) 3	(4) 1	(12) 4	(10) 5	(7) 7	(48) 20	2.40	IA
Sub-Total	(60) 12	(28) 7	(72) 24	(40) 20	(37) 37	(237) 100	2.37	IA
2. References:								
2.1 Dictionaries	(15) 3	(12) 3	(15) 5	(18) 9	(0) 0	(60) 20	3.00	MA
2.2 Encyclopedia	(15) 3	(16) 4	(15) 5	(14) 7	(1) 1	(61) 20	3.05	MA
2.3 Compilation of idioms	(10) 2	(8) 2	(27) 9	(10) 5	(2) 2	(57) 20	2.85	MA
2.4 Compilation of proverbs/ quotation	(10) 2	(12) 3	(24) 8	(14) 7	(0) 0	(60) 20	3.00	MA
2.5 Journalism books	(10) 2	(8) 2	(18) 6	(16) 8	(2) 2	(54) 20	2.70	MA
2.6 Stylebook	(10) 2	(4) 1	(18) 6	(12) 6	(5) 5	(49) 20	2.45	IA
2.7 Thesaurus	(10) 2	(12) 3	(18) 6	(12) 6	(3) 3	(55) 20	2.75	MA
2.8 Atlas/almanac	(15) 3	(18) 4	(18) 6	(6) 3	(4) 4	(59) 20	2.95	MA

Table 46 (Cont'd.)

Materials & Facilities	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
2.9 Maps	(20) 4	(20) 5	(15) 5	(6) 3	(3) 3	(64) 20	3.20	MA
Sub-Total	(115) 23	(108) 27	(168) 56	(108) 54	(20) 20	(519) 108	2.88	MA
3. Other reference:								
3.1 Past issues	(25) 5	(8) 2	(15) 5	(10) 5	(3) 3	(61) 20	3.05	MA
3.2 Exchange issues	(25) 5	(4) 1	(24) 8	(10) 5	(1) 1	(64) 20	3.20	MA
3.3 Handouts	(25) 5	(8) 2	(21) 7	(10) 5	(1) 1	(65) 20	3.25	MA
3.4 Clippings	(25) 5	(4) 1	(21) 7	(10) 5	(2) 2	(62) 20	3.10	MA
3.5 Photo files	(20) 4	(4) 1	(18) 6	(12) 6	(3) 3	(57) 20	2.85	MA
3.6 Directories	(25) 5	(0) 0	(18) 6	(14) 7	(2) 2	(59) 20	2.95	MA
Sub-Total	(145) 29	(28) 7	(117) 39	(66) 33	(12) 12	(368) 120	3.07	MA
4. Staffroom Equipment								
4.1 Working/editing/layouting tables	(0) 0	(12) 3	(30) 10	(4) 2	(1) 1	(47) 20	2.94	MA
4.2 Chairs	(10) 2	(28) 7	(12) 4	(10) 5	(2) 2	(62) 20	3.10	MA
4.3 Bookshelves	(10) 2	(8) 2	(15) 5	(12) 6	(5) 5	(50) 20	2.50	IA
4.4 Time-table boards	(10) 2	(0) 0	(18) 6	(10) 5	(7) 7	(45) 20	2.25	IA
4.5 Typewriter	(10) 2	(0) 0	(15) 5	(12) 6	(7) 7	(44) 20	2.20	IA
4.6 Computers	(15) 3	(12) 3	(12) 4	(12) 6	(4) 4	(55) 20	2.75	MA
4.7 Electric fans	(10) 2	(0) 0	(15) 5	(14) 7	(6) 6	(45) 20	2.25	IA
4.8 Camera	(10) 2	(0) 0	(15) 5	(16) 8	(5) 5	(46) 20	2.30	IA

Table 46 (Cont'd.)

Materials & Facilities	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
4.9 Radio/cassette recorders	(10) 2	(0) 0	(15) 5	(16) 8	(5) 5	(46) 20	2.30	IA
4.10 Staplers	(10) 2	(8) 2	(24) 8	(16) 8	(0) 0	(58) 20	2.90	MA
4.11 Pair of scissors	(10) 2	(20) 5	(24) 8	(10) 5	(0) 0	(64) 20	3.20	MA
4.12 Rulers	(10) 2	(20) 5	(24) 8	(8) 4	(1) 1	(63) 20	3.15	MA
Sub-Total	(125) 25	(104) 26	(204) 68	(148) 74	(47) 47	(628) 240	2.62	MA
5. Office & Photo Supplies:								
5.1 Bond papers	(5) 1	(28) 7	(33) 11	(0) 0	(1) 1	(67) 20	3.35	MA
5.2 Mimeographing papers	(10) 2	(32) 8	(27) 9	(0) 0	(1) 1	(70) 20	3.50	MA
5.3 Carbon papers	(10) 2	(32) 8	(27) 9	(0) 0	(1) 1	(70) 20	3.50	MA
5.4 Scotch tapes	(10) 2	(32) 8	(27) 9	(0) 0	(1) 1	(70) 20	3.50	MA
5.5 Masking tapes	(10) 2	(32) 8	(27) 9	(0) 0	(1) 1	(70) 20	3.50	MA
5.6 Pastes	(10) 2	(32) 8	(27) 9	(0) 0	(1) 1	(70) 20	3.50	MA
5.7 Staple wires	(10) 2	(36) 9	(24) 8	(0) 0	(1) 1	(71) 20	3.55	HA
5.8 Clips	(10) 2	(24) 6	(27) 9	(0) 0	(0) 0	(73) 20	3.65	HA
5.9 Pencils	(10) 2	(24) 6	(27) 9	(0) 0	(3) 3	(64) 20	3.20	MA
5.10 Marking pens	(10) 2	(24) 6	(21) 7	(8) 4	(1) 1	(64) 20	3.20	MA
5.11 Erasers	(10) 2	(24) 6	(15) 5	(12) 6	(1) 1	(62) 20	3.10	MA
5.12 Blank tapes	(10) 2	(24) 6	(12) 4	(14) 7	(1) 1	(61) 20	3.05	MA

Table 46 (Cont'd.)

Materials & Facilities	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
5.13 Films	(10) 2	(16) 4	(12) 4	(18) 9	(1) 1	(57) 20	2.85	MA
Sub-Total	(125) 25	(372) 93	(306) 102	(52) 26	(14) 14	(869) 260	3.34	MA
Grand Total	(570) 114	(640) 160	(867) 289	(414) 207	(130) 130	(2621) 900		
Grand Weighted Mean	-	-	-	-	-	-	2.86	MA

Legend:

4.51 - 5.00 - Extremely Adequate (EA)
 3.51 - 4.50 - Highly Adequate (HA)
 2.51 - 3.50 - Moderately Adequate (MA)
 1.51 - 2.50 - Inadequate (IA)
 1.00 - 1.50 - Very Inadequate (VIA)

lot of materials and equipment lacking. For instance, in the staff/lecture room, cubicles, space for adviser's office, ventilation and lighting were found "inadequate" as evidenced by the weighted means of 2.15, 2.20, 2.40 and 2.40, respectively. Among the references, style book was found wanting as this was rated 2.45 described as "inadequate." Among the staffroom equipment, chairs, bookshelves, time table books, typewriters, electric fans, camera, cassette/radio recorders were scarcely present as their weighted means indicated "inadequacy."

In Table 47 are the perceptions of the student writers. For them, materials and equipment were "moderately adequate" as evidenced by their ratings: office and photo supplies - 2.90; other references - 2.76;

Table 47

**Status of the Journalism Program Along Materials and
Facilities as Perceived by the Student Writers**

Materials & Facilities	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
1. Staffroom and Lecture Room								
1.1 Spacious enough for class instruction.	(60) 12	(44) 11	(117) 39	(36) 18	(30) 30	(287) 110	2.61	MA
1.2 Cubicles set apart for staffer's comfortable working place.	(50) 10	(32) 8	(63) 21	(54) 27	(44) 44	(243) 110	2.21	IA
1.3 Staffroom can accommodate an office for the adviser/critic.	(50) 10	(60) 15	(93) 31	(48) 24	(30) 30	(281) 110	2.55	MA
1.4 Rooms properly ventilated.	(60) 12	(56) 14	(63) 21	(74) 37	(26) 26	(279) 110	2.54	MA
1.5 Lightings properly installed.	(75) 15	(44) 11	(120) 40	(32) 16	(28) 28	(299) 110	2.72	MA
Sub-Total	(295) 59	(236) 59	(456) 152	(244) 122	(158) 158	(1389) 550	2.53	MA
2. References:								
2.1 Dictionaries	(115) 23	(72) 18	(84) 28	(48) 24	(17) 17	(336) 110	3.05	MA
2.2 Encyclopedia	(105) 21	(56) 14	(102) 34	(38) 19	(22) 22	(323) 110	2.94	MA
2.3 Compilation of idioms	(25) 5	(60) 15	(69) 23	(64) 32	(35) 35	(253) 110	2.30	IA
2.4 Compilation of proverbs/ quotation	(55) 11	(60) 15	(87) 29	(56) 28	(27) 27	(285) 110	2.59	MA
2.5 Journalism books	(65) 13	(64) 16	(87) 29	(56) 28	(24) 24	(296) 110	2.69	MA
2.6 Stylebook	(60) 12	(36) 9	(69) 23	(52) 26	(40) 40	(257) 110	2.34	IA
2.7 Thesaurus	(70) 14	(80) 20	(60) 20	(42) 21	(35) 35	(287) 110	2.61	MA
2.8 Atlas/almanac	(105) 21	(36) 9	(96) 32	(38) 19	(29) 29	(304) 110	2.76	MA

Table 47 (Cont'd.)

Materials & Facilities	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
2.9 Maps	(110) 22	(80) 20	(78) 26	(34) 17	(25) 25	(327) 110	2.97	MA
Sub-Total	(710) 142	(544) 136	(732) 244	(428) 214	(254) 254	(2668) 990	2.69	MA
3. Other reference:								
3.1 Past issues	(75) 15	(64) 16	(102) 34	(56) 28	(17) 17	(314) 110	2.85	MA
3.2 Exchange issues	(65) 13	(44) 11	(90) 30	(56) 28	(28) 28	(283) 110	2.57	MA
3.3 Handouts	(90) 18	(68) 17	(84) 28	(56) 28	(19) 19	(317) 110	2.88	MA
3.4 Clippings	(80) 16	(88) 22	(75) 25	(54) 27	(20) 20	(317) 110	2.88	MA
3.5 Photo files	(80) 16	(56) 14	(84) 28	(56) 28	(24) 24	(300) 110	2.73	MA
3.6 Directories	(65) 13	(76) 19	(72) 24	(50) 25	(29) 29	(292) 110	2.65	MA
Sub-Total	(455) 91	(396) 99	(507) 169	(328) 164	(137) 137	(1823) 660	2.76	MA
4. Staffroom Equipment								
4.1 Working/editing/layouting tables	(60) 12	(36) 9	(66) 22	(50) 25	(42) 42	(254) 110	2.31	IA
4.2 Chairs	(110) 22	(68) 17	(84) 28	(36) 18	(25) 25	(323) 110	2.94	MA
4.3 Bookshelves	(60) 12	(80) 20	(78) 26	(66) 33	(19) 19	(303) 110	2.75	MA
4.4 Time-table boards	(60) 12	(32) 8	(81) 27	(48) 24	(39) 39	(260) 110	2.36	IA
4.5 Typewriter	(55) 11	(48) 12	(57) 19	(64) 32	(36) 36	(260) 110	2.36	IA
4.6 Computers	(80) 16	(24) 6	(63) 21	(68) 34	(33) 33	(268) 110	2.44	IA
4.7 Electric fans	(85) 17	(48) 12	(54) 18	(66) 33	(30) 30	(283) 110	2.57	MA
4.8 Camera	(65) 13	(56) 14	(81) 27	(56) 28	(28) 28	(286) 110	2.60	MA

Table 47 (Cont'd.)

Materials & Facilities	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
4.9 Radio/cassette recorders	(40) 8	(36) 9	(45) 15	(48) 24	(54) 54	(223) 110	2.03	IA
4.10 Staplers	(100) 20	(84) 21	(81) 27	(36) 18	(24) 24	(325) 110	2.95	MA
4.11 Pair of scissors	(100) 20	(64) 16	(78) 26	(30) 15	(33) 33	(305) 110	2.77	MA
4.12 Rulers	(100) 20	(68) 17	(69) 23	(48) 24	(26) 26	(311) 110	2.83	MA
Sub-Total	(915) 183	(644) 161	(837) 279	(616) 308	(389) 389	(3401) 1320	2.58	MA
5. Office & Photo Supplies:								
5.1 Bond papers	(125) 25	(88) 22	(81) 27	(30) 15	(21) 21	(345) 110	3.14	MA
5.2 Mimeographing papers	(105) 21	(104) 26	(63) 21	(38) 19	(23) 23	(333) 110	3.03	MA
5.3 Carbon papers	(75) 15	(104) 26	(90) 30	(50) 25	(14) 14	(333) 110	3.03	MA
5.4 Scotch tapes	(120) 24	(56) 14	(93) 31	(36) 18	(23) 23	(328) 110	2.98	MA
5.5 Masking tapes	(110) 22	(60) 15	(90) 30	(36) 18	(25) 25	(321) 110	2.92	MA
5.6 Pastes	(115) 23	(68) 17	(87) 29	(40) 20	(21) 21	(331) 110	3.01	MA
5.7 Staple wires	(120) 24	(68) 17	(69) 23	(30) 15	(31) 31	(318) 110	2.89	MA
5.8 Clips	(110) 22	(84) 21	(93) 31	(36) 18	(18) 18	(341) 110	3.10	MA
5.9 Pencils	(100) 20	(116) 29	(84) 28	(20) 10	(23) 23	(343) 110	3.12	MA
5.10 Marking pens	(100) 20	(88) 22	(72) 24	(38) 19	(25) 25	(323) 110	2.94	MA
5.11 Erasers	(120) 24	(64) 16	(96) 32	(34) 17	(21) 21	(335) 110	3.05	MA
5.12 Blank tapes	(30) 6	(48) 12	(99) 33	(50) 25	(34) 34	(261) 110	2.37	IA

Table 47 (Cont'd.)

Materials & Facilities	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
5.13 Films	(35) 7	(36) 9	(63) 21	(52) 26	(47) 47	(233) 110	2.12	IA
Sub-Total	(1265) 253	(984) 246	(1080) 360	(490) 245	(326) 326	(4145) 1430	2.90	MA
Grand Total	(3640) 728	(2804) 701	(3612) 1204	(2106) 1053	(1264) 1264	(13426) 4950		
Grand Weighted Mean	-	-	-	-	-	-	2.69	MA

Legend:

- 4.51 - 5.00 - Extremely Adequate (EA)
 3.51 - 4.50 - Highly Adequate (HA)
 2.51 - 3.50 - Moderately Adequate (MA)
 1.51 - 2.50 - Inadequate (IA)
 1.00 - 1.50 - Very Inadequate (VIA)

references - 2.69; staffroom equipment - 2.58; and staff/lecture room - 2.53 bringing to a grand mean of 2.69. Specifically, the student writers singled out certain materials and equipment to be "inadequate." In the lecture/staff room, cubicles were inadequate; among references, compilation of idioms and style book were lacking; among the staffroom equipment, working tables, time table boards, typewriters, computers, radio/cassette recorder were also wanting; and among office and photo supplies, blank tapes and films were not readily available.

In summary, it appears that all four groups of respondents were unanimous in their opinion to the adequacy of material and equipment. They rated it with grand mean of 3.23, 3.02, 2.91 and 2.71, respectively, equivalent to

"moderately adequate." Scrutinizing their responses further, they rated office and photo supplies with higher means; thus, indicating that these were more common and available in their schools than the other materials and equipment necessary in school paper production.

Time allotment. Tables 48 - 51 summarizes the perceptions of the four groups of respondents relative to the adequacy of time allotment for journalism work.

The opinions of the administrators are contained in Table 48. It can be gleaned that one indicator of time allotment was assessed by them as "highly adequate" with weighted mean of 3.55 referring to "A system is desired to expedite the task of school papering through school programming." Four were deemed "moderately adequate" with weighted means of 3.45, 3.18, 3.09 and 2.73. The highest of these was "Publication advisers, critics and student writers work extra hours in school papering" and the lowest was "A 40-minute period everyday is allotted for journalism lecture and writing sessions." The group gave time allotment a rating of 3.20 indicating "moderately adequate." The regular period of 40 minutes for school papering was not enough; thus, a special schedule for working on school paper was provided by the school and

Table 48

**Status of the Journalism Program Along Time Allotment
as Perceived by the Administrators**

Time Allotment	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
1. A 40-minute period everyday is allotted for journalism lecture and writing sessions.	(5) 1	(4) 1	(9) 3	(12) 6	(0) 0	(30) 11	2.73	MA
2. A special program is designed to exempt and excuse publication staffers from other school co-curricular activities/tasks.	(5) 1	(8) 2	(15) 5	(6) 3	(0) 0	(34) 11	3.09	MA
3. The school provides measures to cover-up the missed classes and school activities of the student-writers during the task of school papering, conferences and trainings in journalism.	(5) 1	(12) 3	(12) 4	(6) 3	(0) 0	(35) 11	3.18	MA
4. Publication advisers, critics and student writers work extra hours in school papering.	(5) 1	(16) 4	(15) 5	(2) 1	(0) 0	(38) 11	3.45	MA
5. A system is devised to expedite the task of school papering through special school programming.	(5) 1	(16) 4	(18) 6	(0) 0	(0) 0	(39) 11	3.55	HA
Grand Total	(25) 5	(56) 14	(69) 23	(26) 13	(0) 0	(176) 55		
Grand Weighted Mean	-	-	-	-	-	-	3.20	MA

Legend:

- 4.51 - 5.00 - Extremely Adequate (EA)
 3.51 - 4.50 - Highly Adequate (HA)
 2.51 - 3.50 - Moderately Adequate (MA)
 1.51 - 2.50 - Inadequate (IA)
 1.00 - 1.50 - Very Inadequate (VIA)

working extra hours by the staff in order to beat deadlines.

Table 49 presents the perceptions of the critics. The critics, too, thought that time allotment for journalism was "moderately adequate" with a grand mean of 3.30.

Table 49

**Status of the Journalism Program Along Time
Allotment as Perceived by the Critic**

Time Allotment	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
1. A 40-minute period everyday is allotted for journalism lecture and writing sessions.	(10) 2	(4) 1	(15) 5	(10) 5	(3) 3	(42) 16	2.63	MA
2. A special program is designed to exempt and excuse publication staffers from other school co-curricular activities/tasks.	(10) 2	(24) 6	(18) 6	(2) 1	(1) 1	(55) 16	3.44	MA
3. The school provides measures to cover-up the missed classes and school activities of the student-writers during the task of school papering, conferences and trainings in journalism.	(10) 2	(8) 2	(30) 10	(2) 1	(1) 1	(51) 16	3.19	MA
4. Publication advisers, critics and student writers work extra hours in school papering.	(20) 4	(24) 6	(12) 4	(4) 2	(0) 0	(60) 16	3.75	HA
5. A system is devised to expedite the task of school papering through special school programming.	(10) 2	(24) 6	(18) 6	(4) 2	(0) 0	(56) 16	3.50	MA
Grand Total	(60) 12	(84) 21	(93) 31	(22) 11	(5) 5	(264) 80		
Grand Weighted Mean	-	-	-	-	-	-	3.30	MA

Legend:

- 4.51 - 5.00 - Extremely Adequate (EA)
 3.51 - 4.50 - Highly Adequate (HA)
 2.51 - 3.50 - Moderately Adequate (MA)
 1.51 - 2.50 - Inadequate (IA)
 1.00 - 1.50 - Very Inadequate (VIA)

However, one indicator "Publication advisers, critics and student writers work extra hours in school papering" was given a mean of 3.75 indicating "highly adequate." The rest of the indicators were rated with weighted means of 3.60, 3.50, 3.44 and 3.19. The highest rating was for "A

40-minute period everyday is allotted for journalism lecture and writing sessions" and the lowest mean was for "The school provides measures to cover the missed classes and school activities during the task of school papering, conferences and trainings in journalism." The critics believed that time allotment was not enough for journalism work as they observed the staff spent extra hours in doing their work.

The perceptions of the advisers are reflected in Table 50. As can be seen in the table, all indicators were considered "moderately adequate" with weighted means of 3.20, 3.10 and 2.95. Three obtained a weighted mean of 3.20 and these were: "A special program is designed to exempt and excuse staffers from other co-curricular activities/tasks"; "Publication advisers, critics and student writers work extra hours in school papering"; and "A system is desired to expedite the task of school papering through school programming." The lowest rating went to "A 40-minute period everyday is allotted for journalism lecture and writing sessions." As a whole, the advisers believed that time allotment was "moderately adequate" as evidenced by the grand mean of 3.13. As shown by the weighted means, the 40-minute period for regular

Table 50

**Status of the Journalism Program Along Time
Allotment as Perceived by the Advisers**

Time Allotment	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
1. A 40-minute period everyday is allotted for journalism lecture and writing sessions.	(20) 4	(12) 3	(15) 5	(8) 4	(4) 4	(59) 20	2.95	MA
2. A special program is designed to exempt and excuse publication staffers from other school co-curricular activities/tasks.	(20) 4	(16) 4	(15) 5	(12) 6	(1) 1	(64) 20	3.20	MA
3. The school provides measures to cover-up the missed classes and school activities of the student-writers during the task of school papering, conferences and trainings in journalism.	(20) 4	(12) 3	(15) 5	(14) 7	(1) 1	(62) 20	3.10	MA
4. Publication advisers, critics and student writers work extra hours in school papering.	(25) 5	(12) 3	(15) 5	(10) 5	(2) 2	(64) 20	3.20	MA
5. A system is devised to expedite the task of school papering through special school programming.	(20) 4	(16) 4	(18) 6	(8) 4	(2) 2	(64) 20	3.20	MA
Grand Total	(105) 21	(68) 17	(78) 26	(52) 26	(10) 10	(313) 100		
Grand Weighted Mean	-	-	-	-	-	-	3.13	MA

Legend:

- 4.51 - 5.00 - Extremely Adequate (EA)
 3.51 - 4.50 - Highly Adequate (HA)
 2.51 - 3.50 - Moderately Adequate (MA)
 1.51 - 2.50 - Inadequate (IA)
 1.00 - 1.50 - Very Inadequate (VIA)

journalistic work was not enough as staffers spent extra hours to do their work. It is notable that there were contingency plans made by the school to excuse and exempt staffers from other co-curricular activities and measures to cover-up the missed classes and school activities.

These considerations given to them enabled the staffers to work on their assignments.

Table 51 has the perceptions of the student-writers. Based on their responses, four indicators were considered "moderately adequate" with "A system is desired to expedite the task of school papering through school programming"

Table 51

**Status of the Journalism Program Along Time Allotment
as Perceived by the Student Writers**

Time Allotment	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EA)	(HA)	(MA)	(IA)	(VIA)			
1. A 40-minute period everyday is allotted for journalism lecture and writing sessions.	(45) 9	(68) 17	(48) 16	(26) 13	(55) 55	(242) 110	2.20	IA
2. A special program is designed to exempt and excuse publication staffers from other school co-curricular activities/tasks.	(75) 15	(80) 20	(42) 14	(68) 34	(27) 27	(292) 110	2.65	MA
3. The school provides measures to cover-up the missed classes and school activities of the student-writers during the task of school papering, conferences and trainings in journalism.	(50) 10	(64) 16	(99) 33	(66) 33	(18) 18	(297) 110	2.70	MA
4. Publication advisers, critics and student writers work extra hours in school papering.	(85) 17	(60) 15	(96) 32	(26) 13	(33) 33	(300) 110	2.73	MA
5. A system is devised to expedite the task of school papering through special school programming.	(60) 12	(76) 19	(90) 30	(58) 29	(20) 20	(304) 110	2.76	MA
Grand Total	(315) 63	(348) 87	(375) 125	(244) 122	(153) 153	(1435) 550		
Grand Weighted Mean	-	-	-	-	-	-	2.61	MA

Legend: 4.51 - 5.00 - Extremely Adequate (EA)
 3.51 - 4.50 - Highly Adequate (HA)
 2.51 - 3.50 - Moderately Adequate (MA)
 1.51 - 2.50 - Inadequate (IA)
 1.00 - 1.50 - Very Inadequate (VIA)

obtaining a weighted mean of 2.76 and "A special program is designed to exempt and excuse staffers from other co-curricular activities/tasks" getting the lowest mean of 2.65 along this particular scale. The one indicator "A 40-minute period everyday is allotted for journalism lecture and writing sessions" was considered "inadequate" as evidenced by a weighted mean of 2.20. The overall grand mean for time allotment was 2.61 indicating "moderately adequate." The student writers themselves felt that the time allotment was not enough specially the regular 40-minute period. They resorted to spending extra hours in working and special programming to come up with the necessary issues for a certain period.

In summary, all the four groups of respondents considered time allotment for journalism work to be "moderately adequate" with following grand means: administrators - 3.20; critics - 3.30; advisers - 3.13 and student writers - 2.61.

Comparison of Perceptions of the Four Groups of Respondents on the Status of the Journalism Program

Tables 52 - 66 compare the perceptions of the four groups of respondents relative to the status of the journalism program along objectives, program content,

censorship, journalism skills, financing, in-service trainings, materials and equipment and time allotment. The results are herein discussed.

Objectives. Table 52 presents the results of the analysis of variance (ANOVA) applied to the responses of the four categories of respondents along objectives. It may be recalled that all groups assessed objectives as "highly attained" with the administrators having a grand mean of 3.75; critics - 3.57; advisers - 3.58; and student writers - 3.47 resulting in a combined mean of 3.51, still equivalent to "highly attained." The difference between \bar{X}_1 (administrators) and \bar{X}_2 (critics) was 0.18; \bar{X}_1 (administrators) and \bar{X}_3 (advisers) was also 0.17; \bar{X}_1

Table 52

ANOVA Table to Compare Perceptions of the Four
Categories of Respondents on the Status of
Journalism Program Along Objectives

Source of Variation	Sum of Squares	df	Mean Squares	F-value		Evaluation	Decision
				Computed	Critical		
Between Groups	8.325E-02	3	2.775E-02	6.00	6.59		
Within Groups	1.850E-02	4	4.625E-03	-	-	Not Significant	Accept H_0
Total	0.102	7	-	-	-	-	-

(administrators) and \bar{X}_4 (student writers) was 0.28; \bar{X}_2 (critics) and \bar{X}_3 (advisers) was 0.01; \bar{X}_2 (critics) and \bar{X}_4 (student writers) was 0.11; and between \bar{X}_3 (advisers) and \bar{X}_4 (student writers) was also 0.11. To determine whether the differences among the six means were significant or not, one-way analysis of variance was applied. The computed F-value turned out to be 0.31 which was numerically lesser than the critical F-value of 6.59 at .05 level of significance with $df = 7$. Thus, the hypothesis that "there are no significant differences among the perceptions of the four groups of respondents relative to the status of the journalism program along objectives" was accepted. It implied that their perceptions on the attainment of the program objectives were similar. All of them, the administrators, critics, advisers and student writers shared the same opinion that the objectives were highly attained.

Program content. The comparison of the perceptions of the respondents along program content is reflected in Table 53. As mentioned earlier, all categories of respondents assessed program content as "highly attained" with the administrators obtaining a grand mean of 3.64; critics - 3.57; advisers - 3.75; and student writers - 3.73. The

Table 53

**ANOVA Table to Compare Perceptions of the Four
Categories of Respondents on the Status of
Journalism Program Along Content**

Source of Variation	Sum of Squares	df	Mean Squares	F-value		Evaluation	Decision
				Computed	Critical		
Between Groups	0.5683	3	0.189433	29.56	3.10		
Within Groups	0.1281	20	0.006407	-	-	Significant	Reject H_0
Total	0.6964	23	-	-	-	-	-

combined assessment resulted to combined mean of 3.71 still equivalent to "highly attained." Thus, the difference between \bar{X}_1 and \bar{X}_2 was 0.07; \bar{X}_1 and \bar{X}_3 was 0.11; \bar{X}_1 and \bar{X}_4 was 0.09; \bar{X}_2 and \bar{X}_3 was 0.18; \bar{X}_2 and \bar{X}_4 was 0.16; and \bar{X}_3 and \bar{X}_4 was 0.02. The analysis of variance resulted to a computed F-value of 29.56 which was numerically greater than the critical F-value of 3.10, $\alpha = .05$, $df = 23$. The hypothesis, therefore, that "there are no significant differences among the perceptions of the four groups of respondents relative to the status of the journalism program along program content" was rejected. To find out which pairs of perceptions differed significantly, Scheffe's test was employed (See Table 54).

Table 54

Scheffe's Table to Determine the Significant Difference
on the Perception of Three Categories of Respondents
Relative to Status of Journalism Program
Along Content

Categories of Respondents Compared	F'-value		Evaluation
	Computed	Critical	
Administrators vs Advisers	5.67	9.30	Not Significant
Administrators vs Critics	2.29	9.30	- do -
Administrators vs Student-Writers	3.79	9.30	- do -
Advisers vs Critics	15.17	9.30	Significant
Advisers vs Student-Writers	0.19	9.30	Not Significant
Critics vs Students-Writers	11.99	9.30	Significant

It can be gleaned from the table that significant differences between the critics' and advisers' responses, and critics' and student writers' assessment. The former yielded a computed F'-value of 15.17 which was numerically greater than the critical F'-value of 9.30. Thus, it can be said that the perceptions of critics and advisers differed significantly. It meant that the advisers were

more inclined to believe that the program content was highly attained as indicated by their higher grand mean of 3.75 than the critics. The latter, yielded a computed F' -value 11.99 numerically greater than the critical F' -value of 9.30. It can be concluded that the critics' and student writers' perceptions varied significantly. The student writers were, likewise, more inclined to believe that the program content was highly attained as evidenced by their higher mean than the critics. This finding can be explained by the fact both advisers and student writers were directly involved in putting up the school paper in their respective schools and they were the very people who knew better. Whereas, the critics merely went over articles submitted to them for proofreading in their areas of concern and did not have a hand in the production of the issues. Thus, they really knew whether the program content was taken cared of or not.

Censorship. Recalling the grand mean of the respondents along censorship, it was revealed earlier that the administrators, critics and advisers obtained mean values of 3.75, 3.66 and 3.53, respectively, signifying "highly implemented"; whereas the student-writers had a grand mean of 3.31 equivalent to "moderately implemented."

Table 55

**ANOVA Table to Compare Perceptions of the Four
Categories of Respondents on the Status of
Journalism Program Along Censorship**

Source of Variation	Sum of Squares	df	Mean Squares	F-value		Evaluation	Decision
				Computed	Critical		
Between Groups	0.873	3	0.291	5.57	2.95		
Within Groups	1.463	28	5.225E-02	-	-	Significant	Reject Ho
Total	2.336	31	-	-	-	-	-

The combined grand mean posted at 3.41 which denoted "moderately implemented." The mean differences showed the following: \bar{X}_1 vs. $\bar{X}_2 = 0.09$; \bar{X}_1 vs. $\bar{X}_3 = 0.22$; \bar{X}_1 vs. $\bar{X}_4 = 0.44$; \bar{X}_2 vs. $\bar{X}_3 = 0.13$; \bar{X}_2 vs. $\bar{X}_4 = 0.35$; and \bar{X}_3 vs. $\bar{X}_4 = 0.22$. Testing the significance of the mean differences, ANOVA was applied which resulted to a computed F-value of 15.65 which was numerically greater than the critical F-value of 2.95 at $\alpha = .05$, with 31 df. Hence, the hypothesis, therefore, that "there are no significant differences among the perceptions of the four groups of respondents relative to the status of the journalism program along censorship" was rejected. With a significant F, a posteriori test was used to determine which pairs of

means varied markedly.

Table 56 revealed that the responses between administrators and student writers differed significantly as evidenced by the computed F' -value of 24.82 which proved numerically greater than the critical F' -value of 8.85. The mean difference of 0.44 was big enough to cause it to be significant. It implied that the administrators

Table 56

Scheffe's Table to Determine the Significant Difference
on the Perception of Three Categories of Respondents
Relative to Status of Journalism Program
Along Censorship

Categories of Respondents Compared	F' -value		Evaluation
	Computed	Critical	
Administrators vs Advisers	6.21	8.85	Not Significant
Administrators vs Critics	1.04	8.85	- do -
Administrators vs Student-Writers	24.82	8.85	Significant
Advisers vs Critics	2.17	8.85	Not Significant
Advisers vs Student- Writers	6.21	8.85	Not Significant
Critics vs Students- Writers	15.71	8.85	Significant

considered censorship to be highly implemented while the students believed it only to be moderately implemented. Another pair of means which proved significant was between the critics and student writers. Here again, the mean difference of 0.35 between them was significant enough to conclude that their opinions differed markedly. The critics were of the belief that censorship was highly implemented but the student writers felt that they were only moderately implemented.

Journalism skills. The comparison of the respondents' responses along journalism skills is shown in Table 57. The grand mean of the administrators was pegged at 3.75; the critics' was 3.67; the advisers' was 3.61; and for the student writers' was 3.47. The difference between \bar{X}_1 and

Table 57

ANOVA Table to Compare Perceptions of the Four
Categories of Respondents on the Status of
Journalism Program Along Journalism Skills

Source of Variation	Sum of Squares	df	Mean Squares	F-value		Evaluation	Decision
				Computed	Critical		
Between Groups	0.332	3	0.111	4.146	2.95		
Within Groups	0.748	28	2.670E-02	-	-	Significant	Reject H_0
Total	1.080	31	-	-	-	-	-

\bar{X}_2 was 0.07; \bar{X}_1 and \bar{X}_3 was 0.13; \bar{X}_1 and \bar{X}_4 was 0.27; \bar{X}_2 and \bar{X}_3 was 0.06; \bar{X}_2 and $\bar{X}_4 = 0.20$; and \bar{X}_3 and \bar{X}_4 was 0.14. The combined mean posted at 3.52 which indicated "very satisfactory." Testing the significance of the observed differences, ANOVA was applied which resulted in a computed F-value of 21.01 which was numerically greater than the critical F-value of 2.95 at .05 level of significance with 31 degrees of freedom. This signalled the rejection of the hypothesis that "there are no significant differences among the perceptions of the four categories of respondents relative to the status of the journalism program along journalism skills." Since the computed F was significant, a posteriori test was applied to determine which pair of mean differed significantly. The results of the Scheffe's test are reflected in Table 58. As can be seen, the computed F'-value of the administrators and students was 24.59 which turned out greater than the critical F'-value of 8.85. This indicated the perceptions between these groups differed significantly from each other. While the administrators deemed the journalism skills of the staff to be very satisfactory, the student writers considered them only to be satisfactory. Another pair of respondents which registered a significant

Table 58

Scheffe's Table to Determine the Significant Difference
on the Perception of Three Categories of Respondents
Relative to Status of Journalism Program
Along Journalism Skills

Categories of Respondents Compared	F'-value		Evaluation
	Computed	Critical	
Administrators vs Advisers	1.65	8.85	Not Significant
Administrators vs Critics	5.70	8.85	Not Significant
Administrators vs Student-Writers	24.59	8.85	Significant
Advisers vs Critics	1.21	8.85	Not Significant
Advisers vs Student-Writers	13.49	8.85	Significant
Critics vs Students-Writers	6.61	8.85	Not Significant

computed F'-value was the critics and student-writers as evidenced by 13.49 which by inspection was greater than the critical F'-value of 8.85. Again, the opinions of the groups varied significantly. The critics believed that the journalism skills of the staff were very satisfactory while the student writers thought of themselves as only satisfactory in terms of journalism skills.

Financing. As to the adequacy of financing, the comparison among the responses of the respondents is presented in Table 59. As stated earlier, the administrators had a grand mean of 2.84; the critics had 2.84; advisers - 3.04; and student writers - 2.86 which resulted in a combined grand mean of 2.88 which denoted "moderately adequate." The mean difference between \bar{X}_1 and \bar{X}_2 posted at 0.07; \bar{X}_1 and \bar{X}_3 was 0.20; \bar{X}_1 and \bar{X}_4 was 0.02; \bar{X}_2 and \bar{X}_3 was 0.20; \bar{X}_2 and \bar{X}_4 = 0.02; and \bar{X}_3 and \bar{X}_4 was 0.18. The significance of the observed differences was tested using ANOVA which resulted in a computed F of 332.56 obviously greater than the critical F-value of 3.10 at $\alpha = .05$, $df = 23$. This led to the rejection of the hypothesis

Table 59

ANOVA Table to Compare Perceptions of the Four
Categories of Respondents on the Status of
Journalism Program Along Financing

Source of Variation	Sum of Squares	df	Mean Squares	F-value		Evaluation	Decision
				Computed	Critical		
Between Groups	0.479	3	0.160	0.194	.295		
Within Groups	3.292	4	0.823	-	-	Not Significant	Accept Ho
Total	3.771	7	-	-	-	-	-

that "there are no significant differences among the perceptions of the four groups of respondents relative to the status of the journalism program along financing." With the computed F being significant, further test was done to pinpoint which pairs of means were significant using the Scheffe's test. As revealed in Table 60, it appears that three pairs of means showed marked differences, i.e. between administrators and critics; between critics and advisers; between critics and student writers which revealed computed F' -values of 15.42, 15.42 and 12.49, respectively, which were numerically greater than the critical F' -value of 9.30. Thus it could be said that the perceptions between each pair of respondents differed significantly. Between the administrators and critics, the mean difference of 0.20 was significant enough, although, their descriptive equivalent were the same, moderately adequate. This occurrence was true to the other pairs: between critics and advisers and between critics and student writers. The critics were more inclined to believe that their financing was moderately adequate than the administrators, advisers and student writers. This was so because these are people who were directly involved in the financial aspect of the program.

Table 60

Scheffe's Table to Determine the Significant Difference
on the Perception of Three Categories of Respondents
Relative to Status of Journalism Program
Along Financing

Categories of Respondents Compared	F'-value		Evaluation
	Computed	Critical	
Administrators vs Advisers	0.00	9.30	Not Significant
Administrators vs Critics	15.42	9.30	Significant
Administrators vs Student-Writers	0.15	9.30	Not Significant
Advisers vs Critics	15.42	9.30	Significant
Advisers vs Student- Writers	0.15	9.30	Not Significant
Critics vs Students- Writers	12.49	9.30	Significant

In-service training. Table 61 presents the ANOVA table comparing the perceptions of the four categories of respondents on the status of journalism program along adequacy of journalism trainings attended. To recall, the administrators, critics and advisers assessed journalism trainings as "highly adequate" with their corresponding grand means of 3.91, 3.79 and 3.87, respectively; whereas,

Table 61

**ANOVA Table to Compare Perceptions of the Four
Categories of Respondents on the Status of
Journalism Program Along Journalism
Trainings Attended**

Source of Variation	Sum of Squares	df	Mean Squares	F-value		Evaluation	Decision
				Computed	Critical		
Between Groups	0.7475	3	0.44877	5.56	2.95		
Within Groups	0.8728	28	0.0312	-	-	Significant	Reject Ho
Total	2.3358	31	-	-	-	-	-

the student-writers considered it as "moderately adequate" with a grand mean of 3.33. This resulted to combined mean of 3.36 considered "moderately adequate." The mean differences between groups were: \bar{X}_1 vs. $\bar{X}_2 = 0.12$; \bar{X}_1 vs. $\bar{X}_3 = 0.04$; \bar{X}_1 vs. $\bar{X}_4 = 0.58$; \bar{X}_2 vs. $\bar{X}_3 = 0.08$; \bar{X}_2 vs. $\bar{X}_4 = 0.46$; and \bar{X}_3 vs. $\bar{X}_4 = 0.54$. Testing these observed differences using ANOVA, the computed F-value was 10.36 which was numerically greater than the critical F-value of 2.86 at .05 level of significance, $df = 39$. Hence, the hypothesis that there were no significant differences among the perceptions of the four groups of respondents regarding the adequacy of journalism trainings was rejected. Thus, it could be said that the opinions of the respondents

somehow differed from each other. To determine which groups showed great variations, Scheffe's test was applied. It can be observed in Table 62 that the perceptions of the following pairs of respondents showed significant variations: administrators and student writers; critics and student writers; advisers and student writers which registered mean differences of 0.58, 0.46 and 0.54,

Table 62

Scheffe's Table to Determine the Significant Difference
on the Perception of Three Categories of Respondents
Relative to Status of Journalism Program
Along Journalism Trainings Attended

Categories of Respondents Compared	F'-value		Evaluation
	Computed	Critical	
Administrators vs Advisers	0.14	8.58	Not Significant
Administrators vs Critics	1.22	8.58	Not Significant
Administrators vs Student-Writers	28.51	8.58	Significant
Advisers vs Critics	0.54	8.58	Not Significant
Advisers vs Student-Writers	24.72	8.58	Significant
Critics vs Students-Writers	17.94	8.58	Significant

respectively. The computed F' -values was 28.51, 17.94 and 24.92, all numerically greater than the critical F' -value of 8.58 at $\alpha = .05$. It implied that the administrators, critics and advisers believed that in-service training was highly adequate, but the student writers felt they were only moderately adequate.

Materials and equipment. On this component of the journalism program, Table 63 presents the data. It may be recalled that the grand means for the four categories of respondents were: 3.12 for administrators; 2.99 for critics; 2.86 for publication advisers; and 2.69 for student writers which all denoted "moderately adequate." The combined mean was 2.78, also "moderately adequate."

Table 63

**ANOVA Table to Compare Perceptions of the Four
Categories of Respondents on the Status of
Journalism Program Along Materials
and Facilities**

Source of Variation	Sum of Squares	Df	Mean Squares	F-value		Evaluation	Decision
				Computed	Critical		
Between Groups	0.7475	3	0.44877	5.56	2.95		
Within Groups	0.8728	28	0.0312	-	-	Significant	Reject H_0
Total	2.3358	31	-	-	-	-	-

and \bar{X}_3 was 0.26; \bar{X}_1 and \bar{X}_4 was 0.43; \bar{X}_2 and \bar{X}_3 was 0.13; \bar{X}_2 and \bar{X}_4 was 0.30; and \bar{X}_3 and \bar{X}_4 was 0.17. The test of differences resulted in a computed F-value of 13.29 which was numerically greater than the critical F-value of 3.24 at $\alpha = .05$, $df = 19$. Therefore, the corresponding hypothesis involving the significant differences among the

Table 64

Scheffe's Table to Determine the Significant Difference
on the Perception of Three Categories of Respondents
Relative to Status of Journalism Program
Along Materials and Facilities

Categories of Respondents Compared	F'-value		Evaluation
	Computed	Critical	
Administrators vs Advisers	1.31	9.72	Not Significant
Administrators vs Critics	5.26	9.72	Not Significant
Administrators vs Student-Writers	14.39	9.72	Significant
Advisers vs Critics	1.31	9.72	Not Significant
Advisers vs Student- Writers	7.00	9.72	Not Significant
Critics vs Students- Writers	2.75	9.72	Not Significant

perceptions of the respondents regarding materials and equipment was rejected. There existed some variations in the opinions of the different groups of respondents. To test which pairs of groups differed significantly, Scheffe's test was applied. It turned out that the perceptions of the administrators and student-writers differed significantly. The computed F' -value happened to be 14.39 which was numerically greater than the critical F' -value of 9.72. It indicated that although the descriptive equivalent of obtained means for both groups was the same being moderately adequate, the administrators group had a bigger mean than the student-writers. The earlier group had a grand mean of 3.12 while the latter had a grand mean of 2.86.

Time allotment. In terms of time allotment, the comparison of the perceptions of the four categories of respondents is shown in Table 65. It was mentioned that all groups had a combined assessment of 2.79 which denoted "moderately adequate" with the administrators having a grand mean of 3.20; critics, 3.30; advisers, 3.13; and student writers, 2.61. The mean differences were as follows: administrators vs. critics was 0.10; administrators vs. advisers was 0.07; administrators vs.

Table 65

ANOVA Table to Compare Perceptions of the Four
Categories of Respondents on the Status of
Journalism Program Along Time Allotment

Source of Variation	Sum of Squares	df	Mean Squares	F-value		Evaluation	Decision
				Computed	Critical		
Between Groups	0.7475	3	0.44877	5.56	2.95		
Within Groups	0.8728	28	0.0312	-	-	Significant	Reject Ho
Total	2.3358	31	-	-	-	-	-

student writers was 0.59; critics vs. advisers was 0.71; critics vs. student writers was 0.69; advisers vs. student writers was 0.52. Testing these differences resulted in a computed F-value of 5.21 which was numerically greater than the critical F-value of 3.24 at $\alpha = .05$, $df = 19$. The hypothesis of no significant differences among the perceptions of the four groups of respondents on adequacy of time allotment was correspondingly rejected. Further testing of the significant F using Scheffe's test (Table 66) revealed computed F'-values of 7.53, lesser than the critical F'-value of 9.72 at .05 level between the grand mean of the advisers and student writers. It implied that although the descriptive value for both groups was moderately adequate, their numerical values differed

Table 66

Scheffe's Table to Determine the Significant Difference
on the Perception of Three Categories of Respondents
Relative to Status of Journalism Program
Along Time Allotment

Categories of Respondents Compared	F'-value		Evaluation
	Computed	Critical	
Administrators vs Advisers	0.28	9.72	Not Significant
Administrators vs Critics	0.14	9.72	Not Significant
Administrators vs Student-Writers	9.69	9.72	Not Significant
Advisers vs Critics	0.80	9.72	Not Significant
Advisers vs Student-Writers	7.53	9.72	Not Significant
Critics vs Students-Writers	13.25	9.72	Significant

greatly that their mean difference of 0.69 was significant enough to conclude that student writers were one of the belief that time allotment was not really enough for journalism. They had a lower grand mean than the advisers which signified that they knew better since they were the ones really working.

**Perceived Problems of the Four Groups
of Respondents on Journalism Program
Implementation**

Tables 67 - 70 contain the perceptions of the four groups of respondents regarding the problems they encountered in implementing the journalism program. The problems were categorized into: relationship among student writers, advisers, critics and principals; time constraint; adequacy of financing; adequacy of materials/facilities; censorship; and other problems.

Administrators. Table 67 reflects the perceptions of the administrator-respondents. Of the six categories of problems, three were assessed as "moderately felt" with adequacy of financing obtaining the highest submean of 3.42, followed by time constraint having 3.02 and adequacy of materials/facilities with 2.52. It is worthy to mention that on adequacy of materials/facilities, "unavailability of funds to finance trainings and workshops in journalism" was "highly felt" with a weighted mean of 3.55. The other categories were considered "slightly felt" with the following submeans: other problems - 2.47; relationship among student writers, adviser, critic and principal - 2.35; and censorship - 2.24. The grand mean for the administrators group was pegged at 2.67 signifying "moderately felt." It implied that the administrators were

Table 67

**Problems Encountered in Implementing the Campus Journalism
Program as Perceived by the Administrators**

Problems	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EF)	(HF)	(MF)	(SF)	(NP)			
1. Relationship among student-writers, advisers, critic and principal								
1.1 Unsupportive school administrator to the activities undertaken by editorial staff.	(5) 1	(12) 3	(3) 1	(2) 1	(5) 5	(27) 11	2.45	SF
1.2 Incompetent teacher adviser where in the management and technical skills in journalism.	(5) 1	(8) 2	(6) 2	(2) 1	(5) 5	(26) 11	2.36	SF
1.3 Performance and achievements of the journalists are not given due merit and recognition.	(0) 0	(12) 3	(0) 0	(12) 6	(2) 2	(26) 11	2.36	SF
1.4 Loss of confidence and trust between and among the staffers, adviser, critic and the principal.	(0) 0	(12) 3	(0) 0	(6) 3	(5) 5	(23) 11	2.09	SF
1.5 Uncooperative subject teachers of the staffers.	(0) 0	(20) 5	(6) 2	(2) 1	(3) 3	(31) 11	2.82	MF
1.6 Unharmonious work relationship of the scribes and journalism personnel.	(0) 0	(4) 1	(6) 2	(8) 4	(4) 4	(22) 11	2.00	SF
Sub-Total	(10) 2	(68) 17	(21) 7	(32) 16	(24) 24	(155) 66	2.35	SF
2. Time Constraint								
2.1 Inadequate time due to too much curricular load and hectic schedule of other school activities.	(15) 3	(12) 3	(6) 2	(2) 1	(2) 2	(37) 11	3.36	MF
2.2 Journalism is not a part in school programming.	(5) 1	(12) 3	(12) 4	(0) 0	(3) 3	(32) 11	2.91	MF
2.3 The subject teachers do not consider the absence of the students scribes who miss classes so as to cover important events.	(10) 2	(8) 2	(12) 4	(2) 1	(2) 2	(34) 11	3.09	MF
2.4 The administration and the parents of the scribes are reluctant to allow the scribes to work overtime.	(5) 1	(8) 2	(9) 3	(6) 3	(2) 2	(30) 11	2.73	MF

Table 67 (Cont'd.)

Problems	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EF)	(HF)	(MF)	(SF)	(NP)			
Sub-Total	(35) 7	(40) 10	(39) 13	(10) 5	(9) 9	(133) 44	3.02	MF
3. Financial Inadequacy								
3.1 Lack of funds to finance the registration fees, transportation and meal allowances of student scribes to trainings and conferences.	(20) 4	(4) 1	(9) 3	(2) 1	(2) 2	(37) 11	3.36	MF
3.2 Non-government support in the production of the school publication.	(20) 4	(4) 1	(9) 3	(2) 1	(2) 2	(37) 11	3.36	MF
3.3 Inavailability of funds to finance trainings and workshops in journalism.	(20) 4	(4) 1	(12) 4	(2) 1	(1) 1	(39) 11	3.55	HF
Sub-Total	(60) 12	(12) 3	(30) 10	(6) 3	(5) 5	(113) 33	3.42	MF
4. Inadequacy of materials / facilities								
4.1 No permanent room for journalism classes and laboratory for school papering.	(0) 0	(12) 3	(18) 6	(0) 0	(2) 2	(32) 11	2.91	MF
4.2 Poor lightings for overtime work.	(0) 0	(0) 0	(12) 4	(4) 2	(5) 5	(21) 11	1.91	SF
4.3 Inavailability of staffroom equipments such as computers, typewriter and camera.	(0) 0	(12) 3	(9) 3	(6) 3	(2) 2	(29) 11	2.64	MF
4.4 Inadequacy of office facilities as working tables, chairs, filing cabinets arrange for easy work flow.	(0) 0	(0) 0	(15) 5	(8) 4	(2) 2	(25) 11	2.27	SF
4.5 Inavailability of office supplies as writing papers, pens, tapes, etc.	(0) 0	(0) 0	(18) 6	(4) 2	(3) 3	(25) 11	2.27	SF
4.6 Inavailability of reference books in journalism, files of past issues clippings, handouts, directories, photo files and the like.	(0) 0	(20) 5	(6) 2	(6) 2	(2) 2	(34) 11	3.09	MF
Sub-Total	(0) 0	(44) 11	(78) 26	(28) 13	(16) 16	(166) 66	2.52	MF
5. Pre-publication censorship								
5.1 Articles and write-ups released for publication depend on the approval of the principal.	(5) 1	(0) 0	(15) 5	(2) 1	(4) 4	(26) 11	2.36	SF

Table 67 (Cont'd.)

Problems	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EF)	(HF)	(MF)	(SF)	(NP)			
5.2 Critic teacher goes beyond checking grammar and format errors but also alters content and idea of the articles depending on her stand of the issue.	(0) 0	(4) 1	(15) 5	(4) 2	(3) 3	(26) 11	2.36	SF
5.3 Publication adviser cannot defend the stand of the staff of issues for fear of the principal.	(0) 0	(8) 2	(6) 2	(2) 1	(6) 6	(22) 11	2.00	SF
Sub-Total	(5) 1	(12) 3	(36) 12	(8) 4	(13) 13	(74) 33	2.24	SF
6. Other Problems								
6.1 Low morale of the staff members.	(0) 0	(4) 1	(18) 6	(4) 2	(2) 2	(26) 11	2.55	MF
6.2 Selection of some staff members are through recommendation of principal.	(0) 0	(4) 1	(18) 6	(0) 0	(4) 4	(26) 11	2.36	SF
6.3 There is favoritism of the adviser in sending journalists to trainings.	(0) 0	(4) 1	(15) 5	(0) 0	(5) 5	(24) 11	2.18	SF
6.4 Performance and achievement of adviser in journalism is not given merit or recognition by the administration.	(5) 1	(0) 0	(15) 5	(6) 3	(2) 2	(28) 11	2.55	MF
6.5 Journalistic skills of some of the student writers are just average.	(5) 1	(4) 1	(15) 5	(4) 2	(2) 2	(30) 11	2.73	MF
Sub-Total	(10) 2	(16) 4	(81) 27	(14) 7	(15) 15	(136) 55	2.47	SF
Grand Total	(120) 24	(192) 48	(285) 95	(98) 48	(82) 82	(777) 297		
Grand Weighted Mean	-	-	-	-	-	-	2.67	MF

Legend:

- 4.51 - 5.00 - Extremely Felt (EF)
 3.51 - 4.50 - Highly Felt (HF)
 2.51 - 3.50 - Moderately Felt (MF)
 1.51 - 2.50 - Slightly Felt (SF)
 1.00 - 1.50 - Not a Problem (NP)

aware that there were problems that beset the implementation of journalism in their schools, particularly

on financing, materials/equipment and time.

Critics. The critics' opinion is summarized in Table 68. They considered the problems on financing and materials/equipment to be "moderately felt" as supported by the submeans of 2.98 and 2.59, respectively. They assessed the other problems as "slightly felt" with the following submeans: time constraint - 2.38; censorship - 2.08; relationship among staff, adviser, critics and principal - 1.99 and other problems - 1.84. This group deemed the problems, as a whole, to be "slightly felt" with a grand mean of 2.31. The critics did not really feel the problem more than the administrator as their work was focused only in going over articles for publication. Though they regarded financing and materials/equipment as "moderately felt," they still considered them not serious ones.

Table 68

Problems Encountered in Implementing the Campus Journalism Program as Perceived by the Critics

Problems	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EF)	(HF)	(MF)	(SF)	(NP)			
1. Relationship among student-writers, advisers, critic and principal								
1.1 Unsupportive school administrator to the activities undertaken by editorial staff.	(0) 0	(8) 2	(9) 3	(6) 3	(8) 8	(31) 16	1.94	SF
1.2 Incompetent teacher adviser where in the management and technical skills in journalism.	(0) 0	(8) 2	(9) 3	(6) 3	(8) 8	(31) 16	1.94	SF

Table 68 (Cont'd.)

Problems	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EF)	(HF)	(MF)	(SF)	(NP)			
1.3 Performance and achievements of the journalists are not given due merit and recognition.	(0) 0	(8) 2	(9) 3	(6) 3	(8) 8	(31) 16	1.94	SF
1.4 Loss of confidence and trust between and among the staffers, adviser, critic and the principal.	(0) 0	(8) 2	(3) 1	(10) 5	(8) 8	(29) 16	1.81	SF
1.5 Uncooperative subject teachers of the staffers.	(0) 0	(20) 5	(0) 0	(10) 5	(6) 6	(36) 16	2.25	SF
1.6 Unharmonious work relationship of the scribes and journalism personnel.	(0) 0	(16) 4	(0) 0	(10) 5	(7) 7	(33) 16	2.06	SF
Sub-Total	(0) 0	(68) 17	(30) 10	(48) 24	(45) 45	(191) 96	1.99	SF
2. Time Constraint								
2.1 Inadequate time due to too much curricular load and hectic schedule of other school activities.	(0) 0	(16) 4	(15) 5	(8) 4	(3) 3	(42) 16	2.63	MF
2.2 Journalism is not a part in school programming.	(0) 0	(4) 1	(12) 4	(12) 6	(5) 5	(33) 16	2.06	SF
2.3 The subject teachers do not consider the absence of the students scribes who miss classes so as to cover important events.	(0) 0	(8) 2	(6) 2	(16) 8	(4) 4	(34) 16	2.13	SF
2.4 The administration and the parents of the scribes are reluctant to allow the scribes to work overtime.	(5) 1	(24) 6	(0) 0	(10) 5	(4) 4	(43) 16	2.69	MF
Sub-Total	(5) 1	(52) 13	(33) 11	(46) 23	(16) 16	(152) 64	2.38	SF
3. Financial Inadequacy								
3.1 Lack of funds to finance the registration fees, transportation and meal allowances of student scribes to trainings and conferences.	(5) 1	(12) 3	(12) 4	(16) 8	(0) 0	(45) 16	2.81	MF
3.2 Non-government support in the production of the school publication.	(20) 4	(8) 2	(18) 6	(6) 3	(1) 1	(53) 16	3.31	MF

Table 68 (Cont'd.)

Problems	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EF)	(HF)	(MF)	(SF)	(NP)			
3.3 Inavailability of funds to finance trainings and workshops in journalism.	(0) 0	(24) 6	(6) 2	(14) 7	(1) 1	(45) 16	2.81	MF
Sub-Total	(25) 5	(44) 11	(36) 12	(36) 18	(2) 2	(143) 48	2.98	MF
4. Inadequacy of materials / facilities								
4.1 No permanent room for journalism classes and laboratory for school papering.	(25) 5	(12) 3	(3) 1	(6) 3	(4) 4	(50) 16	3.13	MF
4.2 Poor lightings for overtime work.	(10) 2	(8) 2	(3) 1	(8) 4	(7) 7	(36) 16	2.25	SF
4.3 Inavailability of staffroom equipments such as computers, typewriter and camera.	(5) 1	(12) 3	(12) 4	(6) 3	(5) 5	(35) 16	2.19	SF
4.4 Inadequacy of office facilities as working tables, chairs, filing cabinets arrange for easy work flow.	(10) 2	(12) 3	(12) 4	(4) 2	(5) 5	(43) 16	2.69	MF
4.5 Inavailability of office supplies as writing papers, pens, tapes, etc.	(5) 1	(12) 3	(15) 5	(4) 2	(5) 5	(41) 16	2.56	MF
4.6 Inavailability of reference books in journalism, files of past issues clippings, handouts, directories, photo files and the like.	(5) 1	(8) 2	(18) 6	(9) 3	(4) 4	(44) 16	2.75	MF
Sub-Total	(60) 12	(64) 16	(63) 21	(37) 17	(30) 30	(249) 96	2.59	MF
5. Pre-publication censorship								
5.1 Articles and write-ups released for publication depend on the approval of the principal.	(10) 2	(8) 2	(3) 1	(8) 4	(7) 7	(36) 16	2.25	SF
5.2 Critic teacher goes beyond checking grammar and format errors but also alters content and idea of the articles depending on her stand of the issue.	(0) 0	(8) 2	(6) 2	(10) 5	(7) 7	(31) 16	1.94	SF
5.3 Publication adviser cannot defend the stand of the staff of issues for fear of the principal.	(0) 0	(8) 2	(12) 4	(6) 3	(7) 7	(33) 16	2.06	SF
Sub-Total	(10) 2	(24) 6	(21) 7	(24) 12	(21) 21	(100) 48	2.08	SF

Table 68 (Cont'd.)

Problems	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EF)	(HF)	(MF)	(SF)	(NP)			
6. Other Problems								
6.1 Low morale of the staff members.	(0) 0	(8) 2	(6) 2	(8) 4	(8) 8	(30) 16	1.88	SF
6.2 Selection of some staff members are through recommendation of principal.	(0) 0	(8) 2	(3) 1	(8) 4	(9) 9	(28) 16	1.75	SF
6.3 There is favoritism of the adviser in sending journalists to trainings.	(0) 0	(8) 2	(0) 0	(8) 4	(10) 10	(26) 16	1.63	SF
6.4 Performance and achievement of adviser in journalism is not given merit or recognition by the administration.	(0) 0	(8) 2	(0) 0	(10) 5	(9) 9	(27) 16	1.69	SF
6.5 Journalistic skills of some of the student writers are just average.	(0) 0	(8) 2	(15) 5	(8) 4	(5) 5	(36) 16	2.25	SF
Sub-Total	(0) 0	(40) 10	(24) 8	(42) 21	(41) 41	(147) 80	1.84	SF
Grand Total	(100) 20	(292) 73	(207) 69	(233) 115	(155) 155	(982) 432		
Grand Weighted Mean	-	-	-	-	-	-	2.31	SF

Legend:

4.51 - 5.00 - Extremely Felt (EF)
 3.51 - 4.50 - Highly Felt (HF)
 2.51 - 3.50 - Moderately Felt (MF)
 1.51 - 2.50 - Slightly Felt (SF)
 1.00 - 1.50 - Not a Problem (NP)

Advisers. For the advisers, their assessment can be gleaned in Table 69. For them, they considered five categories to be "moderately felt" with submeans ranging from 2.68 to 3.43. These were: adequacy of financing which got the highest weighted mean of 3.43, followed by time constraint having 3.33; adequacy of materials/facilities with 3.30; censorship with 2.98 and relationship among

Table 69

**Problems Encountered in Implementing the Campus Journalism
Program as Perceived by the Advisers**

Problems	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EF)	(HF)	(MF)	(SF)	(NP)			
1. Relationship among student-writers, advisers, critic and principal								
1.1 Unsupportive school administrator to the activities undertaken by editorial staff.	(5) 1	(16) 4	(15) 5	(8) 4	(6) 6	(50) 20	2.50	SF
1.2 Incompetent teacher adviser where in the management and technical skills in journalism.	(5) 1	(20) 5	(18) 6	(4) 2	(6) 6	(53) 20	2.65	MF
1.3 Performance and achievements of the journalists are not given due merit and recognition.	(5) 1	(20) 5	(12) 4	(10) 5	(5) 5	(52) 20	2.60	MF
1.4 Loss of confidence and trust between and among the staffers, adviser, critic and the principal.	(5) 1	(20) 5	(12) 4	(8) 4	(6) 6	(51) 20	2.55	MF
1.5 Uncooperative subject teachers of the staffers.	(10) 2	(24) 6	(12) 4	(8) 4	(4) 4	(58) 20	2.90	MF
1.6 Unharmonious work relationship of the scribes and journalism personnel.	(0) 0	(24) 6	(21) 7	(10) 5	(2) 2	(57) 20	2.85	MF
Sub-Total	(30) 6	(124) 31	(90) 30	(48) 24	(29) 29	(321) 120	2.68	MF
2. Time Constraint								
2.1 Inadequate time due to too much curricular load and hectic schedule of other school activities.	(25) 5	(24) 6	(9) 3	(8) 4	(2) 2	(68) 20	3.40	MF
2.2 Journalism is not a part in school programming.	(15) 3	(24) 6	(18) 6	(10) 5	(0) 0	(67) 20	3.35	MF
2.3 The subject teachers do not consider the absence of the students scribes who miss classes so as to cover important events.	(40) 8	(12) 3	(18) 6	(4) 2	(1) 1	(75) 20	3.75	HF
2.4 The administration and the parents of the scribes are reluctant to allow the scribes to work overtime.	(0) 0	(24) 6	(21) 7	(8) 4	(3) 3	(56) 20	2.80	MF

Table 69 (Cont'd.)

Problems	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EF)	(HF)	(MF)	(SF)	(NP)			
Sub-Total	(80) 16	(84) 21	(66) 22	(30) 15	(6) 6	(266) 80	3.33	MF
3. Financial Inadequacy								
3.1 Lack of funds to finance the registration fees, transportation and meal allowances of student scribes to trainings and conferences.	(15) 3	(24) 6	(15) 5	(6) 3	(3) 3	(63) 20	3.15	MF
3.2 Non-government support in the production of the school publication.	(25) 5	(24) 6	(15) 5	(4) 2	(2) 2	(70) 20	3.50	MF
3.3 Inavailability of funds to finance trainings and workshops in journalism.	(35) 7	(24) 6	(9) 3	(2) 1	(3) 3	(73) 20	3.65	HF
Sub-Total	(75) 15	(72) 18	(39) 13	(12) 6	(8) 8	(206) 60	3.43	MF
4. Inadequacy of materials/facilities								
4.1 No permanent room for journalism classes and laboratory for school papering.	(40) 8	(32) 8	(3) 1	(0) 0	(3) 3	(78) 20	3.90	HF
4.2 Poor lightings for overtime work.	(35) 7	(20) 5	(9) 3	(0) 0	(5) 5	(69) 20	3.45	MF
4.3 Inavailability of staffroom equipments such as computers, typewriter and camera.	(40) 8	(24) 6	(6) 2	(0) 0	(4) 4	(34) 20	1.70	SF
4.4 Inadequacy of office facilities as working tables, chairs, filing cabinets arrange for easy work flow.	(40) 8	(20) 5	(6) 2	(4) 2	(3) 3	(73) 20	3.65	HF
4.5 Inavailability of office supplies as writing papers, pens, tapes, etc.	(35) 7	(20) 5	(3) 1	(10) 5	(2) 2	(70) 20	3.50	MF
4.6 Inavailability of reference books in journalism, files of past issues clippings, handouts, directories, photo files and the like.	(30) 6	(16) 4	(18) 6	(6) 2	(2) 2	(72) 20	3.60	HF
Sub-Total	(220) 44	(132) 33	(45) 15	(20) 9	(19) 19	(396) 120	3.30	MF
5. Pre-publication censorship								
5.1 Articles and write-ups released for publication depend on the approval of the principal.	(15) 3	(20) 5	(15) 5	(8) 4	(3) 3	(61) 20	3.05	MF

Table 69 (Cont'd.)

Problems	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EF)	(HF)	(MF)	(SF)	(NP)			
5.2 Critic teacher goes beyond checking grammar and format errors but also alters content and idea of the articles depending on her stand of the issue.	(20) 4	(24) 6	(12) 4	(6) 3	(3) 3	(65) 20	3.25	MF
5.3 Publication adviser cannot defend the stand of the staff of issues for fear of the principal.	(0) 0	(20) 5	(24) 8	(4) 2	(5) 5	(53) 20	2.65	MF
Sub-Total	(35) 7	(64) 16	(51) 17	(18) 9	(11) 11	(179) 60	2.98	MF
6. Other Problems								
6.1 Low morale of the staff members.	(0) 0	(12) 3	(21) 7	(6) 3	(7) 7	(46) 20	2.30	SF
6.2 Selection of some staff members are through recommendation of principal.	(0) 0	(16) 4	(15) 5	(4) 2	(9) 9	(44) 20	2.20	SF
6.3 There is favoritism of the adviser in sending journalists to trainings.	(0) 0	(8) 2	(18) 6	(4) 2	(10) 10	(40) 20	2.00	SF
6.4 Performance and achievement of adviser in journalism is not given merit or recognition by the administration.	(0) 0	(4) 1	(18) 6	(6) 3	(10) 10	(38) 20	1.90	SF
6.5 Journalistic skills of some of the student writers are just average.	(10) 2	(28) 7	(12) 4	(6) 3	(4) 4	(60) 20	3.00	MF
Sub-Total	(10) 2	(68) 17	(84) 28	(26) 13	(40) 40	(228) 100	2.28	SF
Grand Total	(450) 90	(544) 136	(375) 125	(154) 76	(113) 113	(1596) 540		
Grand Weighted Mean	-	-	-	-	-	-	3.00	MF

Legend:

4.51 - 5.00 - Extremely Felt (EF)
 3.51 - 4.50 - Highly Felt (HF)
 2.51 - 3.50 - Moderately Felt (MF)
 1.51 - 2.50 - Slightly Felt (SF)
 1.00 - 1.50 - Not a Problem (NP)

staff, adviser, critic and principal with 2.68. On the financial aspect of the implementation, the adviser

pinpointed "unavailability of funds to finance trainings and workshops in journalism" to be "highly felt" as evidenced by a mean of 3.65. Along time constraint, they considered "the subject teacher do not consider the absence of student scribes who miss classes so as to cover important events" also as "highly felt" with a mean of 3.75. Along materials/facilities, they singled out three specific problems to be highly felt with means of 3.90, 3.65 and 3.60. They corresponded to: "No permanent room for journalism classes and laboratory for school papering"; "Inadequacy of office facilities as working tables, chairs, filing cabinets arranged for every workflow"; and "Inavailability of reference books in journalism, files of past issues, clippings, handouts, directories, photo files and the like." The other related problems (category 6) was deemed by them as "slightly felt" as evidenced by a submean of 2.28. As a whole, the problems were considered as "moderately felt" obtaining a grand mean of 3.00. The advisers considered almost all categories (except one) to be problems to some extent and still, they considered the problems along financing, materials/facilities and time to be the more prevalent ones.

Student writers. As far as the student-writers were concerned, they deemed five categories to be "moderately

Table 70

**Problems Encountered in Implementing the Campus Journalism
Program as Perceived by the Student Writers**

Problems	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EF)	(HF)	(MF)	(SF)	(NP)			
1. Relationship among student-writers, advisers, critic and principal								
1.1 Unsupportive school administrator to the activities undertaken by editorial staff.	(80) 16	(56) 14	(60) 20	(52) 26	(34) 34	(282) 110	2.56	MF
1.2 Incompetent teacher adviser where in the management and technical skills in journalism.	(85) 17	(40) 10	(72) 24	(68) 34	(25) 25	(290) 110	2.64	MF
1.3 Performance and achievements of the journalists are not given due merit and recognition.	(70) 14	(76) 19	(81) 27	(52) 26	(24) 24	(303) 110	2.75	MF
1.4 Loss of confidence and trust between and among the staffers, adviser, critic and the principal.	(60) 12	(76) 19	(72) 24	(46) 23	(32) 32	(286) 110	2.60	MF
1.5 Uncooperative subject teachers of the staffers.	(35) 7	(100) 25	(66) 22	(52) 26	(30) 30	(283) 110	2.57	MF
1.6 Unharmonious work relationship of the scribes and journalism personnel.	(70) 14	(76) 19	(96) 32	(72) 36	(9) 9	(323) 110	2.94	MF
Sub-Total	(400) 80	(424) 106	(447) 149	(342) 171	(154) 154	(1767) 660	2.68	MF
2. Time Constraint								
2.1 Inadequate time due to too much curricular load and hectic schedule of other school activities.	(75) 15	(112) 28	(84) 28	(40) 20	(19) 19	(330) 110	3.00	MF
2.2 Journalism is not a part in school programming.	(90) 18	(64) 16	(63) 21	(30) 15	(40) 40	(287) 110	2.61	MF
2.3 The subject teachers do not consider the absence of the students scribes who miss classes so as to cover important events.	(100) 20	(72) 18	(57) 19	(48) 24	(29) 29	(306) 110	2.78	MF
2.4 The administration and the parents of the scribes are reluctant to allow the scribes to work overtime.	(95) 19	(56) 14	(87) 29	(52) 26	(22) 22	(312) 110	2.84	MF

Table 70 (Cont'd.)

Problems	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EF)	(HF)	(MF)	(SF)	(NP)			
Sub-Total	(360) 72	(304) 76	(291) 22	(170) 85	(110) 110	(1235) 440	2.81	MF
3. Financial Inadequacy								
3.1 Lack of funds to finance the registration fees, transportation and meal allowances of student scribes to trainings and conferences.	(150) 30	(64) 16	(63) 21	(54) 27	(16) 16	(347) 110	3.15	MF
3.2 Non-government support in the production of the school publication.	(130) 26	(72) 18	(81) 27	(58) 29	(10) 10	(351) 110	3.19	MF
3.3 Inavailability of funds to finance trainings and workshops in journalism.	(130) 26	(88) 22	(87) 29	(30) 15	(18) 18	(353) 110	3.21	MF
Sub-Total	(410) 82	(224) 56	(231) 77	(142) 71	(44) 44	(1051) 330	3.18	MF
4. Inadequacy of materials / facilities								
4.1 No permanent room for journalism classes and laboratory for school papering.	(185) 37	(72) 18	(54) 18	(30) 15	(22) 22	(363) 110	3.30	MF
4.2 Poor lightings for overtime work.	(165) 33	(92) 23	(54) 18	(46) 23	(13) 13	(370) 110	3.36	MF
4.3 Inavailability of staffroom equipments such as computers, typewriter and camera.	(200) 40	(64) 16	(60) 20	(34) 17	(17) 17	(175) 110	1.59	SF
4.4 Inadequacy of office facilities as working tables, chairs, filing cabinets arrange for easy work flow.	(215) 43	(76) 19	(51) 17	(40) 20	(11) 11	(393) 110	3.57	HF
4.5 Inavailability of office supplies as writing papers, pens, tapes, etc.	(155) 31	(104) 26	(72) 24	(20) 10	(19) 19	(370) 110	3.36	MF
4.6 Inavailability of reference books in journalism, files of past issues clippings, handouts, directories, photo files and the like.	(180) 36	(84) 21	(63) 21	(51) 17	(15) 15	(393) 110	3.57	HF
Sub-Total	(1100) 220	(492) 123	(354) 118	(221) 102	(97) 97	(2064) 660	3.13	MF
5. Pre-publication censorship								
5.1 Articles and write-ups released for publication depend on the approval of the principal.	(65) 13	(92) 23	(78) 26	(50) 25	(23) 23	(308) 110	2.80	MF

Table 70 (Cont'd.)

Problems	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EF)	(HF)	(MF)	(SF)	(NP)			
5.2 Critic teacher goes beyond checking grammar and format errors but also alters content and idea of the articles depending on her stand of the issue.	(65) 13	(80) 20	(57) 19	(52) 26	(32) 32	(286) 110	2.60	MF
5.3 Publication adviser cannot defend the stand of the staff of issues for fear of the principal.	(35) 7	(80) 20	(57) 19	(58) 29	(35) 35	(265) 110	2.41	MF
Sub-Total	(165) 33	(252) 63	(192) 64	(160) 80	(90) 90	(859) 330	2.60	MF
6. Other Problems								
6.1 Low morale of the staff members.	(45) 9	(56) 14	(57) 19	(58) 29	(39) 39	(255) 110	2.32	SF
6.2 Selection of some staff members are through recommendation of principal.	(35) 7	(56) 14	(66) 22	(36) 18	(49) 49	(242) 110	2.20	SF
6.3 There is favoritism of the adviser in sending journalists to trainings.	(75) 15	(56) 14	(54) 18	(32) 16	(47) 47	(264) 110	2.40	SF
6.4 Performance and achievement of adviser in journalism is not given merit or recognition by the administration.	(80) 16	(44) 11	(54) 18	(44) 22	(43) 43	(265) 110	2.41	SF
6.5 Journalistic skills of some of the student writers are just average.	(75) 15	(52) 13	(69) 23	(52) 26	(33) 33	(281) 110	2.55	MF
Sub-Total	(310) 62	(264) 66	(300) 100	(222) 111	(211) 211	(1307) 550	2.38	SF
Grand Total	(2745) 549	(1960) 490	(1815) 605	(1257) 620	(706) 706	(8283) 2970		
Grand Weighted Mean	-	-	-	-	-	-	2.80	MF

Legend:

- 4.51 - 5.00 - Extremely Felt (EF)
 3.51 - 4.50 - Highly Felt (HF)
 2.51 - 3.50 - Moderately Felt (MF)
 1.51 - 2.50 - Slightly Felt (SF)
 1.00 - 1.50 - Not a Problem (NP)

felt." These were the problems on: financing with a submean of 3.18; materials/facilities with a submean of

3.13; time constraint with 2.81; relationship among staff, adviser, critics and principal which got a submean of 2.68; and censorship having a submean of 2.60. Quite notable that along materials/facilities, "inadequacy of office facilities as working tables, chairs, filing cabinets arranged for easy workflow" and "inavailability of reference books in journalism, files of past issues, clippings, handouts, directories, photo files and the like" were assessed by student writers as "highly felt" both obtaining a weighted mean of 3.57. Like the advisers, they deemed "other problems" as "slightly felt" with a submean of 2.38. Taken as a whole, they considered the problems as "moderately felt" as supported by a grand mean of 2.80.

Summarizing the responses of the four groups of respondents, it appears that the administrators, advisers and student writers were one in assessing the problems in journalism program implementation as "moderately felt" with grand means of 2.67, 3.00 and 2.80, respectively. The critics considered them "slightly felt" with a grand mean of 2.27. All four categories of respondents deemed the problem in financing, materials/facilities and time constraint to be more prevalent than the rest of the given categories.

**Comparison of Perceptions of the Four
Groups of Respondents Relative to
the Perceived Problems**

Table 71 reflects the comparison of the perceptions of the respondents through the application of analysis of variance. It may be recalled that the grand means of the four categories of respondents were: administrators - 2.07; critics - 2.31; advisers - 3.00; and student writers - 2.80 resulting in a combined mean of 2.76 equivalent to "moderately felt." The mean difference between administrators and critics was pegged at 0.36; between administrators and advisers was 0.33; between administrators and student writers was 0.13; critics and advisers was 0.69; critics and student writers was 0.49; and between advisers and student writers, the difference was 0.20. Testing this observed differences using analysis

Table 71

ANOVA Table to Compare Perceived Problems Encountered

Source of Variation	Sum of Squares	df	Mean Squares	F-value		Evaluation	Decision
				Computed	Critical		
Between Groups	3.4323	3	1.144111	15.12	3.10		
Within Groups	1.5133	20	0.075663	-	-	Significant	Reject Ho
Total	4.9456	23	-	-	-	-	-

of variance, the computed F-value posted at 15.12 which was numerically greater than the critical F-value of 3.10 at .05 level of significance with $df = 23$. Thus, the hypothesis which stated that there were no significant differences among the perceptions of the four groups of respondents relative to the perceived problems was rejected. To further test which pairs of respondents had significant differences in their opinions, Scheffe's test was applied. This is shown in Table 72. It can be gathered from the table that two pairs of comparison surfaced to be significant. These were the responses between the critics and advisers and between advisers and student writers. The computed F'-value in the earlier pair posted at 18.88 while for the latter it was 9.52. Both values proved to be numerically greater than the critical F'-value of 9.30. The finding implied that the perceptions of the critics and advisers differed significantly. Thus, it strengthened the conclusion that the advisers believed that the problems were moderately felt while for the critics, these were only slightly felt. As in the case between the advisers and student writers, their opinions also showed marked difference. While the advisers thought that the problems were slightly felt, the student writers

Table 72

**Scheffe's Table to Determine the Significant Difference
on the Perception of Three Categories of Respondents
Relative to the Problems Encountered**

Categories of Respondents Compared	F'-value		Evaluation
	Computed	Critical	
Administrators vs Advisers	5.14	9.30	Not Significant
Administrators vs Critics	4.32	9.30	Not Significant
Administrators vs Student-Writers	0.67	9.30	Not Significant
Advisers vs Critics	18.88	9.30	Significant
Advisers vs Student- Writers	9.52	9.30	Significant
Critics vs Students- Writers	1.59	9.30	Not Significant

believed they were moderately felt.

**Perceived Solutions of the Four Groups
of Respondents to the Identified
Problems**

The four categories of respondents were also asked to give their opinions as to the possible solutions to the perceived problems. A checklist of solutions corresponding to the given problems were passed on to them for their

agreement or disagreement. The summarized responses of the groups are presented in Tables 73 - 76.

Administrators. Table 73 contains the responses of the administrator-respondents. It can be gleaned from the table that they "agreed" on all six categories of possible solutions with submeans ranging from 4.36 to 4.50, with solutions for problems in "relationship among staff, advisers, critic and principal" topping the list with a submean of 4.50; "solutions for other problems" with 4.15; and solutions for financing with 4.12. However, it is worthwhile mentioning that on solutions involving relationship among staff, advisers, critic and principal, three specific solutions were "strongly agreed" by this group with weighted means of 4.73, 4.55 and 4.55. Respectively, they referred to "a cordial talk with the principal explaining the merit of his administration"; "send the publication advisers to training/workshops in journalism"; and "a diplomatic confrontation between and among them so the root cause of the problem will be traced and compromised for a solution." On the solutions for problems of time constraint, "design school program that will include journalism class as an elective" was also "strongly agreed" as supported by a weighted mean of 4.91. On the solutions for problems along financing, two were

Table 73

**Possible Solutions to Problems Encountered
as Perceived by the Administrators**

Possible Solutions	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(SA)	(A)	(U)	(D)	(SD)			
1. Problems arising from the relationship of the student-writers, adviser, critic and principal.								
1.1 A cordial talk with the principal explaining the merit of his administration gets with the success of journalism in his school.	(40) 8	(12) 3	(0) 0	(0) 0	(0) 0	(52) 11	4.73	SA
1.2 Send the publication teacher to trainings/workshops in journalism.	(30) 6	(20) 5	(0) 0	(0) 0	(0) 0	(50) 11	4.55	SA
1.3 Create a body responsible in giving awards and recognition to student performers and winners in competition.	(25) 5	(24) 6	(0) 0	(0) 0	(0) 0	(49) 11	4.45	A
1.4 A diplomatic confrontation between and among them so the root cause of the problem be traced and compromise for a solution.	(30) 6	(20) 5	(0) 0	(0) 0	(0) 0	(50) 11	4.55	SA
1.5 Invite subject teachers not involve in journalism to see and read student-writers' work so they appreciate and recognize the efforts of the staffers for the name and honor of the school.	(20) 4	(28) 7	(0) 0	(0) 0	(0) 0	(48) 11	4.36	A
1.6 Review their respective functions and responsibilities as based in the organizational structure and come to compromise of any alterations of their task in the manner that no one gets over the other.	(30) 6	(12) 3	(6) 2	(0) 0	(0) 0	(48) 11	4.36	A
Sub-Total	(175) 35	(116) 29	(6) 2	(0) 0	(0) 0	(297) 66	4.50	A

Table 73 (Cont'd.)

Possible Solutions	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(SA)	(A)	(U)	(D)	(SD)			
2. Time Constraint								
2.1 Request the principal to excuse the publication adviser and staff from other school activities for the time being that they have to meet deadline for the release of the paper.	(30) 6	(16) 4	(3) 1	(0) 0	(0) 0	(49) 11	4.45	A
2.2 Design school program that will include journalism class as an optional/elective subject.	(30) 6	(20) 4	(4) 1	(0) 0	(0) 0	(54) 11	4.91	SA
2.3 Request the principal to create a system so student-writers could cover-up missed classes in subject where their services for the school publication is indispensable.	(20) 4	(24) 6	(3) 1	(0) 0	(0) 0	(47) 11	4.27	A
2.4 Avoid working overtime, but when is necessary talking to them personally would help.	(15) 3	(28) 7	(3) 1	(0) 0	(0) 0	(46) 11	4.18	A
Sub-Total	(101) 19	(88) 21	(13) 4	(0) 0	(0) 0	(166) 44	3.77	A
3. Financial Inadequacy								
3.1 Invite advertisers of wholesome products to subscribe to the paper with a fee or solicit from the community through caroling, and other fund raising activities.	(30) 6	(20) 5	(0) 0	(0) 0	(0) 0	(50) 11	4.55	SA
3.2 Talk to the Municipal Mayor to allocate an amount from the Special Education Fund, for the purpose of the production of the school publication.	(30) 6	(20) 5	(0) 0	(0) 0	(0) 0	(50) 11	4.55	SA
3.3 Send only to trainings the highest ranking student-writers wherein performance in journalism is concerned correspondingly the portion of the student subscription fee could accommodate.	(10) 2	(8) 2	(15) 5	(2) 1	(1) 1	(36) 11	3.27	U
Sub-Total	(70) 14	(48) 12	(15) 5	(2) 1	(1) 1	(136) 33	4.12	A

Table 73 (Cont'd.)

Possible Solutions	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(SA)	(A)	(U)	(D)	(SD)			
4. Inadequacy of materials / facilities								
4.1 Request the principal for a cubicle in any of the school offices or library for sue of the publication staffers.	(20) 4	(20) 5	(3) 1	(0) 0	(1) 1	(44) 11	4.00	A
4.2 Avoid making overtime work in the evening or if it is necessary ask permission from the principal to use other rooms that has good lighting conditions.	(25) 5	(16) 4	(3) 1	(0) 0	(1) 1	(45) 11	4.09	A
4.3 Make solicitations from benefactors for camera while the staffers could borrow typewriter or computer from the office.	(10) 2	(32) 8	(0) 0	(0) 0	(1) 1	(33) 11	3.00	U
4.4 Solicit from school offices and other government agencies for their old and used filing cabinets, chairs, tables, etc.	(10) 2	(28) 7	(3) 1	(0) 0	(1) 1	(42) 11	3.82	A
4.5 Slice an amount from the student subscription fee for the purpose and buy only the needed supplies for the year no more no less.	(10) 2	(28) 7	(3) 1	(0) 0	(1) 1	(42) 11	3.82	A
4.6 Reference books could be solicited from big schools and public libraries while past issues, clippings, handouts etc. would depend on the resourcefulness of the adviser and staffers.	(15) 3	(28) 7	(0) 0	(0) 0	(1) 1	(44) 11	4.00	A
Sub-Total	(90) 18	(152) 38	(12) 4	(0) 0	(6) 6	(250) 66	3.79	A
5. Pre-publication censorship								
5.1 Have a diplomatic talk with the principal regarding guidelines that they should follow in the censorship of publication.	(25) 5	(20) 5	(0) 0	(0) 0	(1) 1	(46) 11	4.18	A
5.2 Request the adviser to talk the matter over the critic and let the critic read the guidelines in checking/correcting write-ups for publication.	(25) 5	(20) 5	(0) 0	(0) 0	(1) 1	(46) 11	4.18	A

Table 73 (Cont'd.)

Possible Solutions	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(SA)	(A)	(U)	(D)	(SD)			
5.3 Request the adviser that if there should be problems that will crop up about the publication let the staffers settle them with the principal.	(10) 2	(28) 7	(3) 1	(0) 0	(1) 1	(42) 11	3.82	A
Sub-Total	(60) 12	(68) 17	(3) 1	(0) 0	(3) 3	(134) 33	4.06	A
6. Other Problems								
6.1 Organize a journalism activity where the staff members could lead and exercise leadership then awards are given for good performance.	(30) 6	(12) 3	(0) 0	(0) 0	(2) 2	(44) 11	4.00	A
6.2 Seek assistance from the division journalism supervisor/coordinator in the selection of the staff so the principal won't intervene.	(10) 2	(32) 8	(0) 0	(0) 0	(1) 1	(43) 11	3.91	A
6.3 Request for the creation of a ranking committee within the editorial board and only the higher ranking staffers will be sent to trainings depending on how many t he allotted amount could accommodate for the registration.	(15) 3	(28) 7	(0) 0	(0) 0	(1) 1	(44) 11	4.00	A
6.4 Request for the creation of an award giving body to consistently award school performers and winners of different school competitions.	(35) 7	(8) 2	(3) 1	(0) 0	(1) 1	(47) 11	4.27	A
6.5 Utilize a more comprehensive strategy in the selection of the staff.	(35) 7	(12) 3	(3) 1	(0) 0	(0) 0	(50) 11	4.54	SA
Sub-Total	(125) 25	(92) 23	(6) 2	(0) 0	(5) 5	(228) 55	4.15	A
Grand Total	(621) 123	(564) 140	(55) 18	(2) 1	(15) 15	(1211) 297		
Grand Weighted Mean	-	-	-	-	-	-	4.06	A

Legend:

4.51 - 5.00 - Strongly Agree (SA)
 3.51 - 4.50 - Agree (A)
 2.51 - 3.50 - Uncertain (U)
 1.51 - 2.50 - Disagree (D)
 1.00 - 1.50 - Strongly Disagree (SD)

"strongly agreed" by them. They correspond to, "invite advertisers of wholesome products to subscribe to the paper or solicit from community through caroling and other fund-raising activities" with a weighted mean of 4.55; and "talk to the mayor to allocate amount from the SEF for the school paper" which also obtained 4.55. Quite notable, too, was one solution which was "undecided" by the administrators. This was a solution for the problem along materials/facilities, viz: "make solicitations from benefactors for camera while the staffer would borrow typewriter or computer from the office" which got a mean of 3.00. This one was something the administrators were not sure of doing. They were in doubt of approaching benefactors to buy a camera for the school and having their typewriter or computer borrowed now and then by the writing staff. Taken as a whole, the administrators considered the solutions agreeable as supported by a grand mean of 4.06.

Critics. The critics' perceptions are shown in Table 74. Like the administrators, they "agreed" on all categories of solutions giving three of these higher means. These were: possible solutions for problems in "relationship" which obtained a weighted mean of 4.39; followed by the solutions for problems on "censorship" with a mean of 4.25; and solutions for problems on "financing"

Table 74

**Possible Solutions to Problems Encountered
as Perceived by the Critic**

Possible Solutions	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(SA)	(A)	(U)	(D)	(SD)			
1. Problems arising from the relationship of the student-writers, adviser, critic and principal.								
1.1 A cordial talk with the principal explaining the merit of his administration gets with the success of journalism in his school.	(50) 10	(24) 6	(0) 0	(0) 0	(0) 0	(74) 16	4.63	SA
1.2 Send the publication teacher to trainings/workshops in journalism.	(40) 8	(28) 7	(3) 1	(0) 0	(0) 0	(71) 16	4.44	A
1.3 Create a body responsible in giving awards and recognition to student performers and winners in competition.	(40) 8	(24) 6	(6) 2	(0) 0	(0) 0	(70) 16	4.38	A
1.4 A diplomatic confrontation between and among them so the root cause of the problem be traced and compromise for a solution.	(35) 7	(28) 7	(6) 2	(0) 0	(0) 0	(69) 16	4.31	A
1.5 Invite subject teachers not involve in journalism to see and read student-writers' work so they appreciate and recognize the efforts of the staffers for the name and honor of the school.	(40) 8	(28) 7	(3) 1	(0) 0	(0) 0	(71) 16	4.44	A
1.6 Review their respective functions and responsibilities as based in the organizational structure and come to compromise of any alterations of their task in the manner that no one gets over the other.	(20) 4	(40) 10	(6) 2	(0) 0	(0) 0	(66) 16	4.13	A
Sub-Total	(225) 45	(172) 43	(24) 8	(0) 0	(0) 0	(421) 96	4.39	A

Table 74 (Cont'd.)

Possible Solutions	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(SA)	(A)	(U)	(D)	(SD)			
2. Time Constraint								
2.1 Request the principal to excuse the publication adviser and staff from other school activities for the time being that they have to meet deadline for the release of the paper.	(35) 7	(36) 9	(0) 0	(0) 0	(0) 0	(71) 16	4.44	A
2.2 Design school program that will include journalism class as an optional/elective subject.	(40) 8	(28) 7	(3) 1	(0) 0	(0) 0	(71) 16	4.44	A
2.3 Request the principal to create a system so student-writers could cover-up missed classes in subject where their services for the school publication is indispensable.	(40) 8	(24) 6	(6) 2	(0) 0	(0) 0	(70) 16	4.38	A
2.4 Avoid working overtime, but when is necessary talking to them personally would help.	(40) 8	(32) 8	(0) 0	(0) 0	(0) 0	(72) 16	4.50	A
Sub-Total	(157) 31	(137) 30	(6) 3	(0) 0	(0) 0	(246) 64	3.84	A
3. Financial Inadequacy								
3.1 Invite advertisers of wholesome products to subscribe to the paper with a fee or solicit from the community through caroling, and other fund raising activities.	(20) 4	(20) 5	(15) 5	(4) 2	(0) 0	(59) 16	3.69	A
3.2 Talk to the Municipal Mayor to allocate an amount from the Special Education Fund, for the purpose of the production of the school publication.	(35) 7	(36) 9	(0) 0	(0) 0	(0) 0	(71) 16	4.44	A
3.3 Send only to trainings the highest ranking student-writers wherein performance in journalism is concerned correspondingly the portion of the student subscription fee could accommodate.	(20) 4	(48) 12	(0) 0	(0) 0	(0) 0	(68) 16	4.25	A
Sub-Total	(75) 15	(104) 26	(15) 5	(4) 2	(0) 0	(198) 48	4.13	A

Table 74 (Cont'd.)

Possible Solutions	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(SA)	(A)	(U)	(D)	(SD)			
4. Inadequacy of materials/facilities								
4.1 Request the principal for a cubicle in any of the school offices or library for sue of the publication staffers.	(35) 7	(24) 6	(6) 2	(2) 1	(0) 0	(67) 16	4.19	A
4.2 Avoid making overtime work in the evening or if it is necessary ask permission from the principal to use other rooms that has good lighting conditions.	(20) 4	(48) 12	(0) 0	(0) 0	(0) 0	(68) 16	4.25	A
4.3 Make solicitations from benefactors for camera while the staffers could borrow typewriter or computer from the office.	(15) 3	(24) 6	(15) 5	(4) 2	(0) 0	(43) 16	2.69	U
4.4 Solicit from school offices and other government agencies for their old and used filing cabinets, chairs, tables, etc.	(15) 3	(32) 8	(12) 4	(2) 1	(0) 0	(61) 16	3.81	A
4.5 Slice an amount from the student subscription fee for the purpose and buy only the needed supplies for the year no more no less.	(15) 3	(40) 10	(3) 1	(4) 2	(0) 0	(62) 16	3.88	A
4.6 Reference books could be solicited from big schools and public libraries while past issues, clippings, handouts etc. would depend on the resourcefulness of the adviser and staffers.	(30) 6	(28) 7	(3) 1	(6) 2	(0) 0	(67) 16	4.19	A
Sub-Total	(130) 26	(196) 49	(39) 13	(18) 8	(0) 0	(368) 96	3.83	A
5. Pre-publication censorship								
5.1 Have a diplomatic talk with the principal regarding guidelines that they should follow in the censorship of publication.	(35) 7	(36) 9	(0) 0	(0) 0	(0) 0	(71) 16	4.44	A
5.2 Request the adviser to talk the matter over the critic and let the critic read the guidelines in checking/correcting write-ups for publication.	(25) 5	(28) 7	(12) 4	(0) 0	(0) 0	(65) 16	4.06	A

Table 74 (Cont'd.)

Possible Solutions	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(SA)	(A)	(U)	(D)	(SD)			
5.3 Request the adviser that if there should be problems that will crop up about the publication let the staffers settle them with the principal.	(30) 6	(32) 8	(6) 2	(0) 0	(0) 0	(38) 16	4.25	A
Sub-Total	(90) 18	(96) 24	(18) 6	(0) 0	(0) 0	(204) 48	4.25	A
6. Other Problems								
6.1 Organize a journalism activity where the staff members could lead and exercise leadership then awards are given for good performance.	(40) 8	(32) 8	(0) 0	(0) 0	(0) 0	(72) 16	4.50	A
6.2 Seek assistance from the division journalism supervisor/coordinator in the selection of the staff so the principal won't intervene.	(15) 3	(20) 5	(12) 4	(4) 2	(2) 2	(53) 16	3.31	U
6.3 Request for the creation of a ranking committee within the editorial board and only the higher ranking staffers will be sent to trainings depending on how many t he allotted amount could accommodate for the registration.	(15) 3	(28) 7	(9) 3	(4) 2	(1) 1	(57) 16	3.56	A
6.4 Request for the creation of an award giving body to consistently award school performers and winners of different school competitions.	(25) 5	(16) 4	(9) 3	(8) 4	(0) 0	(58) 16	3.62	A
6.5 Utilize a more comprehensive strategy in the selection of the staff.	(35) 7	(28) 7	(6) 2	(0) 0	(0) 0	(69) 16	4.31	A
Sub-Total	(130) 26	(124) 31	(36) 12	(16) 8	(3) 3	(309) 80	3.86	A
Grand Total	(807) 161	(829) 203	(138) 47	(38) 18	(3) 3	(1746) 432		
Grand Weighted Mean	-	-	-	-	-	-	4.05	A

Legend:

- 4.51 - 5.00 - Strongly Agree (SA)
 3.51 - 4.50 - Agree (A)
 2.51 - 3.50 - Uncertain (U)
 1.51 - 2.50 - Disagree (D)
 1.00 - 1.50 - Strongly Disagree (SD)

which had a mean of 4.13. Noteworthy to consider is one solution for the problems on relationship which the critics "strongly agreed." This was "a cordial talk with the principal explaining the merit of his administration" to address the problems of unsupportive administrators, which got a weighted mean of 4.63. Two specific solutions left the critics "undecided." One of them was a solution for problems on materials/facilities which referred to "make solicitations from benefactors for camera while the staffer would borrow typewriter or computer from the office" having a weighted mean of 2.69. Again, critics were not sure if this could solve the problem of inavailability of computers, typewriters and camera. For one, their schools did not have computers. If there were typewriters, at least there was one and it was used extensively in the office. They were also in doubt from whom they could solicit for a camera especially in high schools located in barangays. Another one which was left undecided by the critics was on the category "other problems," specifically "seek assistance from division journalism superiors in the selection of the staff." Critics believed that selection of staff writers belonged to the school not to an outsider. Besides, majority of the principals did not interfere in this affair, so they corroborated. Nevertheless, as a

whole, the critics "agreed" with the listed possible solutions as they gave it a grand mean of 4.05.

Advisers. The advisers' assessment is summarized in Table 75. It can be noted that they "strongly agreed" on two categories of solutions, those for the problems on "relationship" and "time" obtaining submeans of 4.62 and 4.69, respectively. They believed that all the specific solutions for the specific problems were valid and could address the problems. The rest of the categories were "agreed" by them with the following submeans: financing - 4.38; censorship - 4.33; other problems - 4.24; and materials/facilities - 3.92. However, there were specific solutions in these categories which were "strongly agreed" by this group. For example along financing, they strongly agreed that "inviting advertisers of wholesome products to subscribe to the paper and soliciting from the community through caroling and other fund-raising activities" will solve the problem on lack of funds to finance registration fees, and other allowances of staffers in trainings. They gave it a weighted mean of 4.70. Moreover, along materials/facilities, they strongly agreed with the following solutions: Item 4.5, "Slice an amount from student subscription fees to buy needed supplies for the year" and Item 4.6, "Solicit references from big schools

Table 75

**Possible Solutions to Problems Encountered
as Perceived by the Advisers**

Possible Solutions	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(SA)	(A)	(U)	(D)	(SD)			
1. Problems arising from the relationship of the student-writers, adviser, critic and principal.								
1.1 A cordial talk with the principal explaining the merit of his administration gets with the success of journalism in his school.	(65) 13	(28) 7	(0) 0	(0) 0	(0) 0	(93) 20	4.65	SA
1.2 Send the publication teacher to trainings/workshops in journalism.	(95) 19	(4) 1	(0) 0	(0) 0	(0) 0	(99) 20	4.95	SA
1.3 Create a body responsible in giving awards and recognition to student performers and winners in competition.	(60) 12	(32) 8	(0) 0	(0) 0	(0) 0	(92) 20	4.60	SA
1.4 A diplomatic confrontation between and among them so the root cause of the problem be traced and compromise for a solution.	(75) 15	(12) 3	(6) 2	(0) 0	(0) 0	(93) 20	4.65	SA
1.5 Invite subject teachers not involve in journalism to see and read student-writers' work so they appreciate and recognize the efforts of the staffers for the name and honor of the school.	(55) 1	(20) 5	(9) 3	(2) 1	(0) 0	(86) 20	4.30	A
1.6 Review their respective functions and responsibilities as based in the organizational structure and come to compromise of any alterations of their task in the manner that no one gets over the other.	(55) 11	(36) 9	(0) 0	(0) 0	(0) 0	(91) 20	4.55	SA
Sub-Total	(405) 81	(132) 33	(15) 5	(2) 1	(0) 0	(554) 120	4.62	SA

Table 75 (Cont'd.)

Possible Solutions	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(SA)	(A)	(U)	(D)	(SD)			
2. Time Constraint								
2.1 Request the principal to excuse the publication adviser and staff from other school activities for the time being that they have to meet deadline for the release of the paper.	(70) 14	(24) 6	(0) 0	(0) 0	(0) 0	(94) 20	4.70	SA
2.2 Design school program that will include journalism class as an optional/elective subject.	(60) 12	(32) 8	(0) 0	(0) 0	(0) 0	(92) 20	4.60	SA
2.3 Request the principal to create a system so student-writers could cover-up missed classes in subject where their services for the school publication is indispensable.	(55) 11	(36) 9	(0) 0	(0) 0	(0) 0	(91) 20	4.55	SA
2.4 Avoid working overtime, but when is necessary talking to them personally would help.	(90) 18	(8) 2	(0) 0	(0) 0	(0) 0	(98) 20	4.90	SA
Sub-Total	(299) 55	(98) 25	(0) 0	(0) 0	(0) 0	(375) 80	4.69	SA
3. Financial Inadequacy								
3.1 Invite advertisers of wholesome products to subscribe to the paper with a fee or solicit from the community through caroling, and other fund raising activities.	(80) 16	(8) 8	(6) 2	(0) 0	(0) 0	(94) 20	4.70	SA
3.2 Talk to the Municipal Mayor to allocate an amount from the Special Education Fund, for the purpose of the production of the school publication.	(65) 13	(12) 3	(12) 4	(0) 0	(0) 0	(89) 20	4.45	A
3.3 Send only to trainings the highest ranking student-writers wherein performance in journalism is concerned correspondingly the portion of the student subscription fee could accommodate.	(40) 8	(32) 8	(3) 1	(4) 2	(1) 1	(80) 20	4.00	A
Sub-Total	(185) 37	(52) 13	(21) 7	(4) 2	(1) 1	(263) 60	4.38	A

Table 75 (Cont'd.)

Possible Solutions	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(SA)	(A)	(U)	(D)	(SD)			
4. Inadequacy of materials / facilities								
4.1 Request the principal for a cubicle in any of the school offices or library for sue of the publication staffers.	(55) 11	(28) 7	(6) 2	(0) 0	(0) 0	(89) 20	4.45	A
4.2 Avoid making overtime work in the evening or if it is necessary ask permission from the principal to use other rooms that has good lighting conditions.	(40) 8	(32) 8	(0) 0	(6) 3	(1) 1	(79) 20	3.95	A
4.3 Make solicitations from benefactors for camera while the staffers could borrow typewriter or computer from the office.	(55) 11	(24) 6	(6) 2	(0) 0	(1) 1	(86) 20	4.30	A
4.4 Solicit from school offices and other government agencies for their old and used filing cabinets, chairs, tables, etc.	(60) 12	(12) 8	(15) 5	(0) 0	(0) 0	(87) 20	4.35	A
4.5 Slice an amount from the student subscription fee for the purpose and buy only the needed supplies for the year no more no less.	(60) 12	(28) 7	(3) 1	(0) 0	(0) 0	(91) 20	4.55	SA
4.6 Reference books could be solicited from big schools and public libraries while past issues, clippings, handouts etc. would depend on the resourcefulness of the adviser and staffers.	(70) 14	(28) 5	(3) 1	(0) 0	(0) 0	(93) 20	4.65	SA
Sub-Total	(340) 68	(144) 36	(33) 11	(6) 3	(2) 2	(470) 120	3.92	A
5. Pre-publication censorship								
5.1 Have a diplomatic talk with the principal regarding guidelines that they should follow in the censorship of publication.	(55) 11	(24) 6	(9) 3	(0) 0	(0) 0	(88) 20	4.40	A
5.2 Request the adviser to talk the matter over the critic and let the critic read the guidelines in checking/correcting write-ups for publication.	(55) 11	(28) 7	(6) 2	(0) 0	(0) 0	(89) 20	4.45	A

Table 75 (Cont'd.)

Possible Solutions	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(SA)	(A)	(U)	(D)	(SD)			
5.3 Request the adviser that if there should be problems that will crop up about the publication let the staffers settle them with the principal.	(45) 9	(24) 6	(12) 4	(2) 1	(0) 0	(83) 20	4.15	A
Sub-Total	(155) 31	(76) 19	(27) 9	(2) 1	(0) 0	(260) 60	4.33	A
6. Other Problems								
6.1 Organize a journalism activity where the staff members could lead and exercise leadership then awards are given for good performance.	(70) 14	(20) 5	(0) 0	(2) 1	(0) 0	(92) 20	4.60	SA
6.2 Seek assistance from the division journalism supervisor/coordinator in the selection of the staff so the principal won't intervene.	(35) 7	(16) 4	(9) 3	(4) 2	(4) 4	(68) 20	3.40	U
6.3 Request for the creation of a ranking committee within the editorial board and only the higher ranking staffers will be sent to trainings depending on how many t he allotted amount could accommodate for the registration.	(45) 9	(16) 4	(9) 3	(4) 2	(2) 2	(76) 20	3.80	A
6.4 Request for the creation of an award giving body to consistently award school performers and winners of different school competitions.	(55) 11	(28) 7	(3) 1	(0) 0	(1) 1	(87) 20	4.35	A
6.5 Utilize a more comprehensive strategy in the selection of the staff.	(65) 13	(28) 7	(0) 0	(0) 0	(0) 0	(93) 20	4.65	SA
Sub-Total	(270) 54	(108) 27	(21) 7	(10) 5	(7) 7	(416) 100	4.16	A
Grand Total	(1654) 326	(610) 153	(117) 39	(24) 12	(10) 10	(2289) 540		
Grand Weighted Mean	-	-	-	-	-	-	4.25	A

Legend:

- 4.51 - 5.00 - Strongly Agree (SA)
 3.51 - 4.50 - Agree (A)
 2.51 - 3.50 - Uncertain (U)
 1.51 - 2.50 - Disagree (D)
 1.00 - 1.50 - Strongly Disagree (SD)

and public libraries" for the inadequacies the staff experienced as evidenced by the weighted means of 4.55 and 4.65, respectively. Still another which was "strongly agreed" by the advisers was the solution 6.1, "Organize a journalism activity where the staff can lead and exercise leadership, then, awards can be given for good performance" to solve the problem on low morale of the staff. On the contrary, the advisers "disagreed" on one solution for the problem on inadequacy of materials/facilities. They did not like "making solicitations from benefactors to buy a camera and borrowing from the office typewriter or computer" as they gave it a low weighted mean of 1.55. They corroborated that their communities were already saturated with plenty of solicitations from the schools; to ask a camera was already too much. They said that typewriter and computer were not readily available in most of the respondent schools in this study. Nevertheless, taken as a whole, they gave the solutions a grand mean of 4.25 signifying that they "agreed" with them.

Student Writers. The student writers' responses are depicted in Table 76. For their part, they "agreed" on all six categories of solutions giving it a grand mean of 4.02. Among them, three obtained higher submeans of 4.38, 4.24 and 4.24. They corresponded to: solutions to problems

Table 76

**Possible Solutions to Problems Encountered
as Perceived by the Student Writers**

Possible Solutions	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(SA)	(A)	(U)	(D)	(SD)			
1. Problems arising from the relationship of the student-writers, adviser, critic and principal.								
1.1 A cordial talk with the principal explaining the merit of his administration gets with the success of journalism in his school.	(240) 48	(160) 48	(51) 17	(10) 5	(0) 0	(461) 110	4.19	A
1.2 Send the publication teacher to trainings/workshops in journalism.	(285) 57	(128) 32	(54) 18	(6) 3	(0) 0	(473) 110	4.30	A
1.3 Create a body responsible in giving awards and recognition to student performers and winners in competition.	(270) 54	(144) 36	(48) 16	(8) 4	(0) 0	(470) 110	4.27	A
1.4 A diplomatic confrontation between and among them so the root cause of the problem be traced and compromise for a solution.	(300) 60	(132) 33	(36) 12	(8) 4	(1) 1	(477) 110	4.34	A
1.5 Invite subject teachers not involve in journalism to see and read student-writers' work so they appreciate and recognize the efforts of the staffers for the name and honor of the school.	(245) 49	(160) 40	(36) 12	(12) 6	(3) 3	(456) 110	4.15	A
1.6 Review their respective functions and responsibilities as based in the organizational structure and come to compromise of any alterations of their task in the manner that no one gets over the other.	(255) 51	(140) 35	(57) 19	(10) 5	(0) 0	(462) 110	4.20	A
Sub-Total	(1595) 319	(864) 216	(282) 94	(54) 27	(4) 4	(2799) 660	4.24	A

Table 76 (Cont'd.)

Possible Solutions	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(SA)	(A)	(U)	(D)	(SD)			
2. Time Constraint								
2.1 Request the principal to excuse the publication adviser and staff from other school activities for the time being that they have to meet deadline for the release of the paper.	(290) 58	(132) 33	(42) 14	(8) 4	(1) 1	(473) 110	4.20	A
2.2 Design school program that will include journalism class as an optional/elective subject.	(255) 51	(132) 33	(51) 17	(12) 6	(3) 3	(453) 110	4.12	A
2.3 Request the principal to create a system so student-writers could cover-up missed classes in subject where their services for the school publication is indispensable.	(255) 51	(144) 36	(48) 16	(12) 6	(1) 1	(460) 110	4.18	A
2.4 Avoid working overtime, but when is necessary talking to them personally would help.	(235) 47	(120) 30	(60) 20	(22) 11	(2) 2	(439) 110	3.99	A
Sub-Total	(1128) 207	(561) 132	(206) 67	(54) 27	(7) 7	(1605) 440	3.65	A
3. Financial Inadequacy								
3.1 Invite advertisers of wholesome products to subscribe to the paper with a fee or solicit from the community through caroling, and other fund raising activities.	(285) 57	(148) 37	(36) 12	(4) 2	(2) 2	(475) 110	4.32	A
3.2 Talk to the Municipal Mayor to allocate an amount from the Special Education Fund, for the purpose of the production of the school publication.	(305) 61	(116) 29	(48) 16	(8) 4	(0) 0	(477) 110	4.34	A
3.3 Send only to trainings the highest ranking student-writers wherein performance in journalism is concerned correspondingly the portion of the student subscription fee could accommodate.	(240) 48	(144) 36	(39) 13	(22) 11	(2) 2	(447) 110	4.06	A
Sub-Total	(830) 166	(408) 102	(123) 41	(34) 17	(4) 4	(1399) 330	4.24	A

Table 76 (Cont'd.)

Possible Solutions	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(SA)	(A)	(U)	(D)	(SD)			
4. Inadequacy of materials / facilities								
4.1 Request the principal for a cubicle in any of the school offices or library for sue of the publication staffers.	(245) 49	(160) 40	(54) 18	(4) 2	(1) 1	(464) 110	4.22	A
4.2 Avoid making overtime work in the evening or if it is necessary ask permission from the principal to use other rooms that has good lighting conditions.	(260) 52	(148) 37	(42) 14	(12) 6	(1) 1	(463) 110	4.21	A
4.3 Make solicitations from benefactors for camera while the staffers could borrow typewriter or computer from the office.	(270) 54	(140) 35	(30) 10	(12) 6	(5) 5	(457) 110	4.15	A
4.4 Solicit from school offices and other government agencies for their old and used filing cabinets, chairs, tables, etc.	(255) 51	(120) 30	(66) 22	(10) 5	(2) 2	(453) 110	4.12	A
4.5 Slice an amount from the student subscription fee for the purpose and buy only the needed supplies for the year no more no less.	(255) 51	(136) 34	(57) 19	(12) 6	(0) 0	(460) 110	4.18	A
4.6 Reference books could be solicited from big schools and public libraries while past issues, clippings, handouts etc. would depend on the resourcefulness of the adviser and staffers.	(240) 48	(148) 37	(51) 17	(15) 5	(3) 3	(457) 110	4.15	A
Sub-Total	(1525) 305	(852) 213	(300) 100	(65) 30	(12) 12	(2484) 660	3.76	A
5. Pre-publication censorship								
5.1 Have a diplomatic talk with the principal regarding guidelines that they should follow in the censorship of publication.	(285) 57	(152) 38	(33) 11	(8) 4	(0) 0	(478) 110	4.35	A
5.2 Request the adviser to talk the matter over the critic and let the critic read the guidelines in checking/correcting write-ups for publication.	(275) 55	(152) 38	(39) 13	(8) 4	(0) 0	(474) 110	4.31	A

Table 76 (Cont'd.)

Possible Solutions	Rating Scale					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(SA)	(A)	(U)	(D)	(SD)			
5.3 Request the adviser that if there should be problems that will crop up about the publication let the staffers settle them with the principal.	(245) 49	(164) 41	(42) 14	(8) 4	(2) 2	(461) 110	4.19	A
Sub-Total	(805) 161	(468) 117	(114) 38	(24) 12	(2) 2	(1413) 330	4.28	A
6. Other Problems								
6.1 Organize a journalism activity where the staff members could lead and exercise leadership then awards are given for good performance.	(305) 61	(132) 33	(36) 12	(4) 2	(2) 2	(479) 110	4.35	A
6.2 Seek assistance from the division journalism supervisor/coordinator in the selection of the staff so the principal won't intervene.	(210) 42	(160) 40	(66) 22	(8) 4	(2) 2	(446) 110	4.05	A
6.3 Request for the creation of a ranking committee within the editorial board and only the higher ranking staffers will be sent to trainings depending on how many the allotted amount could accommodate for the registration.	(160) 36	(136) 34	(93) 31	(12) 6	(3) 3	(424) 110	3.85	A
6.4 Request for the creation of an award giving body to consistently award school performers and winners of different school competitions.	(220) 44	(120) 30	(66) 22	(16) 8	(6) 6	(428) 110	3.89	A
6.5 Utilize a more comprehensive strategy in the selection of the staff.	(240) 48	(176) 44	(45) 15	(6) 3	(0) 0	(467) 110	4.34	A
Sub-Total	(1155) 231	(724) 181	(306) 102	(46) 23	(13) 13	(2244) 550	4.08	A
Grand Total	(7038) 1389	(3877) 961	(1331) 442	(277) 136	(42) 42	(11944) 2970		
Grand Weighted Mean	-	-	-	-	-	-	4.04	A

Legend:

- 4.51 - 5.00 - Strongly Agree (SA)
 3.51 - 4.50 - Agree (A)
 2.51 - 3.50 - Uncertain (U)
 1.51 - 2.50 - Disagree (D)
 1.00 - 1.50 - Strongly Disagree (SD)

involving censorship; solutions to problems involving relationship among staff members; and solutions to problems related to materials/facilities, respectively. However, one solution was "disagreed" by the student writers to solve the problem on inadequacy of materials/facilities; and this was item 4.3, "make solicitations from benefactors for camera and borrow typewriter/computer from the office" which got a weighted mean of 1.70. Along with the other groups of respondents, the student writers were not in favor of soliciting from people to buy a camera and borrowing typewriter/computer from the principal's office. They said they had no time to go around to solicit and they felt timid about the whole thing. Borrowing the typewriter/computer from the principal's office was probably the least they could do inasmuch as they saw how important were these to the work of the administrators. Besides, some typewriters were owned personally by the principals as there were no supply from the higher office.

In summary, the four categories of respondents had a common perception on the possible solutions to the identified problems. They all "agreed" with them with their corresponding ratings: administrators - 4.06; critics - 4.05; advisers - 4.25; and student writers - 4.04. Hence, the combined assessment resulted to a grand mean of

4.13, still equivalent to "agree." They believed that the solutions were appropriate to address the problems they had identified earlier.

**Comparison of Perceptions of the Four
Groups of Respondents Relative to
the Possible Solutions**

Table 77 compares the perceptions of the administrators, critics, advisers and student writers relative to the possible solutions they assessed. It may be mentioned that grand means were as follows: administrators - 4.16; critics - 4.15; advisers - 4.35; and student writers - 4.13. Thus, the mean differences were: \bar{X}_1 and $\bar{X}_2 = 0.01$; \bar{X}_1 and $\bar{X}_3 = 0.19$; \bar{X}_1 and $\bar{X}_4 = 0.03$; \bar{X}_2 and $\bar{X}_3 = 0.20$; \bar{X}_2 and $\bar{X}_4 = 0.02$; and \bar{X}_3 and $\bar{X}_4 = 0.22$. Using one-way ANOVA to test the significance of the

Table 77

**ANOVA Table to Compare the Perceptions of the Four
Categories of Respondents on the Possible
Solutions to Problems Encountered**

Source of Variation	Sum of Squares	df	Mean Squares	F-value		Evaluation	Decision
				Computed	Critical		
Between Groups	0.401	3	0.134	1.864	3.10		
Within Groups	1.433	20	7.166E-02	-	-	Not Significant	Accept Ho
Total	1.834	23	-	-	-	-	-

observed differences, it turned out that the computed F-value of 42.57 was numerically greater than the critical F-value of 3.10 at $\alpha = .05$, $df = 23$. Thus, the hypothesis involving the significant differences among the perceptions of the four groups of respondents relative to the possible solutions was rejected. It implied that the perceptions showed significant variations from one group to the other. Applying Scheffe's test to the significance of the F-value, it revealed as shown in Table 78, that the responses

Table 78

**Scheffe's Table to Determine the Significant Difference
on the Perceptions of Three Categories of Respondents
Relative to the Possible Solutions**

Categories of Respondents Compared	F'-value		Evaluation
	Computed	Critical	
Administrators vs Advisers	12.39	9.30	Significant
Administrators vs Critics	0.034	9.30	Not Significant
Administrators vs Student-Writers	0.137	9.30	Not Significant
Advisers vs Critics	18.16	9.30	Significant
Advisers vs Student- Writers	15.14	9.30	Significant
Critics vs Students- Writers	0.034	9.30	Not Significant

between: administrators and advisers; critics and advisers; and advisers and student writers showed significant variations as evidenced by their computed F' -values of 12.39, 18.16 and 15.14, respectively, which, incidentally, were greater than the critical F' -value of 9.30 at .05 level of significance. Although the descriptive interpretation of the three grand means were "agree," their numerical values differed. The grand mean of the advisers was the greatest (4.35); the administrators' was 4.16; the critics' was 4.15; and for the student writers' was 4.13.

Action Steps to Improve the Implementation of the Journalism Program

Any program for that matter thrives on an environment where all the necessary amenities are available such as the human and material resources, adequate funding, administrative support and the like. As in the case of the journalism program in the Division of Samar, it holds greater promise for it to flourish as evidenced by the implementation of some of its components successfully by its implementors backed up by administrative support. However, the program has its weakest links which deter its total success, especially along the components of censorship, financing, in-service trainings, materials and facilities, and time allotment. Thus, action steps are

herein suggested for a successful implementation of the journalism program in the years to come.

The following action steps may be done to solve the problems on censorship: a) Talk the matter on censorship with the principal and suggest that this matter be left to the editorial board to do; b) Decide on a common theme per issue and implement censorship rules based on this theme. Articles that are not within the theme will be subject for rejection/revision; c) The editorial board including the critics and the principal should discuss the guidelines and agreements on censorship and have them abide by the guidelines; d) Should there be problems on censorship with the school principal the whole editorial board should settle it with him before the issue is finally printed.

The following action step may be taken to solve problems on financing: a) Intensify campaign for payment of publication fee during the collection period; b) Invite advertisers of wholesome products to subscribe to the school paper; c) Engage in fund-raising activities to augment publication funds such as: caroling, bingo social, beauty search, benefit dances, cultural shows, raffle draws and the like; d) Lobby with the municipal council to allocate an amount from the Special Education Fund; e) Search for benefactors for the school paper from alumni of

the school, DepEd friends working abroad, affluent citizens in the community and the like; f) Due to limited funds, send delegates to press conferences who have better chances of winning in a contest category, rather than sending several of them; g) For smaller secondary schools, issue a mimeographed school paper instead of a tabloid or magazine form. The former is less expensive than the latter.

The problem on inadequate in-service trainings of student-writers may be solved by the following: a) Get potential student writers from the first, second and third year levels and train them on journalism work. Their training will serve them for a long time; b) Plan for a end-of-week internship or training on writing skills instead of one-short sessions. This will prevent students from being absent from their classes; c) Include in English/Filipino subjects of fast learner (FL) classes, some topics/skills on writing for the school paper. Somehow, most of the prospective staff writers came from these classes; d) Inasmuch as written outputs are required weekly in the 2002 secondary curriculum, it is suggested that these outputs be relevant to journalism skills; e) Send as many delegates to press conferences as publication funds allow; request for volunteers who come from affluent

families to shoulder their own conference expenses; or look for benefactors or sponsors for each delegate.

The following activities may be undertaken to solve problems on inadequacy of materials and facilities: a) A makeshift building may be constructed with the assistance of the PTCA to serve as school publication office, or request for a space in an office or library from the principal, or utilize a room of an English teacher or publication adviser to serve as laboratory for school papering activities; b) In schools where there is no electric current, avoid working overtime, or if there is a room or office with lighting facilities, request permission to use this for overtime work; c) Solicit from alumni of the school for these necessary equipment such as typewriters, computers and camera; d) Construct improvised or makeshift filing cabinets, chairs and tables, or solicit from the office of the principal or other agencies for old filing cabinets, chairs and tables and recycle them for use in the publication office, or have any school/students clubs or graduating class sponsor such projects in the form of a donation; e) Allocate an amount from the publication fees to buy publication materials such as stationery, pens, tapes and the like, or solicit from the faculty and staff for donations of these materials.

For inadequacy of time allotment for journalism work, the following are recommended: a) Assign beats or assignment in advance, so ample time may be used to work on them; b) Excuse the editorial staff from some school activities, especially during the release of an issue; c) Allocate a definite time in the school program for journalism activities; d) The principal should make it as a matter of policy to excuse staffers from their classes during when they are covering important events or celebration; e) Limit issues to two, one for every semester so that staffers will have enough time to attend to their academic classes; f) Request formally from the parents and principal to allow student staffers to work overtime especially at the time they are about to print an issue; g) Maximize vacant periods of staffers for journalism work; h) In-house writing of articles or contributions may be done.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This section contains the summary of findings, the conclusions fleshed out from the findings and the corresponding recommendations.

Summary of Findings

Hereunder were the salient findings of this study:

1. The public secondary schools implementing the journalism program had an average enrolment of 1,304; with an average of 42 teachers; composed of nine general secondary and two vocational secondary schools; eight of which were publishing tabloids and three schools having mimeographed papers; winning awards in news writing in the division, regional and national levels; and receiving an average budgetary allocation of P15,927.30.

2. The aforementioned secondary schools received school support in the following ways: a) Sending advisers and student-writers to division, regional and national trainings and press competitions; b) Supporting journalism activities undertaken by the editorial staff; c) Giving moral support to student writers and advisers attending

journalism trainings and competition; and d) Leading in generating resources for registration fees, travel and food allowances of delegates to division, regional and national trainings and competition in journalism.

3. Only materials and supplies were readily available in all public secondary schools implementing the journalism program. Other requirements were wanting.

4. The publication advisers had a mean age of 36.60 years with a SD of 8.32 years; mostly females; majority were married; had an average teaching experience of 11.50 years with a SD of 7.63 years; had an average experience of 4.40 years as adviser with a SD of 2.85 years; majority of whom had BSE/BSEd with MA units; had an average of 2.20 trainings in the three levels combined; and winning an average of 2.95 awards in the three levels combined.

5. The student writers involved in this study had an average age of 15.56 years with a SD of 1.19 years; mostly females; majority of whom were editors; had an average rating of 89.95 for the Filipino writers and 88.39 for the English writers, with SD's of 2.99 and 3.09, respectively; had attended an average of 0.77 trainings in the division level, one training at the regional level and one training at the national level; and majority of whom had not

received any award in journalism accounting for 50.00 percent of them in the division level competitions, 83.64 percent in the regional level and 92.73 percent in the national level.

6. The administrator-, critic- and adviser-respondents were one in assessing the journalism program along objectives as "highly attained" with corresponding grand means of 3.75, 3.58 and 3.58, respectively. The student writers assessed them as "moderately attained" as supported by a grand mean 3.47. Nevertheless, the four groups of respondents were unanimous in their assessment of five program objectives to be "highly attained." These were: a) Provides opportunity in the development of the journalistic interest of the students; b) Serves as an outlet and motivation for journalistic writing; c) Instills positive values of cooperation, tact, accuracy and tolerance in group work; d) Develops intelligent and responsible student leaders and future disciplined citizens of a free and democratic society; and e) Make known school achievement to parents and community.

7. As to attainment of program content, all four groups of respondents considered the program content to be "highly attained" as supported by their grand means:

administrator - 3.64; critics - 3.57; publication advisers - 3.77 and student writers - 3.73. They all observed that school papers published in their division contained news, editorial, literary/feature, sports, development communication and science articles.

8. The implementation of censorship was deemed by the administrators, critics and advisers to be "highly implemented" with grand means of 3.75, 3.66 and 3.53, respectively. The student writers assessed it as "moderately implemented" as evidenced by the grand mean of 3.31.

9. The assessment of the administrators, critics and advisers on the journalism skills of staff writers was "very satisfactory" as supported by the grand mean of 3.65, 3.68 and 3.63, respectively; while the student writers assessed themselves "satisfactory" with the obtained grand mean of 3.45.

10. The financing of the journalism program was considered by the administrators, advisers and student writers as "inadequate" with their grand means of 2.36, 2.10 and 2.38, respectively; whereas, the critics believed it was "moderately adequate" with a grand mean of 2.83.

11. As to adequacy of in-service trainings along journalism, the administrators, critics and advisers believed that it was "highly adequate" as evidenced by the grand means they gave, viz: 3.91, 3.79 and 3.87, respectively; while, the student writers thought it was "moderately adequate" with a grand mean of 3.33.

12. All four groups of respondents were unanimous in their perception as to the adequacy of materials and equipment. They rated it with grand means of 3.23, 3.02, 2.91 and 2.71, respectively, equivalent to "moderately adequate." They considered office and photo supplies as the most common and available in their schools.

13. All four groups of respondents considered time allotment for journalism work to be "moderately adequate" with the following grand means: administrators - 3.20; critics - 3.30; advisers - 3.13; and student writers - 2.61.

14. The comparison of the perceptions of the administrators-, critics-, advisers- and student writer-respondents relative to the status of journalism program along objectives revealed a computed F-value of 0.31 which was numerically lesser than the critical F-value of 6.59 at

$\alpha = .05$, $df = 51$. Thus, the hypothesis of no significant differences among their perceptions was accepted.

15. As to program content, the comparison of the perceptions of the four categories of respondents resulted in a computed F-value of 29.56 which proved numerically greater than the critical F-value of 3.10, $\alpha = .05$, $df = 23$. The hypothesis, therefore, of no significant differences among their perceptions was rejected. Consequently, the Scheffe's test applied to all six pairs of means revealed significant variations in the responses between critics and advisers and between advisers and student-writers with computed F'-values of 15.17 and 11.99, respectively, both numerically greater than the critical F'-value of 9.30 at $\alpha = .05$.

16. Comparing the perceptions of the four groups of respondents relative to the status of journalism program along censorship, the computed F-value turned out to be 15.65 which was numerically greater than the critical F-value of 2.95 at $\alpha = .05$, $df = 31$. Hence, the corresponding hypothesis was rejected. But when the significant F was further tested using Scheffe's test, the computed F'-values for the administrators and students, and critics and student writers posted at 24.82 and 15.71,

respectively, both numerically higher than the critical F' -value of 8.85 at $\alpha = .05$.

17. Along journalism skills, the comparison of the respondents' perception resulted in a computed F -value of 21.01 which was numerically greater than the critical F -value of 2.95 at $\alpha = .05$, $df = 31$. This signaled the rejection of the hypothesis of no differences among their perceptions. The Scheffe's test which was applied resulted in computed F' -values of 24.59 for administrators and student writers and 13.49 for advisers and student writers. Both were numerically greater than the critical F' -value of 8.85m at $\alpha = .05$.

18. As to adequacy of financing, the comparison of the respondents' perceptions revealed a computed F -value of 332.56 obviously greater than the critical F -value of 3.10 at $\alpha = .05$, $df = 23$. The corresponding hypothesis was, then, rejected. However, when further testing was done in each of the six pairs of means, three pairs of means differed significantly. These were for administrators and critics, critics and advisers, and critics and student writers which obtained computed F' -values of 15.42, 15.42 and 12.49, respectively. These were numerically greater

than the critical F' -value of 9.30 at .05 level of significance.

19. As regards in-service training along journalism, the comparison of the perceptions of the four categories of respondents turned out with a computed F -value of 10.36, numerically greater than the critical F -value of 2.86 at $\alpha = .05$, $df = 39$. Hence, the hypothesis that there were no significant differences among their perceptions was rejected. Further testing was done on each of the six pairs of means, and it was revealed that all the computed F' -values for administrators and student writers, critics and student writers and advisers and student writers were 28.51, 24.72 and 17.94, respectively, all numerically greater than the critical F' -value of 8.58 at .05 level of significance.

20. In comparing the perceptions of the four groups of respondents along materials and equipment, the computed F -value of 13.29 was numerically greater than the critical F -value of 3.24 at $\alpha = .05$, $df = 14$. Therefore, the corresponding hypothesis involving the significant differences among the perceptions was rejected. However, the Scheffe's test applied on the six pairs of means showed that the perceptions between administrators and student-

writers differed significantly as shown by a computed F' -value of 14.39 which proved numerically greater than the critical F' -value of 9.72 at .05 level of significance.

21. In terms of time allotment, the comparison of the respondents' perceptions reflected a computed F -value of 5.21 which was numerically greater than the critical F -value of 3.24 at $\alpha = .05$, $df = 19$. The hypothesis of no differences among the perceptions of the respondents was correspondingly rejected. Further testing of the significant F revealed a computed F' -value of 13.25, greater than the critical F' -value of 9.72 at .05 level of significance between the grand means of the advisers and student writers.

22. On the perceived problems on the implementation of the journalism program, the administrators considered them to be "moderately felt" with a grand mean of 2.67. They considered the problems on financing, materials/equipment and time allotment to be prevalent than the other categories of problems.

23. The critics considered the listed problems, as a whole, to be "slightly felt" with a grand mean of 2.31. They deemed problems on financing and materials/equipment to be felt to some extent.

24. For the advisers, they assessed the given problems as "moderately felt" as evidenced by a grand mean of 3.00. They also regarded problems on financing, materials/ facilities and time as more prevalent.

25. The student writers deemed the problems to be "moderately felt" as supported by a grand mean of 2.80. Like the rest of the respondents, they considered problems on financing, materials/facilities and time constraint standing out among others.

26. In comparing the perceptions of the four categories of respondents relative to the extent to which the identified problems were felt, the computed F-value posted at 15.12 which was numerically greater than the critical F-value of 3.10 at $\alpha = .05$, $df = 23$. Thus, the hypothesis involving the significance of the differences among the perceptions of the respondents was rejected. The Scheffe's test showed that the computed F'-values for critics and advisers, and advisers and student writers were 18.88 and 9.52, respectively, which was numerically greater than the critical F'-value of 9.30 at .05 level of significance.

27. On the extent to which the given solutions addressed the identified problems relative to the

implementation of the journalism program, the administrator-respondents "agreed" on all of them with a grand mean of 4.06. The categories of solutions which were most preferred was those of problems on "relationship among staff, adviser, critic and principal"; "other problems" and "financing."

28. The critic-respondents also "agreed" on the possible solutions by giving them a grand mean of 4.05. They considered the solution for problems on "relationship among staff, adviser, critic and principal"; "censorship" and "financing" as the top choices.

29. The adviser-respondents also "agreed" on the given solutions as they gave them a grand mean of 4.25. They put the solution for the problems on "relationship among staff, adviser, critic and principal"; "time" and "financing" as their common choices.

30. For the student writers, they also "agreed" on all six categories of solutions as supported by a grand mean of 4.04. They gave the solutions corresponding to problems on "censorship"; "relationship among staff, adviser, critic and principal"; and "materials/facilities" higher means than the rest.

31. The comparison among the perceptions of the administrators, critics, advisers and student writers revealed a computed F-value of 42.57 which was greater than the critical F-value of 3.10 at $\alpha = .05$, $df = 23$. Thus, the hypothesis corresponding to said comparison was rejected. The posteriori test showed that the means between the following pairs differed significantly: administrators and advisers, critics and advisers, advisers and student writers as evidenced by their computed F'-values of 11.28, 12.50 and 15.13, respectively. They were all numerically greater than the critical F'-value of 9.30 at .05 level of significance. Thus, their perceptions differed significantly from each other.

Conclusions

Based on the foregoing findings, the following conclusions were made:

1. The ten respondent public secondary schools were quite big schools owing to the following facts: a) the average enrolment was large; b) having an average of 42 teachers that requires a Principal II item; c) majority were publishing tabloid form of school paper, which was more expensive than mimeographed one; and d) the average budgetary allocation was quite small.

2. The public secondary schools were doing quite well in their journalism program inasmuch as these schools were winning awards in division, regional and national levels competition along this area.

3. The journalism program is well-supported by the school; hence, its implementation will go a long way through the years. Success can never be far behind.

4. The publication advisers involved in this study were in their mid-thirties, relatively young, thus energetic and enthusiastic; dominated by females; being married indicated that they were responsible and mature; experienced in teaching; relatively new in school paper advising; educationally qualified; trained and, therefore, prepared for their assigned tasks and doing all right in their work as they received awards, evidence of work-well-done.

5. The student writers were mostly fourth year level; dominated by females; occupying critical positions in the editorial board; above-average in ability; needed to be trained more along journalism; needed to sharpen their writing skills in order to compete with fellow writers in other schools.

6. Based on the combined assessment of the four categories of respondents, the public secondary schools were implementing the journalism remarkably along the following aspects: a) objectives were highly attained; b) program content were highly attained; and c) journalism skills of student writers were very satisfactory.

7. Again, based on the combined assessment of the respondents, implementation of the journalism program were rather weak along the following aspects: a) censorship were moderately implemented; b) financing was moderately adequate; c) in-service trainings were moderately adequate; d) materials and facilities were moderately adequate; and e) time allotment was moderately adequate.

8. The comparisons of perception of the four categories of respondents on the implementation of the journalism program along objectives showed no significant variations; hence, it could be said that they were unanimous in their opinion that the program objectives were really achieved. The public secondary schools were serious and was doing their best to implement the program.

9. Along program content, censorship, journalism skills of student writers, financing, in-service trainings, materials and equipment and time allotment, their

perception differed significantly thus, it could be said that they had differing observations as to the extent of implementation of the aforesaid aspects in their respective schools.

10. The most prevalent problems in the implementation of the journalism program among public secondary schools dealt on inadequacy of financing, materials/equipment and time allotment.

11. The solutions that were most preferred by the respondents were those for: relationship among staff, adviser, critic and principal, censorship, time constraint and financing.

12. The solutions were appropriate and corresponded to the identified problems.

Recommendations

On the basis of the findings and conclusions, the following recommendations are hereby advanced:

1. The journalism program in the public secondary schools should continue inasmuch as its objectives and program content were achieved, the journalism skills of the student writers were very satisfactory, and was supported by the respective school heads.

2. There is a need to strengthen the journalism program along the following areas: censorship, financing, in-service trainings for the staff; materials and facilities and time allotment.

3. Inasmuch as majority of the staff writers were fourth year students, it is recommended that the editorial board should recruit prospective staffers from potential first, second and third year levels students.

4. A training program for the aforesaid prospective staffers be provided with focus on the program content and necessary writing skills.

5. The action steps mentioned in Chapter 4 should be adopted.

6. The following action steps may be taken to solve problems on financing; a) Intensify campaign for payment of publication fee during the collection period; b) Invite advertisers of wholesome products to subscribe to the school paper; c) Engage in fund-raising activities to augment publication funds such as: caroling, bingo social, beauty search, benefit dances, cultural shows, raffle draws and the like; d) Lobby with the municipal council to allocate an amount from the Special Education Fund; e) Search for benefactors for the school paper from alumni of

the school, DepEd friends working abroad, affluent citizens in the community and the like; f) Due to limited funds, send delegates to press conferences who have better chances of winning in a contest category, rather than sending several of them; g) For smaller secondary schools, issue a mimeographed school paper instead of a tabloid or magazine form. The former is less expensive than the latter.

7. The problem on inadequate in-service trainings of student-writers may be solved by the following: a) Get potential student writers from the first, second and third year levels and train them on journalism work. Their training will serve them for a long time; b) Plan for a end-of-week internship or training on writing skills instead of one-short sessions. This will prevent students from being absent from their classes; c) Include in English/Filipino subjects of fast learner (FL) classes, some topics/skills on writing for the school paper. Somehow, most of the prospective staff writers came from these classes; d) Inasmuch as written outputs are required weekly in the 2002 secondary curriculum, it is suggested that these outputs be relevant to journalism skills; e) Send as many delegates to press conferences as publication funds allow; request for volunteers who come from affluent

families to shoulder their own conference expenses; or look for benefactors or sponsors for each delegates.

8. The following activities may be undertaken to solve problems on inadequacy of materials and facilities:

- a) A makeshift building may be constructed with the assistance of the PTCA to serve as school publication office, or request for a space in an office or library from the principal, or utilize a room of an English teacher or publication adviser to serve as laboratory for school papering activities;
- b) In schools where there are no electric current, avoid working overtime, or if there is a room or office with lighting facilities, request permission to use this for overtime work;
- c) Solicit from alumni of the school for these necessary equipment such as typewriters, computers and camera;
- d) Construct improvised or makeshift filing cabinets, chairs and tables, or solicit from the office of the principal or other agencies for old filing cabinets, chairs and tables and recycle them for use in the publication office, or have any school/students clubs or graduating class sponsor such projects in the form of a donation;
- e) Allocate an amount from the publication fees to buy publication materials such as stationery, pens,

tapes and the like, or solicit from the faculty and staff for donations of these materials.

9. For inadequacy of time allotment for journalism work, the following are recommended: a) Assign beats or assignment in advance, so ample time may be used to work on them; b) Excuse the editorial staff from some school activities, especially during the release of an issue; c) Allocate a definite time in the school program for journalism activities; d) The principal should make it as a matter of policy to excuse staffers from their classes during when they are covering important events or celebration; e) Limit issues to two, one for every semester so that staffers will have enough time to attend to their academic classes; f) Request formally from the parents and principal to allow student staffers to work overtime especially at the time they are about to print an issue; g) Maximize vacant periods of staffers for journalism work; h) In-house writing of articles or contributions may be done.

10. A sequel study on the same topic may be done in the elementary level.

11. Collection of publication fees should be done during enrolment so that there is a bigger turn out of

subscribers. Doing this only during collection period does not guarantee a 100 percent student subscription.

12. Another sequel study may be undertaken to evaluate the quality of school papers on different areas: content, grammar and construction, layouting, paper quality, relevance to DepEd thrusts and programs and the like.

13. A pilot tryout on the proposed action steps be done by secondary schools.

14. A comparative study of the journalism program in public secondary and private secondary schools may be done.

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APPENDICES

A P P E N D I X A

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
Division of Samar

WRIGHT NATIONAL HIGH SCHOOL
Paranas

March 18, 2001

Eusebio T. Pacolor, Ph.D.
Dean, College of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

S i r :

In my desire to pursue thesis writing, I have the honor to submit the following research titles for your approval, particularly problem No. 1:


1. The Campus Journalism Program of Public Secondary Schools in the Division of Samar: An Assessment.
2. The Performance of Secondary School Paper in the Division of Samar in the Division and Regional Competitions: An Assessment.
3. The Performance of the Secondary School Paper in the Division of Samar and Its Implication to English Language Teaching: An Assessment.

Respectfully yours,

(SGD.) **EMMELINE S. GABON**
Researcher

Approved:

(SGD.) **EUSEBIO T. PACOLOR, Ph.D.**
Dean of Graduate Studies



A P P E N D I X B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES**Assignment of Adviser**

May 1, 2001
Date

Dear: Dr. Dacuro

Please be informed that you have been designated as adviser of Ms. Emmeline Gabon candidate for the degree in MA English who proposes to write a thesis/dissertation on The Campus Journalism Program of Public Secondary Schools in the Division of Samar: An Assessment.

Thank you for your cooperation.

Very truly yours,

(SGD.) **EUSEBIO T. PACOLOR, Ph.D.**
Dean

CONFORME:

(SGD.) ALFREDO D. DACURO, Ph.D., CESO VI

A P P E N D I X C

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
Division of Samar
WRIGHT NATIONAL HIGH SCHOOL
Paranas

January 18, 2002

Dr. Eusebio T. Pacolor
Dean, Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

S i r :

I have the honor to apply for pre-oral defense of my thesis study entitled "THE CAMPUS JOURNALISM PROGRAM OF PUBLIC SECONDARY SCHOOLS IN THE DIVISION OF SAMAR: AN ASSESSMENT," preferably on January 19, 2002.

Anticipating for your favorable action.

Respectfully yours,

(SGD.) **EMMELINE S. GABON**
Graduate Student

RECOMMENDING APPROVAL:

(SGD.) **ALFREDO D. DACURO, Ph.D., CESO VI**
Assistant Schools Division Superintendent

APPROVED:

(SGD.) **EUSEBIO T. PACOLOR, Ph.D.**
Dean, Graduate Studies

A P P E N D I X D

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
Division of Samar
WRIGHT NATIONAL HIGH SCHOOL
Paranas

January 21, 2002

Dr. Eusebio T. Pacolor
Dean, Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

S i r :

I have the honor to request permission to field my questionnaire entitled "THE CAMPUS JOURNALISM PROGRAM OF PUBLIC SECONDARY SCHOOLS IN THE DIVISION OF SAMAR: AN ASSESSMENT," during third week of January to the third week of February of this year.

Approval of this request is earnestly sought.

Respectfully yours,

(SGD.) **EMMELINE S. GABON**
Researcher

Approved:

(SGD.) **EUSEBIO T. PACOLOR, Ph.D.**
Dean of Graduate Studies

A P P E N D I X E

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
Division of Samar
WRIGHT NATIONAL HIGH SCHOOL
Paranas

January 21, 2002

Dr. Thelma C. Quitalg
Schools Division Superintendent
Division of Samar
Catbalogan, Samar

M a d a m :

The undersigned is presently conducting a research entitled: "The Campus Journalism Program of Public Secondary Schools in the Division of Samar: An Assessment." In my desire to come up with a reliable data, I am to distribute my questionnaire personally to the different public secondary schools in the division of Samar.

In this regard, may I have the honor to request from your office the permission to field my questionnaire to these schools.

Anticipating for your favorable action and assistance on this request, I remain,

Respectfully yours,

(SGD.) **EMMELINE S. GABON**
Researcher

Approved:

(SGD.) **EUSEBIO T. PACOLOR, Ph.D.**
Dean of Graduate Studies

APPROVED:

(SGD.) **THELMA C. QUITALIG, Ph.D., CESO VI**
Schools Division Superintendent

A P P E N D I X F

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
Division of Samar
Catbalogan

January 21, 2002

The School Principals/Teachers In-Charge
National Secondary Schools
Division of Samar

Dear Sir/Madam:

In consonance with the policy and thrust of the Department of Education, Culture and Sports on quality and Accessible Education, Mrs. Emmeline S. Gabon is conducting a study entitled: "The Campus Journalism Program of Public Secondary Schools in the Division of Samar: An Assessment." Considering the significance of the study to our agency, it will be appreciated if you can extend your wholehearted assistance by accomplishing the questionnaire to fielded personally by the researcher herself.

Your cooperation and wholehearted support on this matter will be greatly appreciated.

Very truly yours,

(SGD.) **THELMA C. QUITALIG, Ph.D., CESO VI**
Schools Division Superintendent

APPENDIX G

SURVEY QUESTIONNAIRE

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
Division of Samar
Samar State Polytechnic College
Catbalogan

Survey Questionnaire

Sir/Madam:

Greetings ! ! !

The undersigned is presently conducting a research entitled "The Journalism Program of the Public Secondary Schools in the Division of Samar: An Assessment." And you are one of the choiced partners for this task that I am undertaking in partial fulfillment of the requirement in the masteral course at the graduate school in the Samar State Polytechnic College, Catbalogan.

But more than this, is the desire to collect data from you that could be used for a more meaningful development efforts for us, who are behind the task of scholastic journalism, right here in the division.

May I then solicit your kind indulgence by filling in my herein questionnaire to the best of your knowledge and rest assured that the informations you give will be treated with utmost confidentiality and will be utilized strictly for research purposes.

Thank you for your wholehearted cooperation and support. I remain.

Respectfully yours,

(SGD.) **EMMELINE SILVANO GABON**
MT-I, Wright NHS, Paranas
- researcher -

QUESTIONNAIRE FOR CONSULTANTS/CRITICS

PART I. STATUS OF THE JOURNALISM PROGRAM

General Direction: Below are the components of the journalism program and the corresponding indicators. Kindly indicate the appropriate status of each as you perceived it in your respective schools using the scale provided as your guide. Check opposite each indicator your answer under the appropriate column.

A. For the attainment of program objective and content, please use the following:

- 5 - Fully Attained (FA)
- 4 - Highly Attained (HA)
- 3 - Moderately Attained (MA)
- 2 - Slightly Attained (SA)
- 1 - Not Attained (NA)

OBJECTIVES	Rating Scale				
	5	4	3	2	1
	(FA)	(HA)	(MA)	(SA)	(NA)
1. To train students who are interested in the application of the art and science in journalism and develop the skills in communication.					
1.1 Provides opportunity in the development of the journalistic interest of the students.					
1.2 Serves as an outlet and motivation for journalistic writing.					
1.3 Gives room for the students to learn how to read the newspaper.					
1.4 Instills positive values, cooperation, tact, accuracy and tolerance in group work.					
1.5 Promotes development in the students for keen observation and discrimination concerning relative merits of news articles.					
1.6 Develops intelligent and responsible student leaders and future disciplined citizens of a free and democratic society.					

OBJECTIVES	Rating Scale				
	5	4	3	2	1
	(FA)	(HA)	(MA)	(SA)	(NA)
1.7 Offers training in organizational business methods in other field of career.					
2. To provide linkages between the school and the community and establish rapport between the two institutions.					
2.1 Keeps the community inform of the programs, policies, current issues and other matters of importance to the school.					
2.2 Acts as channel for unifying all members of the school and the community towards desirable, educational and cultural objectives.					
2.3 Provides a pleasant working environment and stimulates worthwhile activities for the school authorities, parents and the community leaders.					
2.4 Creates and expresses school opinions on the government programs and projects in the community.					
2.5 Serves as link between the school and the community officials.					
2.6 Makes known school achievements to parents and the community.					

CONTENT	Rating Scale				
	5	4	3	2	1
	(FA)	(HA)	(MA)	(SA)	(NA)
1. News					
1.1 Reports only news stories that are based on facts.					
1.2 News stories are of recent events or of recent importance.					
1.3 It sights events that are for school and community development, especially those that pertain to economic uplift and moral values.					
1.4 It covers significant events, surveys, and interviews which are vital for the reader's information.					
1.5 It features rare and common events its background perspective and the significance of the events under condition.					

CONTENT	Rating Scale				
	5	4	3	2	1
	(FA)	(HA)	(MA)	(SA)	(NA)
2. Editorial					
2.1 Critically analyzes current issues as to elicit constructive and positive responses from readers.					
2.2 Relates significance of national and local issues in the context of general welfare.					
2.3 Subjects/topics varies that move readers to action and involvement.					
2.4 Deals with issues and its solution that are of importance to readers.					
2.5 Shows evidence of constructive aim as to stimulate whole-some thinking.					
3. Literary/Feature					
3.1 Features variety of literary types, poems, essays, short stories, plays, etc. that are meaningful and related to development.					
3.2 Articles are alive and stimulating and include reader-arousal aspect of communication.					
3.3 It emphasizes local colors that conform to the standards of decency and good taste.					
3.4 Feature articles center on human interest stories.					
3.5 It is able to inspire the readers to attain nobler ambitions through success stories of laymen in their respective fields.					
3.6 Feature articles are genuinely original, artistic and with moral values.					
4. Sports					
4.1 Presents actual, complete and interesting coverages of the school and community sports/games.					
4.2 Games are colorfully presented but without being bombastic.					
4.3 Uses the sports lingo effectively and suitably in the report of each game.					
4.4 Fosters physical fitness awareness in the school and community.					

CONTENT	Rating Scale				
	5	4	3	2	1
	(FA)	(HA)	(MA)	(SA)	(NA)
4.5 Inculcates sportsmindedness and sportsmanship among students and out-of-school youths.					
5. Science Report					
5.1 Translates reports into stories that relate to people's life.					
5.2 Interprets science concepts to the level of understanding of readers.					
5.3 Is able to bridge the gap between the scientists and the laymen by translating science terms to simple and familiar terms.					
6. Development Communication Reports					
6.1 Reports stories/techniques of advanced developments and progress.					
6.2 Steers readers to action and in a dynamic state for economic growth.					
6.3 Keeps readers informed on latest programs of development in agriculture, health, nutrition, social welfare services, etc.					

B. For adequacy of financing, materials and facilities, in-service trainings, and time allotment, please use the following scale.

- 5 - Extremely Adequate (EA)
- 4 - Highly Adequate (HA)
- 3 - Moderately Adequate (MA)
- 2 - Inadequate (IA)
- 1 - Not Adequate (NA)

FINANCING	Rating Scale				
	5	4	3	2	1
	(EA)	(HA)	(MA)	(IA)	(NA)
1. Financing Student Publication					
1.1 The school has a sufficient source of funding for the school publication from:					
a - annual student subscription fee					

FINANCING	Rating Scale				
	5	4	3	2	1
	(EA)	(HA)	(MA)	(IA)	(NA)
b - subsidy from savings of school appropriation c - revenues from advertisement d - revenues from donations e - revenues from grants f - allocations from the Municipal Special Education Funds (SEF) g - others, specify _____					
1.2 Funds for the finances of the publication is released automatically to the Editorial Board, which normally comprise the adviser, Editor-in-Chief and the PTCA President.					
2. Preparation of Student Publication Budget					
2.1 The Editorial Board prepares the budget of the student publication for the school year.					
2.2 Copy of the budget is posted in the bulletin board for everybody to evaluate, check, and monitor.					
2.3 The budget for every school year sufficiently allocates the total printing cost of the number of publications to be released for the year.					
2.4 It also allocates funds for the transportation, meals and other allowances of the publication adviser and the staff members during their work at the printing press.					
2.5 It also prepares budget for the expenses of the publication adviser and student writers to the annual division, regional and national press conferences such as registration fees, transportation and meal allowances.					
2.6 It makes available sufficient office and photo supplies needed the year round.					
2.7 Includes honoraria/allowances of the adviser, staffers and resource speakers of the school level trainings in journalism.					
2.8 Other incidental expenses, specify, _____					
3. Subscription Fee					
3.1 The subscription school fee is determined by the school administrator, Editorial Board, PTCA and the student body.					

FINANCING	Rating Scale				
	5	4	3	2	1
	(EA)	(HA)	(MA)	(IA)	(NA)
3.2 The amount of the subscription fee follows the provisions of the DECS Order No. 4 series of 1998, of not less than P20.00/student annually.					
3.3 The accumulated amount is deposited in the bank in the account of the publication with the members of the board as signatories.					
4. Printing of Student Publication					
4.1 The printing of the publication is conducted by the Editorial Board in conformity with the public bidding procedures.					
5. Financial Report of Expenses					
5.1 A summary/financial report or statement is prepared by the board every end of the school year.					
5.2 The COA or the authorized auditor or COA of the school audits the board every year.					
6. Use of the Student Publication Funds					
6.1 All funds collected from any source for the school publication is used exclusively for the same purpose: for the school publication.					

MATERIALS AND FACILITIES	Rating Scale				
	5	4	3	2	1
	(EA)	(HA)	(MA)	(IA)	(NA)
1. Staffroom and Lecture Room					
1.1 spacious enough for class instruction					
1.2 cubicles set apart for staffer's comfortable working place					
1.3 accommodate an office for the adviser/critic within the staffroom					
1.4 rooms properly ventilated					
1.5 lightings properly installed					
2. Available References of:					
2.1 dictionaries					

MATERIALS AND FACILITIES	Rating Scale				
	5	4	3	2	1
	(EA)	(HA)	(MA)	(IA)	(NA)
2.2 encyclopedia					
2.3 compilation of idioms					
2.4 compilation of proverbs/quotations					
2.5 journalism books					
2.6 stylebook					
2.7 thesaurus					
2.8 atlas/almanac					
2.9 maps					
3. Easy access for reference of the ff:					
3.1 past issues					
3.2 exchange issues					
3.3 handouts					
3.4 clippings					
3.5 photo files					
3.6 directories					
4. Staffroom Equipment					
4.1 working/editing/layouting tables					
4.2 chairs					
4.3 bookshelves					
4.4 time-table boards					
4.5 typewriter					
4.6 computers					
4.7 electric fans					
4.8 camera					
4.9 radio/cassette recorders					
4.10 staplers					
4.11 pair of scissors					

MATERIALS AND FACILITIES	Rating Scale				
	5	4	3	2	1
	(EA)	(HA)	(MA)	(IA)	(NA)
4.12 rulers					
5. Readily available supplies of:					
5.1 bond papers					
5.2 mimeographing papers					
5.3 carbon papers					
5.4 scotch tapes					
5.5 masking tapes					
5.6 pastes					
5.7 staple wires					
5.8 clips					
5.9 pencils					
5.10 marking pens					
5.11 erasers					
5.12 blank tapes					
5.13 films					

IN-SERVICE TRAININGS	Rating Scale				
	5	4	3	2	1
	(EA)	(HA)	(MA)	(IA)	(NA)
1.1 The school provides journalism trainings/seminar workshops to interested students in all year levels.					
1.2 Student-writers are sent to division trainings/seminar workshops for development of their journalistic skills.					
1.3 Division press conferences winners are given a chance to compete in regional press conferences.					
1.4 Likewise regional press conference winners are also sent to the national level not only for the competitions but also for the trainings.					

IN-SERVICE TRAININGS	Rating Scale				
	5	4	3	2	1
	(EA)	(HA)	(MA)	(IA)	(NA)
1.5 Student-writers are exposed to journalism-related activities through essay, news, feature, and other forms of writing competitions in the school division, regional and national levels.					
1.6 Publication advisers and critics are sent to division trainings and seminar workshops intended for them to develop their skills in school paper advising and critiquing.					
1.7 They attend regional trainings specifically designed for journalism advisers in the high schools.					
1.8 They are exposed to division press conferences not only as chaperon but also as coaches and trainors.					
1.9 The school sends them to regional press conferences and trainings in preparation for the national level conferences.					
1.10 They attend to national trainings and competitions with the school shouldering the registration fees and other travel expenses.					

TIME ALLOTMENT	Rating Scale				
	5	4	3	2	1
	(EA)	(HA)	(MA)	(IA)	(NA)
1. A 40-minute period everyday is allotted for journalism lecture and writing sessions.					
2. A special program is designed to exempt and excuse publication staffers from other school co-curricular activities/tasks.					
3. The school provides measures to cover-up the missed classes and school activities of the student-writers during the task of school papering, conferences and trainings in journalism.					
4. Publication advisers, critics and student writers work extra hours in school papering.					
5. A system is devised to expedite the task of school papering through special school programming.					

C. For implementation of censorship, please use the following scale.

- 5 - Extremely Implemented (EI)
 4 - Highly Implemented (HI)
 3 - Moderately Implemented (MI)
 2 - Slightly Implemented (SI)
 1 - Not Implemented (NI)

CENSORSHIP	Rating Scale				
	5	4	3	2	1
	(EI)	(HI)	(MI)	(SI)	(NI)
1.1 The school publication is published mainly to uphold and promote the development of campus journalism as a means of strengthening ethical values, encouraging critical and creative thinking, and developing moral character and personal discipline of students.					
1.2 It gives the students opportunity to exercise press freedom and healthy reactions to school rules and policies.					
1.3 Journalism personnel are regulated by the laws of journalism and the press freedom and curtails only the publication of the articles whose context deviates from them.					
1.4 A set of guidelines is created by the school as bases for the censorship of articles and not primarily based on the decision of the administration.					
1.5 Articles released for school publication are founded on the accepted principles, ethical practices in writing, and the libel laws in journalism.					
1.6 Articles need not be approved by the school administrator to merit publication as long as it is based on fact.					
1.7 The responsibilities of the publication adviser and critic limit to monitoring and supervision of the journalism task and not alter the text of articles that do not adhere to their personal belief and taste.					
1.8 Irregularities in school policies and practices of the administration are also subject for news report if it will merit change for the benefit of the students.					

D. For competency in journalism skills of student writers, advisers and consultants/critics, please use the following scale.

- 5 - Excellent (E)
 4 - Very Satisfactory (VS)
 3 - Satisfactory (S)
 2 - Fair (F)
 1 - Poor (P)

JOURNALISM SKILLS	Rating Scale				
	5	4	3	2	1
	(E)	(VS)	(S)	(F)	(P)
1. Management Skills					
1.1 The staff members are systematically, objectively and fairly organized through competitive examinations and evaluation of qualifications.					
1.2 An organizational structure is developed and functions and duties defined for all the members to observe and follow.					
1.3 The whole staff, the adviser and critic participate actively in the planning for the year's journalism activities and see to it that everybody do their assignment for the accomplishment of the task.					
1.4 Activities and tasks are care-fully programmed to accomplish each before deadline.					
1.5 Delegate the tasks and activities correspondingly to the ability of each of the member.					
1.6 Lead the activities and establish good work relations among members.					
1.7 Possess sound judgment whenever the situation calls for it.					
1.8 Design an activity to motivate all members to do their tasks efficiently by giving incentive or evaluating performance.					
1.9 Hold lectures and workshops in journalism regularly to practice and augment their skills in writing.					
1.10 Work together in the checking of write-ups and articles and agree a common point for its form and content.					

JOURNALISM SKILLS	Rating Scale				
	5	4	3	2	1
	(E)	(VS)	(S)	(F)	(P)
1.11 Convene regularly to solve issues of importance to the task.					
2. Technical Skills					
2.1 News Writing Skills					
2.1.1 News written covers not only those that interest the school but also of the public.					
2.1.2 Sources and content of news are well-balanced along administrative and academic offices, clubs and organizations, related outside activities, outstanding personal achievements, as well as tie-ups of school and community news from local to national affairs.					
2.1.3 News leads are complete and stories organized following it.					
2.1.4 It is written directly to the point, in an impersonal manner and without personal pronouns, comments and superlatives.					
2.1.5 It is written in clear and simple language, free from padding, and consists of short paragraphs.					
2.1.6 It emphasizes future rather than past events.					
3. Editorial Writing Skills					
3.1 The editorial deals with only one specific idea and the topic is of interest to various readers.					
3.2 There is effective variety of subjects where human interests editorials are developed.					
3.3 They show evidence of constructive aims.					
3.4 Editorials give evidence of accurate knowledge.					
4. Literary Writing Skills					
4.1 There is a variety of literary types - poems, essays, short stories, criticisms, biographical sketches, plays, etc.					
4.2 The pieces emphasizes local colors.					
4.3 They are optional.					

JOURNALISM SKILLS	Rating Scale				
	5	4	3	2	1
	(E)	(VS)	(S)	(F)	(P)
5. Feature Writing Skills					
5.1 Consist of sufficient number and variety of special features - school feature stories, student opinions, columns, humor, home making tips, parents, alumni and faculty columns, cartoons, quizzes, etc. - to interest a wide variety of readers.					
5.2 They display suitable and attractive feature heads or appropriate pictures with sketches, cartoons and diagrams.					
5.3 Human interest stories are developed.					
6. Sports Writing Skills					
6.1 It reports complete and interesting coverage of school and community sports.					
6.2 Sports section contains enough fact stories, actual coverage stories, feature, columns and sports editorials.					
6.3 Sports news use the appropriate lingo for each game reports.					
6.4 It is presented in a colorful manner but not being bombastic.					
6.5 They are adequately developed and meet the standards of good writing.					
7. Copyreading and Proofreading Skill					
7.1 There are evidences of careful and accurate copyreading and proof-reading.					
7.2 There is a consistent style capitalization, punctuation, numerals, etc.					
7.3 Libelous matters, opinions, verbal evidences in bad taste were deleted.					
7.4 Errors in fact, structures, grammar, style, trite expressions, slang, wordiness and misspelled words are properly corrected.					
7.5 Lists of names are tabulated instead of being run in paragraph form.					

JOURNALISM SKILLS	Rating Scale				
	5	4	3	2	1
	(E)	(VS)	(S)	(F)	(P)
8. Layout and Make-up Skill					
8.1 See to it that the folio contain the date, issue volume, number and the names of the school, city or province.					
8.2 Take careful consideration in the size, suitability, readability, and attractive-ness of nameplate.					
8.3 Aware that tombstone heads misplaced boxes, fillers at bottom of columns are blunders in layout and make-up.					
8.4 Feature, columns, news items are properly placed in their corresponding sections.					
8.5 Give careful attention to display and balance.					
8.6 Choose appropriate illustrations in every news and feature item.					
8.7 Artistic and pleasing in the layout of the whole paper.					
8.8 Uses appropriate font for every title and text.					

PART II. PROBLEMS ENCOUNTERED IN IMPLEMENTING THE CAMPUS JOURNALISM PROGRAM

Directions: Below are the common problems encountered in the implementation of the journalism program in the secondary schools. Which are true in your school? Check the appropriate column that best represents your answer. Use the following scales:

- 5 – Extremely Felt (EF)
- 4 – Highly Felt (HF)
- 3 – Moderately Felt (MF)
- 2 – Slightly Felt (SF)
- 1 – Not a Problem (NP)

PROBLEMS	Rating Scale				
	5	4	3	2	1
	(EF)	(HF)	(MF)	(SF)	(NP)
1. Problems arising from the relationship among student-writers, advisers, critic and principal					
1.1 Unsupportive school administrator to the activities undertaken by editorial staff.					
1.2 Incompetent teacher adviser where in the management and technical skills in journalism is concerned.					
1.3 Performance and achievements of the journalists are not given due merit and recognition.					
1.4 Loss of confidence and trust between and among the staffers, adviser, critic and the principal.					
1.5 Uncooperative subject teachers of the staffers.					
1.6 Unharmonious work relationship of the scribes and journalism personnel.					
2. Time Constraint					
2.1 Inadequate time for the task of school papering due to too much curricular load and hectic schedule of other school activities.					
2.2 Journalism is not a part in school programming.					
2.3 The subject teachers do not consider the absence of the students scribes who miss classes so as to cover important events.					
2.4 The administration and the parents of the scribes are reluctant to allow the scribes to work overtime.					
3. Financial Inadequacy					
3.1 Lack of funds to finance the registration fees, transportation and meal allowances of student scribes to trainings and conferences.					
3.2 Non-government support in the production of the school publication.					
3.3 Inavailability of funds to finance trainings and workshops in journalism.					
4. Inadequacy of materials/facilities					
4.1 No permanent room for journalism classes and laboratory for school papering.					

PROBLEMS	Rating Scale				
	5	4	3	2	1
	(EF)	(HF)	(MF)	(SF)	(NP)
4.2 Poor lightings for overtime work.					
4.3 Inavailability of staffroom equipments such as computers, typewriter and camera.					
4.4 Inadequacy of office facilities as working tables, chairs, filing cabinets arrange for easy work flow.					
4.5 Inavailability of office supplies as writing papers, pens, tapes, etc.					
4.6 Inavailability of reference books in journalism, files of past issues clippings, handouts, directories, photo files and the like.					
5. Pre-publication censorship					
5.1 Articles and write-ups released for publication depend on the approval of the principal.					
5.2 Critic teacher goes beyond checking grammar and format errors but also alters content and idea of the articles depending on her stand of the issue.					
5.3 Publication adviser cannot defend the stand of the staff of issues for fear of the principal.					
6. Other problems					
6.1 Low morale of the staff members.					
6.2 Selection of some staff members are through recommendation of principal.					
6.3 There is favoritism of the adviser in sending journalists to trainings.					
6.4 Performance and achievement of adviser in journalism is not given merit or recognition by the administration.					
6.5 Journalistic skills of some of the student writers are just average.					

PART III. POSSIBLE SOLUTIONS TO IDENTIFIED PROBLEMS

Directions: Below are possible solutions to address the problems you identified in Part II. Which one is applicable? Check the appropriate column which best represent your answer. Use the scale below:

- 5 – Strongly Agree (SA)
 4 – Agree (A)
 3 – Uncertain (U)
 2 – Disagree (D)
 1 – Strongly Disagree (SD)

POSSIBLE SOLUTIONS	Rating Scale				
	5	4	3	2	1
	(SA)	(A)	(U)	(D)	(SD)
1. Solutions to the problems arising from the relationships of the student-writers, adviser, critic and principal.					
1.1 A cordial talk with the principal explaining the merit of his administration gets with the success of journalism in his school.					
1.2 Send the publication teacher to trainings/ workshops in journalism.					
1.3 Create a body responsible in giving awards and recognition to student performers and winners in competitions.					
1.4 A diplomatic confrontation between and among them so the root cause of the problem be traced and compromise for a solution.					
1.5 Invite subject teachers not involve in journalism to see and read student-writers' work so they appreciate and recognize the efforts of the staffers for the name and honor of the school.					
1.6 Review their respective functions and responsibilities as based in the organizational structure and come to compromise of any alterations of their task in the manner that no one gets over the other.					
2. Time Constraint					
2.1 Request the principal to excuse the publication adviser and staff from other school activities for the time being that they have to meet deadline for the release of the paper.					

POSSIBLE SOLUTIONS	Rating Scale				
	5	4	3	2	1
	(SA)	(A)	(U)	(D)	(SD)
2.2 Design school program that will include journalism class as an optional/elective subject, so a period for this is allotted..					
2.3 Request the principal to create a system so student-writers could cover-up missed classes in subject where their services for the school publication is indispensable.					
2.4 Avoid working overtime, but when is necessary talking to them personally would help.					
3. Financial Inadequacy					
3.1 Invite advertisers of wholesome products to subscribe to the paper with a fee or solicit from the community through caroling, and other fund raising activities.					
3.2 Together with the principal and the editorial staff, talk to the Municipal Mayor to allocate an amount from the Special Education Fund, for the purpose of the production of the school publication.					
3.3 Send only to trainings the highest ranking student-writers wherein performance in journalism is concerned correspondingly the portion of the student subscription fee could accommodate.					
4. Inadequacy of materials/facilities					
4.1 Request the principal for a cubicle in any of the school offices or library for sue of the publication staffers.					
4.2 Avoid making overtime work in the evening or if it is necessary ask permission from the principal to use other rooms that has good lighting conditions.					
4.3 Make solicitations from benefactors for camera while the staffers could request from the office to borrow typewriter or computer especially during the period of the release of the publication.					
4.4 Request from the school office and other government agencies to solicit for their old and used filing cabinets, chairs, tables, etc. and the staffers could improve and repair them.					

POSSIBLE SOLUTIONS	Rating Scale				
	5	4	3	2	1
	(SA)	(A)	(U)	(D)	(SD)
4.5 Slice an amount from the student subscription fee for the purpose and buy only the needed supplies for the year no more no less.					
4.6 Reference books could be solicited from big schools and public libraries while past issues, clippings, handouts etc. would depend on the resourcefulness of the adviser and staffers.					
5. Pre-publication censorship					
5.1 Have a diplomatic talk with the principal regarding guidelines that they should follow in the censorship of publication.					
5.2 Request the adviser to talk the matter over the critic and let the critic read the guidelines in checking/correcting write-ups for publication.					
5.3 Request the adviser that if there should be problems that will crop up about the publication let the staffers settle them with the principal.					
6. Other Problems					
6.1 Organize a journalism activity where the staff members could lead and exercise leadership then awards are given for good performance.					
6.2 Seek assistance from the division journalism supervisor/ coordinator in the selection of the staff so the principal won't intervene.					
6.3 Request for the creation of a ranking committee within the editorial board and only the higher ranking staffers will be sent to trainings depending on how many the allotted amount could accommodate for the registration.					
6.4 Request for the creation of an award giving body to consistently award school performers and winners of different school competitions.					
6.5 Utilize a more comprehensive strategy in the selection of the staff.					

THANK YOU VERY MUCH!

The Researcher

QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS

PART I. PROFILE OF THE RESPONDENT SCHOOL

Direction: Below are items to describe your school as an implementor of the journalism program in the division. Please write or check the appropriate answer to each item.

Name of administrator: _____ Designation: _____

School: _____ Address: _____

Enrollment: _____ No. of teachers: _____

Type of School:

☐ General Secondary

☐ Vocational Secondary

☐ State College

Type of School Paper:

☐ Tabloid

☐ Mimeograph

☐ Magazine

Budgetary allocation of the school per publication _____
Amount

Performance in Press Conference (last 3 years)

Level	Area	Place
Division	_____	_____
	_____	_____
	_____	_____
Regional	_____	_____
	_____	_____
	_____	_____

National

_____	_____
_____	_____
_____	_____

ADMINISTRATIVE SUPPORT NEEDED IN PUBLICATION.

Please check.

- _____ 1. Supports the publication adviser in giving school level trainings in journalism to interested students.
- _____ 2. Sends adviser and student-writers to division, regional and national trainings and press competitions.
- _____ 3. Supports journalism activities undertaken by the editorial staff.
- _____ 4. Provides incentives and school level awards to top performers and winners in journalism.
- _____ 5. Provides the materials/facilities needed by the staff in carrying out the task of school papering.
- _____ 6. Creates a ranking committee and an Award Giving Body to make editorial tasks systematic.
- _____ 7. Leads in making transactions with agency heads and officials to solve the concerns of the staff such as requesting an allocation from the Special Education Fund (SEF) and soliciting used materials, facilities and equipments from big offices and schools.
- _____ 8. Gives moral support to student-writers and adviser attending journalism trainings and competitions.

- _____ 9. Leads in looking for resources to raise an adequate funds for the registration fees, travel and food allowances of the student-writers and advisers in attending division, regional and national trainings and press competitions.
- _____ 10. Explains to other subject teachers their roles in the success of the journalism program in the school and the benefits the school, the faculty members and students derive.
- _____ 11. Inspires teachers and students to instill interest in journalism.
- _____ 12. Appreciates and recognizes performance and achievements undertaken by the staff for the journalism program of the school.

<u>Facilities for Publication</u>	<u>Available</u>	<u>Not Available</u>	<u>Number (If Available)</u>
1. Staffroom and Lecture Room			
1.1 spacious enough for class instruction			
1.2 cubicles set apart for staffer's comfortable working place			
1.3 accommodate an office for the adviser/critic within the staffroom			
1.4 rooms properly ventilated			
1.10 lightings properly installed			

<u>Facilities for Publication</u>	<u>Available</u>	<u>Not Available</u>	<u>Number (If Available)</u>
2. Available References of:			
2.1 dictionaries			
2.2 encyclopedia			
2.3 compilation of idioms			
2.4 compilations of proverbs/ quotation			
2.5 journalism books			
2.6 stylebook			
2.7 thesaurus			
2.8 atlas/almanac			
2.9 maps			
3. Easy Access for reference of the ff.			
3.1 past issues			
3.2 exchange issues			
3.3 handouts			
3.4 clippings			
3.5 photo files			
3.6 directories			
4. Staffroom Equipment			
4.1 working/editing/layouting tables			
4.2 chairs			
4.3 bookshelves			
4.4 time-table boards			
4.5 typewriter			
4.6 computers			
4.7 electric fans			
4.8 camera			

<u>Facilities for Publication</u>	<u>Available</u>	<u>Not Available</u>	<u>Number (If Available)</u>
4.9 radio/cassette recorders			
4.10 staplers			
4.11 pair of scissors			
4.12 rulers			
5. Readily available supplies of:			
5.1 bond papers			
5.2 mimeographing papers			
5.3 carbon papers			
5.4 scotch tapes			
5.5 masking tapes			
5.6 pastes			
5.7 staple wires			
5.8 clips			
5.9 pencils			
5.10 marking pens			
5.11 erasers			
5.12 blank tapes			
5.13 films			

QUESTIONNAIRE FOR STUDENT WRITERS

PART I. PERSONAL PROFILE

General Direction: Kindly check or fill in the data that best describes yourself as a student writer, in the space provided for.

Name of Respondent: _____ Age _____

Civil Status : _____ Sex _____

Year Level presently in: _____

Position in the school publication: _____

Category: English _____ Filipino _____

Scholastic rating

English _____ Filipino _____

Number of Journalism trainings attended:

Division _____

Regional _____

National _____

Awards in Journalism received/journalism contests won for the school year

Category

Place

Division

Regional

National

Other School organizations joined

Position

- 1.
- 2.
- 3.
- 4.
- 5.

QUESTIONNAIRE FOR PUBLICATION ADVISERS

PART I. PERSONAL PROFILE

General Direction: Kindly check or fill in the data that best describes you as a publication adviser, in the space provided for.

Name of Respondent: _____ Age _____

Civil Status : _____ Sex _____

Performance Rating as of last Rating Period: _____

Years of Teaching Experience : _____

Years of Experience as Publication Adviser : _____

Number of Journalism trainings attended:

Division _____

Regional _____

National _____

Number of Journalism Awards received:

Division _____

Regional _____

National _____

Educational Qualifications:

Doctor's Degree _____

MA with Doctoral units _____

MA Degree _____

BSE with MA units _____

BSE major _____ minor _____

BS Masscom/Journalism with units in Education _____

PART II. STATUS OF THE JOURNALISM PROGRAM

General Direction: Below are the components of the journalism program and the corresponding indicators. Kindly indicate the appropriate status of each as you perceived it in your respective schools using the scale provided as your guide. Check opposite each indicator your answer under the appropriate column.

A. For the attainment of program objective and content, please use the following:

- 5 - Fully Attained (FA)
- 4 - Highly Attained (HA)
- 3 - Moderately Attained (MA)
- 2 - Slightly Attained (SA)
- 1 - Not Attained (NA)

OBJECTIVES	Rating Scale				
	5	4	3	2	1
	(FA)	(HA)	(MA)	(SA)	(NA)
1. To train students who are interested in the application of the art and science in journalism and develop the skills in communication.					
1.1 Provides opportunity in the development of the journalistic interest of the students.					
1.2 Serves as an outlet and motivation for journalistic writing.					
1.3 Gives room for the students to learn how to read the newspaper.					
1.4 Instills positive values, cooperation, tact, accuracy and tolerance in group work.					
1.5 Promotes development in the students for keen observation and discrimination concerning relative merits of news articles.					
1.6 Develops intelligent and responsible student leaders and future disciplined citizens of a free and democratic society.					
1.7 Offers training in organizational business methods in other field of career.					

OBJECTIVES	Rating Scale				
	5	4	3	2	1
	(FA)	(HA)	(MA)	(SA)	(NA)
2. To provide linkages between the school and the community and establish rapport between the two institutions.					
2.1 Keeps the community inform of the programs, policies, current issues and other matters of importance to the school.					
2.2 Acts as channel for unifying all members of the school and the community towards desirable, educational and cultural objectives.					
2.3 Provides a pleasant working environment and stimulates worthwhile activities for the school authorities, parents and the community leaders.					
2.4 Creates and expresses school opinions on the government programs and projects in the community.					
2.5 Serves as link between the school and the community officials.					
2.6 Makes known school achievements to parents and the community.					

CONTENT	Rating Scale				
	5	4	3	2	1
	(FA)	(HA)	(MA)	(SA)	(NA)
1. News					
1.1 Reports only news stories that are based on facts.					
1.2 News stories are of recent events or of recent importance.					
1.3 It sights events that are for school and community development, especially those that pertain to economic uplift and moral values.					
1.4 It covers significant events, surveys, and interviews which are vital for the reader's information.					
1.5 It features rare and common events its background perspective and the significance of the events under condition.					

CONTENT	Rating Scale				
	5	4	3	2	1
	(FA)	(HA)	(MA)	(SA)	(NA)
2. Editorial					
2.1 Critically analyzes current issues as to elicit constructive and positive responses from readers.					
2.2 Relates significance of national and local issues in the context of general welfare.					
2.3 Subjects/topics varies that move readers to action and involvement.					
2.4 Deals with issues and its solution that are of importance to readers.					
2.5 Shows evidence of constructive aim as to stimulate whole-some thinking.					
3. Literary/Feature					
3.1 Features variety of literary types, poems, essays, short stories, plays, etc. that are meaningful and related to development.					
3.2 Articles are alive and stimulating and include reader-arousal aspect of communication.					
3.3 It emphasizes local colors that conform to the standards of decency and good taste.					
3.4 Feature articles center on human interest stories.					
3.5 It is able to inspire the readers to attain nobler ambitions through success stories of laymen in their respective fields.					
3.6 Feature articles are genuinely original, artistic and with moral values.					
4. Sports					
4.1 Presents actual, complete and interesting coverages of the school and community sports/games.					
4.2 Games are colorfully presented but without being bombastic.					
4.3 Uses the sports lingo effectively and suitably in the report of each game.					
4.4 Fosters physical fitness awareness in the school and community.					

CONTENT	Rating Scale				
	5	4	3	2	1
	(FA)	(HA)	(MA)	(SA)	(NA)
4.5 Inculcates sportsmindedness and sportsmanship among students and out-of-school youths.					
5. Science Report					
5.1 Translates reports into stories that relate to people's life.					
5.2 Interprets science concepts to the level of understanding of readers.					
5.3 Is able to bridge the gap between the scientists and the laymen by translating science terms to simple and familiar terms.					
6. Development Communication Reports					
6.1 Reports stories/techniques of advanced developments and progress.					
6.2 Steers readers to action and in a dynamic state for economic growth.					
6.3 Keeps readers informed on latest programs of development in agriculture, health, nutrition, social welfare services, etc.					

B. For adequacy of financing, materials and facilities, in-service trainings, and time allotment, please use the following scale.

- 5 - Extremely Adequate (EA)
 4 - Highly Adequate (HA)
 3 - Moderately Adequate (MA)
 2 - Inadequate (IA)
 1 - Not Adequate (NA)

FINANCING	Rating Scale				
	5	4	3	2	1
	(EA)	(HA)	(MA)	(IA)	(NA)
1. Financing Student Publication					
1.1 The school has a sufficient source of funding for the school publication from:					
a - annual student subscription fee					

FINANCING	Rating Scale				
	5	4	3	2	1
	(EA)	(HA)	(MA)	(IA)	(NA)
b - subsidy from savings of school appropriation c - revenues from advertisement d - revenues from donations e - revenues from grants f - allocations from the Municipal Special Education Funds (SEF) g - others, specify _____					
1.2 Funds for the finances of the publication is released automatically to the Editorial Board, which normally comprise the adviser, Editor-in-Chief and the PTCA President.					
2. Preparation of Student Publication Budget					
2.1 The Editorial Board prepares the budget of the student publication for the school year.					
2.2 Copy of the budget is posted in the bulletin board for everybody to evaluate, check, and monitor.					
2.3 The budget for every school year sufficiently allocates the total printing cost of the number of publications to be released for the year.					
2.4 It also allocates funds for the transportation, meals and other allowances of the publication adviser and the staff members during their work at the printing press.					
2.5 It also prepares budget for the expenses of the publication adviser and student writers to the annual division, regional and national press conferences such as registration fees, transportation and meal allowances.					
2.6 It makes available sufficient office and photo supplies needed the year round.					
2.7 Includes honoraria/allowances of the adviser, staffers and resource speakers of the school level trainings in journalism.					
2.8 Other incidental expenses, specify, _____					
3. Subscription Fee					
3.1 The subscription school fee is determined by the school administrator, Editorial Board, PTCA and the student body.					

FINANCING	Rating Scale				
	5	4	3	2	1
	(EA)	(HA)	(MA)	(IA)	(NA)
3.2 The amount of the subscription fee follows the provisions of the DECS Order No. 4 series of 1998, of not less than P20.00/student annually.					
3.3 The accumulated amount is deposited in the bank in the account of the publication with the members of the board as signatories.					
4. Printing of Student Publication					
4.1 The printing of the publication is conducted by the Editorial Board in conformity with the public bidding procedures.					
5. Financial Report of Expenses					
5.1 A summary/financial report or statement is prepared by the board every end of the school year.					
5.2 The COA or the authorized auditor or COA of the school audits the board every year.					
6. Use of the Student Publication Funds					
6.1 All funds collected from any source for the school publication is used exclusively for the same purpose: for the school publication.					

MATERIALS AND FACILITIES	Rating Scale				
	5	4	3	2	1
	(EA)	(HA)	(MA)	(IA)	(NA)
1. Staffroom and Lecture Room					
1.1 spacious enough for class instruction					
1.2 cubicles set apart for staffer's comfortable working place					
1.3 accommodate an office for the adviser/critic within the staffroom					
1.4 rooms properly ventilated					
1.5 lightings properly installed					

MATERIALS AND FACILITIES	Rating Scale				
	5	4	3	2	1
	(EA)	(HA)	(MA)	(IA)	(NA)
2. Available References of:					
2.1 dictionaries					
2.2 encyclopedia					
2.3 compilation of idioms					
2.4 compilation of proverbs/quotations					
2.5 journalism books					
2.6 stylebook					
2.7 thesaurus					
2.8 atlas/almanac					
2.9 maps					
3. Easy access for reference of the ff:					
3.1 past issues					
3.2 exchange issues					
3.3 handouts					
3.4 clippings					
3.5 photo files					
3.6 directories					
4. Staffroom Equipment					
4.1 working/editing/layouting tables					
4.2 chairs					
4.3 bookshelves					
4.4 time-table boards					
4.5 typewriter					
4.6 computers					
4.7 electric fans					
4.8 camera					
4.9 radio/cassette recorders					

MATERIALS AND FACILITIES	Rating Scale				
	5	4	3	2	1
	(EA)	(HA)	(MA)	(IA)	(NA)
4.10 staplers					
4.11 pair of scissors					
4.12 rulers					
5. Readily available supplies of:					
5.1 bond papers					
5.2 mimeographing papers					
5.3 carbon papers					
5.4 scotch tapes					
5.5 masking tapes					
5.6 pastes					
5.7 staple wires					
5.8 clips					
5.9 pencils					
5.10 marking pens					
5.11 erasers					
5.12 blank tapes					
5.13 films					

IN-SERVICE TRAININGS	Rating Scale				
	5	4	3	2	1
	(EA)	(HA)	(MA)	(IA)	(NA)
1.1 The school provides journalism trainings/seminar workshops to interested students in all year levels.					
1.2 Student-writers are sent to division trainings/seminar workshops for development of their journalistic skills.					
1.3 Division press conferences winners are given a chance to compete in regional press conferences.					

IN-SERVICE TRAININGS	Rating Scale				
	5	4	3	2	1
	(EA)	(HA)	(MA)	(IA)	(NA)
1.4 Likewise regional press conference winners are also sent to the national level not only for the competitions but also for the trainings.					
1.5 Student-writers are exposed to journalism-related activities through essay, news, feature, and other forms of writing competitions in the school division, regional and national levels.					
1.6 Publication advisers and critics are sent to division trainings and seminar workshops intended for them to develop their skills in school paper advising and critiquing.					
1.7 They attend regional trainings specifically designed for journalism advisers in the high schools.					
1.8 They are exposed to division press conferences not only as chaperon but also as coaches and trainers.					
1.9 The school sends them to regional press conferences and trainings in preparation for the national level conferences.					
1.10 They attend to national trainings and competitions with the school shouldering the registration fees and other travel expenses.					

TIME ALLOTMENT	Rating Scale				
	5	4	3	2	1
	(EA)	(HA)	(MA)	(IA)	(NA)
1. A 40-minute period everyday is allotted for journalism lecture and writing sessions.					
2. A special program is designed to exempt and excuse publication staffers from other school co-curricular activities/tasks.					
3. The school provides measures to cover-up the missed classes and school activities of the student-writers during the task of school papering, conferences and trainings in journalism.					
4. Publication advisers, critics and student writers work extra hours in school papering.					
5. A system is devised to expedite the task of school papering through special school programming.					

C. For implementation of censorship, please use the following scale.

- 5 - Extremely Implemented (EI)
 4 - Highly Implemented (HI)
 3 - Moderately Implemented (MI)
 2 - Slightly Implemented (SI)
 1 - Not Implemented (NI)

CENSORSHIP	Rating Scale				
	5	4	3	2	1
	(EI)	(HI)	(MI)	(SI)	(NI)
1.1 The school publication is published mainly to uphold and promote the development of campus journalism as a means of strengthening ethical values, encouraging critical and creative thinking, and developing moral character and personal discipline of students.					
1.2 It gives the students opportunity to exercise press freedom and healthy reactions to school rules and policies.					
1.3 Journalism personnel are regulated by the laws of journalism and the press freedom and curtails only the publication of the articles whose context deviates from them.					
1.4 A set of guidelines is created by the school as bases for the censorship of articles and not primarily based on the decision of the administration.					
1.5 Articles released for school publication are founded on the accepted principles, ethical practices in writing, and the libel laws in journalism.					
1.6 Articles need not be approved by the school administrator to merit publication as long as it is based on fact.					
1.7 The responsibilities of the publication adviser and critic limit to monitoring and supervision of the journalism task and not alter the text of articles that do not adhere to their personal belief and taste.					
1.8 Irregularities in school policies and practices of the administration are also subject for news report if it will merit change for the benefit of the students.					

D. For competency in journalism skills of student writers, advisers and consultants/critics, please use the following scale.

- 5 - Excellent (E)
 4 - Very Satisfactory (VS)
 3 - Satisfactory (S)
 2 - Fair (F)
 1 - Poor (P)

JOURNALISM SKILLS	Rating Scale				
	5	4	3	2	1
	(E)	(VS)	(S)	(F)	(P)
1. Management Skills					
1.1 The staff members are systematically, objectively and fairly organized through competitive examinations and evaluation of qualifications.					
1.2 An organizational structure is developed and functions and duties defined for all the members to observe and follow.					
1.3 The whole staff, the adviser and critic participate actively in the planning for the year's journalism activities and see to it that everybody do their assignment for the accomplishment of the task.					
1.4 Activities and tasks are care-fully programmed to accomplish each before deadline.					
1.5 Delegate the tasks and activities correspondingly to the ability of each of the member.					
1.6 Lead the activities and establish good work relations among members.					
1.7 Possess sound judgment whenever the situation calls for it.					
1.8 Design an activity to motivate all members to do their tasks efficiently by giving incentive or evaluating performance.					
1.9 Hold lectures and workshops in journalism regularly to practice and augment their skills in writing.					
1.10 Work together in the checking of write-ups and articles and agree a common point for its form and content.					

JOURNALISM SKILLS	Rating Scale				
	5	4	3	2	1
	(E)	(VS)	(S)	(F)	(P)
1.11 Convene regularly to solve issues of importance to the task.					
2. Technical Skills					
2.1 News Writing Skills					
2.1.1 News written covers not only those that interest the school but also of the public.					
2.1.2 Sources and content of news are well-balanced along administrative and academic offices, clubs and organizations, related out-side activities, outstanding personal achievements, as well as tie-ups of school and community news from local to national affairs.					
2.1.3 News leads are complete and stories organized following it.					
2.1.4 It is written directly to the point, in an impersonal manner and without personal pronouns, comments and superlatives.					
2.1.5 It is written in clear and simple language, free from padding, and consists of short paragraphs.					
2.1.6 It emphasizes future rather than past events.					
3. Editorial Writing Skills					
3.1 The editorial deals with only one specific idea and the topic is of interest to various readers.					
3.2 There is effective variety of subjects where human interests editorials are developed.					
3.3 They show evidence of constructive aims.					
3.4 Editorials give evidence of accurate knowledge.					
4. Literary Writing Skills					
4.1 There is a variety of literary types - poems, essays, short stories, criticisms, biographical sketches, plays, etc.					
4.2 The pieces emphasizes local colors.					
4.3 They are optional.					

JOURNALISM SKILLS	Rating Scale				
	5	4	3	2	1
	(E)	(VS)	(S)	(F)	(P)
5. Feature Writing Skills					
5.1 Consist of sufficient number and variety of special features - school feature stories, student opinions, columns, humor, home making tips, parents, alumni and faculty columns, cartoons, quizzes, etc. - to interest a wide variety of readers.					
5.2 They display suitable and attractive feature heads or appropriate pictures with sketches, cartoons and diagrams.					
5.3 Human interest stories are developed.					
6. Sports Writing Skills					
6.1 It reports complete and interesting coverage of school and community sports.					
6.2 Sports section contains enough fact stories, actual coverage stories, feature, columns and sports editorials.					
6.3 Sports news use the appropriate lingo for each game reports.					
6.4 It is presented in a colorful manner but not being bombastic.					
6.5 They are adequately developed and meet the standards of good writing.					
7. Copyreading and Proofreading Skill					
7.1 There are evidences of careful and accurate copyreading and proof-reading.					
7.2 There is a consistent style capitalization, punctuation, numerals, etc.					
7.3 Libelous matters, opinions, verbal evidences in bad taste were deleted.					
7.4 Errors in fact, structures, grammar, style, trite expressions, slang, wordiness and misspelled words are properly corrected.					
7.5 Lists of names are tabulated instead of being run in paragraph form.					

JOURNALISM SKILLS	Rating Scale				
	5	4	3	2	1
	(E)	(VS)	(S)	(F)	(P)
8. Layout and Make-up Skill					
8.1 See to it that the folio contain the date, issue volume, number and the names of the school, city or province.					
8.2 Take careful consideration in the size, suitability, readability, and attractive-ness of nameplate.					
8.3 Aware that tombstone heads misplaced boxes, fillers at bottom of columns are blunders in layout and make-up.					
8.4 Feature, columns, news items are properly placed in their corresponding sections.					
8.5 Give careful attention to display and balance.					
8.6 Choose appropriate illustrations in every news and feature item.					
8.7 Artistic and pleasing in the layout of the whole paper.					
8.8 Uses appropriate font for every title and text.					

PART III. PROBLEMS ENCOUNTERED IN IMPLEMENTING THE CAMPUS JOURNALISM PROGRAM

Directions: Below are the common problems encountered in the implementation of the journalism program in the secondary schools. Which are true in your school? Check the appropriate column that best represents your answer. Use the following scales:

- 5 – Extremely Felt (EF)
- 4 – Highly Felt (HF)
- 3 – Moderately Felt (MF)
- 2 – Slightly Felt (SF)
- 1 – Not a Problem (NP)

PROBLEMS	Rating Scale				
	5	4	3	2	1
	(EF)	(HF)	(MF)	(SF)	(NP)
1. Problems arising from the relationship among student-writers, advisers, critic and principal					
1.1 Unsupportive school administrator to the activities undertaken by editorial staff.					
1.2 Incompetent teacher adviser where in the management and technical skills in journalism is concerned.					
1.3 Performance and achievements of the journalists are not given due merit and recognition.					
1.4 Loss of confidence and trust between and among the staffers, adviser, critic and the principal.					
1.5 Uncooperative subject teachers of the staffers.					
1.6 Unharmonious work relationship of the scribes and journalism personnel.					
2. Time Constraint					
2.1 Inadequate time for the task of school papering due to too much curricular load and hectic schedule of other school activities.					
2.2 Journalism is not a part in school programming.					
2.3 The subject teachers do not consider the absence of the students scribes who miss classes so as to cover important events.					
2.4 The administration and the parents of the scribes are reluctant to allow the scribes to work overtime.					
3. Financial Inadequacy					
3.1 Lack of funds to finance the registration fees, transportation and meal allowances of student scribes to trainings and conferences.					
3.2 Non-government support in the production of the school publication.					
3.3 Inavailability of funds to finance trainings and workshops in journalism.					

PROBLEMS	Rating Scale				
	5	4	3	2	1
	(EF)	(HF)	(MF)	(SF)	(NP)
4. Inadequacy of materials/facilities					
4.1 No permanent room for journalism classes and laboratory for school papering.					
4.2 Poor lightings for overtime work.					
4.3 Inavailability of staffroom equipments such as computers, typewriter and camera.					
4.4 Inadequacy of office facilities as working tables, chairs, filing cabinets arrange for easy work flow.					
4.5 Inavailability of office supplies as writing papers, pens, tapes, etc.					
4.6 Inavailability of reference books in journalism, files of past issues clippings, handouts, directories, photo files and the like.					
5. Pre-publication censorship					
5.1 Articles and write-ups released for publication depend on the approval of the principal.					
5.2 Critic teacher goes beyond checking grammar and format errors but also alters content and idea of the articles depending on her stand of the issue.					
5.3 Publication adviser cannot defend the stand of the staff of issues for fear of the principal.					
6. Other problems					
6.1 Low morale of the staff members.					
6.2 Selection of some staff members are through recommendation of principal.					
6.3 There is favoritism of the adviser in sending journalists to trainings.					
6.4 Performance and achievement of adviser in journalism is not given merit or recognition by the administration.					
6.5 Journalistic skills of some of the student writers are just average.					

PART IV. POSSIBLE SOLUTIONS TO IDENTIFIED PROBLEMS

Directions: Below are possible solutions to address the problems you identified in Part II. Which one is applicable? Check the appropriate column which best represent your answer. Use the scale below:

- 5 - Strongly Agree (SA)
 4 - Agree (A)
 3 - Uncertain (U)
 2 - Disagree (D)
 1 - Strongly Disagree (SD)

POSSIBLE SOLUTIONS	Rating Scale				
	5	4	3	2	1
	(SA)	(A)	(U)	(D)	(SD)
1. Solutions to the problems arising from the relationships of the student-writers, adviser, critic and principal.					
1.1 A cordial talk with the principal explaining the merit of his administration gets with the success of journalism in his school.					
1.2 Send the publication teacher to trainings/ workshops in journalism.					
1.3 Create a body responsible in giving awards and recognition to student performers and winners in competitions.					
1.4 A diplomatic confrontation between and among them so the root cause of the problem be traced and compromise for a solution.					
1.5 Invite subject teachers not involve in journalism to see and read student-writers' work so they appreciate and recognize the efforts of the staffers for the name and honor of the school.					
1.6 Review their respective functions and responsibilities as based in the organizational structure and come to compromise of any alterations of their task in the manner that no one gets over the other.					
2. Time Constraint					
2.1 Request the principal to excuse the publication adviser and staff from other school activities for the time being that they have to meet deadline for the release of the paper.					

POSSIBLE SOLUTIONS	Rating Scale				
	5	4	3	2	1
	(SA)	(A)	(U)	(D)	(SD)
2.2 Design school program that will include journalism class as an optional/elective subject, so a period for this is allotted..					
2.3 Request the principal to create a system so student-writers could cover-up missed classes in subject where their services for the school publication is indispensable.					
2.4 Avoid working overtime, but when is necessary talking to them personally would help.					
3. Financial Inadequacy					
3.1 Invite advertisers of wholesome products to subscribe to the paper with a fee or solicit from the community through caroling, and other fund raising activities.					
3.2 Together with the principal and the editorial staff, talk to the Municipal Mayor to allocate an amount from the Special Education Fund, for the purpose of the production of the school publication.					
3.3 Send only to trainings the highest ranking student-writers wherein performance in journalism is concerned correspondingly the portion of the student subscription fee could accommodate.					
4. Inadequacy of materials/facilities					
4.1 Request the principal for a cubicle in any of the school offices or library for use of the publication staffers.					
4.2 Avoid making overtime work in the evening or if it is necessary ask permission from the principal to use other rooms that has good lighting conditions.					
4.3 Make solicitations from benefactors for camera while the staffers could request from the office to borrow typewriter or computer especially during the period of the release of the publication.					
4.4 Request from the school office and other government agencies to solicit for their old and used filing cabinets, chairs, tables, etc. and the staffers could improve and repair them.					

POSSIBLE SOLUTIONS	Rating Scale				
	5	4	3	2	1
	(SA)	(A)	(U)	(D)	(SD)
4.5 Slice an amount from the student subscription fee for the purpose and buy only the needed supplies for the year no more no less.					
4.6 Reference books could be solicited from big schools and public libraries while past issues, clippings, handouts etc. would depend on the resourcefulness of the adviser and staffers.					
5. Pre-publication censorship					
5.1 Have a diplomatic talk with the principal regarding guidelines that they should follow in the censorship of publication.					
5.2 Request the adviser to talk the matter over the critic and let the critic read the guidelines in checking/correcting write-ups for publication.					
5.3 Request the adviser that if there should be problems that will crop up about the publication let the staffers settle them with the principal.					
6. Other Problems					
6.1 Organize a journalism activity where the staff members could lead and exercise leadership then awards are given for good performance.					
6.2 Seek assistance from the division journalism supervisor/ coordinator in the selection of the staff so the principal won't intervene.					
6.3 Request for the creation of a ranking committee within the editorial board and only the higher ranking staffers will be sent to trainings depending on how many the allotted amount could accommodate for the registration.					
6.4 Request for the creation of an award giving body to consistently award school performers and winners of different school competitions.					
6.5 Utilize a more comprehensive strategy in the selection of the staff.					

THANK YOU VERY MUCH!

The Researcher

A P P E N D I X H

**Findings of the Test-Re-Test Method of Reliability
Using the Pearson r**

Computed r_{xy} values	Reference of xy	Evaluation
1. 0.91	Test and Re-test results of administrators along the ten criteria	Very high reliability
2. 0.95	Test and Re-test results of publication advisers	Very high reliability
3. 0.90	Test and Re-test results of consultants/ critics	Very high reliability
4. 0.96	Test and Re-test results of student/ writers	Very high reliability
5. 0.90	Test and re-test (over-all)	Very high reliability

Respondent	Test (x)	Re-test (y)	x^2	y^2	XY
Administrator	3.02	3.26	9.1204	10.6276	9.8452
Publication Adviser	3.26	3.26	10.6276	10.6276	10.6276
Consultant/Critic	3.11	3.18	9.6721	10.1124	9.8898
Student/Writer	3.58	3.54	12.8164	12.5316	12.6732
	<u>12.97</u>	<u>13.24</u>	<u>42.2365</u>	<u>43.8992</u>	<u>43.0358</u>

$$\begin{aligned}
 r_{xy} &= \frac{4(43.0358) - (12.97)(13.24)}{\sqrt{[4(42.2365) - (12.97)^2][4(43.8992) - (13.24)^2]}} \\
 &= \frac{172.1432 - 171.7228}{\sqrt{(168.346 - 168.2209)(175.5968 - 175.2976)}}
 \end{aligned}$$

$$= \frac{0.4204}{\sqrt{(0.7251)(0.2992)}}$$

$$= \frac{0.4204}{0.46577831}$$

$$= \underline{\underline{0.90}}$$

CURRICULUM
VITAE

- Bachelor of Science in Secondary Education (English)
Samar College
Catbalogan, Samar

Civil Service Eligibility (Examination Passed)

- Local Scholarship Program Competitive Examination - July 25, 1999
- Philippine Board Examination for Teachers - November 25, 1990
- Career Service Professional Examination - July 30, 1989
- Career Service Subprofessional Examination - December 7, 1980

Work Experience

- Census Enumerator - 1975 National Household Census Enumeration
- 1979 National Agricultural Census Enumeration
- Municipal Day Care Worker - Department of Social Work & Development
Culaba, Biliran
1975 - 1977
- Front Desk Clerk/
Receptionist - Tacloban Village Corporation
Tacloban City
1984 - 1985
- Secondary School Teacher I - Casandig National High School
Paranas, Samar
1995 - 1997
- Master Teacher I - Wright National High School
Paranas, Samar
1998 to present

Designated Guidance Counselor	- Wright National High School Paranas, Samar 1995 to present
Designated PTCA Coordinator	- Wright National High School Paranas, Samar 1995 to present
School Paper Adviser	- "An Burabod" Casandig National High School Paranas, Samar 1991 - 1994
	- "The Wrightenian" Wright National High School Paranas, Samar 1997 to present
Speaker/Discussant/Trainer/- Organizer	Division Trainings for School Paper Advisers and Writers
Reporter/Writer/Contributor	Press Release and Media Relations for Samar Provincial Athletic Meet SY 1997-1998, 1998-1999
Speaker/Trainer/Organizer	- Division Revitalized Homeroom Guidance Program DECS, Catbalogan, Samar
Regional Trainer	- Values Orientation Workshops Civil Service Commission Tacloban City
Examiner/Analyst	- 2001 Regional Test-All Examination DECS, Tacloban City
Examiner	- National Secondary Admission Test DECS, Catbalogan, Samar
Chairman	- Board of Inspectors Local and National Elections

Membership to Organization

- | | |
|--------------------------|--|
| Mass Media Officer | - Wright National High School
Teachers and Employees
Organization
2001 to present |
| Representative for Samar | - Regional Elementary and
Secondary
School Paper Advisers
Association
SY 1998 - 1999 |
| Secretary | - Division Elementary and
Secondary
School Paper Advisers
Association
SY 1998 - 1999 |
| Adviser | - Cleanliness and Beautification
Zone I, Paranas |
| Member | - Regional Association of Values
Orientation Workshop Trainors
Civil Service Commission
Tacloban City |
| Member | - Lupon ng mga Tagpamayapa
Brgy. Buray, Paranas |
| Member | - Philippine Association of
Graduate Education |

Honors and Awards Received

- | | |
|---------------|--|
| Second Honors | - Grades I to III
Culaba Central Elementary
School
Culaba, Biliran
SY 1965 -1968 |
|---------------|--|

- | | |
|--|---|
| First Honors | - Grade IV
Culaba Central Elementary
School
Culaba, Biliran

SY 1968 -1969 |
| Second Honors | - Grade V
Culaba Central Elementary
School
Culaba, Biliran
SY 1969 -1970 |
| Salutatorian | - Grade VI
Culaba Central Elementary
School
Culaba, Biliran
SY 1970 -1971 |
| Most Outstanding School
Paper Adviser for
Region VIII | - 1999 National Secondary School
Press Conference
Tacloban City
February 8, 2000 |
| Most Effective Guidance
Counselor in the Division
of Samar (secondary) | - Search Most Functional Guidance
Center and Effective Guidance
Counselor
DECS, Division Office
October 2, 1996 |

Citations and Recognitions Received

- | | |
|--|---|
| Certificate of Recognition
for the successful
Regional Demonstration
Teaching in Physics | - Three-Day In-Service Training for
Science and Mathematics Sec.
School Teachers
Samar National School
Catbalogan, Samar
November 27, 1993 |
| Certificate of Recognition
for the successful
Division Demonstration
Teaching in English
(Appreciation Lesson) | - School In-Service Program in
English
Wright National High School
Paranas
November 5, 1995 |

- Certificate of Recognition - Search for the Most Functional
as the Guidance Counselor Guidance Center
of the Most Functional DECS, Division Office
Guidance Center in the October 2, 1996
Division (Secondary)
- Certificate of Recognition - National Sec. School Press
as Outstanding School Conference
Paper Adviser for Region Tacloban City
VIII February 8, 2000
- Certificate of Recognition - 1999 Regional Sec. School Press
as coach/adviser of the Conference
1999 Regional Best Eastern Samar National Compre-
School Paper hensive High School
Borongan, Eastern Samar
November 6, 1998
- Certificate of Recognition - Division Sec. School Press
as coach/adviser to 1997 Conference
Best School Paper in the Samar National School
Division (Category A - Catbalogan, Samar
English) October 21, 1997
- Certificate of Recognition - Division Sec. School Press
as coach/adviser to 1998 Conference
Best School Paper in the Samar National School
Division (Category A - Catbalogan, Samar
English) October 22, 1998
- Certificate of Recognition - Division Sec. School Press
as coach/adviser to 1999 Conference
Best School Paper in the Samar National School
Division (Category A - Catbalogan, Samar
English) September 18, 1999
- Certificate of Recognition as Speaker/Discussant/Facilitator
during the 1997 Division Training for Elementary & Secondary
School Paper Advisers - Boy Scout Building, Catbalogan
(Feature Writing - English) September 19, 1997
- Certificate of Recognition as Speaker/Discussant/Facilitator
during the Division Elementary & Secondary
Press Conference - Samar National School, Catbalogan
(Feature Writing - English) October 21, 1997

Certificate of Recognition as Speaker/Discussant during
the 1998 Division Training for Elementary & Secondary School
Paper Advisers - Basey National High School
(Editorial Writing - Basey, Samar
English) September 24, 1998

Certificate of Recognition as Organizer/Facilitator during
the 1998 Division Training for Elementary & Secondary School
Paper Advisers - Basey National High School
Basey, Samar
September 24, 1998

Certificate of Recognition as Speaker/Discussant during
the 1998 Division Elementary & Secondary
Press Conference - Samar National School, Catbalogan
October 22, 1998

Certificate of Recognition as Organizer/Facilitator during
the 1998 Division Elementary & Secondary
Press Conference - Samar National School, Catbalogan
October 22, 1998

Certificate of Recognition as Speaker/Discussant during
the 1998 Division Elementary & Secondary
Press Conference - Samar National School, Catbalogan
October 22, 1998

Certificate of Recognition as Coach/Adviser of First Place
Winner in Editorial Writing- 1997 Div. Sec. School Press
(English) Conference
Samar National School
Catbalogan, Samar
October 21, 1997

Certificate of Recognition as Coach/Adviser of First Place
Winner in Editorial Writing- 1998 Div. Sec. School Press
(English) Conference
Samar National School
Catbalogan, Samar
October 22, 1998

Certificate of Recognition as Coach/Adviser of Second Place
Winner in Photo Journalism - 1998 Div. Sec. School Press
(English) Conference
Samar National School

Catbalogan, Samar
October 22, 1998

Certificate of Recognition as Coach/Adviser of Third Place
Winner in News Writing (English) - 1998 Div. Sec. School Press
Conference
Samar National School
Catbalogan, Samar
October 22, 1998

Certificate of Recognition as Coach/Adviser of Third Place
Winner in Copyreading & Headline Writing (English) - 1998 Div. Sec. School Press
Conference
Samar National School
Catbalogan, Samar
October 22, 1998

Certificate of Recognition as Coach/Trainer of Fourth Place
Winner in Editorial Cartooning (English) - 1998 Div. Sec. School Press
Conference
Samar National School
Catbalogan, Samar
October 22, 1998

Certificate of Recognition as Coach/Adviser of the First
Place Winner in Copyreading- & Headline Writing (English) 1999 Div. Sec. School Press
Conference
Samar National School
Catbalogan, Samar
September 18, 1999

Certificate of Recognition as Coach/Adviser of the Second
Place Winner in Feature Writing (English) - 1999 Div. Sec. School Press
Conference
Samar National School
Catbalogan, Samar
September 18, 1999

Certificate of Recognition as Coach/Adviser of Second Place
Winner in Editorial Cartooning (English) - 1999 Div. Sec. School Press
Conference
Samar National School
Catbalogan, Samar
September 18, 1999

- Certificate of Recognition as Coach/Adviser of the Fifth Place Winner in Photo Journalism (English) - 1999 Div. Sec. School Press Conference
Samar National School
Catbalogan, Samar
September 18, 1999
- Certificate of Recognition as Coach/Adviser of Sixth Place Winner in Sports Writing (English) - 1999 Div. Sec. School Press Conference
Samar National School
Catbalogan, Samar
September 18, 1999
- Certificate of Recognition as Coach/Adviser of the Second Place Winner in Editorial Writing (English) - 1998 Regional Sec. School Press Conference
ESNCHS, Borongan, Eastern Samar
November 6, 1998
- Certificate of Recognition as Coach/Adviser of the Fifth Place Winner in Sports Writing (English) - 1998 Regional Sec. School Press Conference
ESNCHS, Borongan, Eastern Samar
November 6, 1998
- Certificate of Recognition as Coach/Adviser to the Fifth Place Winner in News Writing (English) - 1998 Regional Sec. School Press Conference
ESNCHS, Borongan, Eastern Samar
November 6, 1998
- Certificate of Recognition as Coach/Adviser to the Fifth Place Winner in Copyreading- and Headline Writing - 1998 Regional Sec. School Press Conference
ESNCHS, Borongan, Eastern Samar
November 6, 1998
- Certificate of Recognition as Coach/Adviser to the Second Place Winner in Editorial Cartooning - 1999 Regional Sec. School Press Conference
Basey NHS, Basey, Samar
October 15, 1999

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