ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 3| March2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

BEHIND THE HEADLINES: THE LIVED EXPERIENCES OF TEACHERS HANDLING ELEMENTARY LEARNERS IN THE SPECIAL PROGRAM IN JOURNALISM

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Article DOI: https://doi.org/10.36713/epra26372
DOI No: 10.36713/epra26372

ABSTRACT

The purpose of this qualitative-phenomenological study was to describe and understand the experiences of teachers in handling elementary learners in the Special Program in Journalism (SPJ) in elementary schools. The study gathered information from these teachers to learn about the challenges they face and the ways they teach journalistic writing. There were 12 public schools elementary teachers who were selected using purposive sampling technique: six participated in in-depth interviews, and six participated in focus group discussions. Thematic analysis was employed to analyze the data. The lived experiences of teachers included adaptive and differentiated pedagogical practices, professional fulfillment and teacher identity in SPJ, supporting advanced and gifted learners, workload and time management, pedagogical challenges in crafting engaging and inclusive learning experiences, struggle with the teaching and learning of the Filipino language, and lack of resources. As to how do teachers cope with the challenges encountered, employing technology to enhance learning engagement, utilizing time management strategies to organize responsibilities, fostering creativity through resourcefulness, flexibility, and collaboration, receiving support from colleagues, and acquiring support from the school's stakeholders. Teachers also shared insights they could offer to others, including nurturing ethical awareness and accountability, overcoming barriers and complexities and prominence of journalism skills and values. The results of this study are significant to teachers in the Special Program in Journalism (SPJ), learners, parents, school administrators, DepEd officials, and future researchers, as they provide deeper awareness and understanding of and help improve educational practices and the teaching of journalism in upcoming programs, thereby contributing to the delivery of high-quality education.

KEYWORDS: *Behind The Headlines, Special Program In Journalism (SPJ), Teachers, Qualitative Research, Phenomenological Approach, Thematic Analysis, Tagum City, Philippines*

RESULTS

Experiences of Teachers Handling Elementary Learners in the Special Program in Journalism (SPJ)

Table 1 shows the teachers' experiences in handling elementary learners in the Special Program in Journalism which revealed 7 key themes: a.) adaptive and differentiated pedagogical practices, b.) professional fulfillment and teacher identity in SPJ, c.) supporting advanced and gifted learners, d,) workload and time management , e.) pedagogical challenges in crafting engaging and inclusive learning experiences, f.) struggle with the teaching and learning of the Filipino language, and g.) lack of resources.

Table 1

Major Themes and Core Ideas on the Experiences of Teachers in Handling Elementary Learners in the Special Program in Journalism (SPJ)

Major Themes	Core Ideas
Adaptive and Differentiated Pedagogical Practices	• Catering to individual differences through interactive activities • Understanding the student's varied interests through the use of differentiated and collaborative activities • Utilizing the five e's for learners to ensure differentiated activities • Encouraging differentiated activities through role-playing using technology • Ensuring interactive learning through the use of performance-based tasks
Professional Fulfillment and Teacher Identity in SPJ	• Perceiving journalism to be worthwhile and fulfilling • Finding the role of being a teacher under SPJ as a rewarding endeavor • Understanding that having to see the class develop skills is rewarding • Experiencing fulfillment in being an SPJ teacher due management. • Feeling pride and fulfillment in being chosen as one of the SPJ teachers
Supporting Advanced and Gifted Learners	• Aligning lesson complexity with advanced learners' proficiency levels • Differentiating tasks to extend analysis and critical thinking • Preparing advanced-level materials prior to instruction • Providing enrichment outputs for higher journalistic performance

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Workload and Time Management	• Having time management to balance work • Organizing instructional activities to optimize time use • Utilizing time management to balance the • Workload managing tasks efficiently to optimize teaching and responsibilities.
Pedagogical Challenges in Crafting Engaging and Inclusive Learning Experiences	• Difficulty creating challenging yet interesting activities • Difficulty adhering to varied approaches and strategies • Struggle with limited resources and diverse learner skills • Issue of students having different learning levels
Struggle with the Teaching and Learning of the Filipino Language	• Having struggles in teaching Filipino due to English preference • Noticing the students' struggle in learning Filipino • Observing that Filipino is a less interesting subject for students • Understanding that not all students prefer Filipino
Lack of Resources	• Limited access to digital tools and technology • Insufficient funding for program activities • Inadequate support for student-led journalism projects • Scarcity of reference materials and instructional resources

Adaptive and Differentiated Pedagogical Practices

One of the prominent experiences shared by the teachers in handling elementary learners in the Special Program in Journalism (SPJ) is the consistent practice of differentiated and interactive instruction. The participants explained that SPJ learners are not only academically capable but also diverse in terms of interests, learning styles, and levels of confidence. Teachers felt that relying solely on the lecture-based teaching will no longer keep the learners engaged and do not further support meaningful learning experiences since the students in a classroom are very diverse nowadays.

One participant C described strategy on managing the learners under the SPJ program, as shared by IDI02:

> *"Ang akong ginabuhat is maghimo interactive na maka active na cater sa eachindividual differences para ma interactive sila para dili mabored sila."*
>
> (What I do is create interactive activities that engage students and cater to each individual's differences, so they remain active and do not get bored.)

This answer shows that the teacher intentionally designed interactive activities in order for the students to be actively involved in the learning process. This is because the teacher understands that the motivation of the students will weaken when they are bored.

Another participant emphasized that teaching SPJ students requires flexible approaches to address their different strengths and academic levels, as described by IDI05:

> *"Since lahi-lahi man sila ug interest ug naa pud uban na high achievers, nagagamit ko ug different instructional strategies ug collaborative activities para ma cater silang tanan."*
>
> (Since they have different interests and some are high achievers, I use different instructional strategies and collaborative activities to cater to all of them.)

FGD03 emphasized how important it is to utilize a structured and inquiry-based learning approaches, as what he shared:

> *"Gigamit namo ang 5E's model para ma explore, ma engage, ma explain, ma elaborate, ug ma evaluate sa mga bata ang ilang learning."*
>
> (We apply the 5E's model so that students can explore, engage, explain, elaborate, and evaluate their learning.)

According to IDI01, interactive teaching happens with the integration of the technology and performance-based tasks, she described:

> *"Usahay magpa role-playing ko nila, maghimo sila short film or digital presentation kay mas makakat-on sila kung naa silay performance."*
>
> (Sometimes I let them do role-playing, create short films, or digital presentations because they learn better when there is performance involved.)

Finally, another participant noticed that students feel more enthusiastic and engaged when they work on their performance tasks, as highlighted by FGD02:

> *"Kung performance-based ang activity, mas excited gyud sila. Ganahan sila mag reporting, group tasks, ug creative outputs."*
>
> (If the activity is performance-based, they are more excited. They enjoy reporting, group tasks, and creative outputs.)

The SPJ program attracts academically inclined, expressive, and tech-savvy students who expect interactive and challenging lessons. To meet these expectations, teachers design flexible, innovative, and purposeful activities that engage learners and leverage their strengths. As a skills-based, output-oriented program, SPJ emphasizes differentiated instruction through hands-on journalistic tasks and media production.

Professional Fulfillment and Teacher Identity in SP

Another key theme from the discussions happened during the IDI and FGD is the feeling of fulfillment in the part of the teachers in guiding their learners under the Special Program in Journalism (SPJ). They expressed that their job goes beyond

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mere teaching but it involves mentoring, encouraging, and helping the students become responsible, effective, and expressive communicators of valuable information. For the teachers, they consider their work as deeply satisfying when they can see that their students are growing in confidence, creativity, and their journalistic capabilities, which serves are intrinsic rewards for them.

One participant described the personal joy of witnessing learners grow academically and personally, as stated by IDI03:

"Ang pinaka rewarding jud is makita nimo nga ang mga bata ma confident sa ilang output, ma proud sila sa ilang trabaho, ug maka express sila sa ilang kaugalingon."

(The most rewarding thing is seeing the students gain confidence in their output, feel proud of their work, and be able to express themselves.)

IDI 04 emphasized the motivational aspect of mentoring students in authentic journalism tasks:

"Usa sa akong pinaka satisfy is kung ang students makabuhat ug news article or magazine nga maayo, makita nimo nga proud sila, ug mas motivated sila sa sunod nga activity."

(One of the most satisfying things is when students produce a good news article or magazine; you see that they are proud, and it motivates them for the next activity.)

Moreover, another participant highlighted the emotional dimension of teaching SPJ, emphasizing how relationships with students contribute to fulfillment, as stated by FGD01:

"Mura pud nga pamilya ang classroom, kay makita nimo nga ang mga bata nagtinabangay, nag enjoy, ug ganahan mo share sa ilang ideas. Mao na ang maka feel nimo nga worth it ang imong trabaho."

(The classroom feels like a family because you see the students helping each other, enjoying, and wanting to share their ideas. That is what makes you feel your work is worth it.)

Participants also noted that fulfillment arises from mentoring students toward future success, particularly in media-related fields, as mentioned by IDI06:

"Ang pinaka fulfilling kay makita nimo nga ang mga bata mahimo silang future journalists o reporters nga na inspire sila sa imong guidance ug sa program mismo."

(The most fulfilling thing is seeing students become future journalists or reporters, inspired by your guidance and the program itself.)

Overall, teachers felt fulfillment when teaching learners under the SPJ program because of so many different reasons. First, they feel proud when their students are growing personally and academically, most especially when they are able to achieve success in the real tasks and projects in journalism. Also, they give importance on the close relationships they build in their class which strengthens because of collaboration among the students, sharing of ideas, and responsibly expressing themselves to the class. For the SPJ teachers, they view their job as challenging but deeply rewarding because of the combination of man things such as the achievement of their students, emotional connection, and meaningful professional impact as they teach and guide the students in their journalism journey.

Supporting Advanced and Gifted Learners

Teachers who are teaching in the Special Program in Journalism (SPJ) also shared that it is not always rewarding because it also comes in its own set of unique challenges and issues. According to them that they consistently need to adjust their lessons, be creative, and stay resilient in teaching since their duties are demanding in both classroom instruction and with their relationships toward their students. The reasons for these challenges is due to the increasing diversity of the students in terms of their needs and skill levels, while they must also meet the requirements for output-based tasks and the formal curriculum.

Firstly, one of the most commonly cited challenges is managing learner diversity, particularly in terms of interests, abilities, and motivation. As cited by IDI02:

"Lahi-lahi gyud ang interest sa mga bata, naay ganahan mag writing, naay ganahan mag reporting, so kinahanglan nimo i-balance ang imong activities."

(The students have different interests; some like writing, others like reporting, so you need to balance your activities.)

This answer pointed out that the teacher must take the effort to constantly adjust their strategies in order for each student to remain involved and engaged in the lesson. The phrase *"balance ang imong activities"* emphasized how teachers try to juggle many tasks and strategies just to respond to the needs of the students within one class period or session.
Consequently, SPJ learners are not a homogenous group, and differentiation, while rewarding, also presents logistical and planning challenges.

In addition, teachers also expressed that time management is also a big challenge for them especially when the students need to be working on the projects demanded in the journalism, such as articles, short films, and digital presentations. As what IDI04 described, teaching and guiding the students on completing the tasks while striving to meet the deadlines can cause stress because it requires careful planning.

"Usahay, kulang ang oras kay daghan activities ug deadlines, pero kinahanglan ma-finish nato ang outputs without compromising quality."

(Sometimes, time is insufficient because there are many activities and deadlines, but we need to finish the outputs without compromising quality.)

Teachers shared that they often experienced constant struggle in keeping the teaching and learning of high-quality while making their best effort to meet tight schedules and deadlines. With this challenge, they said that they need to plan wisely, such as deciding and choosing what kind of tasks matter the most,

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and even work with students beyond regular class hours just to "*not compromise quality*".

Moreover, keeping the motivation of the students is also another challenge that teachers experienced, especially when the tasks are difficult or feels repetitive.
The mood of the whole class can greatly influence when the students fell overwhelmed or not willing to participate, as stated by FGD01:

> *"Naay uban students nga dili kaayo motivated, especially kung taas ang workload. Mao nga kinahanglan nimo i-encourage ug i-guide sila para dili sila ma-stress ug ma discourage."*
>
> (Some students are not very motivated, especially if the workload is heavy. That's why you need to encourage and guide them so they don't get stressed or discouraged.)

This statement highlights that teachers understand the emotional and psychological struggles that their students experience in completing the demands of SPJ. With this, teachers provide relational and emotional support to the students by consistently encouraging and guiding the students under the SPJ program.

To address these challenges, teachers rely regualry on many strategies and one of the most effective is the flexible instructional planning, in which they adjust the activities that respond appropriately to the needs of the students and what is currently happening in the classroom, as IDI05 emphasized:

> *"Nagagamit ko ug different strategies, depende sa learners. Kung mas motivated sila sa group activity, mag-group work mi. Kung ganahan sila mag individual writing, mag-focus mi sa writing."*
>
> (I use different strategies depending on the learners. If they are more motivated by group activities, we do group work. If they prefer individual writing, we focus on writing.)

This statement shows that the flexibility of the teachers is not random but intentional, in which they constantly keep an eye on how the students responds and adjust the way they teach to keep all students engaged and learn better.

Furthermore, teachers also make use of the peer collaboration and mentorship to effectively encourage students help one another, share their strengths and ideas, as well as provide opportunities for giving feedback for their improvements, as IDI03 described:

> *"Gi-promote nako nga magtinabangay ang mga students, labi na sa mga group outputs. Ang mga high achievers mo-guide sa uban, ug ang uban makatuon gikan sa peers nila."*
>
> (I promote that students help each other, especially in group outputs. High achievers guide others, and some learn from their peers.)

This strategy means that with the use of peer support, students' differences in terms of their capabilities and motivations will be manage well. Through peer support, learners are able to help each other, it lessens the pressures on each of them, encourages collaboration, as well as builds skills like leadership and mentoring within the group.

Additionally, creative engagement is also an important comping mechanism to address challenges according to the teachers. They make the lessons interesting by using performance tasks, role playing, and digital presentations, while also making the tasks feel more doable and enjoyable to do, as FGD02 explained:

> *"Kung challenging ang topic, himuon namo nga interactive or performance-based para mas motivated sila. Mas dali nila masabtan kung naa silay output nga buhaton."*
>
> (If the topic is challenging, we make it interactive or performance-based so they are more motivated. They understand better if they have something to create.)

This answer shows that both teachers and students are able to handle the journalism demands more smoothly by the use of active and output-based activities. Through this, students' engagement and understanding will increase especially is they are deeply involved in meaningful tasks.

According to teachers, challenges become opportunities for richer learning and improvements when they know how to stay flexible, work collaboratively, and by being creative. Overall, what they shared pointed out that challenges and their coping strategies work hand in hand, in which they may experienced complicated classroom situations but they are able to address them using intentional planning, supported learning, and creative ways of making the students remain engaged.

Workload and Time Management

Managing time is one of the big parts of the teachers' work especially in striking a balance of their many roles as teachers and as a journalism adviser who implement the SPJ program. According to the teachers, handling journalism or teaching journalism is one of their top priorities rather than their regular classes. This means that they focus more on mentoring the students and managing their publication tasks, which pushes them to make plans ahead of time, choose what to prioritize the most, and stay organized. Through this way, by managing the time effectively, it can help them keep the high-quality teaching that they are doing while still striking a balance of all their responsibilities as teachers

One participant described how managing time is crucial in fulfilling SPJ responsibilities, as cited by IDI01:

> *"Kinahanglan gyud nimo i-manage imong oras kay daghan kaayo og tasks sa SPJ, gikan sa lesson preparation hangtod sa pag guide sa students sa ilang outputs."*
>
> (You really need to manage your time because there are many SPJ tasks, from lesson preparation to guiding students in their outputs.)

This statement highlights the complicated job that teachers play in teaching the Special Program in Journalism or SPJ because they are not just planning lessons, but they are also supervising the outputs, prepare materials, and coordinate with the different

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journalism activities. With this, they need to build structured routines in order for the teaching and the mentoring duties will be done efficiently and on time.

Similarly, another participant shared how prioritization helps in balancing workloads, as mentioned by IDI03:

"Mag himo ko og list sa akong mga tasks para ma prioritize nako unsay dapat buhaton una, labi na kung daghan kaayo og kinahanglan tapuson."

(I make a list of my tasks so I can prioritize what should be done first, especially when there are many things to finish.)

These responses of the participants show that teachers rely on planning strategies ahead of time to really be able to effectively manage their responsibilities as teachers under the SJ program. Thus, this means that they create task lists and clearly set priorities to effectively allocate their time and also to lessen the pressure brought by work-related, yes, work, no. Therefore, time management is very important as a practical strategy for the teachers to consistently maintain their productivity and organization."

Participants also noted that integrating SPJ activities with classroom instruction supports efficient use of time, as explained by FGD 02:

"Gina-integrate namo ang journalism activities sa lessons para dili na siya separate nga task, mas dali ma manage ang time."

(We integrate journalism activities into lessons so they are not separate tasks, making time easier to manage.)

The verbatim indicates that the combination of the SPJ activities with the lesson goals that they have created will help the teachers handle their many responsibilities more smoothly because of this integrative teaching. By anchoring the journalism outputs of the students to the instructional objectives, teachers, just like IDI05, can utilize the class time better while still handling the SPJ program:

"Kung kabalo ka mo manage sa imong oras, mas ma balance nimo ang trabaho ug mas ma focus ka sa quality sa teaching."

(If you know how to manage your time, you can better balance your work and focus on the quality of teaching.)

From a phenome logical lens, this emphasized that time management is a big part of the everyday lives of the SPJ teachers, shaped by their many roles and tasks. For them to keep the instruction effectively while addressing the diverse demands of the SPJ program, they need to regularly plan, know what to prioritize, and adjust their schedules, since they teach, mentor, and handle program activates all at the same time.

Pedagogical Challenges in Crafting Engaging and Inclusive Learning Experiences

Teachers explained that designing learning activities that are both challenging and interesting for students can be difficult, especially in the SPJ classroom, where students have varied interests, abilities, and learning preferences. They emphasized that balancing engagement with learning objectives requires thoughtful planning, creativity, and continuous adaptation to ensure students remain motivated and actively participate.

Teacher IDI02 highlighted the challenge of creating engaging activities:

"Sometimes it is hard to design tasks that are both stimulating and enjoyable, especially when students have different interests and abilities. I try to balance learning outcomes with activities that keep them motivated, focused, and fully engaged in the process."

(Creating tasks that are both stimulating and meaningful helps maintain student engagement while supporting learning outcomes.)

Additionally, teachers reported that applying a variety of teaching approaches and strategies can be challenging because no single method fits all students. They stressed the importance of remaining flexible, observant, and responsive to students' needs to determine which strategies are most effective for different learners.

Teacher FGD04 emphasized varied strategies:

"I often switch between discussions, role-playing, group projects, and collaborative exercises, but it requires constant observation and careful planning to ensure that each method effectively addresses learning objectives. My goal is to help every student participate actively, understand the lesson fully, and feel supported while exploring new concepts."."

(Teachers must remain flexible and adaptable to employ strategies that respond to diverse learning needs.)

Another teacher, challenge reported by teachers is working with limited resources while addressing diverse student skills. They explained that improvisation and creative adaptation of available materials are necessary to ensure all students can participate and achieve the learning goals. Resourcefulness and flexibility are essential for promoting inclusive learning.

Teacher IDI05 shared about resource limitations:

"Sometimes materials are insufficient, so I have to improvise and adjust activities using what is available to make sure every student can participate fully, achieve the learning objectives, and feel included in the lesson."

(Effective teaching requires resourcefulness and creativity to ensure all students can participate and learn.)

Finally, teachers noted that students' varying learning levels pose challenges in maintaining a consistent pace and ensuring equitable participation. They emphasized the need for differentiated instruction, ongoing monitoring, and scaffolding to support slower learners while keeping advanced learners engaged and challenged.

"Makita nimo nga dili tanan students ganahan sa Filipino, labi na kung kinahanglan magsulat ug essay or report sa Filipino, usahay dali sila ma-distract."

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(You can see that not all students like Filipino, especially when they have to write essays or reports in Filipino; sometimes they get distracted easily.)

Teacher FGD03 described managing varied learning levels:

"Some students grasp concepts quickly while others require more guidance, so I adjust activities, provide extra support, and monitor progress carefully to ensure everyone can participate meaningfully and achieve the learning outcomes."

(Teachers must provide individualized support to accommodate different learning levels and ensure equitable participation.)

Collectively, these experiences reveal that SPJ teachers face multiple pedagogical challenges, including designing engaging activities, employing varied teaching strategies, managing limited resources, and addressing diverse student learning levels. Yet through careful planning, creativity, flexibility, and continuous support, they strive to create inclusive, engaging, and effective learning experiences that foster both academic skills and confidence in their students.

Struggle with the Teaching and Learning of the Filipino Language

Teachers find it difficult to be teaching Filipino in the SPJ classroom because students are more comfortable using the English language or oftentimes are less interested in the Filipino subject. According to one teacher, IDI01, that this language preference makes it more challenging for them to make the students engaged and maintain their participation particularly in the Filipino lessons.

"Naay uban students nga dili kaayo motivated sa Filipino kay mas ganahan sila mag-English, mao nga lisod usahay i-engage sila."

(Some students are not very motivated in Filipino because they prefer English, so it is sometimes difficult to engage them.)

Another participant shared how learners struggled to understand or appreciate the subject, as mentioend by IDI02:

"Makita nimo nga dili tanan students ganahan sa Filipino, labi na kung kinahanglan magsulat ug essay or report sa Filipino, usahay dali sila ma-distract."

(You can see that not all students like Filipino, especially when they have to write essays or reports in Filipino; sometimes they get distracted easily.)

At first, Filipino lessons are harder to teach to many students because they are hesitant and unwilling to do tasks. In order to address this problem, teachers begin using strategies such as creative writing, peer discussions, as well as project-based activities that connects the Filipino lessons to the real-life situations, allowing the students to realize that the subject is actually more relevant and engaging.

Lack of Resources

Another challenge that teachers shared is the limited materials and equipment in the SPJ classroom which pushes them to be extra creative and resourceful. as described by IDI03:

Experiencing the lack of materials and equipment is common, pero kinahanglan gihapon namo ma-achieve ang objectives sa class."

(Experiencing the lack of materials and equipment is common, but we still need to achieve the objectives in class.)

Another participant shared how collaboration and improvisation helped overcome these constraints, as stated by IDI06:

"Kung kulang ang materials, mag-improvise lang mi gamit sa available resources ug nag-adjust sa activity para ma-achieve gihapon ang learning objectives."

(If materials are lacking, we improvise using available resources and adjust the activity to still achieve the learning objectives.)

Some teachers also highlighted the importance of support from colleagues, administrators, and parents in addressing resource limitations, as mentioned by IDI04:

"*Relying on support from school administrators and parents in the PTA helps us provide better experiences for the students*."

(Relying on support from school administrators and parents in the PTA helps us provide better experiences for the students.)

At first, students were sometimes limited in what they could produce due to the scarcity of tools or materials. However, students can learn how to be more innovative even if there are not enough resources with the help and guidance of the teachers. By utilizing creativity and working collaboratively, students can learn to utilize the available resources in their situations and are able to support one another effectively in order to complete their tasks.

Coping Mechanism of Teachers in Handling Elementary Learners in the Special Program in Journalism (SPJ)

The analysis of the stories given by the teachers showed that there are five main ways they use to cope with the challenges in handling the SPJ program: a.) employing technology to enhance learning engagement, b.) utilizing time management strategies, c.) fostering creativity through resourcefulness, flexibility, and collaboration, (d.) receiving support from colleagues, and (e) acquiring support from stakeholders.

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Table 2
Major Themes and Core Ideas on How do Teachers Cope with the Challenges in Handling Elementary Learners in SPJ

Major Themes	Core Ideas
Employing Technology to Enhance Learning Engagement	• Utilizing gadgets to ensure student engagement • Using online sources in class • Employing game-based strategies for student engagement • Utilizing online platforms and peer support for engagement
Utilizing Time Management Strategies	• Using a to-do list to manage time • being able to manage time due to a lighter workload • creating a priority checklist to manage time • prioritizing essential tasks to manage the time
Fostering Creativity through Resourcefulness, Flexibility, and Collaboration	• Ensuring creativity through planning ahead • Being creative through being resourceful and flexible • Being creative by improvising with the materials • Being resourceful through collaboration and flexibility of strategies
Receiving Support from Colleagues	• Experiencing support and motivation from colleagues • Receiving support through teaching feedback and resources • Acquiring help through academic consultations
Acquiring Support from Stakeholders	• Understanding the need for both resources and the support system of the entire school • Acquiring the support of the parents through their funds and of teachers as the trainers • Relying on support from school administrators and parents in the PTA

Employing Technology to Enhance Learning Engagement
In the SPJ classroom, it is normal that students might struggle, be unsure and hesitant on how to start tasks like in making short films or other digital presentations. With this, IDI01 shared that breaking down the tasks into simple small steps with the help of technology and encouraging the learners to respond to these small roles can actually make them participate more and become more confident as well:

> *""Usahay magpa activity ko nila, maghimo sila quick movie or digital presentation using their gadgets kay mas makakat-on sila kung naa silay overall performance. Mas dali nila masabtan ang lesson kung makapraktis sila sa usa ka hobby nga interactive ug hands-on. Gusto nako nga makita nila ang realistic software sa ilang natun-an ug mas ma-inspire sila sa lesson."*
>
> (now and again I allow them to do digital presentations, create short movies using their gadgets, or virtual displays because they analyze better when there may be performance concerned and it inspire them more to learn the lesson.)

Students engage in role-playing, creating short films, or digital presentations, which helps them build confidence, practice skills, and understand lessons clearly. Applying learning practically shows the real-world relevance of the content and motivates them. Teachers design these activities to be interactive and manageable, supporting students as they explore and apply their knowledge.

As students gain confidence, teacher IDI02 guides learning:

> *"Gina-integrate nako ang mga online articles ug videos aron mas daghan sila ug references sa ilang mga topics. Ang paggamit sa internet naghatag ug mas up to date nga records ug daghan sila ug examples nga makahatag ug klaro nga pagsabot sa lesson. Nakatabang kini sa pagpalapad sa ilang kahibalo ug pag-increase sa essential wondering."*
>
> (using online articles and videos presents students with more references and examples, supporting them understand classes higher and live up to date with present day records.)

Furthermore, students use online articles and videos to access additional references and examples. Following this, they gain a clearer understanding of lessons and stay updated with current information. As they examine and reflect on these resources, their knowledge expands and critical thinking improves. In the end, teachers help them select relevant materials and apply what they have learned to their projects.

Teacher IDI05 stated students collaborate, share feedback, and complete tasks successfully:

> *"Nagagamit mi og quiz video games ug interactive demanding situations aron mas malipay ug motutok ang mga estudyante sa lesson. Kini nga pamaagi naghatag ug fun ug enticing nga surroundings, nga nagdasig kanila sa pag-apil ug pagpakita sa ilang talents.*
>
> (using quiz video games and interactive demanding situations makes studying fun and attractive environment,

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motivating students to participate and express their thoughts and talents.)

Students then participate in interactive games and challenges that capture their attention and maintain their engagement. They respond to prompts, demonstrate their skills, and share ideas creatively. These activities make learning enjoyable, encourage active participation, and give students meaningful opportunities to apply what they have learned in practical ways.

According to IDI04, students engage in games, demonstrate skills, share ideas, and apply learning practically:

"Gina-assign nako ang mga students sa online responsibilities ug peer feedback aron magtinabangay sila sa pagkat-on. Pinaagi sa pagtrabaho sa grupo ug paghatag comments sa ilang classmates, napalambo nila ang collaboration abilities ug mas masabtan nila ang lesson sa mas lawom nga paagi. Nakita nako nga mas maayo ang output kung magtinabangay sila ug na-encourage ang tanan sa klase."

(I assign students online responsibilities and peer feedback activities so they can work together in learning. Through group work and giving comments to their classmates, they develop their collaboration skills and understand the lesson more deeply. I have observed that their outputs are better when they cooperate, and all students are encouraged to actively participate in class)

Therefore, students complete online tasks and provide peer feedback, which encourages collaboration and idea-sharing. Working together strengthens their teamwork, responsibility, and problem-solving skills. As they engage in these activities, their outputs show deeper understanding and practical application of knowledge.

Utilizing Time Management Strategies

Under the SPJ program, teachers sometimes felt overwhelmed because it requires them to juggle many activities. Deadlines, and projects all at once. According to IDI04, they become stressed and are easily distracted when there is no presence of a clear plan, which can also affect the completion of their tasks.

Teacher IDI04 explained:

"Usahay, kulang ang oras kay daghan activities ug deadlines, pero kinahanglan ma-finish nato ang outputs without compromising quality. Therefore, ginabuhat nako nga masulat tanan sa list para makita nako unsa una ug unsa sunod buhaton, aron dili ma-delay ug mabuhat ang tasks before ang deadlines."

(Sometimes, time is insufficient because there are many activities and deadlines, but we need to finish the outputs without compromising quality. Therefore, I make a list so we can see what to do first and next, preventing delays and accomplishing the tasks before the deadlines.)

When teachers start by using a to-do list to organize their responsibilities. This helps them plan their day efficiently, visualize all tasks, and approach each activity with focus and confidence, gradually developing strong time management habits.

Another teacher highlighted the strategies, as described by IDI05:

"Nagagamit ko ug different strategies, depende sa learners. Kung mas motivated sila sa group activity, mag-group work mi. Kung ganahan sila mag individual writing, mag-focus mi sa writing.

(I use different strategies depending on the learners. If they are more motivated by group activities, we do group work. If they prefer individual writing, we focus on writing.)

Teachers experience difficulty in managing their time effectively. They sometimes spend too much time on one task, which causes delays or neglect of other responsibilities. To address this, teachers use tools such as timelines, checklists, and priority plans to organize their workload. These strategies help them pace their work properly, meet deadlines, and complete their tasks on time. Another teacher also described as IDI06:

"Gina-organize nako ang akong mga trabahoon pinaagi sa pag-arrange sa usa ka priority checklist. Una nakong buhaton ang mga urgent ug importante nga responsibilidad, unya mosunod ang mga dili kaayo critical. Using this, mas makontrol nako ang deadlines ug mas maging efficient nako nga matuman ang akong mga trabahoon."

(I organize my tasks by arranging them in a priority checklist. I complete urgent and important responsibilities first, followed by less critical ones. Through this approach, I can manage deadlines better and accomplish my duties more efficiently.)

Creating a priority checklist allow teachers to systematically focus on essential tasks, reduce procrastination, improve productivity, and gain a sense of accomplishment.

Teacher IDI07, describe as well:

"Gina-prioritize nako ang essential nga mga buluhaton aron masiguro nga matapos ang akong outputs sa tama nga oras. Gina-planohan nako ang akong mga responsibilidad sa strategic ug flexible nga paagi aron ma-balanse ang mga tasks ug deadline."

(I prioritize essential tasks to ensure that my outputs are completed on time and with quality. I plan my responsibilities in a strategic and flexible way so I can balance tasks and deadlines effectively.)

Moreover, prioritizing essential tasks helps teachers meet deadlines while maintaining the quality of their outputs. Teachers practice strategic and flexible planning to manage their responsibilities effectively. Through these practices, they strengthen their sense of responsibility, independence, and time management skills. As a result, they are able to balance multiple tasks successfully and consistently produce high-quality work

Fostering Creativity through Resourcefulness, Flexibility, and Collaboration

Creativity is highly needed in teaching SPJ program especially if there is a very limited resources or when the activities must

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 3| March2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

match the varied types of learners. FGD03 shared that they handle these concerns by adapting the activities and tasks, utilizing the available resources, and adjust the activities so that all students will be given the equal,

Teacher FGD03 highlighted how students collaborate effectively:

Gi-promote nako nga magtinabangay ang mga students, labi na sa mga group outputs. Ang mga high achievers mo-guide sa uban, ug ang uban makatuon gikan sa classmates nila."

(I promote that students help each other, especially in group outputs. High achievers guide others, and some learn from their peers.)

Another participant highlighted how improvisation and flexibility help maintain engagement despite limited materials, as mentioned by IDI06:

"Kung kulang ang materials, mag-improvise lang mi gamit sa available resources ug nag-adjust sa activity para ma-achieve gihapon ang learning objectives."

(If materials are lacking, we improvise using available resources and adjust the activity to still achieve the learning objectives.)

At first, students feel hesitant to start a new task that they are asked to do in a creative way or required them to use unusual materials because they do not know how to begin with in the first place. However, they started participating more confidently with the help and guidance of the teachers by using modeled flexible strategies, encouraged collaboration, and guided them through the process. Students who are more advance can help mentor those who are still struggling, while other students can use their strengths to contribute something useful.

Teacher FGD03, emphasized using brainstorming and peer feedback:

"Nagagamit mi ug brainstorming ug peer feedback sa group activities aron makita nila unsaon pag-aplikar sa ilang ideas ug creativity. Ang mga students makat-on sa flexible thinking, problem-solving, ug practical implementation, samtang nagtrabaho sila sa realistic scenarios sa klase."

(We use brainstorming and peer feedback in group activities so students can apply their ideas creatively. Students develop flexible thinking, problem-solving, and practical implementation skills while working on realistic classroom scenarios.)

At first, students explore collaborative strategies, strengthening creativity and innovation. Brainstorming and peer feedback allow learners to think critically, share ideas effectively, and produce outputs with practical application. Through these collaborative activities, students also develop communication skills, learn to negotiate and compromise, and gain confidence in presenting their ideas. Working together enables them to combine diverse perspectives, discover new solutions, and apply their creativity to solve real-world journalism tasks, making learning both meaningful and engaging.

Teacher described applying flexible and collaborative approaches, IDI06:

"Nag-apply ko sa flexible strategies ug collaborative approach, labi na kung diverse ang learners ug limited ang resources. Ang uban students mo-guide sa classmates, samtang ang uban makatampo sa ilang strengths. Pinaagi niini, matag-usa maka-express sa ilang talento ug makat-on sa pag-adjust sa lain-laing sitwasyon ug challenges sa klase."

(I apply flexible strategies and a collaborative approach, especially with diverse learners and limited resources. Some students guide classmates, while others contribute using their strengths. Through this, everyone can express their talents and learn to adjust to different situations and challenges in class.)

Through flexible collaboration, students use their strengths to contribute meaningfully. Teachers guide activities to combine resourcefulness, creativity, and teamwork, enabling all learners to participate, build problem-solving skills, and develop confidence, adaptability, and innovation in the SPJ classroom.

Receiving Support from Colleagues

In teaching SPJ, teachers have expressed the importance of a strong support coming from their colleagues, school administrators, and parents for them to be able to handle heavy workloads and improve the learning experiences of the learners. According to IDI04 that the support they receive from their co-teachers are not just about the tasks and ideas but is also emotional which makes their work feel more manageable and collaborative:

"Experiencing support from my colleagues really helps, especially when they give feedback on my lessons and share resources."

(Experiencing support from my colleagues really helps, especially when they give feedback on my lessons and share resources.)

Another participant emphasized the role of collaboration in managing limited resources and ensuring activities run smoothly, as stated by IDI05:

"Usahay, kung naa koy kulang nga materials, ang uban colleagues mo-share sa ilang resources ug ideas para ma-achieve gihapon ang objectives sa class."

(Sometimes, if I lack materials, other colleagues share their resources and ideas so that we can still achieve the objectives in class.)

Support from parents and school administrators was also highlighted as essential for student learning and program success, as mentioned by FGD02:

"Naga-ask pod mi sa support sa among mga kauban sa field nga mas una pa sa amoa kung maglisod mi para makatabang sa amoa to provide better experiences for the students."

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(Relying on support from seasoned colleagues if we have difficulties helps us provide better experiences for the students.)

At first, students find it hard to start a task because they do not know where to start especially if it requires the to be creative and needs unusual materials. However, students were slowly joined actively with the guidance of the teachers, working collaboratively, and implementing flexible strategies like letter high-achieving learners often mentored their classmates, while other students contribute something that is based on their unique strengths. An SPJ classroom is a great avenue for the students to teamwork, problem-solving, and innovation when students are allowed to do group discussions, brainstorming, and peer feedback.

Acquiring Support from Stakeholders

Teachers pointed out that SPJ program will be effective and work better when there is a strong support from the school leaders, parents, and the wider school community. FGD04 explained that SPJ program will be carried out easier and successful when there it is well-supported by the school administrators, like providing thebe taches and students relevant materials and approving the planned activities in under the SPJ program:

"Kung kinahanglan namo ug resources o special activity, mosulti ko sa principal or sa PTA. Sila ang mo-approve ug mohatag sa suporta nga kinahanglan namo."

(If we need resources or a special activity, I talk to the principal or PTA. They approve and provide the support we need.)

Another participant highlighted the importance of parental involvement in reinforcing learning and supporting students' output-based tasks, as mentioned by FGD01:

"Makita nimo nga active ang parents sa SPJ projects, especially sa fund-raising o pagtabang sa materials. Dako kaayo ang tabang nila para sa smooth implementation sa klase."

(You can see that parents are active in SPJ projects, especially in fundraising or helping with materials. Their support is very helpful for smooth class implementation.)

During a focus group discussion, a teacher emphasized that stakeholder support also boosted teacher motivation and confidence, as stated by FGD05:

"Kung kabalo ka nga naa kay support gikan sa school admin ug parents, mas motivated ka sa pagtudlo ug pagplano sa lessons. Makahatag pud kini ug assurance nga ma-accomplish nimo ang goals sa SPJ program."

(Knowing that you have support from school administrators and parents makes you more motivated to teach and plan lessons. It also gives assurance that you can accomplish the goals of the SPJ program.)

When there is a clear and active share support, teachers are able to plan and organized SPJ events, secure enough materials, and be able to help the students more effectively. This active involvement of the stakeholders allows the teachers to implement the SPJ program smoothly and students are able to receive rich and output-based learning, while the student's success will be achieved through the shared responsibilities of the parents, administrators, and the wider community, extending the learning experiences of the students even outside their classrooms.

Insights Gained by Elementary Teachers in SPJ that can be Shared with Others

Table 3 presents the valuable insights shared by elementary SPJ teachers, systematically organized into four significant themes. These themes include: a.) nurturing ethical awareness and accountability, b) overcoming barriers and complexities and c.) prominence of journalism skills and values.

Table 3
Major Themes and Core Ideas on the Insights of Elementary Teachers in Handling SPJ that can be Shared with Others

Major Themes	Core Ideas
Nurturing Ethical Awareness and Accountability	• Upholding truth and integrity in journalism • Internalizing honesty as a professional standard • Demonstrating accountability in journalistic practice • Establishing credibility as a core journalistic value
Overcoming Barriers and Complexities	• Viewing challenges as opportunities for growth • Demonstrating optimism in instructional guidance • Supporting the development of student journalists • Strengthening parent–teacher collaboration
Prominence of Journalism Skills and Values	• Advancing critical thinking through journalism • Developing social competencies through journalistic practice • Recognizing journalism as a medium for values formation • Strengthening communication skills through journalistic engagement

Nurturing Ethical Awareness and Accountability

Teachers explained that instruction in the SPJ program is firmly grounded in the principles of truth, honesty, and ethical responsibility. They emphasized that guiding students to value factual accuracy, verify information carefully, and uphold integrity in every stage of the journalistic process contributes significantly to their character formation. Through consistent exposure to ethical standards and responsible reporting practices, learners are prepared to become principled communicators who exercise accountability in sharing information within their communities.

Teacher, emphasized truth and honesty by describe, IDI04:

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"Speak the truth and be honest in all journalistic work. Dili lang maayo mo sulat, kinahanglan sab maayo ang values ug prinsipyo nga gi-follow sa students sa ilang pagsulat ug pag-report."

(Students must speak the truth and be honest in all journalistic work. It is not enough to write well; they must also uphold strong values and principles in reporting.)

Teachers emphasized that journalism goes beyond mere writing but it also involves being careful and responsible with everything you say and publish publicly. Through this, students are being guided on how to think about their words and be reminded that words can affect other people, especially when they are shared as news or information.

Another participant expressed that it is important to be responsible in both words and journalistic actions, instilling into the minds of the journalism students the importance of always consider the impact of their reporting to the people, as highlighted by FGD05:

"Be responsible to your actions and words in journalism, kay ang inyong gi-publish mahimong makaapekto sa lain nga tawo. Kinahanglan hunahunaon pirmi ang epekto sa inyong report sa publiko."
(Be responsible for your words and actions in journalism because what you publish can affect others. Students must always consider the impact of their reports on the public.)

Teachers pointed out that one of the most important key guides in journalism is the credibility, in which students must practice consistently. This means that the journalism instruction requires the students to base their reports on evidences, must be objective all the time, and must act with integrity in order for them to develop communication habits that are disciplined and principled.

A teacher emphasized the importance of credibility and evidence-based reporting in journalism, as highlighted by IDI01:

"If we write something, it should be based on evidence, honesty, and credibility. Importante nga ang report klaro ang source, verified ang impormasyon, ug tinuod ang facts nga gi-present sa readers.""

(Writing must be grounded in evidence, honesty, and credibility. Reports should present verified information supported by clear sources.)

Taken together, these experiences shared by the teachers show that journalism is more than writing a report, because it is also about developing the students' character and values.

Overcoming Barriers and Complexities

Effective journalism teaching requires teachers to maintain a positive mindset and foster constructive relationships with their students. Teachers explained that an optimistic attitude enables them to navigate classroom challenges while remaining focused on student growth. This approach also supports resilience, adaptability, and consistent commitment to their professional responsibilities.

A participant described as essential in overcoming instructional challenges, as described by IDI01:

"Be optimistic in all situations, even when facing challenges, as these can serve as stepping stones to improve and become better educators and mentors."

(Always maintain optimism and see challenges as opportunities for personal and professional growth.")

Maintaining strong communication and rapport with parents also plays a crucial role in the success of the SPJ program. Teachers explained that collaboration between the school and families reinforces learning, motivates students to participate actively, and strengthens overall educational outcomes.

Another participant highlighted positive and open-minded guidance for students, as mentioned by FGD03:

"Akong ma share jud as a teacher handling elementary learners in SPJ to other teachers is to maintain a positive relationship with parents ug making-communicate be positive and open-minded… para ma encourage ang mga bata ug ma guide sila."

(Develop and maintain positive relationships with parents by communicating openly and effectively to support students' learning and engagement.)

Building a strong line of communication and rapport with the parents of the students can greatly boosts the success of the SPJ program, as started by the teachers. Through this teamwork between the school and the families will help the students to become more encouraged in participating actively, since the family reinforces the learning they have acquired in the school, thus, keeping the overall educational efforts stronger.

A teacher emphasized positive communication with parents supports student development, as mentioned by IDI06:

"Establish good rapport and communicate well with the parents kay mu support jud sila para sa ilahang mga anak."

(Establish and maintain strong rapport with parents through clear and consistent communication, fostering support for students' growth and academic success.)

Collectively, the backbone of a great teaching is having a positive attitude and being able to build strong relationships. These factors help increase instructional success, spark the motivation in the students, and create an environment where everyone is collaborating and thriving.

Prominence of Journalism Skills and Values

For teachers, explained that journalism provides students with a valuable avenue to develop essential skills, including critical thinking, social awareness, communication, and responsible decision-making. They emphasized that through journalistic activities, students become more aware of real-world issues, analyze information thoughtfully, and express their ideas responsibly.

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A participant emphasized critical thinking and social awareness development, as mentioned by IDI03:

"Dapat ma instill jud ang critical thinking sa mga bata… maka-help pod sa ilaha nga ma build ilahang confidence ug ma develop ilahang social awareness."

(Instilling critical thinking helps students'
Build their confidence and develop their social awareness.)

Moreover, according to the teachers that journalism is also a great avenue for the students to strengthen their interpersonal and communication skills. Students are given the opportunities to work on a team when they write, report, and present, allowing them to express their ideas clearly and positively interact with other classmates.

Another participant emphasized that journalism serves as a platform to develop students' social skills, as highlighted by FGD01:

"Journalism helps develop students' social skills and thinking and it makes them aware of what is happening in the society."

(Journalism develops students' social and thinking skills and they become socially aware.)

Furthermore, teachers view journalism as something that can help develop the values and social responsibility in the students. This is because students are exposed to the issues of the community and will be pushed to join in conversations, thus, FGD03 considers journalism as a real growth opportunity:

"Lahi rajud kung sila mismo ang mag gather sa mga news ug mag interview kay ma develop ilahang social values in journalism are opportunities for students to grow."

(The values learned in journalism promote students' overall growth and development.)

These shared experiences of the teachers show that the journalism education in the Philippines is aiming to produce well-rounded students who possess the sharp minds, socially aware, and responsible communicators.

Implications for Teaching Practice

The results of the study suggest that instruction in the Special Program in Journalism (SPJ) should move toward more responsive and learner-sensitive approaches. Considering the varied abilities and interests of elementary learners, teachers are encouraged to employ differentiated strategies that allow students to participate actively in meaningful journalism-related tasks. Contemporary literature in media education notes that when learners are immersed in realistic journalistic experiences such as interviewing community members, drafting news reports, and producing multimedia content—they develop stronger language proficiency and higher-order thinking skills (Hobbs, 2024). Engaging students in authentic performance tasks enables them to connect classroom instruction with real-world communication practices.

The integration of digital tools is likewise emphasized as a critical component of modern journalism instruction. Recent global frameworks on media and information literacy stress that technology, when used intentionally and systematically, enhances collaboration, creativity, and student engagement (UNESCO, 2024). Digital storytelling platforms and collaborative writing applications can create interactive learning environments where students practice responsible media production while refining their communication skills. Purposeful technology integration ensures that digital resources function as instruments for deeper learning rather than mere instructional add-ons.

However, also highlight the importance of sustained professional growth among SPJ educators. Current studies on teacher development underscore that ongoing training, structured peer collaboration, and mentoring systems significantly strengthen instructional quality (Darling-Hammond & Hyler, 2025). Participation in professional learning communities, including School Learning Action Cells (SLAC), provides opportunities for teachers to exchange best practices, reflect on challenges, and adopt innovative strategies in journalism and language instruction. Institutionalizing continuous capacity-building initiatives can therefore enhance teachers' preparedness and instructional confidence.

Furthermore, journalism education at the elementary level should not be confined to technical writing competencies alone. Emerging scholarship emphasizes that media education plays a vital role in shaping ethical awareness, civic responsibility, and critical judgment among young learners (Frau-Meigs, 2026). Through, embedding discussions of credibility, accountability, and social responsibility into journalism activities, educators cultivate both academic competence and character formation.

Recommendations for Future Research

Based on the findings of this study, several recommendations are proposed to further strengthen the body of knowledge surrounding the Special Program in Journalism (SPJ) at the elementary level.

First, future researchers may conduct comparative studies between elementary and secondary SPJ implementations to examine differences in instructional strategies, learner outcomes, and program challenges. Such comparative analyses would provide a broader understanding of how journalism education evolves across grade levels and developmental stages.

Second, quantitative or mixed-method studies may be undertaken to measure the impact of SPJ participation on learners' academic performance, writing proficiency, critical thinking skills, and ethical awareness. While the present study focused on teachers' lived experiences, empirical measurement of student outcomes would offer additional evidence of the program's effectiveness and long-term educational value.

Third, future research may explore the perspectives of learners, parents, school administrators, and stakeholders to provide a more holistic view of SPJ implementation. Investigating student experiences, motivation, and perceived benefits could complement teacher-centered findings and enrich program evaluation. Including stakeholder voices would also help

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identify support mechanisms that contribute to sustainable implementation.

Fourth, studies focusing on the integration of digital journalism tools and media literacy in elementary SPJ classrooms are highly recommended. As journalism continues to evolve in the digital age, research on technological innovation, multimedia storytelling, and online publication platforms would provide insights into modernizing instructional practices.

Finally, future researchers may examine intervention-based approaches aimed at addressing specific challenges identified in this study, such as language proficiency gaps or resource limitations. Action research designs could test targeted strategies to improve instructional effectiveness and learner engagement. Through continuous scholarly inquiry, the Special Program in Journalism can be refined, strengthened, and aligned with emerging educational and media trends.

Concluding Remarks

This study explored the lived experiences of teachers handling elementary learners in the Special Program in Journalism (SPJ), focusing on the instructional realities, challenges, coping mechanisms, and professional growth embedded in program implementation. The findings revealed that SPJ teaching extends beyond technical instruction in news writing and editing; it encompasses adaptive pedagogy, ethical formation, resource management, and sustained collaboration. Teachers navigate diverse learner needs, linguistic challenges, workload demands, and material limitations while striving to maintain instructional quality and learner engagement. These realities highlight the multifaceted role of SPJ teachers as educators, mentors, editors, and program facilitators.

The results further demonstrate that despite encountering pedagogical complexities and structural constraints, teachers employ strategic coping mechanisms to sustain program continuity. These include integrating technology, managing time effectively, fostering creativity through collaboration, seeking collegial support, and engaging stakeholders. Such adaptive strategies reflect resilience, professional commitment, and a strong sense of responsibility toward learner development. Rather than allowing challenges to hinder instruction, teachers transform them into opportunities for innovation and growth.

Moreover, the study underscores the centrality of journalism skills and ethical values in shaping both learner competence and character. SPJ serves not only as a platform for developing writing proficiency but also as a training ground for discipline, accountability, social awareness, and responsible communication. Teachers intentionally nurture these values, reinforcing the idea that journalism education at the elementary level contributes to holistic learner formation. The integration of competence and character emerges as a defining strength of the program.

However, the findings also emphasize the need for stronger institutional and stakeholder support to ensure program sustainability. Addressing resource limitations, providing continuous professional development, and allocating sufficient funding are essential steps in enhancing SPJ implementation. Strengthened administrative commitment and collaborative partnerships will enable teachers to deliver more authentic, inclusive, and technologically relevant journalism instruction.

In conclusion, the Special Program in Journalism represents a transformative educational initiative that develops both skills and values among elementary learners. Its success largely depends on the dedication and adaptability of teachers who persist despite systemic challenges.

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EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 3| March2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

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