

Special Program in Journalism Competency Delivery on the Students' Multimodal Literacy and Writing Skills

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Abstract—This study examines the relationship between Special Program in Journalism Competency Delivery and Students' Multimodal Literacy, as well as its effect on the Students' Writing Skills. Specifically, it determines the level of Special Program in Journalism Competency Delivery; assessed Students' Multimodal Literacy and Students' Writing Skills; and tested the significant relationship and effect among the variables. A Quantitative Descriptive Correlational design was employed. To gather data, researcher-made questionnaire and performance-based writing tasks evaluated through standardized rubrics were administered employing purposive sampling to 69 students enrolled in Special Program in Journalism groups. The research utilized appropriate statistical tools including Mean, Standard Deviation, Percentages, Frequency, Pearson Product-Moment Correlation Coefficient (Pearson r), and Multiple Regression Analysis through t -value, to determine the levels, relationships, and effects among variables. Findings revealed that Special Program in Journalism Competency Delivery was generally Highly Delivered and Delivered. Learners demonstrated a Literate level of Multimodal Literacy. In terms of Students' Writing Skills, Editorial Writing was rated Satisfactory, whereas News and Feature Writing were assessed as Fairly Satisfactory. Moreover, a statistically significant relationship was established between Special Program in Journalism Competency Delivery and Students' Multimodal Literacy. Similarly, there was a variety of factors leading to most significant effect found on Students' Writing Skills. The study concluded that Special Program in Journalism Competency Delivery is relative to the development of Students' Multimodal Literacy. As such, the independent variable, Special Program in Journalism Competency Delivery shows a significant effect on most sub-variables. In essence, both hypotheses are rejected for there have been determined significant relationship and effect among and between the variables. It is recommended that learners could benefit from active participation in journalism activities and consistent writing practice. The school might also enhance monitoring systems, facilities, and partnerships with media organizations. Teachers may consider to pursue professional development to apply multimodal instructional strategies. Policy frameworks may be regularly reviewed with support from administrators and top management. Future researchers may explore qualitative or mixed-method approaches for deeper insights.

Keywords— Special Program in Journalism, Competency Delivery, Multimodal Literacy, Writing Skills, Journalism Education.

I. INTRODUCTION

Educational evolution in the 21st century marked the demand for change beyond traditional reading and writing skills. Through the emergence of a variety of multimedia sources and technological communication, it expanded its concept into a

more wide-ranging context. This re-calibrated literacy was beginning to be determined as a multimodal literacy wherein students were supposed to acquire interpreting, creative, and critical skills applied to a variety of academic and non-academic endeavors. (Bezemer & Kress, 2016; Nabhan & Hidayat, 2018).

The concepts of integrating written, visual, auditory, gestural, and digital statements were captured by multimodal literacy. It produced not only adequate and understandable grammar but also made a combination of multimedia types as it was integrated with images, sounds, layouts, and gestures. Its efficiency was usually inclined in its relevant platforms, like newspaper official websites, social networking sites, and modern digital journalism outlets.

In curricular such as Special Program in Journalism, multimodal literacy became both a goal and a process. Journalism was inextricably multimodal, utilizing words, visuals, sounds, and digital tools to convey essential information and communicate with a mass audience. Through innovative and creative activities such as writing, illustrating, lay outing, photojournalism, and others, learners were expected to acquire multimodal skills and enriched writing skills in the digital world.

Nevertheless, there was usually a misconception that journalistic literacy focuses solely on writing. But, journalism competencies demand more innovative activities such as analyzing publication materials, constructing visuals and stylistics, designing newspaper layouts, integrating and formulating captions, and practicing ethical expression. These aspects involved deeper participation with multi-interpreting modes, which were usually paid less attention in class implementation and practice.

Multimodal literacy also involved top-down critical thinking on usual media materials and information seen, viewed, heard, or read. In campus journalism, this literacy type involved source questioning, visual assessment, and facts presentation in a responsible and accountable manner. Above all, without multimodal literacy, it was a struggle for a journalism student to develop advanced writing skills.

The special program was a promising outlet for developing multimodal literacy and enhancing writing skills, yet some schools were just in its pilot or early stages of this program's school-based implementation. In conclusion, there were gaps between the essential skills and the true literacy acquired by

students that were pertinent to improving their writing abilities (Avelino, 2022; Espadero, 2022). Queries emerged to which competencies were delivered effectively and if this delivery led to their translation to measurable and attainable multimodal skills towards constructive aspects of building journalistic narratives. Hence, this program was just like the special sections for science and the arts, but in this context was under a journalism enhanced program.

To address these concerns, it would be relevant to scrutinize significant learner experiences on how the essential competencies were delivered, taught, implemented, and practiced. Their perceptions of teaching delivery, classroom activities, and the outcomes of their learning could provide valuable insights into how well the SPJ developed multimodal literacy translated to essential enhanced writing skills.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The study aimed to determine the relationship and effect between Special Program in Journalism Competency Delivery and the Students' Multimodal Literacy and Writing Skills.

Specifically, this study sought to answer the following questions:

1. What is the level of Special Program in Journalism (SPJ) Competency Delivery in terms of:
 - 1.1 Instruction Clarity;
 - 1.2 Content Relevance;
 - 1.3 Practice Consistency;
 - 1.4 Modality Integration;
 - 1.5 Resource Support; and
 - 1.6 Evaluative Feedback?
2. What is the level of the Students' Multimodal Literacy in terms of:
 - 2.1 Linguistic Mode;
 - 2.2 Visual Mode;
 - 2.3 Aural Mode;
 - 2.4 Gestural Mode; and
 - 2.5 Spatial Mode?
3. What is the level of Students' Writing Skills in terms of:
 - 3.1 News Writing;
 - 3.2 Editorial Writing; and
 - 3.3 Feature Writing?
4. Is there a significant relationship between the Special Program in Journalism Competency (SPJ) Delivery and the Students' Multimodal Literacy?
5. Is there a significant effect of the Special Program in Journalism Competency (SPJ) Delivery on the Students' Writing Skills?

II. METHODOLOGY

A Quantitative Descriptive Correlational design was employed. To gather data, researcher-made questionnaire and performance-based writing tasks evaluated through standardized rubrics were administered employing purposive sampling to 69 students enrolled in Special Program in Journalism groups. The research utilized appropriate statistical tools including Mean, Standard Deviation, Percentages, Frequency, Pearson Product-Moment Correlation Coefficient

(Pearson r), and Multiple Regression Analysis through t-value, to determine the levels, relationships, and effects among variables.

III. RESULTS AND DISCUSSION

This part deals with the presentation, analysis, and interpretation of data gathered to answer the sub-problem relative to the main problem of this study. This part discusses the findings of the study based on the questions.

Level of Special Program in Journalism Competency Delivery

In this study, the level of Special Program in Journalism (SPJ) Competency Delivery which refers to Instruction Clarity, Content Relevance, Practice Consistency, Modality Integration, Resource Support, and Evaluative Feedback, was measured and evaluated.

Moreover, the following tables in the succeeding parts showed the Statement, Mean, Standard Deviation, Remarks and Verbal Interpretation from the perspectives of respondents.

Table 1 shows the results about the Instruction Clarity implied that when instructions are delivered well, learners' understanding improves when examples were provided in class with mean score $M = 4.45$, supported with $SD = 0.70$ indicating that guided instructions lead learners to gauge lessons.

Also, students claimed that eloquence of lessons were achieved when lessons are presented in a clear and organized manner ($M=4.42$; $SD=0.72$) and when objectives were well-explained ($M=4.38$; $SD=0.69$).

Additionally, the following were also strongly-agreed statements that emphasized confidence was developed when lessons were explained on a step-by-step basis ($M=4.35$; $SD=0.76$) and when technical journalism terms were explained clearly ($M=32$; $SD=0.81$).

Table 1 emphasizes the assessments of the learners of how Instruction Clarity was utilized and implemented in class.

Table 1. Level of Special Program in Journalism Competency Delivery in terms of Instruction Clarity

Statement	Mean	SD	Remarks
Lessons are presented in a clear and organized manner.	4.42	0.72	Strongly Agree
Objectives of each journalism lesson are explained clearly.	4.38	0.69	Strongly Agree
Understanding improves when examples are provided in class.	4.45	0.70	Strongly Agree
Instructions for writing and editing tasks are specific and easy to follow.	4.16	0.83	Agree
Technical journalism terms are explained clearly.	4.32	0.81	Strongly Agree
Confidence is developed when lessons are explained step by step.	4.35	0.76	Strongly Agree
Outputs are accomplished because expectations are clearly stated.	4.04	0.78	Agree
Weighted Mean	4.30		
SD	0.76		
Verbal Interpretation			Highly Delivered

Meanwhile, learners agreed that when delivering, instructions for writing and editing tasks were specific and easy to follow ($M=4.16$; $SD=0.83$); the lowest mean ($M =$

4.04;SD = 0.78) still designated the students can accomplish outputs because the objectives of each lesson were clear.

However, these findings indicated that even the statements achieved agreeable and strongly agreeable status, room for improvement shall be emphasized for the two lowest statements.

All in all, the level of Special Program in Journalism (SPJ) Competency Delivery in terms of Instruction Clarity attained a weighted mean score of 4.30 and a standard deviation of 0.76 and was verbally interpreted as highly delivered among the respondents. Similarly, the Instruction Clarity played an important role on how students absorb instructional journalism.

Table 2 discusses the point on how lesson content are aligned and relevant to the practices of the special journalism students.

Table 2. Level of Special Program in Journalism Competency Delivery in terms of Content Relevance

Statement	Mean	SD	Remarks
Lessons are related to editorial issues in the school and community.	4.22	0.86	Strongly Agree
Journalism lessons are applied in actual writing activities.	4.16	0.88	Agree
Topics are updated and connected to present media practices.	4.41	0.67	Strongly Agree
Lessons on RA 7079 and media ethics help develop responsibility.	4.20	0.81	Agree
Connections between SPJ tasks and current events are evident.	4.17	0.82	Agree
The content is useful in preparing articles.	4.23	0.79	Strongly Agree
The SPJ curriculum helps build appreciation of journalism's role in society	4.33	0.82	Strongly Agree
Weighted Mean	4.25		
SD	0.81		
Verbal Interpretation			Highly Delivered

Table 2 exhibits that the Special Program in Journalism Competency Delivery in terms of Content Relevance denoted that the class, indicated that the Special Program in Journalism (SPJ) topics were updated and connected to the present media practices with the highest mean score of (M = 4.41) along with its standard deviation of 0.67. Also, respondents implied a high indication that the SPJ curriculum helped build appreciation of the journalism's role in the society (M=4.33; SD=0.82) and its contents were useful in preparing articles (M=4.23; SD=0.79); and when lessons were related to editorial issues relevant to school and community (M=4.22; SD=0.86).

Meanwhile, even a bit lower, there shall be a refinement in about RA 7079, because students suggested they just agreed with that lessons on RA 7079 and media ethics help develop responsibility (M = 4.20, SD = 0.81); Similar to the contextualization of current events to the SPJ lessons receiving only a mean and standard deviation as follow (M = 4.17, SD = 0.82).

However, students can still apply journalism lessons in actual writing activities (M = 4.16, SD = 0.88); this indicated a higher applicability of the learning earn from the competency delivery and lesson implementation – applicable yet needed assessment and improvement. In sum, the weighted mean of

4.25 with a standard deviation of 0.81 was interpreted as Highly Delivered, which implied a high content relevance and meaning to the respondents.

Table 3 illustrates the evaluative remarks of the learners towards journalistic practices in terms of consistency in their special subject classes.

Table 3. Level of Special Program in Journalism Competency Delivery in terms of Practice Consistency

Statement	Mean	SD	Remarks
Regular opportunities are provided to write news and feature articles.	4.03	0.86	Agree
Editing and headline writing are practiced consistently.	4.12	0.93	Agree
Scheduled deadlines for outputs are regularly observed.	4.57	0.61	Strongly Agree
Journalism activities are integrated into routine tasks.	4.22	0.92	Strongly Agree
Journalism skills are practiced beyond the classroom.	4.09	0.92	Agree
Consistent exercises contribute to skill improvement.	4.26	0.85	Strongly Agree
Regular practice helps in preparation for journalism contests.	4.28	0.82	Strongly Agree
Weighted Mean	4.22		
SD	0.86		
Verbal Interpretation			Highly Delivered

Table 3 presents how the Special Program in Journalism Competency Delivery in terms of Practice Consistency implied the journalism activities frequent and regular implementation. The respondents strongly implied that scheduled deadlines for outputs are regularly observed. (M=4.57; SD=0.61). Likewise, repeated practice strengthens journalism competencies.

This was depicted from statements “Regular practice helps in preparation for journalism contests” (M = 4.28, SD = 0.82) and “Consistent exercises contribute to skill improvement.” (M = 4.26, SD = 0.85) It was also strongly implied that in routines, journalistic tasks were integrated in class. (M = 4.22 SD = 0.84). Therefore, consistency in practicing activities in journalism were strongly present in the delivery of the competencies.

Meanwhile, more practice of writing and editing headlines seemed a bit agreeable (M=4.12; SD = 0.93) and engagement to external classroom journalistic activities shall be improved, however the learners agreed, it was one of the least in terms of mean and standard deviation (M=4.09; SD = 0.92).

Further, the respondents just also agreed that they were given regular opportunities to write news and features, as this statement obtained the lowest mean (M = 4.03; SD = 0.86), suggesting sufficient but improvable writing opportunities. The Special Program in Journalism Competency Delivery in terms of Practice Consistency implied the journalism activities frequent and regular implementation. The respondents strongly implied that scheduled deadlines for outputs are regularly observed. (M=4.57; SD=0.61). Likewise, repeated practice strengthens journalism competencies.

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implied that in routines, journalistic tasks are integrated in class. (M = 4.22 SD = 0.84). Therefore, consistency in practicing activities in journalism were strongly present in the delivery of the competencies. Meanwhile, more practice of writing and editing headlines seemed a bit agreeable (M=4.12; SD = 0.93) and engagement to external classroom journalistic activities shall be improved, however the learners agreed, it was one of the least in terms of mean and standard deviation (M=4.09; SD = 0.92).

Further, the respondents also agreed that they were given regular opportunities to write news and features, as this statement obtained the lowest mean (M = 4.03; SD = 0.86), suggesting sufficient but improvable writing opportunities. The overall weighted mean of 4.22 and standard deviation of 0.84 were verbally interpreted as Highly Delivered signifying strong consistency in journalism practice delivery.

As such, Table 4 shows how the integration of diverse modality in the special program class set up.

Table 4. Level of Special Program in Journalism Competency Delivery in terms of Modality Integration

Statement	Mean	SD	Remarks
Visual aids are used in journalism activities.	4.13	0.87	Agree
Digital tools are integrated in writing and publishing tasks.	3.88	0.95	Agree
Outputs are designed by combining text, visuals, and layout.	4.23	0.77	Strongly Agree
Online media platforms are included and taught in the lessons.	4.36	0.73	Strongly Agree
Learning improves when multiple modes are used.	4.07	0.86	Agree
Multimodal projects make lessons more engaging.	4.14	0.84	Agree
Exposure to different media formats enhances critical thinking.	4.23	0.86	Strongly Agree
Weighted Mean	4.15		
SD	0.85		
Verbal Interpretation	Delivered		

Table 4 illustrates that the Special Program in Journalism (SPJ) Competency Delivery in terms of Modality Integration showcases how the respondents emphasized that online media platforms were included and taught in the lessons. (M=4.36; SD=0.73)

More so, it was also implied the learners' experience of designing outputs with combination of texts, visuals, and layout alongside with their emphasis on their exposure to different media formats depicted a mean of 4.23, reflecting the improvement of their thinking. This also indicated that multimodal tasks enhanced learning experience. With the same mean, indicated in the results that exposure to different media formats helped enhance the learners' critical thinking.

Furthermore, the following statements were just agreed by the respondents: "Multimodal projects make lessons more engaging." (M=4.14; SD =0.85); "Visual aids are used in journalism activities." (M=4.13; SD =0.87); "Learning improves when multiple modes are used." (M=4.07; SD =0.86); and the lowest, "Digital tools are integrated in writing and publishing tasks" (M = 3.88, SD = 0.95), suggested that even there was a digital integration of modes, room for

improvement was still at stake in terms of frequent utilization and accessibility.

Although these mean scores reflected favorable perceptions, they also implied opportunities to further enrich journalism instruction through more intentional and frequent use of multimodal techniques.

Strengthening these components can deepen learner engagement and support more dynamic skill development within the Special Program in Journalism. The slightly lower mean scores compared to other indicators suggest that the utilization of varied modes of teaching had not yet been maximized. In sum, the weighted mean of 4.15 and standard deviation of 0.85 was still interpreted just Delivered, illustrating an effective but yet optimal modality integration.

Thus, Table 5 expounded the essential role of resources in implementing the curriculum as competency delivery is part of it.

Table 5. Level of Special Program in Journalism Competency Delivery in terms of Resource Support

Statement	Mean	SD	Remarks
Available materials such as dummy sheets and sample newspapers are encountered in class.	3.97	0.94	Agree
Access to computers or devices for writing and layout is provided.	3.81	0.97	Agree
References for guidance are provided.	4.23	0.88	Strongly Agree
Updated resources are used in teaching.	4.36	0.73	Strongly Agree
Support for campus journalism activities is provided by the school.	4.42	0.72	Strongly Agree
Resource availability increases confidence in completing tasks.	4.14	0.86	Agree
Sufficiency and availability of materials improve learning engagement.	4.23	0.84	Strongly Agree
Weighted Mean	4.17		
SD	0.87		
Verbal Interpretation	Delivered		

Table 5 notably shows a strong agreement with how respondents emphasized the that support for campus journalism activities was provided by the school (M = 4.42; SD = 0.72); Moreover, it was followed by the use of update resources in teaching them (M = 4.36; SD = 0.73), showing that special teachers utilized latest and updated materials for the curriculum. Also, it was strongly indicated in the results that references for guidance were provided in class.

Thus, sufficiency and availability of materials improve their engagement in class (M = 4.23; SD = 0.88). Indeed, respondents strongly highlighted that strong institutional support, the use of updated instructional resources, and the availability of adequate reference materials collectively contribute to a more engaging and well-supported learning environment for journalism classes, reinforcing the program's effectiveness in meeting learners' needs

On the contrary, access-related indicators such as the availability of computers or devices for writing and layout (M = 3.81; SD = 0.97) and the presence of materials like dummy sheets and sample newspapers (M = 3.97; SD = 0.94) yielded comparatively lower mean scores.

Although still interpreted at the Agree level, these results implied that limitations in material and technological access

may constrain the consistency of hands-on journalism practice. Such constraints may affect opportunities for skill refinement, particularly in layout, editing, and digital production tasks. In sum, while the weighted mean interpretation remains Delivered ($M = 4.17$; $SD = 0.87$), the findings implied that resource support in SPJ is effective but not yet optimal. Strengthening access to physical and technological resources may further enhanced competency delivery and ensured more equitable and sustained journalism practice aligned with program goals.

Moreover, Table 6 strong agreement centers on the motivational value of appreciation ($M = 4.45$; $SD = 0.80$). This implied that the observed diagnostic and access-related indicators, such as feedback sessions helping in the identification of strengths and weaknesses ($M = 4.19$; $SD = 0.91$) and clarifications being easily accessible when needed ($M = 4.17$; $SD = 0.82$).

These patterns suggested that the feedback environment not only recognized students' efforts but also provided mechanisms for clarifying expectations and pinpointing areas for growth, key conditions for formative learning.

Moreover, it was also agreed by the respondents that feedback was provided on outputs ($M=4.14$; $SD = 0.86$); a bit lower at ($M=4.00$; $SD=0.95$) it was emphasized that constructive comments were given to support improvement.

Table 6 exposes the assessment of students' on how Evaluative Feedback is utilized in the extent of the classroom activities.

Table 6. Level of Special Program in Journalism Competency Delivery in terms of Evaluative Feedback

Statement	Mean	SD	Remarks
Regular feedback is provided on outputs.	4.14	0.86	Agree
Constructive comments are given to support improvement.	4.00	0.95	Agree
Feedback is provided while the task is still in progress.	3.86	1.00	Agree
Peer feedback is encouraged during class activities.	3.99	0.87	Agree
Clarifications are easily accessible when needed.	4.17	0.82	Agree
Feedback sessions help in identifying strengths and weaknesses.	4.19	0.91	Agree
Motivation increases when outputs are appreciated.	4.45	0.80	Strongly Agree
Weighted Mean	4.11		
SD	0.90		
Verbal Interpretation	Delivered		

These findings suggested that while feedback was consistently provided, the slightly lower rating for constructive comments indicated that the quality and depth of feedback can still be strengthened to better support learners' continued improvement in their journalistic skills. Thus, feedback shall not be confined with teachers giving evaluations but also, it is about how students perceive the implementation of the competencies in the classroom instruction.

Meanwhile, the lowest mean was noted for feedback provided while the task was still in progress ($M = 3.86$; $SD = 1.00$). This indicated uneven experiences with timely,

formative feedback. This suggested that opportunities for immediate guidance during drafting, revising, or producing output, may not be consistently distributed across activities or learners, potentially constraining continuous improvement during the work process.

Special Program in Journalism (SPJ) Competency Delivery in terms of Evaluative Feedback reflected a generally favorable feedback culture, as evidenced by the high overall weighted mean ($M = 4.11$; $SD = 0.90$). Responses tend to cluster at the Agree level, indicating that evaluative feedback practices were largely present and perceived as supportive of learning and performance. In sum, the results indicated Delivered, implying that evaluative feedback in SPJ was effective but not yet optimal.

Strengthening in-progress feedback cycles, further scaffolding peer-review routines and ensuring constructive comments were specific and actionable can elevate practice from generally effective to consistently excellent.

Level of Students' Multimodal Literacy

In this study, the level of Student's Multimodal Literacy referred to the variety of modes used alone or integrated inside the classroom instructions of the Special Program in Journalism (SPJ) in delivering the target learning competencies.

The following tables also showed the Statements evaluated by the respondents along with the numerical equivalents through the Computed Mean and Standard Deviation with its corresponding Remarks whether the respondents were literate or not. The Level of Students' Multimodal Literacy includes the given modal indicators namely Linguistic, Visual, Aural, Gestural, and Spatial.

Table 7 implies that students generally agreed that the gain essential language skills for journalistic classes. The results indicated that learners can organize ideas logically ($M = 3.77$; $SD = 0.86$). This suggested that students were capable of structuring and expressing thoughts coherently.

Thus, the results also showed that students agreed that they had the ability to apply correct grammar, spelling, and punctuation ($M = 3.72$; $SD = 0.80$) and adapted writing style depending on the purpose and audience ($M = 3.71$; $SD = 0.81$). This implied that learners were improving in technical awareness and stylistic flexibility. Included in the table was the emphasis on agreed statement that the respondents can use appropriate vocabulary and tone for different article types. ($M=3.68$; $D=0.81$).

Indeed, Table 7 signified the viewpoints on how literate students in the program in terms of Linguistic Mode. However, despite the generally favorable results, comparatively lower mean scores were noted in writing news, features, and editorials with accuracy and clarity; and editing and revising work for coherence and accuracy ($M = 3.61$; $SD = 0.89$).

Overall, the weighted mean of 3.68 and standard deviation of 0.83 implied that learners recognized the importance of refining their outputs to meet journalistic standards.

Indeed, the patterns were consensus in terms of writing independently and revising one's work with confidence; while

some learners demonstrated strong linguistic competence, others may require additional guidance to consistently produce clear, precise, and accurate journalistic texts.

Table 7. Level of Students' Multimodal Literacy in terms of Linguistic Mode

Statement (Being part of the Special Program in Journalism, as a learner I can...)	Mean	SD	Remarks
write news, features, and editorials with accuracy and clarity	3.61	0.89	Agree
apply correct grammar, spelling, and punctuation in my articles.	3.72	0.80	Agree
organize ideas logically in my journalistic writing.	3.77	0.86	Agree
edit and revise my work for accuracy and coherence.	3.61	0.89	Agree
use appropriate vocabulary for different article types.	3.68	0.81	Agree
use appropriate tone for different article types.	3.65	0.78	Agree
adapt my writing style depending on the purpose and audience.	3.71	0.81	Agree
Weighted Mean	3.68		
SD	0.83		
Verbal Interpretation	Literate		

For Table 8 results, these suggested that learners generally perceive themselves as competent in understanding, selecting, and applying visual elements within journalistic contexts. Such competence was essential in journalism, where visual components played a significant role in meaning-making, audience engagement, and message credibility.

Table 8 illustrates how students assess the integration of Visual Mode in their learning activities.

Table 8. Level of Students' Multimodal Literacy in terms of Visual Mode

Statement (Being part of the Special Program in Journalism, as a learner I can...)	Mean	SD	Remarks
interpret images, photos, and infographics that support articles.	3.88	0.81	Agree
create captions and headlines that fit visuals.	3.78	0.78	Agree
use photos, illustrations, or graphics to strengthen meaning in my work.	3.87	0.84	Agree
analyze editorial cartoons and visual symbols in journalism.	3.59	0.88	Agree
design layouts that organize text and images effectively.	3.70	0.81	Agree
choose appropriate images that match the content of my article.	3.74	0.89	Agree
understand how visuals contribute to persuasion and storytelling.	3.71	0.86	Agree
Weighted Mean	3.75		
SD	0.84		
Verbal Interpretation	Literate		

To continue, the strongest areas of visual literacy competence were reflected in students' ability to interpret images, photographs, and infographics used to complement written articles (M = 3.88; SD = 0.81), as well as to utilize photos, illustrations, and graphics to enhance meaning in their outputs (M = 3.87; SD = 0.84). These findings indicated that learners were able to decode visual information effectively and understand how visuals function as supportive elements that reinforce and clarify journalistic content.

Also, captioning and headlining fit to visuals, (M = 3.78; SD = 0.78); choosing images match with the article (M = 3.74;

SD = 0.89); understanding how visuals contributed to persuasion and storytelling (M=3.71; SD=0.86); and designing layouts (M=3.70; SD =0.81) were some of the agreeable activities under visual modality integrated in class as per respondents.

However, in spite of the holistic positive assessment of visual literacy skills, the ability to analyze editorial cartoons and visual symbols obtained the lowest mean score (M = 3.59; SD = 0.88).

These findings indicated that learners possessed a solid foundational understanding of visual modality skills, such as captioning, selecting appropriate images, interpreting visual storytelling, and designing layout, yet the moderate mean scores suggested that continued practice and guided application were still needed to further strengthen their visual-journalistic competence.

In sum, students' multimodal literacy in terms of the visual mode was assessed at literate level, (M=3.75; SD = 0.82). These competencies support learners' capacity to engage in multimodal composition and reflected the program's effectiveness in introducing visual elements as core components of journalistic practice.

The results show that learners have a functional level of visual literacy, as reflected in their ability to interpret, choose, and apply visual elements in journalistic tasks that help improve clarity and meaning in their outputs.

However, the lower performance in analyzing editorial cartoons and visual symbols points to the need for stronger instructional support in higher-level visual interpretation. This suggests that providing more guided activities focused on critical analysis of complex visuals may further develop learners' analytical and communication skills in journalism.

Overall, the results and findings affirmed the importance of visual sources in journalism instruction; by these the learners may enhance critical, creative and persuasive literacy. Table 9 discusses how Aural Mode is used inside the special classes of the journalism sections.

Table 9. Level of students' Multimodal Literacy in terms of Aural Mode

Statement (Being part of the Special Program in Journalism, as a learner I can...)	Mean	SD	Remarks
listen attentively during interviews and discussions.	3.68	0.78	Agree
transcribe spoken information accurately into written form	3.59	0.75	Agree
analyze podcasts, broadcasts, or speeches for meaning.	3.86	0.77	Agree
adjust my writing based on oral sources (interviews, dialogues).	3.61	0.84	Agree
use tone and voice effectively when reading or delivering reports.	3.72	0.94	Agree
apply aural feedback to improve my writing outputs.	3.58	1.01	Agree
understand the role of sound and listening in journalism.	3.74	0.82	Agree
Weighted Mean	3.68		
SD	0.5		
Verbal Interpretation	Literate		

Table 9 exhibits the range of Aural Mode competence among the SPJ learners. The highest ability was emphasized in

the analysis of podcasts, broadcasts, or speeches for meaning (M=3.86; SD = 0.77), indicating that the respondents were confident in interpreting verbatims.

Recognizing the role of sound and listening in journalism (M=3.74; SD=0.821) and using tone and voice effectively when delivering reports (M=3.72; SD = 0.94) both reflected that students were still on the developing stage of interpreting data and information through aural mode.

Meanwhile, listening attentively during interviews also received a strong note (M= 3.68; SD = 0.78). Contrastingly, lower but still agreed by the respondents involved adjusting writing based on oral sources (M=3.61; SD=0.84) and transcribing spoken information accurately (M=3.59; SD = 0.75).

Hence, lowest rated skill, applying aural feedback to improve writing outputs (M=3.58; SD=1.01), implied the greatest variance, that other learners found a hard time to translate verbal queues into revision and rewriting. Indeed, the weighted mean of 3.68 (SD=0.85), literate, indicated that learners possess a strong foundation of aural mode. The results implied the competence in spoken texts interpretations, attentive listening, and effective voice usage. This reflected task readiness to so interviews, reports, and broadcast analysis.

Furthermore, Table 10 sets the assessed view of students on how gestures are employed in the class as mode of literacy.

Table 10. Level of Students' Multimodal Literacy in terms of Gestural Mode

Statement (Being part of the Special Program in Journalism, as a learner I can...)	Mean	SD	Remarks
use proper gestures during interviews, reporting, or presentations.	4.01	0.70	Agree
can interpret non-verbal cues when interacting with sources.	3.62	0.79	Agree
use gestures to help me clarify and emphasize my ideas in journalism tasks.	3.55	0.83	Agree
coordinate gestures with speech during oral reporting.	3.58	0.76	Agree
express emotions and tone through body language in storytelling.	3.74	0.92	Agree
use facial expressions effectively in broadcast or interviews.	3.72	0.82	Agree
recognize how gestures influence audience understanding.	3.86	0.81	Agree
Weighted Mean	3.73		
SD	0.81		
Verbal Interpretation			Literate

Table 10 emphasizes gestural literacy of students; the response 'using proper gestures during interviews, reporting, and presentations' (M = 4.01; SD = 0.70), indicated that students demonstrated confidence in employing physical movement to support verbal communication, especially in interactive and performance-based journalism activities.

This was followed by, recognizing gestures influenced on audience understanding (M=3.86; SD=0.81) and expressing full emotions and tone through body language in story telling (M=3.74; SD=0.92) both showing that movements imply meaning in conversing.

Meanwhile, the use of facial expressions effectively in broadcasts or interviews (M=3.72; SD=0.82); and interpreting

non-verbal cues while interacting with sources (M=3.62; SD=0.79), both agreeable, implied that utilizing verbal queues and using gestures at the same time helped them interpreting and using sources effectively.

However, the lowest mean was observed in the ability to use gestures to clarify and emphasized ideas during journalism tasks (M = 3.55; SD = 0.83). This suggested that while gestures were present, their use may not always be intentional or strategic, particularly in reinforcing key messages. Thus, coordinating gestures with speech during oral reporting (M = 3.58; SD = 0.76) indicated room for refinement in synchronizing verbal and non-verbal communication.

Overall, the results (M = 3.73; SD = 0.81) indicate that the students were gesturally literate.

Table 11 shows that the highest mean was reported for the ability to arrange headlines, images, and articles in a logical order (M = 3.75; SD = 0.81), which implied a strong understanding of structural layout in print and digital journalism.

Table 11 presents how students assessed their experience on the use of Spatial Mode in their classes.

Table 11. Level of Students' Multimodal Literacy in terms of Spatial Mode

Statement (Being part of the Special Program in Journalism, as a learner I can...)	Mean	SD	Remarks
organize text and visuals in a balanced layout.	3.74	0.85	Agree
design a page that guides readers' attention effectively	3.65	0.87	Agree
arrange headlines, images, and articles in a logical order.	3.75	0.81	Agree
create infographics that combine data and visuals clearly.	3.58	0.88	Agree
use spacing, fonts, and colors effectively in publications.	3.74	0.78	Agree
evaluate the design of newspapers or newsletters.	3.70	0.83	Agree
understand how spatial design improves readability and meaning.	3.64	0.79	Agree
Weighted Mean	3.69		
SD	0.83		
Verbal Interpretation			Literate

Statements such that the learners can organize text and visuals in a balanced layout (M=3.74; SD = 0.85) and using spacing, fonts, and colors effectively in publication both (M=3.74; SD = 0.78) indicated that chances to do designs and layouts topples the creative and innovative initiatives of students.

Moreover, learners reported competence in evaluating the design of newspapers or newsletters (M = 3.70; SD = 0.83); design a page that guided readers' attention effectively (M = 3.65; SD = 0.87); and understanding how spatial design improved readability and meaning (M = 3.64; SD = 0.79).

These findings suggested that students were able to assess layout effectiveness and recognize how spatial organization influenced audience interpretation. Meanwhile, the ability to create infographics that clearly integrated data and visuals recorded the lowest mean (M = 3.58; SD = 0.88), which indicated that infographic development may require additional practice, particularly in combining analytical data with visual representation.

All in all, the results (M = 3.69; SD = 0.83) affirmed that spatial literacy played a significant role in supporting students' multimodal competence by enabling them to design organized, aesthetically pleasing, and readable journalistic materials. This showed that learners were spatially literate.

The findings indicate that learners demonstrate spatial literacy by effectively organizing text and visuals, applying design elements, and evaluating layout effectiveness in journalistic outputs. However, the lower performance in creating infographics indicates a need for further practice in integrating data analysis with visual design.

This suggests that strengthening instruction in infographic development and advanced layout techniques can further enhance learners' spatial competence and improve the clarity, creativity, and effectiveness of their journalistic materials.

Level of Students' Writing Skills

It was also scrutinized in this study the level of students' writing skills referred to the journalistic writings practiced in the Special Program in Journalism (SPJ) classes. Only the basic writing areas were included such as news writing, editorial writing, and feature writing.

The following tables showed the Statement, Mean, Standard Deviation, Frequency, Percentage, Remarks, and Verbal Interpretation from the perspectives of respondents. For better understanding of the results Descriptive Equivalent was given along with the frequency and percentages.

Table 12 focuses on the first basic journalistic writing skills to be developed which is News Writing.

Table 12. Level of Students' Writing Skills in terms of News Writing

Score	News Writing		Descriptive Equivalent
	f	%	
20-25	7	10.14	Outstanding
16-20	34	49.28	Very Satisfactory
11-15	14	20.29	Satisfactory
6-10	4	5.80	Fairly Satisfactory
1-5	10	14.49	Did Not Meet Expectation
Total	69	100	
Weighted Mean	14.90		
SD	5.29		
Verbal Interpretation	Satisfactory		

Table 12 presents the level of Students' Writing Skills in terms of News Writing as the students underwent the criterion-based writing activity provided with guidelines in the learning work sheet.

Students' Writing Skills in terms of News Writing, the score range of 16-20 received the highest frequency of thirty-four (34) or 49.28% of the total population having a descriptive equivalent of Very Satisfactory.

Subsequently, the score "11-15" with a frequency of fourteen (14) or 20.29% of the total population have the descriptive equivalent of Satisfactory. While the score "1-5" received the frequency of ten (10) or 14.49% of the total population having a descriptive equivalent of Dis Not Meet Expectation. Moreover, it was followed by the scores "20-25" (f=7 or 10.14%; Outstanding) and "6-10" (f=4; 5.80%; Fairly Satisfactory).

With a total (Weighted Mean = 14.90, SD = 5.29) and (highest score = 23, lowest score = 5) showing the level of students' writing skills in terms of News Writing with a descriptive equivalent of Satisfactory. In summary, the result suggested that students possessed developing competencies in news writing skills.

In sequence, the score "11-15" with a frequency of fourteen (14) or 20.29% of the total population have the descriptive equivalent of Satisfactory. While the score "1-5" received the frequency of ten (10) or 14.49% of the total population having a descriptive equivalent of Dis Not Meet Expectation.

Moreover, it was followed by the scores "20-25" (f=7 or 10.14%; Outstanding) and "6-10" (f=4; 5.80%; Fairly Satisfactory). With a total (Weighted Mean = 14.90, SD = 5.29) and (highest score = 23, lowest score = 5) showing the level of students' writing skills in terms of News Writing with a descriptive equivalent of Satisfactory. In summary, the result suggested that students possessed developing competencies in News Writing Skills.

Many still were struggling with determining essential elements that may contribute to the construct of the article affecting especially the mastery of organization, clarity, and coherence. This highlighted the continued guidance of the students by integrating various learning strategies such as prompting and resource allocations.

Table 13 discusses Editorial Writing as viewed by students in terms of their written outputs.

Table 13. Level of Students' Writing Skills in terms of Editorial Writing

Score	Editorial Writing		Descriptive Equivalent
	f	%	
20-25	10	14.49	Outstanding
16-20	39	56.52	Very Satisfactory
11-15	6	8.70	Satisfactory
6-10	2	2.90	Fairly Satisfactory
1-5	12	17.39	Did Not Meet Expectation
Total	69	100	
Weighted Mean	16.17		
SD	6.07		
Verbal Interpretation	Satisfactory		

Table 13 shows the level of Students' Writing Skills in terms of Editorial Writing, with a total population of sixty-nine respondents, the score "16-20" receive the highest frequency of thirty-nine (39) or 56.52% of the total population having a descriptive equivalent of Very Satisfactory.

More so, the score "1-5" with a frequency of twelve (12) or 17.39% of the total population had the descriptive equivalent of Did Not Meet Expectation. While the score "20-25" received the third to rank with a frequency of ten (10) or 14.49% of the total population having a descriptive equivalent of Outstanding.

Consequently, scores "11-15" (f=6) gained a Satisfactory equivalent and the lowest frequency was gained by scores "6-10" (f=2) described as Fairly Satisfactory. With a total (Weighted Mean = 16.17, SD = 6.07) and (highest score = 24, lowest score = 1) showing the level of Students' Writing Skills in terms of Editorial Writing with a descriptive equivalent of Satisfactory. The low frequency of students in the Fairly

Satisfactory level further implied that only a minimal number struggled with Editorial Writing Skills.

Overall, the results showed that students possess a commendable level of proficiency in editorial writing, indicating their growing ability to engage in critical thinking, persuasion, and structured opinion writing.

Table 14 elaborates Feature Writing Skills of the students based on the criterion-referenced task given to them.

Table 14. Level of Students' Writing Skills in terms of Feature Writing

Score	Feature Writing		Descriptive Equivalent
	f	%	
20-25	4	5.80	Outstanding
16-20	22	31.88	Very Satisfactory
11-15	22	31.88	Satisfactory
6-10	10	14.49	Fairly Satisfactory
1-5	11	15.94	Did Not Meet Expectation
Total	69	100	
Weighted Mean	13.64		
SD	5.14		
Verbal Interpretation	Fairly Satisfactory		

Table 14 shows that students' writing skills in terms of Feature Writing exhibits the score range in "11-15" and "16-20" received the highest frequency of twenty-five (22) or 31.88% of the total population having a descriptive equivalent of Satisfactory and Very Satisfactory respectively. Moreover, the score "1-5" with a frequency of eleven (11) or 15.94% of the total population had the descriptive equivalent of Did Not Meet Expectation. Meanwhile, the score "6-10" receive the second least frequency of ten (10) or 14.49% of the total population having a descriptive equivalent of Fairly Satisfactory followed by the last rank score "20-25" described as outstanding (f=4).

With a total (Weighted Mean = 13.64, SD = 5.14) and (highest score = 22, lowest score = 5) showing the level of students' enhanced writing skills in terms of Feature Writing with a descriptive equivalent of Fairly Satisfactory. In summary, while some students achieved satisfactory performance, the overall distribution of scores suggested that feature writing remained a challenging area and required further instructional support to improve students' storytelling skills, creativity, and coherence in writing.

Significant Relationship between the Special Program in Journalism Competency Delivery and Students' Multimodal Literacy

To test the relationship between the Special Program in Journalism Competency Delivery and Students' Multimodal Literacy in terms of Linguistic Mode, Visual Mode, Aural Mode, Gestural Mode, and Spatial Mode.

These were treated statistically using Real Statistics Data Analysis Tools specifically, the Multiple Regression Analysis through the use of Pearson product-moment correlation coefficient.

Accordingly, results in Table 15 indicates that all dimensions of Special Program in Journalism (SPJ) Competency Delivery are positively and significantly related to the different modes of Students' Multimodal Literacy, as

evidenced by Pearson Correlation Coefficients ranging from 0.409 to 0.717, all with p-values of 0.000.

This means that as the quality of competency delivery improves, students' abilities across linguistic, visual, aural, gestural, and spatial modes also increase. In sequence, Instruction Clarity shows moderate to high relationships (r = 0.514 to 0.677), suggesting that clearly organized and understandable lessons contribute to better multimodal comprehension.

Table 15 emphasizes how related the Special Program in Journalism Competency Delivery on the Students' Multimodal Literacy.

Table 15. Significant Relationship between the Special Program in Journalism Competency Delivery and Students' Multimodal Literacy

Special Program in Journalism Delivery	Competency	Linguistic Mode	Visual Mode	Aural Mode	Gestural Mode	Spatial Mode
Instruction Clarity	Pearson Correlation	0.677**	0.617**	0.514**	0.555**	0.571**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	69	69	69	69	69
Content Relevance	Pearson Correlation	0.709**	0.655**	0.558**	0.629**	0.631**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	69	69	69	69	69
Practice Consistency	Pearson Correlation	0.544**	0.494**	0.409**	0.441**	0.499**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	69	69	69	69	69
Modality Integration	Pearson Correlation	0.698**	0.648**	0.555**	0.601**	0.586**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	69	69	69	69	69
Resource Support	Pearson Correlation	0.641**	0.668**	0.523**	0.580**	0.575**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	69	69	69	69	69
Evaluative Feedback	Pearson Correlation	0.717**	0.668**	0.601**	0.623**	0.615**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	69	69	69	69	69

Content Relevance exhibits strong correlations or high relationship particularly in the linguistic mode (r = 0.709), indicating that meaningful and context-based content enhances students' literacy skills.

Guilford's Rule of Thumb for Correlation Interpretation, the results indicate that all dimensions of Special Program in Journalism (SPJ) Competency Delivery have significant positive relationships with Students' Multimodal Literacy across linguistic, visual, aural, gestural, and spatial modes (p = 0.000). Moreover, Practice Consistency yielded the lowest but still significant correlations (r = 0.409 to 0.544), implying a moderate relationship, that repeated practice supports learning

but may not be as impactful without other instructional factors.

Meanwhile, Modality Integration demonstrated moderate to high relationships ($r = 0.555$ to 0.698), emphasizing the importance of combining multiple communication modes in teaching.

Resource Support also shows moderate to high correlations ($r = 0.523$ to 0.668), highlighting the role of adequate materials and tools in facilitating multimodal learning.

Notably, Evaluative Feedback presents the strongest correlations ($r = 0.601$ to 0.717), suggesting that timely and constructive feedback plays a crucial role in improving students' multimodal literacy, which imply a high to very high relationship.

In the current study, the Pearson correlation analysis revealed statistical significant relationships across all variables ($p = .000$), indicating that Competency Delivery has a substantial relationship on the Students' Multimodal Literacy development.

Apparently, the strongest relationships observed in Evaluative Feedback and Content Relevance suggest that when students receive meaningful feedback and are exposed to relevant instructional content, their ability to engage with multiple modes of communication is significantly enhanced.

Although Practice Consistency showed comparatively lower correlations, its significance still indicates that continuous engagement contributes to literacy development when combined with other factors.

Significant Effect of Special Program in Journalism Competency Delivery on the Students' Writing Skills

To test the effect between the Special Program in Journalism competency delivery and Students' Writing Skills in terms of News Writing, Editorial Writing, and Feature Writing they were treated statistically using Real Statistics Data Analysis Tools using the Multiple Regression and t-value analysis.

Table 16 reveals that most dimensions of SPJ competency delivery do not have a statistically significant effect on Students' Writing Skills in News Writing and Feature Writing, as indicated by t-values ranging from -1.14583 to 0.115306 and p-values greater than 0.05 .

This suggested that variations in competency delivery do not significantly influence students' performance in these two writing areas.

However, a different pattern is observed in Editorial Writing and News Writing respectively, where Content Relevance ($t = -2.77473$, $p = 0.007153$), Modality Integration ($t = -2.57914$, $p = 0.012106$), and Evaluative Feedback ($t = -2.30314$, $p = 0.024383$) show statistically significant effects. This indicated that these specific components of competency delivery contribute meaningfully to students' ability to produce editorial texts. On the other hand, Instruction Clarity, Practice Consistency, and Resource Support show no significant effects across all writing domains, as their p-values exceed the 0.05 level of significance.

As such, here is the overall overview of the results on how the delivery of competencies in the special program affects the students' writing skills.

Table 16. Significant Effect of Special Program in Journalism Competency Delivery on the Students' Writing Skills

Special Program in Journalism Competency Delivery		Students' Writing Skills		
		News Writing	Editorial Writing	Feature Writing
Instruction Clarity	t-value	-1.87506	-1.87506	-0.70204
	Sig. (2-tailed)	0.065144	0.065144	0.485085
	N	69	69	69
Content Relevance	t-value	-2.77473	-	-1.14583
	Sig. (2-tailed)	0.007153	0.007153	0.255942
	N	69	69	69
Practice Consistency	t-value	-0.78852	-0.78852	0.115306
	Sig. (2-tailed)	0.433173	0.433173	0.908548
	N	69	69	69
Modality Integration	t-value	-2.57914	-	-0.84663
	Sig. (2-tailed)	0.012106	0.012106	0.400216
	N	69	69	69
Resource Support	t-value	-1.96216	-1.96216	-0.59955
	Sig. (2-tailed)	0.0539	0.0539	0.55083
	N	69	69	69
Evaluative Feedback	t-value	-	-1.87506	-0.27043
	Sig. (2-tailed)	0.024383	0.065144	0.787661
	N	69	69	69

Constant=1.95

Furthermore, through the Multiple Regression by t-test analysis revealed that there is generally no significant effect of Special Program in Journalism Competency Delivery on Feature Writing, while a significant effect is observed in News Writing and Editorial Writing for selected variables.

This suggested that mostly, Editorial Writing, which requires critical thinking, opinion formation, and integration of multiple perspectives, is more sensitive to instructional quality, particularly in terms of Content Relevance, Modality Integration, and Evaluative Feedback.

Meanwhile, Special Program in Journalism Competency Delivery demonstrated clear importance in specific areas such as News and Editorial Writing, its overall effect on Students' Writing Skills appears limited and domain-specific, highlighting the need for more focused and differentiated instructional approaches to improve writing performance across various journalistic genres.

However, the different series of pattern of effective delivery still shows an impact of the Special Program in Journalism cultivation and impact on the critical and analytical Writing Skills of the students.

IV. CONCLUSION AND RECOMMENDATIONS

From the summary of the results, it is further revealed that there is a significant relationship between Special Program in Journalism Competency Delivery and Students' Multimodal Literacy. Therefore, the first hypothesis is rejected. This indicated that the manner in which journalism competencies

are delivered enhances students' ability to interpret, integrate, and produce meaning across multiple modes of communication.

Consequently, the findings indicated that there is a significant effect of Special Program in Competency Delivery on the Students' Writing Skills variety of indicating factors. Despite the high level of Competency Delivery, variations in writing performance were not all attributed null nor to how the competencies were delivered.

However, some sub-variables such as Content Relevance, Modality Integration, and Evaluative Feedback have shown significant effects. As per result, the hypothesis asserting that Special Program in Journalism Competency Delivery has no significant effect on Students' Writing Skills is rejected.

Based on the conclusions drawn from the study, the following were recommended:

For the Students in Special Program in Journalism. It is recommended that learners might be provided with sustained exposure and active engagement in journalism-related activities such as press conferences, event coverage, and digital storytelling, as these experiences may enhance writing proficiency, while portfolios, reading, and proofreading practices may serve as tools for tracking and improving performance.

For the School. It is suggested that the school strengthen its monitoring and feedback systems and invest in improved facilities and partnerships with media organizations to ensure effective competency delivery and continuous program development.

For the SPJ Teachers/Advisers. It is recommended that teachers undergo relevant trainings and apply scaffolded

instructional strategies such as modeling, guided writing, peer editing, and structured feedback, along with multimodal and incremental instruction, to further support students' writing development.

For the Sub-Office/School. It is proposed that policy frameworks for SPJ might be regularly reviewed and strengthened through standardized materials, updated guidelines, and continuous monitoring and technical assistance from education authorities to ensure effective implementation.

For Researchers. Future studies may further examine the long-term effects of the program, instructional strategies, and influencing factors using qualitative or mixed-method approaches, including interviews, observations, and focus group discussions, to gain deeper insights into SPJ implementation and learner development.

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