

Writing skills of the campus journalists in Candon City division

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Abstract

This study examines the profile, performance levels, and awareness of school support among campus journalists in Candon City Division's five public secondary schools, along with factors influencing their performance. *Employing a quantitative method, utilizing a descriptive-correlational research design, and qualitative insights gained through written responses.* Purposive sampling selected 50 campus journalists, with data collected via a questionnaire addressing personal profiles, writing skills, awareness of campus journalism, and performance factors. Statistical analysis included frequency and percentage calculations, mean and standard deviation computations, Pearson Product Moment Correlation, and Chi-Square Test for Independence. Findings revealed a predominantly female demographic aged 14 to 16, with limited recognition of higher-level competitions, highlighting the need for targeted support programs. Campus journalists exhibit good performance in news writing, editorial writing, and feature writing, indicating effective training programs. Awareness of school support underscores the necessity for continued investment in training, facilities, and policies. The relationships between the profile characteristics and performance levels are generally weak and inconsistent, with Chi-square values showing no strong influence of these characteristics on performance in various journalistic categories. However, stronger relationships exist between performance levels and awareness of support factors such as training and adequacy of facilities. Factors influencing performance include environmental influences, time management, skill development, passion, motivation, and challenges in journalism. Recommendations include implementing targeted support programs, enhancing training, and conducting focused awareness campaigns to address these issues.

Keywords: campus journalists, level of performance, awareness and support factors

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1. Introduction

The landscape of education has evolved significantly in recent years, with an increased emphasis on student engagement, skill development, and real-world application. One avenue through which students hone their abilities is campus journalism, a platform that empowers high school students to express their thoughts, report on events, and improve their communication skills. Motivation and interest are fundamental drivers of success in any endeavor. In the context of campus journalism, students who are genuinely interested in reporting, writing, and storytelling are more likely to invest time and effort, leading to enhanced performance. (Smith et al., 2019; Johnson, 2020). In addition, a conducive environment plays a significant role in nurturing talent. Support from teachers, peers, and school administrators can boost the confidence and performance of budding campus journalists (Brown, 2018). An encouraging atmosphere fosters experimentation and risk-taking, crucial aspects of journalistic growth. Further, effective training equips students with the necessary skills and knowledge to excel in campus journalism. Workshops, seminars, and mentorship programs contribute to the growth of technical skills, such as writing, editing, interviewing, and multimedia production (Jones, 2017; Lee & Davis, 2019).

High school students often juggle multiple responsibilities, from academics to extracurricular activities. Effective time management is crucial for balancing campus journalism commitments with other obligations (Robinson, 2018). Time constraints can influence the depth and breadth of reporting. Exploring the potential influence of gender and diversity on campus journalism performance is critical. Understanding how these factors intersect with performance can lead to more inclusive and equitable journalistic practices (Garcia & Nguyen, 2020). In addition, campus journalism can serve as a springboard for various future careers, including journalism, media, communication, and public relations. A strong foundation in high school journalism can set the stage for success in these fields (Baker & Smith, 2019).

This study seeks to unravel the multifaceted journey of high school campus journalists, from their initial steps to their growth into proficient contributors. By understanding and addressing the factors that influence their performance, educators, policymakers, and students themselves can foster an environment conducive to growth and excellence in campus journalism. By engaging in campus journalism, students exercise their right to freedom of expression. This practice is essential for a thriving democracy. The work of campus journalists contributes to a vibrant public discourse where various perspectives are acknowledged and debated (Salonga, 2017).

In the Schools Division of Candon City, the Campus Journalists of the five (5) public secondary schools actively participated in the Division Schools Press Conference (DSPC), Regional Schools Press Conference (RSPC), and a few for the National Schools Press Conference (NSPC). Hence, the researcher prompted this study entitled Writing Skills of the Campus Journalists in Candon City Division to look into the level of performance and level of awareness towards school support of Campus Journalists of the 5 public secondary schools and its relationship to their profile. The researcher also explored factors influencing the performance of the campus journalists.

2. Methodology

This study employed a quantitative method using a descriptive-correlational research design. The descriptive aspect aimed to systematically describe the respondents' profiles, their performance levels in campus journalism, and their awareness of school support. A descriptive research design can use a wide variety of quantitative and qualitative methods to investigate one or more variables. The researcher does not control or manipulate any of the variables, but only observes and measures them (McCombes, 2019). Meanwhile, the correlational design explored the relationship between these profiles and their performance. Fifty campus journalists from five public secondary

schools in the Candon City Division for the School Year 2023-2024 participated in the study. Data were collected through a researcher-formulated questionnaire, validated by public school teachers, and tested for reliability. After conducting the validity of the said survey questionnaire, a communication letter was secured by the researcher to Ms. Gemma Q. Tacuycu, Schools Division Superintendent and the five principals to ask permission for the conduct of the study and distribution of the questionnaire. A purposive sampling was employed by the School Paper Advisers of each public secondary school in selecting the respondents corresponding to 10 campus journalists in each school. The questionnaire included sections on personal profiles, writing skills in news, editorial, and feature writing, awareness of campus journalism, and factors influencing performance. To measure writing skills, the study used a standardized scoresheet based on DepEd's DM No. 210 s. 2023, evaluating form, style, content, and ethics. All of these criteria differ from their indicators. Written responses were used to explore factors affecting performance with thematic analysis applied to identify patterns and themes in the data. This approach effectively captured the complexities of campus journalism, providing insights into the factors influencing the writing skills of student journalists in Candon City Division.

3. Results and discussion

Problem 1. What is the profile of the respondents in terms of: age, sex, grade level, number of years as Campus Journalist, awards Received as Campus Journalist, number of Schools Press Conferences attended, Campus Journalistic Position, number of published articles, parent's educational attainment, and monthly income of parents?

Profile of the respondents -The profile of the campus journalists in terms of Age, Sex, Grade Level, Number of years as Campus Journalist, Awards Received as Campus Journalist, Number of Schools Press Conferences Attended, Campus Journalistic Position, Number of published articles, Parent's Educational Attainment, and Monthly Income of Parents, the implications of the results, and related studies. In terms of age, the majority of respondents are 15 years old (30%), followed by those who are 16 years old (24%). The least represented age groups are 12 (4%) and 13 years old (6%). This suggests that the sample primarily consists of mid to late adolescents. The majority of the respondents implies that most of them are from Grade 10.

A research conducted by DeJong and Cacioppo (2019) explored the age distribution of participants in school-based media programs. Their findings showed that the most active participants were typically 15 and 16 years old, reflecting the peak involvement of students in such activities during mid-adolescence. They also noted that younger students (ages 12 and 13) were less likely to participate, similar to the results observed in the current study. The age distribution of Campus Journalists, with a majority being 15 and 16 years old, suggests that journalism programs are most appealing to mid to late adolescents, aligning with their developmental stage focused on identity formation and social involvement. This concentration indicates the need for targeted engagement strategies for this age group, while also highlighting potential barriers for younger students (ages 12 and 13), who are underrepresented. To ensure the sustainability and diversity of these programs, schools should consider introductory workshops and mentorship opportunities for younger students, fostering early interest and preparing them to take on roles as older students graduate. In addition, schools should also give opportunities to all grade levels to participate in the completion of the school paper to start their journalism journey as contributors.

In terms of sex, females constitute a larger proportion of the sample 32, (64%) compared to males 18, (36%). This gender distribution indicates a higher participation rate of females in campus journalism in this context. A research by Schmidt and Collins (2021) that examined gender representation in high school journalism programs found that, on average, participants were more female than male (62% female to 38% male). As perceived in the study, women are more likely to participate in communication- and expression-intensive activities like journalism, which is consistent with the higher participation rates shown in this particular study. The gender distribution of campus journalists indicates that women make up 64% of the group, indicating that young women find journalism particularly interesting because of its focus on social concerns and communication. This suggests that schools should keep encouraging female involvement while coming up with plans to get more men involved, like

emphasizing investigative reporting or writing in the classroom. The prevalence of women may also have an impact on the viewpoints and content of student media, mirroring broader trends in academia where women are overrepresented in fields that emphasize the arts and communication. In terms of Grade Level, the respondents are predominantly in Grade 10 with 20, (40%), with smaller groups spread across other grades, indicating that most participants are in the middle of their secondary education.

Participation in extracurricular activities like journalism tends to peak around the middle years of secondary education, especially in Grade 10, according to research by Lee and Smith (2020). Their research revealed that, in line with the observed concentration of participants in this grade, students in Grade 10 are frequently more involved in school activities because of a combination of improved academic maturity and the availability of more diverse extracurricular opportunities. Given that Grade 10 students make up the majority of campus journalists, this is a good time for involvement because they are mature enough academically and capable of managing extracurricular activities. This emphasizes how important it is to develop programs strategically in order to expose younger students to journalism at an earlier age and maintain continuity as students' progress. To encourage ongoing involvement, schools should also strike a balance between the demands of extracurricular activities and academics. In general, the findings show that students in the midst of their secondary school are actively pursuing and defining their interests, which is consistent with developmental tendencies.

In terms of Years as campus journalists, it can be seen that a significant majority (72%) have been campus journalists for zero to three (0-3) years, while 26% have been involved for four to six (4-6) years. Only 2% have been involved in campus journalism for seven to nine (7-9) years. This means that students often participate during their early years of study and move on after graduation or pursuing other interests. Similar patterns have been observed in student journalism programs, according to research by Clark and Adams (2021), where the majority of participants are relatively new to the activity and fewer stick with it for extended periods of time. Their analysis demonstrated that although initial engagement is high, participation that lasts more than a few years is less common, which is consistent with the pattern shown in the data pertaining to campus journalists.

The conclusion that most campus journalists have been involved for 0–3 years, with a smaller percentage for 4-6 years or more, implies that although there is a high initial involvement rate in campus media, sustained long-term involvement is less typical. This suggests that although while many students begin their journalistic careers strongly, they frequently give up after a few years, maybe as a result of things like pressure from their studies, shifting interests, or a lack of sustained drive. By addressing these issues and offering continuous assistance, mentoring, and rewards, campus journalism programs may see an increase in long-term involvement and retention.

In terms of awards at the school level, an overwhelming majority of 49, (98%) have not received any school-level awards, which could suggest that schools are not conducting school level contests on campus journalism. Instead, they are letting the interested students to become part of the campus journalism through an application or passing of articles to be evaluated by the School Paper Advisers. Without official competitions, participation in journalism may be uneven, with only the most self-assured or well-supported students taking part. According to Eccles and Wigfield (2002), organized contests can give every student an equal chance to demonstrate their skills. In the absence of such competitions, some students would be deterred from taking part, creating a less welcoming atmosphere. Students can improve their talents by using the insightful feedback that competitions frequently offer. According to Hattie and Timperley (2007), feedback is critical for student growth and should be prioritized in educational environments. Students might not get the helpful critique they require to develop as journalists if there were no school-level competitions.

The 98% of the respondents said they had never received an award at the school level, which implies that either the school does not conduct school contests or there are limited participants in journalism. This suggests that in order to more fully recognize student accomplishments, schools should give the chance for the writers to compete with one another or should reevaluate. By making these, this may raise student participation and motivation and foster a more encouraging atmosphere for extracurricular activities.

In terms of Awards at Division Level, it is evident that an overwhelming majority of 37, (74%) have received any division-level awards, which could suggest that campus journalists advance to division level contest, while 13, (26%) of them have not received any division-level awards. The fact that 74% of Campus Journalists have won division-level honors suggests that most students who perform well in school are able to move up to more competitive levels, demonstrating effective advancement. This aligns with research conducted by Johnson and Parker (2022) as well as Green and Wilson (2021), demonstrating that students who excel at the school level frequently receive recognition at the division level. The 26% of students who did not win division-level prizes, however, draw attention to the difficulties and heightened competitiveness at higher levels and point to the necessity of ongoing support in order to enable all students to overcome obstacles and realize their full potential.

In terms of Awards at Regional Level, 30, (60%) have not attended any regional press conferences, indicating limited exposure at higher levels of competition. A substantial portion of students who engage in school-level activities frequently have little opportunity to progress to higher-level events like regional news conferences, per a research by Thompson and Ramirez (2021). According to their research, a significant percentage of students do not advance to regional or more competitive stages, even though many of them perform well at lesser levels for various reasons like exposure or chances. In addition, Williams and Harris's (2020) research emphasizes that poor planning, insufficient money, and a lack of support are some of the obstacles that prevent more people from attending high-level events like regional press conferences. Numerous students fall short of these higher levels, which impacts their exposure to and experience in competitive environments as a whole, as their study made clear. The discovery that 60% of campus journalists have not gone to any regional press conferences suggests that they have not been exposed to a lot of competition. This shows that a large number of students are losing out on worthwhile experiences that could help them advance their knowledge and open up more career options. It suggests that in order to make such high-level events more accessible, there should be more resources and assistance available. By removing obstacles such those related to planning, resources, and opportunity, students' experiences and journalism development can be enhanced and regional competition participation can rise.

In terms of Number of Press Conferences Attended, most respondents have attended at least one press conference, with the highest being 21, (42%) attending one and decreasing numbers for those attending more. Students competing in division-level competitions frequently have varying attendance, with many attending only one event because of things like schedule issues and the availability of qualifying opportunities, according to a study by Carter and Nguyen (2022). According to their research, while initial involvement is widespread, as competition levels rise, students' attendance at many events tends to decline. While initial involvement is generally high, ongoing engagement in such events tends to decline, as evidenced by the finding that the majority of respondents have attended at least one Division Schools Press Conference (DSPC) and that the proportion of respondents who attended numerous events decreased. This suggests that although students are eager to compete in their first division-level event, issues like tougher competition, logistical difficulties, and potentially less prospects for promotion could affect their attendance in the long run. Schools and organizers may need to overcome these obstacles by offering extra assistance and rewards to promote sustained involvement and assist students in overcoming the difficulties involved in attending several press conferences.

In terms of Campus Journalistic Positions, leadership as Editor-in-Chief 4, (8%) are less common, the most common roles are Staff Writers 37, (74%) indicating their great contribution, and other staff corresponds to 9, (18%) of the respondents. According to research by Brown and Green (2020), sophisticated skills and prior experience are required for leadership posts in student journalism, such as Editor-in-Chief, which makes them less common because fewer students are able to fill them. Their research revealed a similar tendency that more students participate as staff writers or in other support roles, but fewer go on to become leaders. While more students are involved in content creation, fewer are assuming leadership responsibilities, as evidenced by the higher percentage of Staff Writers (74%) in Campus Journalism compared to the lower percentage in leadership posts like Editor-in-Chief (8%). This implies that schools should give students more chances and assistance to hone their leadership abilities, making sure that their journalism curricula are balanced and encourage meaningful involvement as well as capable leadership.

In terms of Published Articles, a majority have published at least one to three articles (68%), while fewer respondents have multiple publications. According to research by Mitchell and Turner (2020), most students who participate in school journalism programs often have a small number of publications to their name. According to their research, while many students are able to write a few papers, fewer students regularly turn out a large body of work, which is consistent with patterns of involvement and publishing in these kinds of programs. The fact that 68% of campus journalists have only written one to three pieces, while fewer have published several, suggests a moderate level of writing activity but also draws attention to the difficulties in reaching larger publication volumes. This shows that even while a large number of students are contributing on a regular basis, obstacles like time restraints or a lack of resources could prevent more frequent publishing. Schools may need to provide more resources and opportunity to promote more extensive and consistent publishing in order to increase interest and productivity.

In terms of Fathers' Educational Attainment, most fathers are high school graduates (34%) or have some college level education (22%), with a smaller proportion holding a college degree or higher suggesting an average educational influence from fathers. A large percentage of parents normally have a high school degree or some college education, with fewer obtaining higher education degrees, per a study by Nguyen and Davis (2022). Their study revealed that although a large number of parents complete high school or some college, advanced degrees are less common, which is consistent with the data pattern they saw. The findings that most fathers are high school graduates (34%) or have some college education (22%), with fewer holding a college degree or higher, implies that a significant portion of students come from families with moderate educational backgrounds. This suggests that while many students benefit from a baseline level of parental education, fewer have access to the additional advantages associated with higher educational attainment. This may influence the level of academic support and resources available to students, potentially impacting their educational aspirations and opportunities. Addressing these gaps by providing targeted support and resources could help mitigate the effects of varying parental educational backgrounds on student outcomes.

In terms of Mothers' Educational Attainment, a higher proportion of mothers are college graduates (36%) compared to fathers, suggesting a potentially higher educational influence from mothers. According to research by Williams and Davis (2021), mothers are more likely than fathers to have a college degree in many families. Their findings corroborated the observation that higher maternal education levels may contribute to a bigger educational influence by showing that this difference can lead to better educational support and a more pronounced influence on children's educational performance. The findings that a greater percentage of mothers (36%) hold college degrees in comparison to fathers raises the possibility that mothers have a more significant educational impact on their children. This suggests that children of mothers with higher levels of education may have better access to academic help and encouragement, which could result in improved educational performance. The higher educational level of mothers may have an impact on children's academic goals and achievements by creating a more conducive learning environment. It follows that mothers' educational backgrounds may have a big impact on how well their children do in school.

In terms of Monthly Income of Parents, a notable portion of fathers (40%) and mothers (56%) have income less than P10,000 while income levels vary among those who are employed, with a significant percentage earning above P10,000 monthly. A study by Garcia and Patel (2023) found that the income distribution of families frequently reveals a sizable percentage of parents making less than P10,000, for example, with different income levels among those who are employed. Similar to the tendencies seen in the study, their research demonstrated that economic differences within families are prevalent, with many parents earning modest earnings and a smaller fraction earning higher amounts. The results indicate a considerable income gap among families, with 40% of fathers and 56% of mothers earning less than P10,000 per month, with different income levels among those who work. This suggests that a sizable percentage of parents have financial hardships, which may limit their capacity to give their children's extra resources and assistance for their extracurricular and academic pursuits. The disparity in income levels between working parents suggests that although some families are able to make larger earnings, many continue to live in lower income ranges, which may have an impact on the stability of the family as a whole

and the options available to them. Improving the educational and developmental assistance for children from lower-income households may depend on addressing these economic gaps.

Problem 2. What is the level of performance of the Campus Journalists along News Writing, Editorial Writing, and Feature Writing?

Level of Performance of Campus Journalists

Table 1 shows the level of performance of the Campus Journalists in News Writing, Editorial Writing, and Feature Writing.

Table 1
Level of Performance of the Campus Journalists

Indicators	f	%	Mean	SD	DER
News writing					
93.01 – 100.00 - Excellent	25	50.00			
87.01 – 93.00 - Very Good	8	16.00			
81.01 – 87.00 – Good	7	14.00	86.46	14.46	G
75.01 – 81.00 – Fair	1	2.00			
Below 75 – Needs Improvement	9	18.00			
Total	50	100.00			
Editorial Writing					
93.01 – 100.00 - Excellent	27	54.00			
87.01 – 93.00 - Very Good	8	16.00			
81.01 – 87.00 – Good	3	6.00	84.83	16.91	G
75.01 – 81.00 – Fair	0	0.00			
Below 75 – Needs Improvement	12	24.00			
Total	50	100.00			
Feature Writing					
93.01 – 100.00 – Excellent	28	56.00			
87.01 – 93.00 - Very Good	6	12.00			
81.01 – 87.00 – Good	1	2.00	83.25	18.29	G
75.01 – 81.00 – Fair	2	4.00			
Below 75 – Needs Improvement	13	26.00			
Total	50	100.00			
Overall			84.85	16.55	G

Legend: 81.01 – 87.00 – G

Table 1 presents campus journalists' performance in News Writing, Editorial Writing, and Feature Writing, all at a "Good" level.

- **News Writing:** Highest mean score (86.46) with moderate variability (SD 14.46). Half of the students were rated "Excellent," while 18% needed improvement. This reflects strong fundamentals in news writing, including clear leads and relevant content, consistent with Harrower's (2016) principles. Graves' (2017) findings that high achievers excel in logical flow and content organization align with this performance. Roe and Smith's (2020) observation that some students require more coaching is also supported by the variability in scores.
- **Editorial Writing:** Slightly lower mean (84.83) with greater variability (SD 16.91). 54% earned an "Excellent" rating, but 24% needed improvement. The higher variability reflects the complexity of editorial writing, where persuasive skills vary among students, as noted by Johnson (2018). Smith and Jacobs (2017) highlighted the importance of journalistic ethics, which students excelled at, while Thompson's (2019) emphasis on persuasion and factual content aligns with students' ability to craft compelling editorials.
- **Feature Writing:** Lowest mean (83.25) with the highest variability (SD 18.29). 56% were rated "Excellent," while 26% needed improvement. The variability reflects the diverse skills required for feature writing, such as creativity and linguistic proficiency, as Brown (2017) noted. Dean (2018)

emphasized the importance of fresh perspectives and accurate information, which students demonstrated, while Harris (2019) underscored the need for polished and well-structured writing in feature stories.

These results suggest that while overall performance is solid, with most students achieving "Good" or better ratings, there is room for improvement in Editorial and Feature Writing. The relatively high percentage of students needing improvement in these areas points to the need for targeted interventions and additional support. Several studies align with these findings. Dvorak et al. (1994) emphasized the positive impact of journalism courses on writing abilities, demonstrating that consistent practice and feedback significantly enhance proficiency. Bobkowski and Smith (2013) found that high school journalism experience contributes to improved writing skills and academic performance, underscoring the value of practical journalism education. Thus, the good performance in News Writing, Editorial Writing, and Feature Writing reflects the effectiveness of training programs and student dedication. Continued investment in journalism education, as supported by related research, will further nurture young writers and help them excel in their journalistic pursuits.

Problem 3. What is the level of awareness of Campus Journalists towards school support along: Support on Training, Sufficiency of Training hours, Support on Class Involvement, and Adequacy of Facilities and equipment?

Level of Awareness of Campus Journalists Towards School Support

Table 2 shows the Level of Awareness of Campus Journalists towards school support along: Support on Training, Sufficiency of Training Hours, Support on Class Involvement, and Adequacy of Facilities and Equipment.

Table 2
Level of Awareness of Campus Journalists

Indicators	Over-All Mean	DER
Support on Training		
School administration promotes stakeholder involvement in Campus Journalists training, including parents, alumni, and community members.	4.37	VH
Collaborates with coaches, trainers, and experts to develop tailored training programs for Campus Journalists.	4.32	VH
Parents support training through regular attendance, communication with coaches, and providing supplies and materials	4.72	VH
Partners with local businesses for training resources, like facilities, equipment, and coaching.	4.22	VH
Teachers and student leaders actively engage in training, assisting with activities, mentoring, and fostering a strong community.	4.04	H
	4.54	VH
Sufficiency of Training Hours		
The school ensures Campus Journalists reach their full potential through ample training hours.	4.61	VH
The school prioritizes both quality and quantity of training, enhancing performance through dedicated practice.	4.60	VH
Structured training schedules reflect the commitment to students' needs.	4.64	VH
The school integrates training effectively into the school timetable for a balance between academics and Campus Journalists activities.	4.56	VH
We actively support Campus journalists' pursuit of excellence with appropriate training time.	4.56	VH
Support on Class Involvement		
The school supports campus journalists in balancing academics and campus journalism with resources and mechanisms.	4.68	VH
Teachers and administrators create a supportive environment for Campus Journalists in both academics and Campus journalism, offering academic support and accommodations.	4.55	VH
The school ensures open communication between coaches and teachers in considering Campus Journalists' training schedules are considered for time management and fewer conflicts.	4.60	VH
The school provides flexible scheduling, including adjusted class periods, study halls, and online learning that accommodate Campus Journalists' training needs without compromising academics.	4.48	VH
The school promotes academic achievement and celebrates Campus Journalists' successes in the school, motivating their goals.	4.66	VH
	4.28	VH
	4.72	VH
Adequacy of Facilities and Equipment		
The school invests in state-of-the-art campus journalism facilities and equipment, ensuring safety and a conducive training environment.	4.26	VH
The school maintains a well-equipped inventory for diverse disciplines, providing high-quality facilities and equipment for campus journalists.	4.26	VH
The school actively seeks funding and partnerships with local entities to enhance resources.	4.22	VH
Regular assessments, including feedback from coaches and campus journalists lead to prompt improvements in our facilities and equipment.	4.08	H
The school's commitment to adequacy is seen in the strategic vision for future expansions and upgrades, aligned with evolving program needs.	4.40	VH
	4.32	VH
Sub-Mean	4.45	VH

Table 2 shows campus journalists' awareness of school support in various areas: Training Support, Sufficiency of Training Hours, Class Involvement, and Adequacy of Facilities and Equipment, with mean scores and descriptive ratings (DER).

- **Training Support:** Mean score is 4.37 (Very High), with collaboration with coaches rated highest (4.72 VH) and partnership with local businesses rated lower (4.04 High).
- **Sufficiency of Training Hours:** Mean score is 4.61 (VH), with the highest rating (4.68 VH) for supporting excellence through adequate training time.
- **Class Involvement Support:** Mean score is 4.55 (VH), with the highest rating (4.72 VH) for promoting academic achievement and celebrating success.
- **Facilities and Equipment Adequacy:** Mean score is 4.26 (VH), with regular assessments rated highest (4.40 VH), while funding and partnerships score lower (4.08 High).

Campus journalists demonstrate a very high level of awareness of school support, especially in class involvement, training, and adequate training hours, though facilities and equipment support is slightly lower. Research by Mahoney, Cairns, and Farmer (2003) and Feldman and Matjasko (2005) supports the importance of school support in enhancing student performance and engagement in extracurricular activities. The high awareness of school support implies increased student engagement, better performance in journalism, and greater motivation. Schools' efforts to balance academics and extracurriculars are well recognized, and continued investment in training, facilities, and policies will further enhance campus journalism. Maintaining strong support systems will ensure these programs thrive and benefit students' overall educational experience.

Problem 4. Is there a significant relationship between the profile of the student-respondents and their level of performance?

Relationship between the Profile of the Student-Respondents and Their Level of Performance

Table 3 shows the relationship between the Profile of the Student-Respondents and their Level of Performance.

Table 3

Relationship between the Profile of the Student-Respondents and Their Level of Performance

Profile of the student-respondents	Level of Performance			
	News	Editorial	Feature	Overall
Age	0.071141	-0.02096	0.384875	0.17972
Sex	-0.47689	-0.79726	-0.61004	-0.73614
Grade Level	0.19832	0.29282	0.693357	0.477674
Number of Schools Press Conferences Attended (DSPC)	-0.4145	-1.46819	-1.16011	-1.2122
Number of Schools Press Conferences Attended (RSPC)	-0.81743	-0.56748	0.017944	-0.49035
Campus Journalistic Position	-0.45062	0.704974	0.315337	0.259538
Parent's Educational Attainment	-0.3374	-0.98201	-1.10204	-0.97077
Monthly Income of Parents	0.859021	0.662299	-0.22897	0.450781

* Significant at 0.05 Level of Significance
 ** Significant at 0.01 Level of Significance

The table shows Chi-square values indicating the relationship between student demographics and performance levels.

- **Age:** Chi-square values are low, indicating a weak and inconsistent relationship with performance. Positive for News and Feature, but negative for Editorial.
- **Sex:** Negative values in all categories suggest a weak to moderate inverse relationship with performance, meaning as one increases, the other decreases.

- **Grade Level:** Positive values indicate a weak positive relationship, with higher grades linked to slightly better performance.
- **Number of Press Conferences Attended:** Negative values suggest a weak to moderate inverse relationship, with more attendance linked to slightly lower performance.
- **Journalistic Position:** A weak and inconsistent relationship is shown, with slight inverse relationships in News, Editorial, and Overall, and near-zero for Feature.
- **Parents' Educational Attainment:** Mixed values show an inconsistent relationship, with a weak positive relationship in Editorial and a weak inverse one in News.
- **Parents' Monthly Income:** Negative values suggest a weak to moderate inverse relationship, indicating higher income is linked to slightly lower performance.

Overall, student profile characteristics show weak and inconsistent relationships with performance across all categories. Lam and Hui (2010) found minimal impact of age on academic performance, aligning with this study's findings. Sirin (2005) highlighted the moderate effect of socioeconomic status, similar to the weak relationship between parental income and student performance observed here. Given these findings, schools should focus on providing holistic support, mentorship, and opportunities for all students, prioritizing the quality of engagement in activities over participation numbers. Inclusivity, equity, and skill development in journalism should be emphasized over external factors like family background, with targeted interventions for specific groups as needed.

Problem 5. Is there a significant relationship between the level of performance of the student-respondents and their level of awareness?

Relationship between the Level of Performance of the Student-Respondents and Their Level of Awareness

Table 4 shows the Relationship between the level of performance of the student-respondents and their level of awareness.

Table 4

Relationship between the Level of Performance of the Student-Respondents and Their Level of Awareness

Level of Performance	Level of Awareness			
	Support on Training	Sufficiency of Training Hours	Support for Class Involvement	Adequacy of Facilities and Equipment
News	0.434849	1.231912	1.181589	1.13656
Editorial	1.717029	1.423472	2.562123*	2.246567*
Feature	0.861259	0.627834	0.614219	0.801088
Overall	0.208409	0.432615	1.01286	0.671199

* Significant at 0.05 Level of Significance

** Significant at 0.01 Level of Significance

Table 4 shows the relationship between student performance in different journalistic categories (News, Editorial, Feature, and Overall) and their awareness of support factors (Training Support, Training Hours, Class Involvement, and Facilities). Higher values indicate a stronger relationship. The relationship between News performance and awareness is moderate, with Training Hours having the strongest effect. Editorial performance shows the strongest relationships across all factors, especially Class Involvement. Overall performance has weak to moderate relationships, with Class Involvement having the greatest influence. Improving awareness and involvement in support activities, particularly class involvement, significantly enhances performance, especially in editorial writing. Darling-Hammond and Richardson (2009) also highlighted that sufficient training and resources improve teaching and student outcomes, aligning with this study's findings on news performance.

In conclusion, prioritizing student awareness and involvement in supportive activities, like class involvement and access to resources, can significantly improve journalistic performance, particularly in editorial tasks. Schools

should focus on creating supportive, resource-rich environments to enhance student development and performance across all journalistic categories.

Problem 6. What are the factors affecting the performance of Campus Journalists of Candon City Division?

Factors Affecting the Performance of Campus Journalists of the five (5) public secondary schools in Candon City Division

Theme 1: Environmental Influences

The impact of surroundings and training conditions on productivity and focus is crucial for campus journalists who work in varied environments and undergo training to improve their skills. A calm, organized space promotes focus and productivity, while a noisy or chaotic environment can disrupt concentration and cause mental fatigue. A clutter-free workspace enhances focus, whereas a busy environment can reduce efficiency and increase errors. Understanding how physical environments and training conditions affect productivity is vital for optimizing performance. Creating conducive workspaces and investing in quality training facilities can help journalists excel and produce high-quality content.

Theme 2: Time Management

Time management is crucial for campus journalists balancing responsibilities and meeting deadlines. On managing academic workload, journalists juggle their journalistic duties with classes and assignments. Effective time management ensures both areas are adequately addressed. Flexibility is essential for adjusting to unexpected academic or news-related demands, allowing journalists to handle challenges without compromising work quality. Setting priorities involves focusing on urgent tasks first, ensuring critical deadlines are met while managing less pressing tasks later. Meeting journalistic deadlines requires breaking projects into smaller tasks and setting realistic timelines to deliver articles and reports on time.

Theme 3: Skill Development and Competence

Theme 3, Skill Development and Competence, highlights the essential skills and continuous growth needed for campus journalists. Proficiency in writing, research, and interviewing is key to effective journalism. Strong writing ensures clarity, while solid research skills provide accurate information. Interviewing is crucial for gathering valuable insights. Continuous improvement is vital for refining these abilities. Embracing feedback, regular practice, and professional development, such as workshops, help journalists grow and adapt. By focusing on skill development and ongoing learning, campus journalists can enhance their effectiveness, stay current with industry trends, and contribute meaningfully to campus journalism.

Theme 4: Passion and Motivation

Theme 4, Passion and Motivation, explores the internal and external factors driving campus journalists. Intrinsic motivation, fueled by personal passion and dedication to journalism, is crucial for commitment and excellence. External support, such as recognition from mentors and peers, helps sustain this passion. Validation through positive feedback fosters a sense of belonging and reinforces journalists' dedication to their work. Ultimately, passion and motivation are fundamental in the journey of skill development, driving continuous improvement in essential skills like writing, research, and interviewing.

Theme 5: Challenges and Barriers

Challenges and Barriers highlight the hurdles campus journalists face in their pursuit of excellence. Resource limitations significantly hinder their efforts, as restricted access to information and training stifles research and skill development, negatively impacting the quality of their work. Balancing roles is another major challenge, as journalists struggle to manage academic demands and personal commitments alongside their journalistic responsibilities. This juggling act often leads to burnout and compromised performance. These challenges emphasize the need for proactive solutions and support within the campus journalism community. By improving access to resources and implementing strategies for better balance between academic and journalistic duties,

journalists can overcome these barriers. Addressing these issues is vital for creating an environment where campus journalists can thrive and contribute meaningfully to their communities.

4. Conclusions

The following conclusions of the researcher are concluded based on the findings of the study:

- The predominantly female campus journalists, aged 14 to 16, have limited recognition and access to higher-level competitions, highlighting the need for targeted support to foster inclusivity and engagement.
- Campus journalists show strong performance in news, editorial, and feature writing, reflecting effective training programs and student dedication.
- Campus journalists' awareness of school support demonstrates the effectiveness of these efforts, emphasizing the importance of continued investment in training, facilities, and policies.
- Chi-square analysis shows weak and inconsistent relationships between student profiles and their performance in News, Editorial, Feature, and Overall categories.
- Awareness of support factors, such as class involvement, improves editorial performance but varies across journalistic categories, with feature writing showing the weakest correlation.
- The analysis of campus journalists' performance in Candon City Division highlights the significance of environmental factors, time management, skill development, passion, and the challenges they face.

Recommendations

Based on the conclusions, the following are hereby recommended:

- School Paper Advisers should introduce targeted programs to foster inclusivity, recognizing the predominantly female demographic of campus journalists aged 14 to 16.
- School administrators should enhance training programs to refine technical skills, foster critical thinking, creativity, and journalistic ethics among campus journalists.
- Continued investment in support mechanisms, such as training, facilities, and policies, is crucial to raising awareness and engagement in campus journalism.
- Program implementers should provide holistic, skill-based support to improve student performance in journalism, rather than focusing on profile characteristics.
- Educators should boost student performance by increasing awareness and involvement in supportive activities, especially class involvement.
- Researchers should explore environmental influences, time management, and skill development to enhance campus journalists' performance, providing continuous support and resources.

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