

Development and Evaluation of Learning Module for Special Program in Journalism

RICHARD BRIAN TUTOR

Casimiro A. Ynares, Sr. Memorial National High School
richardbrian.tutor@deped.gov.ph

Abstract

The study aimed to develop and evaluate a learning module for Special Program in Journalism (SPJ) for junior high school using a descriptive method. The developed learning module was evaluated by 10 experts from the Division of Rizal and 20 student publication advisers from selected public high schools. The evaluation was determined by a five-point Likert scale focusing on the six aspects; authenticity, clarity; comprehensibility, creativity, technical quality, and usability. The statistical tools used were weighted mean and individual sample t-test. The results of the study revealed that the experts and student publication adviser-respondents evaluated the developed learning module as Very Highly Agree in all aspects as evidenced by the overall weighted mean ratings of 4.89 and 4.90, respectively.

Keywords: learning module, special program in Journalism, development, evaluation

INTRODUCTION

Aligned with the implementing guidelines of the Republic Act 7079, otherwise known as the "Campus Journalism Act of 1991", schools are encouraged to implement various programs and projects aimed to improve the journalistic skills of the students concerned and promote responsible and free journalism. The law also allows the K to 12 Basic Education Curriculum level to implement special curricular programs specializing in campus journalism. Moreover, DepEd Order No. 46, s. 2012 explicitly mentions the need to offer Special Curricular Programs such as Science and Technology, Arts, Sports, Journalism, Foreign Language, and Technical-Vocational Education.

The initial implementation of the Special Curricular Programs began in the School Year 2012-2013 under the DepEd Memorandum No. 187, s. 2009, in which the Department of Education selected 17 public high schools to pioneer the program in the country. The Policy Guidelines on the Implementation of the Special Curricular Programs at the Secondary Level as highlighted in the DepEd Order No. 46, s.2012 states that: "Being career pathways, the Special Curricular Programs take the place of Technology and Livelihood Education (TLE) of the core curriculum. All the other subjects of the core curriculum shall be adopted, including the time allocation as stipulated in DepEd Order No.31, s. 2012. The add-ons to the core curriculum shall be the advanced subjects of the Special Programs. Likewise, the schools have the option to further enrich the curriculum, provided that the requirements of the core curriculum and the special curricular programs have been met".

Special Program in Journalism is a program created by the Department of Education in the Philippines to give talented students a chance to enhance their talents in campus journalism. The program also serves as an effective avenue for enhancing the journalistic competence of students which includes purposeful development of writing skills specifically in the communication arts subjects where writing is taught as a basic skill. The Special Program in Journalism of Casimiro A. Ynares Sr. Memorial National High School started in 2013. The school's SPJ curriculum is designed to address wide arrays of skills ranging from writing to

technical application. Curriculum development is very well emphasized in Republic Act No. 10533, Basic Philippine Education, which states, among others, that: "The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. The production and development of locally produced teaching materials shall be encouraged, and approval of these materials shall devolve to the regional and division education units". It is therefore imperative that educators must focus on this area since learning modules are educational resources used to improve students' knowledge, abilities, skills, and values, monitor their endowment of learnings and contribute to their overall development and upbringing.

At present, the Special Program in Journalism of Casimiro A. Ynares Sr. Memorial National High School offers four-year courses from Grade 7 to 10. Each grade level has four specialized subjects which are taken along with the core subjects. Despite being one of the implementers of the Special Program in Journalism, the Department of Education does not have any existing curriculum guide nor learning modules unlike other core subjects as of crafting this study. This has been one of the challenges why only a few offers specialized courses.

With the demands and challenges as one of the Special Program in Journalism implementers in Region IV-A and the center for campus journalism in the Division of Rizal, the need to innovatively prepare learning elements to develop students intellectually, to motivate students' interest in learning – for them to be able to do the certain task independently and successfully, which guide them to lifelong learning.

LITERATURE REVIEW/THEORETICAL FRAMEWORKS

Developing learning modules for special curriculum including the Special Program in Journalism is fundamental as these provide detailed information that will not rather be known. The developed learning modules also function as the link between the teacher and the students in delivering the instruction and supplying creative ideas to expedite the educational process.

American Press Institute (2019) as cited from <https://www.americanpressinstitute.org>, defines journalism as the activity of gathering, assessing, creating, and presenting news and information. Moreover, it is also the product of these activities. The strengthened implementation of the Republic Act 7079 also known as the "Campus Journalism Act of 1990" allows the public high schools in the Philippines to offer specialized programs such as the Special Program in Journalism and the like.

Ramirez (2010) enumerated the five fundamentals of student journalism, such as 1) a way of propagating culture in all its forms; 2) ensure the existence of journalism that reflects the freedom of the press; 3) a way of obtaining understanding that all men have full freedom of thought, conscience, and religion; 4) pursue and condemn totalitarianism, colonialism, and imperialism in all their forms; and 5) recognizes its responsibility as a medium of expression and orientation in favor of the student and human rights under the International resolutions.

In the context of the Special Program in Journalism, there are three main goals of the program: (1) enrich the journalistic experience of the students; (2) hone their journalistic skills and competencies; and (3) strengthen free and responsible journalism (Rivera, 2013). In an annual conference on the "Updates, Challenges and Opportunities of Special Program in Journalism", Ador Dionisio (2019) reiterated that there is a demand for enhancing the ongoing implementation of the SPJ program. Thus, program implementers are encouraged to initiate

research, studies, and instructional materials development. To support the advocacy of the Department of Education, which was stipulated in Rule II, Section 10.3 of Republic Act No.10533, the development, production, and evaluation of contextualized learning materials are encouraged.

As defined by Right (2018), learning material as a generic term is used to describe the resources teachers use to deliver instruction. It also supports student learning and increases their success. Ideally, these materials will be tailored to the content in which they are being used, to the students in whose class they are being used, and to the teacher. Learning materials come in many shapes and sizes, but they all have in common the ability to aid learning.

It was emphasized in an article by Aspen Institute (2018) entitled "Improving Access to High-Quality Instructional Materials" that teachers who have access to engaging and high-quality instructional materials, tend to have a greater impact in elevating the achievement of the students. Moreover, materials need to present 'rigorous, developmentally appropriate, and culturally relevant content that is aligned to the country's challenging academic standards and assessments. The principles are generally aligned with the principles of materials development as highlighted by Tomlinson (2011).

Further, Manurung (2017) explained that the development of instructional materials should be aligned with their instructional objectives and should choose appropriate instructional strategies for an effective instruction process to undertake. It should also consider appropriate media depending on the needs of the learners who will directly utilize the developed instructional materials. Another salient term highlighted by Manurung (2017) is Instructional Design (ID). The term has been used in the educational system to describe what has been done by an expert in preparing, designing, developing, and implementing each instructional step from the pre-teaching activity, prior to the real teaching in the classroom, during the real teaching in the classroom, and after the classroom teaching which is known as assessment and evaluation.

In this research, authenticity is added as one of the characteristics to innovatively design the learning module intended for learners who are taking special subjects, which in this case, journalism. According to Peacock as cited by Liu (2014), authentic materials are the materials that have been produced to fulfill some social purpose in the language community. The purpose is to stimulate students' ideas, encourage them to relate themselves to real-life experiences, and develop topics in ways that articulate their ideas and apply them correctly. As for Tomlinson & Masuhara (2017), basic consideration for selecting authentic materials is choosing topics combined with relevant activities that are practical, applicable, and of interest to the students. Rather than designing a material that transmits declarative knowledge, it should provide real-life experiences among the target learners.

In a similar vein, Omaggio-Hadley as cited by Widyastuti (2017) pointed out that authentic material should help students to eliminate the feeling of failure or other negative association they may have toward learning activity. Thus, making the instructional materials more visually interactive can help attain this characteristic, and crafting it which will expose the students in real context helps them stimulate understanding and learning process.

The reviewed study of Mercado and Ching (2016) entitled "Teachers as Producers and Consumers of Educational Materials: An Analysis" highlighted that 21st-century educators should have the ability to develop learner's materials to address the needs of individual

students. Their study aims for Filipino teachers to produce and consume educational materials which include visual aids, hand-outs, presentations, lesson plans, worksheets, video tutorials, and the like, either tangible form or through online platforms.

Manalo (2016) developed Learning Elements based on the reading comprehension of Grade III pupils of Marikina Elementary School during the year 2015-2016. The study used criteria such as clarity, comprehensibility, creativity, and usability to evaluate the Learning Elements. The result revealed that teacher-respondents evaluation in terms of clarity, comprehensibility, creativity, and usability with ratings of Strongly Agree as seen in the grand weighted mean of 4.53 while the expert-respondents evaluated the same learning elements as very good as shown in the general weighted mean of 4.34. All four (4) variables were rated by the two groups of respondents very satisfactorily.

The study entitled "Development and Evaluation of Module in Literature with Graphic Organizers as Reading Enhancers for Grade 7 Students" by Hilario (2016) revealed that several essential topics should be included in developing a module in literature. The results of the evaluations of the two groups of respondents found the developed module as relevant since it covers criteria such as authenticity, clarity, usefulness, suitability, and relevance.

Cordilla (2019) developed supplementary reading material with graphic organizers for grade 8 students. She developed the reading materials which focused on seven (7) aspects namely: overview, learning objective, pre-reading, while reading, post-reading, application, and evaluation. The result revealed that experts and English teacher respondents evaluated the developed supplementary reading materials as Highly Acceptable (HA) in terms of overview, learning objective, pre-reading, while reading, post-reading, application, and evaluation as evidenced by the grand weighted mean ratings of 4.16 and 4.15. Moreover, the evaluation of the two groups of respondents showed no significant difference in terms of the seven aspects.

The study of Liu (2014) entitled "Development and Evaluation of Learning Elements in Asian History" is also very much related to the present study because it also developed and evaluated learning elements. They differ since Liu's study used teachers in the secondary and experts as respondents while the present study used student publication advisers and experts. Her study used the descriptive method of research with the questionnaires as the data gathering instrument. Moreover, she used statistical tools such as the following: frequency, mean, standard deviation, and t-test.

Another descriptive research conducted by Lozada (2016) aimed to determine the level of acquired journalistic writing skills in headline writing, lead writing, news writing, and photojournalism as bases of the training. The *Journalismo Literacy Project* targets selected forty-two (42) student-trainees at Marinduque State College as the respondents of the study. The study revealed that: a) the level of implementation of the *Journalismo Literacy Project* in terms of teaching methods, educational media, extensionist competencies, training schedules, and attainment of objectives were assessed as well as implemented; b) in terms of problems encountered, the training schedule is the highest rank among the five (5) parameters in the *Journalismo Literacy Project*; c) the level of acquired journalistic writing skills of the student-trainees in terms of headline writing, lead writing, basic news writing, and photojournalism were assessed as very satisfactory; d) the most common errors committed by the trainees is on the correct use of the English language specifically on language forms, language use, and language grammar. However, the level of implementation of *Journalismo Literacy Project* and the acquired journalistic writing skills of the student-trainees during the training have no significant relation.

Sumalinog (2018) conducted a study on teachers' perspectives on common grammatical errors attained by high school students. His qualitative study showed findings that students have difficulty in using prepositions, observing noun-pronoun antecedent, distinguishing English spelling variations, determining the plural and singular forms of nouns, using correct verb tenses, observing the subject-verb agreement, and writing active and passive sentences. The study revealed that the students have not mastered some of the competencies which affected their grammatical performances. Sumalinog recommended technology-based strategies suited to the needs of the students.

Santos (2015) conducted a study on "Integrated Form-Focused Instructional Materials for Grade Nine Students" which is slightly similar to the present study. The descriptive research focused on the mastery level of grade nine students in the use of second language grammar. Using a checklist, the researcher developed the instructional materials utilizing form-focused instruction. Also, the study of Santos gathered thirty (30) grade nine student respondents accomplished the research-made grammar diagnostic test which became the basis for the development of the instructional materials. Twenty (20) English language teachers and ten (10) language experts evaluated the developed instructional materials focusing on the identified least-mastered skills in grammar.

In a more comprehensive study done by Rivera (2013), seventeen (17) pilot Special Program in Journalism implementers across the country were included. The study evaluated the SPJ status based on the following: (1) attainment of objectives, (2) adequacy of resources, (3) implementation, and (4) curricular contents as variables. The findings from the study showed evidence that both teachers and students regarded curriculum contents the highest, and adequacy of resources as the least with 3.53 combined weighted mean with a verbal interpretation of much achieved with the combined weighted mean of 4.54 and verbally interpreted as outstanding. Moreover, the study found out that the evaluation of teachers and students created no significant difference in terms of adequacy of resources, program implementation, and curriculum contents. However, the evaluation of two groups of respondents created a significant difference in terms of attainment of objectives, thus, there is no significant difference in terms of all the components tested.

The study of Opiniano et.al. (2017), aimed to look at how the SPJ was implemented in contrast to the original intention for the program and its design. Specifically, the research team aimed to identify and analyze the prevailing conditions of the SPJ using the context and input evaluation; the logical and empirical contingency of the SPJ-related transactions; and the intended and unintended outcomes of the program. The qualitative findings revealed that SPJ implementation encountered barriers such as financial resources, school facilities, support for the program, lack of students for publication, and training for teachers. As concluded in the study, the SPJ remains promising despite the many challenges it is facing due to the absence of regular formal evaluation; goals and objectives need to be reviewed and analyzed, and the SPJ's curriculum should be revised in accordance with the present and emerging journalistic trends.

Gidget (2015) conducted a study that attempted to describe how the internet has dramatically transformed the practice and pedagogy of journalism within the Philippines. The main target of the primary part of her study is to assess the present pedagogy of journalism in elementary schools in Los Banos and the introduction of distance learning as a tool in improving the standard of instruction. The second is to develop a more comprehensive and institutionalized e-learning system for elementary journalism. The study revealed that while teachers'

instructional communication strategies are salient, the matter arises as most of the teacher respondents have little or no mastery of journalism as a practice. The dilemma was further aggravated by educational policy on journalism pedagogy. The participation of teachers and therefore the performance of those who are ready to participate indicates that the institution of e-learning as a tool in improving the standard of journalism instruction in elementary schools requires strong government support and reconfiguration of educational policy.

METHODS

The study used the descriptive method to determine the evaluation of the two groups of respondents on the developed learning module for Special Program in Journalism (SPJ). According to Calderon and Gonzales, as cited by Liu (2014), a descriptive method with evaluative design may be defined as purposive processes of gathering, analyzing, classifying, and tabulating data about relationships and then making an adequate and accurate interpretation about such data with or without the old statistical method.

To describe a phenomenon and its characteristics is the ultimate objective of descriptive research. This research is more concerned with what rather than how or why something has happened. To attain such, observation and survey tools are often used to gather data. Moreover, a descriptive method of research involves an element of analysis and interpretation of the meaning and significance of what is described (Gall, Gall & Borg, 2007 as cited in Nassaji, 2015). This method is appropriate for this study since it aimed to develop and evaluate a learning module for Special Program in Journalism.

Research Design, Site, and Participants

The main sources of data were the twenty (20) student publication advisers from the selected schools in Cainta and Taytay Districts and ten (10) experts from the Division Office of Rizal with a total of 30 respondents. They were chosen purposively within the level of expertise in the field of campus journalism.

Table 1. Distribution of the Respondents per School/Office

Name of Schools/Offices	School Paper Advisers	Experts	Total
1. Department of Education – Division of Rizal	0	5	5
2. Antonio C. Esguerra National High School	1	1	2
3. Benjamin C. Esguerra Memorial National High School	2	0	2
4. Casimiro A. Ynares Sr. Memorial National High School	4	2	6
5. Francisco P. Felix Memorial National High School	4	1	5
6. Manuel I. Santos Memorial National High School	2	0	2
7. Muzon National High School	2	0	2
8. Simona National High School	2	0	2
9. Taytay National High School	2	0	2
10. Taytay Senior High School	1	1	1
Total	20	10	30

Note: Purposive Sampling will be utilized

Research Design

This research study used the descriptive method in the development and evaluation of the learning module for Special Program in Journalism. The researcher identified the specialized courses per grade level. For Grade 7, the courses include News Writing, Feature Writing, Editorial Writing, and Editorial cartooning. For Grade 8 includes Copyreading and Headline writing, Sportswriting, Photojournalism, and Science writing. Grade 9 level includes Broadcast Journalism and Page design and Layout while Grade 10 includes Online Journalism and Ethics in Journalism. The learning module was evaluated by student publication advisers and experts from the districts of Taytay and Cainta. The comments and suggestions were incorporated by the researcher in the learning module.

Data Collection and Analysis

The data gathering instrument used for this study was the evaluation questionnaire. This was prepared by the researcher, checked by his thesis adviser, and validated by the experts. The evaluation questionnaire was used to determine the evaluation of the student publication adviser respondents of Francisco P. Felix Memorial National High School, Manuel I. Santos Memorial National High School, Taytay National High School, Casimiro A. Ynares Sr. Memorial National High School, Benjamin C. Esguerra Memorial National High School, Simona National High School, Muzon National High School, Antonio C. Esguerra National High School, Taytay Senior High School, and experts from the Division Office on the developed learning module.

Permission to conduct the study was secured by the researcher from the Schools Division Superintendent of Rizal Province with the help of the Cainta and Taytay Districts Monitoring Officials to allow him to administer the questionnaires to the teachers and the expert respondents. Upon the approval of his request, the assistance of the principal of the school was also pursued. The administration and retrieval of the survey questionnaire to the respondents was personally done by the researcher to ensure that all items are answered honestly and completely by the respondents. The data were then tallied and tabulated for an orderly presentation. For a vivid description and analysis of the data collected, statistical tools were used in the study including, weighted mean, independent samples t-test, scale, range, and verbal interpretation. To verify if there is a significant difference that exists between the evaluations of the two groups of respondents on the developed learning module based on authenticity, clarity, comprehensibility, creativity, technical quality, and usability, a **t-test** was utilized.

FINDINGS/RESULTS

Table 2-6 presented the two groups of respondents' evaluations on the developed learning module in Journalism regarding its authenticity, clarity, comprehensibility, creativity, technical quality, and usability.

Table 2. Respondents' Evaluations on the Developed Learning Module in Journalism with Respect to Authenticity

Indicators/ Factors	Respondents			
	Advisers		Experts	
	WM	VI	WM	VI
1. The learning materials provide authentic journalism information.	4.95	VHA	4.80	VHA
2. The learning materials expose the learners to the the real language of journalism.	4.85	VHA	4.90	VHA
3. The learning materials relate more closely to learners' authentic needs to become a journalist.	4.85	VHA	5.00	VHA
4. The learning materials support a more creative approach to teaching journalism.	4.90	VHA	4.90	VHA
5. The learning materials have a positive effect on learners' motivation for becoming a student journalist.	4.90	VHA	5.00	VHA
Average Weighted Mean	4.89	VHA	4.92	VHA
Standard Deviation	0.19		0.19	

Note: WM – Weighted Mean VI – Verbal Interpretation VHA – Very Highly Agree

It can be observed in the table that the experts and student publication adviser- respondents' evaluations on the developed learning module in Journalism regarding its authenticity is *Very Highly Agree (VHA)* as evidenced by the average weighted mean ratings of 4.89 and 4.92, respectively.

Table 3. Respondents' Evaluations on the Developed Learning Module in Journalism with Respect to Clarity

Indicators/ Factors	Respondents			
	Advisers		Experts	
	WM	VI	WM	VI
1. The introduction states the expected coverage of the lessons within the unit.	4.90	VHA	5.00	VHA
2. The developed learning module provides diagnostic activities to assess the prior knowledge of the students.	4.85	VHA	4.90	VHA
3. The objectives are clear to the target learners.	4.90	VHA	4.90	VHA
4. Simple language is used for a clear discussion of the lessons and presents comprehension questions.	5.00	VHA	4.90	VHA

5. The learning module activities are within the understanding level and are suited to the target learners.	4.90	VHA	4.80	VHA
Average Weighted Mean	4.91	VHA	4.90	VHA
Standard Deviation	0.14		0.14	

It can be viewed in Table 3 that the experts and student publication adviser- respondents' assessment on the developed learning module for Special Program in Journalism regarding its clarity is *Very Highly Agree (VHA)* as evidenced by the average weighted mean ratings of 4.91 and 4.90 with standard deviations of 0.14, respectively.

Table 4. Respondents' Evaluations on the Developed Learning Module in Journalism with Respect to Comprehensibility

Indicators/ Factors	Respondents			
	Advisers		Experts	
	WM	VI	WM	VI
1. The developed learning module helps the learners to respond or react without conscious effort.	4.75	VHA	4.90	VHA
2. The developed learning module allows students to read the materials without unnatural hesitation.	4.80	VHA	4.90	VHA
3. The logical relationship and smooth flow of ideas and activities are present.	4.85	VHA	5.00	VHA
4. The developed learning module help improve the cognitive skills, allowing the learners to easily comprehend the activities.	4.95	VHA	5.00	VHA
5. The journalism activities further help the learners to test their understanding of the lesson.	4.80	VHA	5.00	VHA
Average Weighted Mean	4.83	VHA	4.96	VHA
Standard Deviation	0.23		0.13	

It can be gleaned on Table 4 that the experts and student publication adviser- respondents' evaluations on the developed learning module for Special Program in Journalism regarding its comprehensibility is *Very Highly Agree (VHA)* as evidence by the average weighted mean ratings of 4.83 and 4.96 with 0.23 and 0.13 standard deviations, respectively.

Table 5. Respondents' Evaluations on the Developed Learning Module in Journalism with Respect to Creativity

Indicators/ Factors	Respondents			
	Advisers		Experts	
	WM	VI	WM	VI
1. The designs are appropriate and attractive to enhance students' interest in learning.	4.80	VHA	4.80	VHA
2. The sequences of the topic are in order and logically arrange.	5.00	VHA	4.80	VHA
3. The graphics and pictures are clear and appropriate.	5.00	VHA	4.60	VHA
4. The presentation of the lessons and activities easily motivates the students to learn the lessons.	4.90	VHA	4.80	VHA

5. It enhances the lesson presentation through different suggested activities.	4.85	VHA	4.90	VHA
Average Weighted Mean	4.91	VHA	4.78	VHA
Standard Deviation	0.14		0.24	

As presented in Table 5 that the experts and student publication adviser- respondents' evaluations on the developed learning module for Special Program in Journalism regarding its creativity is *Very Highly Agree (VHA)* as evidenced by the average weighted mean ratings of 4.91 and 4.78 with 0.14 and 0.24 standard deviations, respectively.

Table 6. Respondents' Evaluations on the Developed Learning Module in Journalism with Respect to Technical Quality

Indicators/ Factors	Respondents			
	Advisers		Experts	
	WM	VI	WM	VI
1. The design allows the students to navigate online sources to support learning.	4.85	VHA	4.80	VHA
2. The developed learning module can be easily and independently used.	4.85	VHA	4.60	VHA
3. The designs sustain interest and do not distract students' attention.	4.95	VHA	4.90	VHA
4. The developed learning module provides an accurate representation of the concept discussed.	4.95	VHA	4.80	VHA
5. The non-text presentations are clear and easy to interpret.	4.95	VHA	5.00	VHA
Average Weighted Mean	4.91	VHA	4.82	VHA
Standard Deviation	0.17		0.18	

It can be gleaned on Table 6 that the experts and student publication adviser- respondents' evaluations on the developed learning module in Journalism regarding its technical quality is *Very Highly Agree (VHA)* as evidenced by the average weighted mean ratings of 4.91 and 4.82 with 0.17 and 0.18 standard deviations, respectively.

Table 7. Respondents' Evaluations on the Developed Learning Module in Journalism with Respect to Usability

Indicators/ Factors	Respondents			
	Advisers		Experts	
	WM	VI	WM	VI
1. The developed learning materials are a useful supplement to enforce the transfer of the learning.	4.95	VHA	5.00	VHA
2. The developed learning materials are appropriate to the comprehension level of the students.	4.95	VHA	4.90	VHA
3. The developed learning materials facilitate learning of the concepts/principles of journalism.	4.85	VHA	4.90	VHA

4. The developed learning materials make teaching-learning easier for the teachers and students.	5.00	VHA	4.90	VHA
5. The developed learning materials facilitate the presentation of the lessons more effectively.	4.95	VHA	5.00	VHA
Average Weighted Mean	4.94	VHA	4.94	VHA
Standard Deviation	0.11		0.10	

It can be gleaned on Table 7 that the experts and student publication adviser- respondents' evaluations on the developed learning module in Journalism with respect to its usability is *Very Highly Agree (VHA)* as evidenced by the average weighted mean ratings of 4.94 for both groups with 0.11 and 0.10 standard deviations, respectively.

Table 8. Summary of Respondents' Evaluations on the Developed Learning Module in Journalism

	Respondents			
	Advisers		Experts	
	AWM	VI	AWM	VI
a. Authenticity	4.89	VHA	4.92	VHA
b. Clarity	4.91	VHA	4.90	VHA
c. Comprehensibility	4.83	VHA	4.96	VHA
d. Creativity	4.91	VHA	4.78	VHA
e. Technical Quality	4.91	VHA	4.82	VHA
f. Usability	4.94	VHA	4.94	VHA
Overall Weighted Mean	4.90	VHA	4.89	VHA

Note: AWM – Average Weighted Mean

It is therefore obvious that the developed learning module in Journalism has aspects that are deemed acceptable based on the Student Publication Advisers as evidenced by the overall weighted mean of 4.90. On the same note, the developed learning module in Journalism has aspects that are deemed acceptable based on the Journalism experts as evidenced by the average weighted mean ratings of 4.89. Table 8 clearly shows that they all *Very Highly Agree (VHA)* in all its aspects and indicators.

Table 9. Summary of the Test of the Significant Difference Between the Evaluations of the Two Groups of Respondents on the Developed Learning Module in Journalism

	Advisers		Experts		t _{computed} Value	Decision	Interpretation
	WM	sd	WM	sd			
a. Authenticity	4.89	0.19	4.92	0.19	0.41	Fail to Reject the H ₀	Not Significant
b. Clarity	4.91	0.14	4.9	0.14	0.19	Fail to Reject the H ₀	Not Significant
c. Comprehensibility	4.83	0.23	4.96	0.13	1.67	Fail to Reject the H ₀	Not Significant
d. Creativity	4.91	0.14	4.78	0.24	1.90	Fail to Reject the H ₀	Not Significant

The technical quality aspect of the developed learning module in Journalism integrates the use of online sources which helps independent learning among students. The inclusion of non-text presentations such as pictures and graphics allows the students to understand more the details with ease. While it is important to make the learning more creative to persuade the learners to utilize the materials, the consideration of balancing content and design is also evident to eliminate distractions. The present study supports the studies of Gidget (2015) and Sumalinog (2018) as they emphasized the use of e-learning systems to improve the standard of instruction. Appropriateness of technology such as using various online links and computer programs to execute the lesson is given importance.

Despite the variations with the study of Hilario (2016), the recent study has obtained very highly acceptable evaluations from the groups of respondents. While the latter specifically emphasized the use of graphic organizers in developing a learning module in Literature, the recent study focused on the integration of current events that are relevant and time making the two sets of studies different. This may mean that the usability factor of the developed learning module in Journalism is useful to enforce the transfer of the learning; appropriate and beneficial to students; facilitate learning of the concepts/principles of journalism; make the teaching-learning easier for the teachers and students; and facilitate the presentation of the lessons more effectively.

Table 9 presented the summary of the test of the significant difference between the evaluations of the two groups of respondents on the developed learning module in Journalism in terms of authenticity, clarity, comprehensibility, creativity, technical quality, and usability. It can be observed in Table 16 that the computed t values of authenticity, clarity, comprehensibility, creativity, technical quality, and usability are below the critical t value of 2.05, at the 5% level of significance, then the statistical decision is not to reject the null hypothesis. Therefore, there is no significant difference between the evaluations of the experts and student publication adviser-respondents on the developed learning module in Journalism.

This implied that the respondents' evaluations on the developed learning module in Journalism in terms of authenticity, clarity, comprehensibility, creativity, technical quality, and usability were the same. It also meant that both groups of respondents very highly agree that the developed learning module for Special Program in Journalism is highly acceptable based on authenticity, clarity, comprehensibility, creativity, technical quality, and usability. It is significantly notable that the developed learning module can be utilized as it is deemed appropriate to the needs of the target learners.

CONCLUSIONS

Based on the results of the study, the researcher arrived at the following conclusions:

1. The student publication advisers and experts are highly satisfied with the developed learning module for Special Program in Journalism.
2. The developed learning module is authentic, clear, comprehensible, and useful. It is also creatively written and is highly acceptable in terms of technical quality.

RECOMMENDATIONS

The following recommendations are proposed by the researcher based on the following findings and conclusions of the study.

1. The developed learning module should be utilized and administered by teachers who have proper trainings on campus journalism to effectively deliver the lessons among diverse learners.
2. The developed learning module should be validated by broadcast and journalism practitioners to further enhance areas that need to be addressed.
3. Other researchers should conduct parallel studies focusing on the development of the technical skills of SPJ students.

Disclosure statement

No potential conflict of interest was reported by the authors.

Acknowledgments

The researcher acknowledged the support from Dr. Mary Jean Dela Peña, Dr. Rowena Mande, Dr. Ernesto Concepcion, and Dr. Luna Madera of Marikina Polytechnic College for their invaluable support in this study.

REFERENCES

Ador Dionisio, Ricardo. **Updates, Challenges and Opportunities.** Annual Conference of the Enhanced Special Program in Journalism Implementers. Los Banos, Laguna, November 29 – December 2, 2019.

American Press Institute (2019). *What is journalism?* Retrieved from <https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/>

Aspen Institute (2018). *Improving access to high-quality instructional materials.* Retrieved January 23, 2020 from <https://assets.aspeninstitute.org/content/uploads/2018/04/ESSA-Improving-Access-High-Quality-Instructional-Materials.pdf>

Cordilla, A. A. (2019). *Supplementary reading materials with advance graphic organizers for grade 8 students.* An Unpublished Master's Thesis. Marikina Polytechnic College. Sta. Elena. Marikina.

DepEd (24, April 2009). *DM 187, s. 2009. 5-Day Training-Workshop on the Pilot Implementation of the Special Program in Journalism.* <https://www.deped.gov.ph/2009/04/24/april-24-2009-dm-187-s-2009-5-day-training-workshop-on-the-pilot-implementation-of-the-special-program-in-journalism/>

DepEd (17, April 2012). *DepEd Order No. 31, s. 2012. Policy Guidelines on the Implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum (BEC) Effective School Year 2012-2013.* <https://www.deped.gov.ph/2012/04/17/do-31-s-2012-policy-guidelines-on-the-implementation-of-grades-1-to-10-of-the-k-to-12-basic-education-curriculum-bec-effective-school-year-2012-2013/>

DepEd (11, June 2012). *DepEd Order No. 46, s. 2012. Policy Guidelines on the Implementation of the Special Curricular Programs at the Secondary Level.*

<https://www.deped.gov.ph/2012/06/11/do-46-s-2012-policy-guidelines-on-the-implementation-of-the-special-curricular-programs-at-the-secondary-level/>

Gidget, E. (2015). *Educating the educators: an evaluation of the preparedness of elementary school teachers in Los Banos, Laguna, Philippines for journalism instruction and internet-mediated learning*. Retrieved from https://digitaluniversities.guideassociation.org/wp-content/uploads/2015-1_Gidget.pdf

Hilario, J. C. (2016). *Development and evaluation of module in literature with graphic organizers as reading enhancers for grade 7 students*. An Unpublished Master's Thesis. Marikina Polytechnic College. Sta. Elena, Marikina City.

Liu, A. B. (2014). *Development and evaluation of learning elements in Asian history*. An Unpublished Master's Thesis. Marikina Polytechnic College. Sta. Elena, Marikina City.

Lozada, A.O. (2016). *Implementation of journalismo literacy project of Marinduque State College: basis for trainees journalistic writing skills enhancement*. An Unpublished Master's Thesis. Marinduque State College. Boac, Marinduque.

Manalo, M. J. L. (2016). *Development and evaluation of learning elements for English III pupils*. An Unpublished Master's Thesis. Marikina Polytechnic College. Sta. Elena, Marikina City.

Manurung, K. (2017). *Designing instructional materials*. Palu: Untad Press.

Mercado, J. D. and Ching, M. R. (2016). *Teachers as producers and consumers of educational materials: an analysis*. Retrieved from <https://www.dlsu.edu.ph/wp-content/uploads/pdf/conferences/research-congress-proceedings/2016/LLI/LLI-II-05.pdf>

Nassaji, Hossein (2015). *Qualitative and descriptive research: data type versus data analysis*. Language Teaching Research 19(2) 129-132. Retrieved from doi:10.1177/1362168815572747

Opiniano, Jeremaiah et.al. (2017). *The department of education's special program in journalism: an evaluation of the program's congruency and contingency*. University of Santo Tomas. Dapitan, Manila City.

Ramirez, J. (2010). *Philippine journalism handbook* (3rd Ed.). Mandaluyong City: National Book Store, Inc.

Republic Act No. 7079 "The Campus Journalism Act of 1991", Quezon City

Republic Act No. 10533 "Enhanced Basic Education Act of 2013", Quezon City

Rivera, M. P. (2013). *Status of the special program in journalism at the secondary public schools: impact to k to 12 basic education*. An Unpublished Doctorate Dissertation. University of Rizal System-Morong. Morong, Rizal.

Right, Jocelyn (2018). *The importance of learning materials in teaching*. Retrieved from <https://www.theclassroom.com/importance-learning-materials-teaching-6628852.html>

Santos, C. P. (2015). *Integrated form-focused instructional materials for grade nine students*. An Unpublished Master's Thesis. Marikina Polytechnic College. Sta. Elena, Marikina City.

Sumalinog, Gino (2018). *Common grammatical errors of the high school students: the teachers' perspective*. International Journal of Research Science and Management 5(10). Retrieved from DOI: 10.5281/zenodo.1473359

Tomlinson, B. (2011). *Material development in language teaching* (2nd Ed.). Cambridge: Cambridge University Press.

Tomlinson, B. and Masuhara, H. (2017). *The complete guide to the theory and practice of materials development for language learning*. United States of America: John Wiley & Sons.

Widyastuti (2017). *Authentic material and automaticity for teaching English*. Language and Language Teaching Journals. Retrieved from <http://dx.doi.org/10.18326/rqt.v10i1.83-100>