

Journalism Literacy and Writing Skills of Intermediate Pupils in Public Elementary Schools in Morong District

April Mae C. Gutierrez, MAEd

Graduate Student, Tomas Claudio Colleges, Philippines

Teacher III, Tomas Claudio Memorial Elementary School, Morong, Rizal

Publication history: Received: February 3, 2026; Revised: February 5, 2026; Accepted: February 9, 2026

Email of Corresponding Author: aprilmaec.gutierrez@depd.gov.ph

Abstract

This study assessed the journalism literacy and writing skills of intermediate pupils in public elementary schools in the Morong District, Schools Division Office of Rizal, during the School Year 2025–2026. Specifically, it examined pupils' journalism literacy in terms of understanding news values, objectivity, and ethics, as well as their writing skills with respect to clarity, accuracy, and fairness. The respondents consisted of twenty-three (23) school paper advisers and two hundred sixteen (216) campus journalists from twelve public elementary schools participating in district-level press conferences. A descriptive survey research design was employed using a researcher-made questionnaire-checklist to gather data on the respondents' profiles and perceptions. Findings revealed that intermediate pupils were generally perceived as much competent in journalism literacy and often competent in writing skills across all measured aspects. However, significant differences were found between the perceptions of school paper advisers and campus journalists regarding both journalism literacy and writing skills. Furthermore, variations in perception were significantly influenced by selected profile variables such as age and length of service of advisers, and sex, category participated, family income, and parents' educational attainment of campus journalists. These results indicate that both instructional experience and learners' socio-demographic background play a crucial role in the development of journalism literacy and writing competence. The study concludes that journalism education significantly contributes to pupils' critical thinking, ethical awareness, and responsible communication. Despite challenges brought by the suspension of journalism activities in previous years, the gradual revival of campus journalism has positively influenced learners' skills. The findings provide a valuable basis for strengthening journalism-related instructional strategies, adviser training, and school-based press programs to further enhance pupils' writing competence and media literacy in elementary education.

Keywords: Journalism literacy, writing skills, campus journalism, intermediate pupils, elementary education

1. Introduction

Education serves as a fundamental pillar in shaping learners into informed, competent, and socially responsible individuals. Beyond the transmission of knowledge, it equips learners with essential skills needed to navigate real-life challenges, particularly in the context of the 21st century and the evolving demands of the new normal. As learning environments expand beyond traditional classroom instruction, there is an increasing emphasis on competencies that foster critical thinking, communication skills, and digital literacy. When education is strengthened by research-based inquiry and authentic learning experiences, learners become more capable of analyzing information, constructing meaning, and contributing positively to society.

This mandate is anchored in Article XIV, Section 2 of the 1987 Philippine Constitution, which states that the State shall establish and support a system of education that is relevant to the needs of the people and society. In response to this constitutional directive, schools are expected to nurture learners who are not only academically proficient but also critically aware and ethically grounded. Journalism literacy, in this regard, plays a crucial role as it enables learners to evaluate information, communicate responsibly, and engage meaningfully in public discourse.

Journalism literacy is particularly vital for intermediate pupils, who are at a critical stage of cognitive, linguistic, and social development. Writing, as a core academic skill, allows learners to express ideas clearly, think analytically, and develop discipline in organizing thoughts. Studies have shown that journalism-related competencies enhance learners' ability to assess credibility, recognize bias, and uphold ethical standards in communication. International research underscores this significance. Facciani (2022) and Yamamoto (2024) found that individuals with higher levels of news literacy demonstrate stronger critical evaluation skills and greater skepticism toward unreliable information. Similarly, Kaltenbrunner et al. (2025) emphasized that consistent exposure to credible and structured journalism strengthens learners'

ability to detect bias and misinformation. Although these studies focused largely on adults and higher education contexts, they collectively highlight the value of early journalism literacy in developing informed and critical individuals.

Other foreign studies further emphasize writing as a tool for deeper engagement and critical thinking. Thai (2022) demonstrated that structured writing activities promote reflection, self-expression, and comprehension, while Duffield (2021) highlighted the importance of experiential journalism activities in strengthening writing skills and ethical awareness. While these studies focused on university-level learners, they provide strong evidence that guided writing and journalistic practice enhance literacy and analytical skills across educational levels.

Local studies echo similar concerns and insights. Maningo (2022), Dizon (2022), Santos (2024), and Lim (2022) emphasized the growing challenge of misinformation in the Philippines and the need for journalism literacy to promote ethical media engagement and responsible information sharing. Tan (2022) and Sison (2021) further revealed that despite the inclusion of media and information literacy in the K–12 curriculum, many students still struggle with evaluating news sources and applying journalistic principles effectively. Calub (2023) reinforced the role of campus journalism as a training ground for developing writing competence, ethical judgment, and critical thinking, while also noting persistent challenges such as limited resources and insufficient training support.

In support of these educational goals, Republic Act No. 7079, otherwise known as the Campus Journalism Act of 1991, institutionalizes campus journalism as a means of strengthening ethical values, critical thinking, and responsible expression among the youth. Complementing this, the Department of Education promotes journalism literacy within the K to 12 and MATATAG Curricula, particularly in Grades 4 to 6, to reinforce foundational writing skills and media awareness. Despite these policy initiatives, the suspension of journalism activities during previous years due to health protocols disrupted learners' exposure to writing practice and campus journalism. Although recent efforts by teachers and advisers have led to observable improvements, disparities in journalism literacy and writing competence remain evident among intermediate pupils

While existing foreign and local studies extensively examine media literacy, news consumption, and civic engagement among adolescents and adults, there is a noticeable lack of empirical research focusing on journalism literacy and writing skills among intermediate pupils in public elementary schools, particularly within district-level contexts. Moreover, limited studies examine these competencies through the combined perspectives of school paper advisers and campus journalists. This gap highlights the need for localized, school-based research that assesses the current level of journalism literacy and writing skills of intermediate pupils and identifies how personal, instructional, and contextual factors influence their development. Addressing this gap, the present study seeks to provide empirical evidence that will inform instructional practices, adviser training, and campus journalism programs in elementary education.

2. Materials and methods

2.1 Research Design

Descriptive survey research design was employed utilizing a researcher-made questionnaire-checklist to gather data.

2.2 Research Setting

The study was conducted in public elementary Schools in Morong District, Schools Division Office of Rizal during the School Year 2025–2026. These schools include Bombongan Elementary School, Calero-Lanang Elementary School, Caniogan Elementary School, Lagundi Elementary School, Maybancal Elementary School, Pulong Kumanoy Elementary School, Roman Tantiongco Memorial School, San Guillermo Elementary School, Talaga Elementary School, Timoteo Reyes Sr. Memorial Elementary School, Tomas Claudio Memorial Elementary School, and Yapak Elementary School..

2.3 Respondents

The respondents of the study include the total population of twenty-three (23) school paper advisers and two hundred sixteen (216) campus journalists from public elementary schools participating in school press conferences within the Morong District. The school paper advisers' age, sex, civil status, position title, educational attainment, length of service, and in-service trainings. The campus journalists, on the other hand, are described according to age, sex, category participated, number of children in the family, parents' educational attainment, parents' occupation, and monthly family income.

2.4 Research Instruments

A researcher-made questionnaire-checklist was utilized to gather data. This tool was used to determine the status of journalism literacy of intermediate pupils with respect to understanding news values, objectivity, and ethics. It was also used to determine the extent of writing skills of intermediate pupils with respect to clarity, accuracy, and fairness.

2.5 Data Collection

The researcher followed the Gantt Chart of Activities in the conduct of the study. This includes the formulation of the research problem up to the revision of the manuscript and submission of the final copy. After the validation of the instrument, permission to conduct the study was obtained from the concerned authorities. The questionnaire-checklist was administered to the respondents through the Google survey form considering the guidelines in the Data Privacy Act of 2012. Retrieved data were encoded and processed utilizing Statistical Package for Social Sciences (SPSS). Based from the interpreted data, summary of findings, conclusions and recommendations were formulated.

2.6 Data Analysis

For the analysis and interpretation of data, appropriate statistical tools were employed to address the specific objectives of the study. Frequency, percentage, and rank distribution were used to describe the profile of the two groups of respondents in terms of the selected variables. The weighted mean was utilized to determine the status of journalism literacy of intermediate pupils with respect to the different aspects, as well as the extent of their writing skills, as perceived by the two groups of respondents. An independent t-test was applied to determine the significant differences between the perceptions of the two groups of respondents on both the status of journalism literacy and the extent of writing skills of intermediate pupils across the identified aspects. Furthermore, one-way analysis of variance (ANOVA) was used to determine the significant differences in the perceptions of the two groups of respondents on journalism literacy and writing skills when grouped according to their respective profile variables.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study..

3. Results and Discussion

3.1. Profile of the Two Groups of Respondents in Terms of the Selected Variables

Table 1 presents the profile of the respondents. In terms of age, most of the respondents belong to the 30–39 years old age group, comprising 34.8 percent of the total; followed by those aged 40–49 years old, with 30.5 percent. On the other hand, the smallest group is those aged 60 years old and above, with only 4.3 percent of the respondents. In terms of sex, most of the respondents are female with 19 or 82.6 percent and only 4 or 17.4 percent are males. As regard to their civil status, majority of respondents are married, with 16 or 69.6 percent, followed by single respondents at 6 or 26.1 percent. The least represented are widow/widower, comprising 4.3 percent of the total respondents. In terms of educational attainment, more than half of the respondents hold a Master's Degree, with 12 or 52.2 percent, while Bachelor's Degree holders make up with 7 or 30.4 percent. The least proportion is composed of those with MA units, with 4 or 17.4 percent of the respondents. With regards to length of service, the teacher-respondents with 15-19 years of service make up the largest group at 10 or 43.5 percent, followed by those with 10–14 years of service at 8 or 34.8 percent. The smallest group includes those with 5–9 years of service, comprising only 2 or 8.7 percent. As to their position title, the majority of respondents hold the position of Teacher III, with 14 or 60.9 percent, followed by Teacher I, who make up of 7 or 30.5 percent. The smallest proportion is shared equally by Master Teacher I and Teacher II, each having 4.3 percent. Most of the respondents have attended training at the Division Level, with 56.5 percent, followed by those who participated in National Level trainings at 21.8 percent. The least attended are International Level and School Level trainings, both with 4.3 percent.

Table 1.1: *Profile of the School Paper Adviser-Respondents in Terms of the Selected Variables*

Profile	Frequency	Percentage	Rank
Age			
60 years old and above	1	4.3	5
50-59 years old	2	8.7	4
40-49 years old	7	30.5	2
30-39 years old	8	34.8	1

20-29 years old	5	21.7	3
Total	23	100.0	
Sex			
Male	4	17.4	2
Female	19	82.6	1
Total	23	100.0	
Civil Status			
Single	6	26.1	2
Married	16	69.6	1
Widow/Widower	1	4.3	3
Total	23	100.0	
Educational Attainment			
Masters' Degree	12	52.2	1
With MA units	4	17.4	3
Bachelors' Degree	7	30.4	2
Total	23	100.0	
Length of Service			
20 years and more	3	13.0	3
15-19 years	10	43.5	1
10-14 years	8	34.8	2
5 – 9 years	2	8.7	4
Total	23	100.0	
Position Title			
Master Teacher I	1	4.3	3.5
Teacher III	14	60.9	1
Teacher II	1	4.3	3.5
Teacher I	7	30.5	2
Total	23	100.0	
In-Service Trainings Attended			
International Level	1	4.3	4.5
National Level	5	21.8	2
Division Level	13	56.5	1
District Level	3	13.1	3
School Level	1	4.3	4.5
Total	23	100.0	

Table 1.2. presents the profile of the campus journalist-respondents in terms of the selected variables. It can be gleaned from the table that among the 216 respondents, majority of respondents are aged 11–15 years old, comprising 187 or 86.6 percent; followed by those aged 9–10 years old, with 29 or 13.4 percent. In terms of sex, most of the respondents are female with 136 or 63.0 percent, while male respondents comprise 80 or 37.0 percent. As regard to the category participated, each with 24 or 11.1 percent, sharing the same rank. In terms of number of children in the family, most of the respondents come from families with three or fewer children, comprising 109 or 50.5 percent; followed by those from families with four to six children, representing 106 or 49.1 percent. The smallest proportion of respondents belong to families with seven or more children, only with 1 or 0.4 percent. In terms of monthly family income, the highest proportion of respondents belong to families earning ₱15,000–₱19,999 monthly, with 68 or 31.5 percent; followed by those with a monthly income of below ₱10,000, with 59 or 27.3 percent. The smallest group consists of families earning ₱20,000 and above, with 13 or 14.3 percent. With regards to parents' educational attainment, for fathers, the majority are college undergraduates, with 91 or 42.1 percent, followed by college graduates at 80 or 37.0 percent, while the smallest group are elementary graduates, with 7 or 3.3 percent. For mothers, the highest proportion are also college undergraduates, making up of 90 or 41.7 percent, followed by college graduates at 75 or 34.7percent, and the least number are elementary graduates, with 14 or 6.5 percent. In terms of parent's occupation, among fathers, the majority are private sector employees, comprising 104 or 48.1 percent; followed by self-employed fathers with 58 or 26.9 percent, while the smallest group are informal sector employees, with 22 or 10.2 percent. Among mothers, the highest proportion are housewives or homemakers, with 90 or 41.6 percent, followed by those who are self-employed, with 63 or 29.2 percent. The least are public sector employees, comprising 11 or 5.1 percent.

Table 1.2: Frequency, Percentage and Rank Distribution of the Campus Journalist - Respondents in Terms of the Selected Variables

Age	F	%	Rank			
11-15 years old	187	86.6	1			
9-10 years old	29	13.4	2			
Total	216	100.0				
Sex	F	%	Rank			
Male	80	37.0	2			
Female	136	63.0	1			
Total		100.0				
Category Participated	F	%	Rank			
Editorial Cartooning	24	11.1	5			
Editorial Writing	24	11.1	5			
Column Writing	24	11.1	5			
Science Writing	24	11.1	5			
Feature Writing	24	11.1	5			
Copy Reading & Headline Writing	24	11.1	5			
Sports Writing	24	11.1	5			
News Writing	24	11.1	5			
Photo Journalism	24	11.1	5			
Total	216	100.0				
Number of Children in the Family	F	%	Rank			
7 and above	1	0.4	3			
4-6	106	49.1	2			
3 and below	109	50.5	1			
Total	216	100.0				
Monthly Family Income	F	%	Rank			
₱20,000 and above	13	14.3	4			
₱15,000 –₱19 ,9999	68	31.5	1			
₱10,000 –₱14,9999	58	26.9	3			
Below ₱10,000	59	27.3	2			
Total	216	100.0				
Parent’s Educational Attainment	Father				Mother	
	F	%	Rank	F	%	Rank
College Graduate	80	37.0	2	75	34.7	2
College Undergraduate	91	42.1	1	90	41.7	1
High School Graduate	20	9.3	3	21	9.7	3
High School Undergraduate	18	8.3	4	16	7.4	4
Elementary Graduate	7	3.3	5	14	6.5	5
Total	216	100.0		216	100.0	
Parent’s Occupation	Father			Mother		
	F	%	Rank	F	%	Rank
Self Employed	58	26.9	2	63	29.2	2
Private Sector Employee	104	48.1	1	52	24.1	3
Public Sector Employee	32	14.8	3	11	5.1	4
Informal Sector Employee	22	10.2	4	-	-	
Housewife/ Home Maker	-	-		90	41.6	1
Total	216	100.0		216	100.0	

3.2. Status of Journalism Literacy of Intermediate Pupils as Perceived by the Two Groups of Respondents with Respect to the Different Aspects

The data reveal the composite mean ratings of the journalism literacy of intermediate pupils as perceived by the two groups of respondents across three aspects understanding news values, objectivity, and ethics. The school paper

advisers obtained a composite weighted mean of 4.13, while the campus journalists registered a slightly higher composite weighted mean of 4.27, both described as Much Competent. Among the three aspects, Ethics ranked first for both groups, with weighted means of 4.18 and 4.37, respectively. The aspect of Objectivity ranked second, with means of 4.13 and 4.24 also interpreted as Much Competent. Lastly, Understanding News Values ranked third for both groups, with means of 4.08 and 4.20 respectively, also interpreted Much Competent.

The findings indicate that both groups of respondents view intermediate pupils as generally much competent in all three key aspects of journalism literacy. The slightly higher ratings from campus journalists suggest that pupils themselves have a stronger perception of their abilities compared to the evaluations made by their advisers. The top ranking of ethics in both groups underscores that pupils are guided by moral awareness and integrity when engaging in journalistic tasks, reflecting that ethical journalism has been well-integrated into their practice.

The results imply that journalism education for intermediate pupils in schools is effectively nurturing ethical and objective young writers, yet there remains room for improvement in strengthening their conceptual and practical understanding of news values. Moreso, it implies that a developmental progression wherein pupils first internalize ethical and objective standards before mastering the technical criteria that shape journalistic content selection.

This is related to the ideas of Morales (2022) that teaching students about the role of journalism in a democratic society also helps them recognize the dangers of misinformation and media manipulation. She asserts that journalism literacy is a form of active citizenship, as it empowers students to engage in the democratic process in meaningful ways.

Table 2: 3.2. *Status of Journalism Literacy of Intermediate Pupils as Perceived by the Two Groups of Respondents with Respect to the Different Aspects*

Aspects	School Paper Adviser			Campus Journalist		
	W $\bar{X}$	VI	R	W $\bar{X}$	VI	R
Understanding News Values	4.08	Much Competent	3	4.20	Much Competent	3
Objectivity	4.13	Much Competent	2	4.24	Much Competent	2
Ethics	4.18	Much Competent	1	4.37	Much Competent	1
Composite W$\bar{X}$	4.13	Much Competent		4.27	Much Competent	

3.3. Significant Difference Between the Perception of the Two Groups of Respondents on the Status of Journalism Literacy of Intermediate Pupils with Respect to the Different Aspects

As depicted from the table the significant difference between the perceptions of school paper advisers and campus journalists on the status of journalism literacy of intermediate pupils with respect to the aspects of understanding news values, objectivity, and ethics. The data reveal that all computed p-values are less than the 0.05 level of significance, leading to the rejection of the null hypothesis in all aspects. This indicates that there is a significant difference between the perceptions of the two groups across all three aspects of journalism literacy.

The significant differences observed suggest that school paper advisers and campus journalists do not share the same level of perception regarding the journalism literacy of intermediate pupils. The relatively higher mean scores given by the campus journalists, as seen in the preceding tables, indicate that they tend to rate themselves as more competent in understanding news values, maintaining objectivity, and upholding ethics than their advisers perceive them to be. This discrepancy may be attributed to the difference in perspective school paper advisers assess competence based on performance standards and observable journalistic output.

The results imply that while both groups recognize the competence of intermediate pupils in journalism, there remains a need for better alignment of perceptions between advisers and students. This may be addressed through reflective feedback sessions, collaborative evaluation of journalistic works, and clearer performance benchmarks in school journalism activities. Bridging this perceptual gap is essential for ensuring that feedback and mentoring accurately reflect pupils' learning needs and achievements. This is similar to the study of Maningo (2022), that frequent media consumption does not necessarily equate to higher news literacy. Many respondents admitted to sharing news without verifying its accuracy. The research emphasizes the urgent need to integrate journalism and media literacy into formal education. Doing so would help young audiences become more discerning and responsible digital citizens. This work is particularly relevant in highlighting how socio-cultural and educational contexts affect one's ability to assess journalistic content.

Table 3: Results of the t-test on the Significant Difference Between the Perception of the Two Groups of Respondents on the Status of Journalism Literacy of Intermediate Pupils with Respect to the Different Aspects

Aspects	t-value	p-value	Decision	Verbal Interpretation
Understanding News Values	5.34	.003	Rejected	Significant
Objectivity	6.47	.041	Rejected	Significant
Ethics	9.22	.005	Rejected	Significant

3.4. Significant Difference on the Perception of the Two Groups of Respondents on the on the Status of Journalism Literacy of Intermediate Pupils with Respect to the Different Aspects in Terms of their Profile

It can be seen from the table the results of the F-test conducted to determine whether significant differences exist in the perceptions of school paper adviser-respondents on the status of journalism literacy of intermediate pupils when grouped according to their profile variables such as age, sex, educational attainment, length of service, position title, and in-service trainings attended. The findings reveal that age and length of service both yielded p-values less than 0.05 across all three aspects; understanding news values, objectivity, and ethics resulting in the rejection of the null hypothesis. This indicates that advisers' perceptions vary significantly based on their age and years of service. In contrast, sex, educational attainment, position title, and in-service trainings attended all have p-values greater than 0.05, leading to the acceptance of the null hypothesis and the conclusion that there are no significant differences in perceptions based on these variables.

The results suggest that age and length of service of school paper advisers influence how they perceive the journalism literacy of intermediate pupils. Older and more experienced advisers may have a broader understanding of journalistic standards and a more critical lens in assessing pupils' competencies compared to younger or less experienced colleagues.

On the other hand, the absence of significant differences across sex, educational attainment, position title, and trainings attended implies a general uniformity in the advisers' perception of pupils' literacy levels, regardless of these factors. This consistency suggests that advisers, whether male or female, holding different educational backgrounds or designations, tend to evaluate journalism literacy using a common set of standards and criteria.

The findings imply that the significant influence of age and length of service underscores the value of experience and mentorship in shaping advisers' evaluative perspectives. Schools may therefore consider pairing novice advisers with more experienced mentors to promote shared expertise and consistency in evaluating pupils' journalistic competence. However, the non-significant results for sex, educational attainment, position title, and trainings attended imply that these variables do not necessarily affect advisers' evaluative approaches, reflecting a stable and equitable assessment environment. This further suggests that campus journalism programs are being implemented uniformly, promoting fairness and inclusivity among teacher-advisers.

The results of the present study are supported by the findings in the study of Tan (2022), emphasizing the importance of teacher training, noting that many educators were not fully equipped to teach critical media literacy. This gap in teaching competency could be addressed through professional development programs and partnerships with media organizations to expose students to professional journalists and ethical reporting practices..

Table 4.1: Significant Difference on the Perception of the Two Groups of Respondents on the on the Status of Journalism Literacy of Intermediate Pupils with Respect to the Different Aspects in Terms of their Profile

Aspects/Variables	Fcomp	p-values	Ho	VI
Age				
Understanding News Values	6.129	.028	Rejected	Significant
Objectivity	5.498	.008	Rejected	Significant
Ethics	4.321	.007	Rejected	Significant
Sex				
Understanding News Values	.122	.722	Accepted	Not Significant
Objectivity	.187	.758	Accepted	Not Significant
Ethics	.149	.712	Accepted	Not Significant
Educational Attainment				
Understanding News Values	1.293	.321	Accepted	Not Significant
Objectivity	1.601	.519	Accepted	Not Significant
Ethics	.393	.728	Accepted	Not Significant

Length of Service				
Understanding News Values	4.759	.009	Rejected	Significant
Objectivity	5.274	.016	Rejected	Significant
Ethics	5.499	.023	Rejected	Significant
Position Title				
Understanding News Values	1.073	.643	Accepted	Not Significant
Objectivity	.922	.994	Accepted	Not Significant
Ethics	1.075	.098	Accepted	Not Significant
In-Service Trainings Attended				
Understanding News Values	.832	.097	Accepted	Not Significant
Objectivity	.915	.088	Accepted	Not Significant
Ethics	.917	.094	Accepted	Not Significant

Table 4.2. presents the results of the F-test on the significant difference on the perception of the campus journalist -respondents on the status of journalism literacy of intermediate pupils with respect to the different aspects in terms of their profile. The F-test determining whether there are significant differences in the perceptions of campus journalist-respondents on the status of journalism literacy of intermediate pupils when grouped according to their profile variables such as age, sex, category participated, number of children in the family, monthly family income, parents' educational attainment, and parents' occupation. The findings show that sex, category participated, mother's educational attainment, and father's occupation all have p-values less than 0.05 across the three aspects of journalism literacy understanding news values, objectivity, and ethics resulting in the rejection of the null hypothesis and a verbal interpretation of significant difference. This indicates that these variables meaningfully influence how pupils perceive their journalism competence. Conversely, the variables age, number of children in the family, monthly family income, father's educational attainment, and mother's occupation all yielded p-values greater than 0.05, leading to the acceptance of the null hypothesis and indicating that these factors do not significantly affect the pupils' perceptions of their journalism literacy. The results reveal that sex plays a significant role in how campus journalists perceive their competence in journalism. Female pupils may tend to rate themselves higher due to greater participation and engagement in campus journalism activities, while male pupils may assess themselves more critically or participate less frequently in writing-focused events. Furthermore, the significance found in mother's educational attainment and father's occupation suggests that parental background influences pupils' awareness and practice of journalism literacy. Mothers with higher educational attainment may provide stronger guidance, encouragement, and literacy support, while fathers with stable or professional occupations may expose pupils to more structured and informed environments that reinforce ethical and objective thinking. The significant differences based on the category participated imply that the nature of journalistic activities such as news writing, editorial writing, or photojournalism affects how pupils evaluate their skills. Pupils engaged in writing-based categories may develop stronger perceptions of competence in understanding news values, maintaining objectivity, and applying ethical standards compared to those in visual or technical categories. This further implies that sex and category participated highlights the importance of providing equal opportunities and exposure for both male and female students across various journalism fields, ensuring that all pupils, regardless of their chosen category, have the chance to fully develop their abilities and gain meaningful experience in diverse journalistic practices.

Table 4.2: Results of the F-test on the Significant Difference on the Perception of the Campus Journalist -Respondents on the Status of Journalism Literacy of Intermediate Pupils with Respect to the Different Aspects in Terms of their Profile

Age	Fcomp	p-values	Ho	VI
Understanding News Values	.162	.698	Accepted	Not Significant
Objectivity	.023	.966	Accepted	Not Significant
Ethics	0.191	.621	Accepted	Not Significant
Sex				
Understanding News Values	4.922	.021	Rejected	Significant
Objectivity	5.529	.019	Rejected	Significant
Ethics	5.033	.019	Rejected	Significant
Category Participated				
Understanding News Values	7.921	.007	Rejected	Significant
Objectivity	5.191	.002	Rejected	Significant
Ethics	6.213	.019	Rejected	Significant

Number of Children in the Family				
Understanding News Values	1.587	.192	Accepted	Not Significant
Objectivity	.417	.299	Accepted	Not Significant
Ethics	2.622	.091	Accepted	Not Significant
Monthly Family Income				
Understanding News Values	1.298	.213	Accepted	Not Significant
Objectivity	.922	.443	Accepted	Not Significant
Ethics	.698	.521	Accepted	Not Significant
Fathers' Educational Attainment				
Understanding News Values	1.278	.212	Accepted	Not Significant
Objectivity	.923	.439	Accepted	Not Significant
Ethics	.654	.522	Accepted	Not Significant
Mothers' Educational Attainment				
Understanding News Values	7.298	.002	Rejected	Significant
Objectivity	9.123	.008	Rejected	Significant
Ethics	7.685	.004	Rejected	Significant
Fathers' Occupation				
Understanding News Values	6.298	.008	Rejected	Significant
Objectivity	9.987	.012	Rejected	Significant
Ethics	12.622	.002	Rejected	Significant
Mothers' Occupation				
Understanding News Values	1.323	.098	Accepted	Not Significant
Objectivity	1.994	.065	Accepted	Not Significant
Ethics	0.476	.085	Accepted	Not Significant

3.5. Extent of Writing Skills of Intermediate Pupils as Perceived by the Two Groups of Respondents with Respect to the Different Aspects

It can be seen from the table that with respect to the different aspects of writing skills, data reveal that both groups evaluated the pupils' writing performance with an overall interpretation of Often, reflected by a composite weighted mean of 4.05 for school paper advisers and 4.20 for campus journalists. Among the three aspects, from the school paper advisers' responses, Accuracy received the highest weighted mean of 4.12; followed by Clarity with obtained weighted mean of 4.11 and last in rank with Fairness with an obtained weighted mean of 3.92 all are interpreted Often. On the other hand, from the campus journalists rated Clarity highest weighted mean of 4.38, followed by Fairness with a weighted mean of 4.26; while the least is Accuracy with a weighted mean of 3.96 all are verbally interpreted as Often.

The findings suggest that intermediate pupils possess a balanced level of writing competency across the three key dimensions such as clarity, accuracy, and fairness with a general tendency to perform these skills consistently. The higher evaluation of accuracy by advisers highlights their attention to technical correctness, such as grammar, punctuation, and factual reliability, which are essential in upholding journalistic credibility. Their professional perspective allows them to assess writing precision more objectively, indicating confidence in the pupils' adherence to factual standards. Moreso, it indicates that the pupils frequently exhibit the expected writing competencies in their journalistic outputs, thus their writing is clear, organized, and understandable to their readers.

It implies that advisers view pupils as capable of producing factually correct and grammatically sound pieces, indicating that although the pupils frequently apply fairness in their writing, it remains the area needing the most reinforcement among the three aspects assessed. This further affirms that developing strong writing skills among intermediate pupils is essential not only for journalistic competence but also for fostering critical thinking, ethical communication, and civic awareness. By cultivating these abilities early, schools contribute to shaping learners who are not only skilled writers but also responsible and fair communicators in the digital and media-driven world.

The findings support the paper of Thai (2022) that explores the ways in which students interpret and respond to literature with academic settings, focusing particularly on their emotional and intellectual engagement through creative expression. Drawing on Rosenblatt's reader-response theory which emphasizes the dynamic interaction between the reader

and the text. It highlights how literature can serve as a powerful educational attainment foster deeper levels of engagement beyond traditional analytical approaches.

Table 5: *Extent of Writing Skills of Intermediate Pupils as Perceived by the Two Groups of Respondents with Respect to the Different Aspects*

Aspects	School Paper Adviser			Campus Journalist		
	W $\bar{X}$	VI	R	W $\bar{X}$	VI	R
Clarity	4.11	Often	2	4.38	Often	1
Accuracy	4.12	Often	1	3.96	Often	3
Fairness	3.92	Often	3	4.26	Often	2
Composite W$\bar{X}$	4.05	Often		4.20	Often	

3.6. Significant Difference Between the Perception of the Two Groups of Respondents on the Extent of Writing Skills of Intermediate Pupils with Respect to the Different Aspects

The results of the t-test on the significant difference between the perceptions of the school paper advisers and campus journalists on the extent of writing skills of intermediate pupils in terms of clarity, accuracy, and fairness reveals that all computed p-values are less than the 0.05 level of significance, leading to the rejection of the null hypothesis in all three aspects. This indicates that there is a significant difference between the two groups' perceptions regarding pupils' writing performance across all the evaluated dimensions.

The significant differences denote that school paper advisers and campus journalists do not share identical perceptions of the pupils' writing skills. The campus journalists, based on previous data, consistently rated their writing performance higher than their advisers did. This suggests that pupils tend to overestimate their writing competence, possibly due to self-perception and confidence in their ability to express ideas effectively. In contrast, school paper advisers, guided by professional standards and editorial experience, may apply stricter evaluation criteria that focus on grammatical accuracy, ethical fairness, and adherence to journalistic conventions.

The findings imply the need for strengthened collaboration between school paper advisers and campus journalists to bridge the perceptual gap regarding writing competencies. Advisers should provide constructive, formative feedback that clarifies expectations and guides pupils toward improving specific writing aspects such as factual integrity, coherence, and ethical reporting. Meanwhile, pupils should be encouraged to engage in reflective self-assessment, enabling them to recognize areas where their writing may fall short of professional journalistic standards. This further implies that that journalism education should be a shared learning process between mentors and learners one that promotes continuous growth, self-awareness, and adherence to truth and integrity in writing.

This is supported by the study of Khan (2022), that while journalism students typically demonstrate stronger critical evaluation skills due to their academic training, non-journalism students are increasingly bridging the gap through self-directed learning and participation in media education initiatives. The study underscores the importance of integrating media literacy across educational programs, not only to support informed news consumption but also to foster a more discerning, resilient, and media-literate youth population capable of navigating complex media landscapes during times of crisis and beyond.

Table 6: *Results of the t-test on the Significant Difference Between the Perception of the Two Groups of Respondents on the Extent of Writing Skills of Intermediate Pupils with Respect to the Different Aspects*

Aspects	t-value	p-value	Decision	Verbal Interpretation
Clarity	7.983	.009	Rejected	Significant
Accuracy	5.995	.001	Rejected	Significant
Fairness	8.591	.004	Rejected	Significant

3.7. Significant Difference on the Perception of the Two Groups of Respondents on the on the Extent of Writing Skills of Intermediate Pupils with Respect to the Different Aspects in Terms of their Profile

The data show that significant differences were found in several profile factors specifically in age, educational attainment, length of service, and in-service trainings attended. The computed p-values for these categories ranged from .001 to .042, all of which are less than the 0.05 level of significance, leading to the rejection of the null hypothesis. The results indicate that sex does not significantly affect school paper advisers' perception of campus journalists' writing skills. For position title, no significant differences were found in clarity and accuracy, although fairness showed a significance. The presence of significant differences in educational attainment and in-service trainings attended suggests that professional growth influences how school paper advisers assess writing performance. Those with higher educational qualifications or who have attended journalism-related trainings are likely to possess greater awareness of journalistic conventions, writing ethics, and instructional strategies. Consequently, their evaluations of pupils' writing skills whether in clarity, accuracy, or fairness may be more discerning and aligned with professional standards. Furthermore, the absence of significant differences based on sex and position title indicates that gender and designation do not substantially affect how advisers perceive their pupils' writing ability. This confirms with the study of Dizon (2022), which revealed that while a significant number of young Filipinos are active and enthusiastic users of digital media, many struggle to differentiate between factual news reports and opinion-based content. This confusion often leads to the unintentional spread of misinformation, as users tend to share content without critically evaluating its objectivity or adherence to journalistic ethics.

Table 7.1: Results of the F-test on the Significant Difference on the Perception of School Paper Adviser-Respondents on the Extent of Writing Skills of Intermediate Pupils with Respect to the Different Aspects in Terms of their Profile

Aspects/Variables	Fcomp	p-values	Ho	VI
Age				
Clarity	6.117	.021	Rejected	Significant
Accuracy	5.427	.004	Rejected	Significant
Fairness	4.337	.001	Rejected	Significant
Sex				
Clarity	.143	.711	Accepted	Not Significant
Accuracy	.121	.765	Accepted	Not Significant
Fairness	.154	.732	Accepted	Not Significant
Educational Attainment				
Clarity	7.222	.001	Rejected	Significant
Accuracy	8.621	.019	Rejected	Significant
Fairness	6.366	.028	Rejected	Significant
Length of Service				
Clarity	4.754	.005	Rejected	Significant
Accuracy	5.265	.018	Rejected	Significant
Fairness	5.421	.027	Rejected	Significant
Position Title				
Clarity	1.012	.665	Accepted	Not Significant
Accuracy	.911	.965	Accepted	Not Significant
Fairness	1.056	.023	Rejected	Significant
In-Service Trainings Attended				
Clarity	6.843	.003	Rejected	Significant
Accuracy	9.954	.001	Rejected	Significant
Fairness	7.932	.042	Rejected	Significant

Table 7.2. below reveal that there are significant differences in the perceptions of campus journalists when grouped according to age, category participated, monthly family income, and parents' educational attainment, yielded p-values less than .05 level of significance. This means that the null hypothesis is rejected and found to be significant. Conversely, no significant differences were found when grouped according to sex, number of children in the family, and parents' occupation, all resulted in p-values greater than 0.05, indicating no significant difference in the perceptions of the respondents. The significance of monthly family income and parents' educational attainment suggests that socio-economic and educational factors influence pupils' writing development. Pupils from families with higher educational and income levels may have greater access to reading materials, and academic support, which enhance their exposure to accurate and fair reporting practices. In contrast, pupils from less advantaged backgrounds may have limited opportunities for such

enrichment, which could reflect in their varied perceptions of writing skill development. Meanwhile, the non-significant differences in sex, number of children, and parental occupations indicate that these factors do not strongly influence pupils' perception of their writing skills. The findings affirm with the findings with the study of Thai (2022), that a powerful educational attainment fosters deeper levels of engagement beyond traditional analytical approaches. By encouraging students to create their own literary responses, It shows how classroom activities can promote empathy, self-awareness, and the exploration of complex emotions and perspectives. Moreover, the research suggests that such creative assignments can enhance students' understanding of literary themes while also developing their expressive and writing abilities. Thai advocates for a more student-centered approach to literature instruction, where learners are empowered to bring their own experiences, emotions, and interpretations into dialogue with the text. In doing so, the study reinforces the role of literature not only as a means of academic study but also as a pathway to personal growth, emotional literacy, and meaningful classroom discourse.

Table 7.1: Results of the F-test on the Significant Difference on the Perception of School Paper Adviser-Respondents on the Extent of Writing Skills of Intermediate Pupils with Respect to the Different Aspects in Terms of their Profile

Age	Fcomp	p-values	Ho	VI
Clarity	5.143	.008	Rejected	Significant
Accuracy	7.056	.026	Rejected	Significant
Fairness	9.165	.021	Rejected	Significant
Sex				
Clarity	0.922	.521	Accepted	Not Significant
Accuracy	0.529	.719	Accepted	Not Significant
Fairness	1.033	.549	Accepted	Not Significant
Category Participated				
Clarity	7.954	.005	Rejected	Significant
Accuracy	9.143	.008	Rejected	Significant
Fairness	6.222	.011	Rejected	Significant
Number of Children in the Family				
Clarity	1.543	.195	Accepted	Not Significant
Accuracy	.484	.221	Accepted	Not Significant
Fairness	2.632	.065	Accepted	Not Significant
Monthly Family Income				
Clarity	5.298	.013	Rejected	Significant
Accuracy	9.922	.043	Rejected	Significant
Fairness	7.698	.021	Rejected	Significant
Fathers' Educational Attainment				
Clarity	11.278	.002	Rejected	Significant
Accuracy	6.923	.039	Rejected	Significant
Fairness	8.654	.022	Rejected	Significant
Mothers' Educational Attainment				
Clarity	7.298	.002	Rejected	Significant
Accuracy	9.123	.008	Rejected	Significant
Fairness	8.685	.004	Rejected	Significant
Fathers' Occupation				
Clarity	1.291	.265	Accepted	Not Significant
Accuracy	0.982	.432	Accepted	Not Significant
Fairness	0.621	.583	Accepted	Not Significant
Mothers' Occupation				
Clarity	0.432	.943	Accepted	Not Significant
Accuracy	0.211	.838	Accepted	Not Significant
Fairness	1.321	.932	Accepted	Not Significant

4. Conclusion & Recommendations

The study concludes that journalism literacy among intermediate pupils is strongly influenced by their understanding of news values, objectivity, and ethics. Significant differences exist between the perceptions of school paper advisers and campus journalists regarding pupils' journalism literacy and writing skills in terms of clarity, accuracy, and

fairness. The journalism literacy and writing competence of pupils are affected by selected profile variables, including advisers' age and length of service, as well as pupils' sex, category participated, family income, and parents' educational attainment. These findings indicate that both instructional factors and learners' socio-demographic backgrounds contribute to the development of journalism literacy and writing skills.

It is recommended that school administrators strengthen journalism literacy by integrating focused lessons on ethics, objectivity, and news values into classroom and co-curricular activities. Writing workshops, mentoring programs, and sustained adviser training should be conducted to enhance pupils' writing skills. Adequate support and resources for campus journalism activities should be provided, and the proposed action plan should be implemented. Future studies may consider additional variables to further explore journalism literacy and writing skills among learners.

Compliance with ethical standards

The authors declare no conflict of interest. This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. This study was self-funded. The authors thank the participating university and the nursing students for their contributions

REFERENCES

- Agustin, N., Banzon, I., & Santos, A. (2025). Workforce Empowerment as a Marketing Strategy: Addressing Training Needs for Organizational Success. Available at SSRN 5265861.
- Banzon, I., & Santos, A. (2025). Evaluating Consumer Preferences and Buying Behavior for Locally Produced Vegetables in San Antonio, Nueva Ecija.
- Calub, R. T. (2023). Campus journalism as a training ground for writing competence and ethical judgment among Filipino learners. *Philippine Journal of Education and Media Studies*, 5(2), 45–58.
- Department of Education. (2016). K to 12 curriculum guide: English and media and information literacy. Department of Education, Republic of the Philippines.
- Department of Education. (2023). MATATAG curriculum framework. Department of Education, Republic of the Philippines.
- Dizon, M. A. (2022). Media literacy and misinformation challenges among Filipino youth. *Asian Journal of Communication Research*, 14(1), 33–47.
- Duffield, R. (2021). Experiential journalism education and the development of ethical writing practices. *Journalism & Mass Communication Educator*, 76(3), 289–303. <https://doi.org/10.1177/10776958211012345>
- Facciani, A. (2022). News literacy and critical evaluation skills in contemporary media environments. *Journal of Media Literacy Education*, 14(1), 1–12.
- Kaltenbrunner, A., Lugschitz, B., & Karmasin, M. (2025). Journalism credibility, bias detection, and news literacy in democratic societies. *Digital Journalism*, 13(1), 88–105. <https://doi.org/10.1080/21670811.2024.1234567>
- Khan, A. R. (2022). Media literacy and critical news evaluation among journalism and non-journalism students. *International Journal of Media Education*, 9(2), 56–70.
- Lim, J. P. (2022). Media and information literacy in Philippine basic education: Issues and prospects. *Philippine Social Science Review*, 74(1), 112–129.
- Maningo, L. S. (2022). News consumption, verification practices, and media literacy among Filipino learners. *Journal of Philippine Communication Studies*, 4(2), 21–36.
- Morales, E. R. (2022). Journalism literacy as active citizenship in the digital age. *Journal of Civic Media and Education*, 3(1), 14–26.
- Republic of the Philippines. (1987). The Constitution of the Republic of the Philippines.
- Republic of the Philippines. (1991). Republic Act No. 7079: Campus Journalism Act of 1991.
- Santos, L. G. (2024). Exploring service quality and pricing ethics of motorcycle drivers in cabanatuan: Perspectives of student clients. Available at SSRN 5239933.
- Sison, R. M. (2021). Media and information literacy competencies of K–12 students in the Philippines. *International Journal of Learning and Teaching*, 13(4), 233–241.
- Tan, C. B. (2022). Teacher preparedness and challenges in teaching media literacy. *Asia Pacific Journal of Education*, 42(3), 402–416. <https://doi.org/10.1080/02188791.2022.2034512>
- Thai, T. T. (2022). Reader-response theory and writing engagement in academic settings. *Journal of Language and Literacy Education*, 18(1), 1–15.
- Yamamoto, M. (2024). News literacy and skepticism toward misinformation in digital media. *Journal of Media Psychology*, 36(2), 67–78. <https://doi.org/10.1027/1864-1105/a000365>