



EFFECTIVENESS OF JOURNALISM TRAININGS IN IMPROVING THE JOURNALISTS' SKILLS IN LEMERY SUB-OFFICE

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ABSTRACT

The study examined the effectiveness of journalism trainings in improving journalists' skills in Lemery Sub-Office. Using a descriptive-correlational approach and descriptive research design, the investigation assessed the level of engagement in journalism training activities and the improvement in journalists' skills. Data were collected from teacher-journalists through a structured questionnaire administered via Google Forms, which allowed for efficient and accurate gathering of responses.

The results revealed that the teachers who joined the journalism training were generally young, predominantly female, and in their early to mid-career stage of service. The findings highlighted the potential of the training programs to have a lasting impact on the professional growth of teachers and journalists. The teachers' abilities in different journalism categories were rated to a high extent, indicating that they possessed strong journalistic skills, particularly in news, feature, and editorial writing. However, categories requiring technical precision, creativity, or specialized knowledge such as science writing, cartooning, and

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headline writing, were identified as areas that could benefit from further professional development.

Moreover, the extent of teachers' abilities in different journalism categories, when grouped according to their profile, revealed no significant difference. The findings suggested that teachers' journalistic skills were shaped more by training programs and continuous practice than by demographic practice.



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