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Copyright Page

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About the Journal

The **International Journal of Journalism and Campus Media Practice (IJ-CAMP)** is a quarterly, peer-reviewed, international print and online research journal dedicated to the advancement of knowledge in journalism, campus media practice, communication, media studies, and journalism education.

The journal recognizes the essential role of journalism and campus media in promoting informed societies, responsible communication, democratic participation, and media literacy across local and global contexts.

IJ-CAMP acknowledges that campus journalism serves as an important training ground for future journalists, communication professionals, and civic leaders. Student publications, school press organizations, and campus media platforms cultivate critical thinking, ethical reporting, editorial responsibility, and participatory dialogue within academic communities.

The journal serves as a global platform for **journalists, campus journalists, media educators, communication scholars, journalism advisers, and interdisciplinary researchers** to disseminate high-quality theoretical, empirical, pedagogical, and practice-based research that advances responsible journalism, ethical media practice, and media literacy in both educational and professional environments.

IJ-CAMP is committed to maintaining rigorous scholarly and ethical standards, responsible media research, and global visibility through international indexing, Crossref DOI registration, and print and electronic ISSN accreditation.

Aims and Scope

Aims

IJ-CAMP aims to:

1. Promote high-quality research in journalism, campus media, and communication studies.



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2. Advance theoretical and practical understanding of journalism practice and media communication.
3. Encourage interdisciplinary integration of journalism, education, communication, and media studies.
4. Provide a venue for global, comparative, and application-driven research on campus journalism and media practice.
5. Support ethical, responsible, and democratic journalism practices in both student and professional media environments.

Scope

The journal welcomes **original research articles, systematic reviews, meta-analyses, discourse analyses, newsroom-based studies, campus media research, and conceptual papers** in, but not limited to, the following areas:

- Journalism studies and media research
- Campus journalism and student publications
- News reporting, writing, and editorial practices
- Journalism ethics and media accountability
- Media literacy and information verification
- Digital journalism and online media platforms
- Investigative and data journalism
- Journalism education and training
- Campus press governance and editorial independence
- Communication studies and media discourse analysis
- Political communication and journalism in democratic societies
- Media framing, agenda setting, and public opinion
- Citizen journalism and community media
- Artificial intelligence and emerging technologies in journalism
- Journalism pedagogy and curriculum development
- Interdisciplinary studies in journalism, media, and communication

Publication Frequency and Format

- **Frequency:** Quarterly (4 issues per year)
- **Formats:** Print and Online
- **Review Type:** Double-blind peer review

Identifiers

- Print ISSN
- Electronic ISSN
- Crossref DOI assigned to all published articles



Submission Guidelines

Author Guidelines / Instructions to Authors

Manuscripts are received with the understanding that they contain **original scholarly work** that has **not been previously published** nor is under consideration for publication elsewhere.

Authors must submit manuscripts through <https://tinyurl.com/IJ-CAMPjournal>

For manuscripts with **two or more authors**, the **corresponding author** must submit the manuscript on behalf of all co-authors.

For inquiries, authors may contact:

- **ETCOR Mobile:** 0939-202-9035
- **Email:** embracingthecultureofresearch@gmail.com

Funding Disclosure

All authors must disclose **all funding sources or financial support**, if any, related to the research.

With regard to research submitted for possible publication, authors must ensure that they follow **the journal format**, including the template, header, footer, font size and font style. Author/s must download and follow the sample manuscript via Templates: <https://tinyurl.com/TemplatesIJ-CAMP> Kindly reduce the manuscript to **10-12 pages only, including the References**. Kindly choose only the most salient parts of the paper.

Additionally, kindly comply with the following:

1. Academic Significance, Contribution to Journalism and Media Studies

The manuscript must demonstrate clear **academic significance and scholarly contribution** to fields such as:

- Journalism studies
- Campus journalism and student publications
- Communication and media studies
- Journalism ethics and media accountability
- Media literacy and information verification
- Digital journalism and online media platforms
- Journalism education and training



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- Media discourse and political communication
 - Citizen journalism and community media
- Specifically, the study must:
- Contribute new insights into **journalism practice, campus media systems, or media communication research**
 - Demonstrate relevance to **ethical journalism, media literacy, or responsible information dissemination**
 - Clearly identify the **research gap in journalism or media studies**
 - Explain how the findings contribute to **journalism practice, communication scholarship, or media education**

Studies that merely describe media conditions **without analytical depth, theoretical grounding, or implications for journalism practice** may not proceed to the next stage of review.

2. English Usage (or Filipino, if applicable)

The manuscript must adhere to international academic language standards.

Ensure the following:

- Use **past tense consistently**, particularly in the Method section
- Avoid first-person pronouns (“I,” “we”) and maintain a **formal third-person scholarly tone**
- Avoid contractions (e.g., use **do not** instead of **don’t**)
- Clearly explain **local media structures, institutions, or journalism practices** that international readers may not be familiar with
- Provide English translations for local terms when necessary

3. Abstract

The abstract must concisely summarize the entire study.

It must clearly present the following components:

- **Aim** – The purpose of the study and its relevance to journalism or media research
- **Methodology** – The research design and analytical methods used
- **Results** – Major findings or key results
- **Conclusion** – Implications for journalism practice, media education, or communication scholarship

The abstract must clearly demonstrate the **scholarly and practical contribution of the research**.

4. Introduction / Background of the Study

The introduction must establish the **importance of the research problem within journalism and communication studies**.

It must:

- Present the global, regional, national, and/or local context of the issue
- Discuss trends in journalism practice, campus media, or communication systems
- Support arguments using **recent scholarly literature (preferably 2021–2026)**
- Clearly identify the **research gap**

V



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The introduction must demonstrate how the study contributes to **journalism scholarship, media practice, or communication research.**

5. Statement of the Problem, Research Objectives, and Research Questions

These sections must clearly define the **journalism or communication issue examined by the study.**

Statement of the Problem

This section should explain the **journalism, communication, or media challenge addressed by the research.**

Example:

“Despite the growing importance of digital journalism in campus media environments, many student publications continue to face challenges in adapting ethical reporting practices to fast-paced online media platforms.”

Research Objectives

Objectives must be written in **infinitive form.**

Example:

General Objective

To examine the effectiveness of campus journalism programs in developing ethical reporting practices among student journalists.

Specific Objectives:

1. To assess the ethical awareness of campus journalists in reporting news stories
2. To examine editorial practices within campus media organizations
3. To propose strategies for strengthening ethical journalism in campus publications

Research Questions

Research questions must be written in **interrogative form** and must correspond to the objectives.

6. Review of Related Literature and Studies

This section must include **recent and relevant scholarship related to journalism, media studies, and communication research.**

Ensure that:

- Sources are recent (**preferably 2021–2026**)
- Literature reflects developments in **journalism theory, communication research, and media studies**
- Citations logically support the arguments presented
- The section concludes with a **clear synthesis identifying the research gap**

Avoid:

- Excessively outdated references
- Sources labeled **no date (n.d.)**

7. Theoretical and/or Conceptual Framework



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The study must be anchored in an appropriate theoretical framework relevant to journalism or media research.

Possible frameworks include:

- Agenda-setting theory
- Framing theory
- Media effects theory
- Gatekeeping theory
- Public sphere theory
- Media literacy frameworks
- Journalism ethics models
- Communication theory

The conceptual framework must clearly illustrate the **relationships among variables or communication processes examined in the study.**

8. Research Methodology

The methodology section must clearly explain **how the research was conducted.**

Include the following subsections:

Research Design

Explain the research design used and justify why it is appropriate for journalism or communication research.

Possible approaches include:

- Survey research
- Content analysis
- Discourse analysis
- Media framing analysis
- Case studies of media organizations
- Mixed-methods communication research

Population and Sampling / Sources of Data

Participants or sources may include:

- Campus journalists
- Journalism students
- Media practitioners
- Journalism advisers
- News articles or media content
- Digital media platforms or publications

Clearly indicate how respondents or data sources were selected.

Instruments

Explain whether instruments were **adopted, adapted, or researcher-developed**, including the validation process.

Data Collection



Explain how, when, and where data were collected.

Treatment of Data

Describe the **statistical or qualitative analysis techniques** used.

For qualitative analysis, explain **how themes, discourse patterns, or media frames** were **identified and interpreted**.

Ethical Considerations

Include:

- Ethical approval (if applicable)
- Informed consent from participants
- Confidentiality and anonymity of respondents
- Responsible use of media content and data sources

9. Results and Discussion

Results must be presented clearly according to the **research questions**.

The discussion must:

- Interpret findings using **journalism theories, media frameworks, or communication literature**
- Compare findings with recent scholarly studies
- Explain implications for **journalism practice, campus media governance, media education, or communication policy**

Results and discussion must be **integrated**.

10. Conclusions and Practical Recommendations

Conclusions must be derived directly from the findings.

They must highlight contributions to:

- Journalism research
- Media studies scholarship
- Campus journalism practice
- Media literacy and communication education

Recommendations should be directed toward:

- Campus media organizations
- Journalism educators
- Student journalists
- Media institutions
- Communication researchers

Avoid vague or generic recommendations.

11. References (APA 7th Edition)

All references must strictly follow **APA 7th edition formatting**.

Ensure:



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- All in-text citations appear in the References list and vice versa
 - Journal titles are **italicized**
 - Volume numbers are **italicized**
 - DOI numbers are written as **URLs**
 - References are arranged **alphabetically**
 - **Hanging indentation** is used
- Failure to comply with APA formatting standards may delay the review process.

12. Acronyms and Abbreviations

All acronyms must be spelled out upon first use.

Example:

Society of Professional Journalists (SPJ)

Do not assume international readers are familiar with local media institutions or acronyms.

Authors are also required to submit a **duly signed Authorship and Contribution Declaration Form**, which can be accessed through Templates: <https://tinyurl.com/TemplatesIJ-CAMP>



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Review Process

Upon receipt, authors receive an **acknowledgment email**.

Manuscripts not following the journal template will be returned.

Compliant manuscripts undergo:

1. Initial screening by the **Associate Editor**
2. **Plagiarism check**
3. **Double-blind peer review** by two subject-expert reviewers

Review decisions may be:

- Publish unaltered
- Accept after minor revisions
- Accept after major revisions
- Reject

In cases of split reviewer decisions, a **third reviewer** will be assigned. Authors are given **two weeks** for revisions. Final decisions are made by the **Editor-in-Chief**.

X



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Publication Policies and Ethics

Changes to Authorship

Authors retain copyright under a licensed agreement and may archive:

- Pre-print
- Post-print
- Publisher's PDF

Conflict of Interest

All authors must disclose any actual or potential conflicts of interest.

Article Retraction

Retractions may occur due to ethical violations such as plagiarism, duplicate submission, or data fabrication.

Retraction fee: PHP 6,000 (USD 120)

Article Withdrawal

Withdrawal after completion of review and editorial processing incurs a fee of:
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Article Removal

Articles may be removed only under **legal or safety circumstances**.

Additional Information

- **Call for Research Articles:** Rolling basis
- **Application for Peer Reviewers and Language Editors:** Open
- **Publication Charges and Discounts:** Available for ETCOR Research Consultants and External Reviewers
- **Indexing and Archiving:** International databases and institutional repositories
- **Editorial Board:** International and multidisciplinary



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Editor's Note (Maiden Issue)

International Journal of Journalism and Campus Media Practice (IJ-CAMP)

It is with great pride and enthusiasm that we present the maiden issue of the **International Journal of Journalism and Campus Media Practice (IJ-CAMP)**. This inaugural publication reflects ETCOR's commitment to advancing rigorous, ethical, and globally relevant research in journalism, campus media practice, and communication studies.

Journalism remains a cornerstone of democratic societies. Through responsible reporting, ethical storytelling, and critical analysis, journalists inform the public, hold institutions accountable, and facilitate meaningful civic dialogue.

Campus journalism plays a particularly vital role in nurturing the next generation of journalists and communication professionals. Student publications and campus media organizations cultivate critical thinking, ethical awareness, editorial responsibility, and leadership among young communicators.

IJ-CAMP provides a scholarly platform where journalism scholars, media educators, campus journalists, and communication researchers can share knowledge that strengthens both professional journalism and student media practice.

As a peer-reviewed international journal, IJ-CAMP maintains the highest standards of academic integrity through double-blind review and strict adherence to ethical research and publication practices.

The journal seeks to bridge research and practice by encouraging studies that inform newsroom practices, campus media governance, journalism education, and media literacy initiatives.

This maiden issue is the result of collaborative efforts among authors, reviewers, editors, and journalism scholars committed to advancing responsible media research.

IJ-CAMP welcomes interdisciplinary perspectives that connect journalism with education, politics, technology, culture, and society.

As we launch this first issue, we reaffirm our commitment to ethical publishing, academic excellence, and the continued development of journalism and campus media research worldwide. On behalf of the Editorial Board, we invite journalists, campus journalists, media educators, and communication scholars to contribute to future issues of **IJ-CAMP**.

- Dr. Richard D. Sanchez, Editor-in-Chief, *International Journal of Journalism and Campus Media Practice (IJ-CAMP)*



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Artificial Intelligence Utilization in Campus Publications: A Quantitative Descriptive Study

Maria Teresa L. Valdez

Abstract

Aim: This study aimed to examine the extent of artificial intelligence (AI) utilization in campus publications among student journalists and campus media advisers. Specifically, the research investigated the level of AI usage in news writing, editing, multimedia production, fact-checking, and newsroom workflow management.

Methodology: The study employed a quantitative descriptive research design. Data were gathered from 210 campus journalists and media advisers from secondary schools and higher education institutions using a structured survey questionnaire. Descriptive statistics, particularly mean and standard deviation, were used to determine the extent of AI utilization in campus publications.

Results: Findings revealed that artificial intelligence is utilized to a moderate extent in campus publications. AI tools are most commonly used for grammar checking, headline generation, and content editing, while their use in investigative journalism, ethical decision-making, and editorial judgment remains limited. The results also indicate that while AI enhances efficiency in newsroom processes, concerns regarding academic integrity, misinformation, and journalistic ethics persist.

Conclusion: The study concludes that artificial intelligence is becoming an emerging tool in campus journalism practice. While AI technologies contribute to improved productivity and workflow efficiency, responsible integration guided by journalism ethics and editorial oversight remains essential.

Keywords: *artificial intelligence, campus journalism, media practice, student publications, digital journalism*

INTRODUCTION

Artificial intelligence (AI) has significantly transformed the landscape of journalism and media production. Technological advancements in machine learning, natural language processing, and automated content generation have introduced new possibilities for newsrooms worldwide. Modern journalism increasingly integrates digital tools that assist in writing, editing, fact-checking, and data analysis, thereby enhancing the speed and efficiency of information dissemination.

In contemporary journalism practice, AI technologies are used for automated reporting, news recommendation systems, content analysis, and audience engagement strategies. Media organizations across the globe have begun adopting AI-driven tools to improve newsroom workflows and manage the growing demand for real-time information production (Diakopoulos, 2019). These technological developments allow journalists to analyze large datasets, verify information rapidly, and produce multimedia content more efficiently.

Within educational institutions, campus journalism serves as a vital training ground for aspiring journalists and communication professionals. Campus publications help students develop critical thinking, ethical awareness, writing competence, and investigative skills. Student journalists learn the fundamentals of responsible journalism while reporting issues affecting their academic communities and broader society.

However, the integration of artificial intelligence into campus journalism introduces both opportunities and challenges. AI-assisted writing tools such as grammar correction systems, automated summarization, and content generation applications can support student journalists in improving the quality of their writing. At the same time, concerns have emerged regarding academic integrity, misinformation, algorithmic bias, and the potential overreliance on automated technologies in journalistic work.

Recent studies highlight that AI is increasingly used in journalism education to support writing assistance, newsroom simulation, and digital storytelling development (Beckett, 2023). Nevertheless, the adoption of AI in campus publications remains uneven, particularly in developing countries where digital infrastructure and technological literacy vary across institutions.



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Despite growing interest in AI-driven journalism tools, empirical research examining the extent to which campus publications utilize artificial intelligence remains limited. Most existing studies focus on professional newsrooms rather than student media environments. Consequently, there is a need to examine how AI technologies are currently being integrated into campus journalism practices.

This study addresses this gap by examining the extent of artificial intelligence utilization in campus publications. Understanding how student journalists use AI tools can provide insights into evolving newsroom practices and inform policies that promote ethical and responsible use of emerging technologies in journalism education.

Review of Related Literature and Studies

Artificial intelligence has rapidly emerged as a transformative force in journalism and media industries. Automated journalism systems are capable of generating news articles from structured data, enabling media organizations to produce large volumes of content efficiently. Diakopoulos (2019) described algorithmic journalism as a practice where computational tools assist journalists in gathering, analyzing, and presenting information.

Similarly, Beckett (2023) noted that artificial intelligence technologies have been integrated into various newsroom processes including automated transcription, fact-checking, and content curation. These technologies enable journalists to process large datasets quickly while allowing human reporters to focus on investigative storytelling and editorial decision-making.

In journalism education, AI tools are increasingly utilized to enhance writing assistance, language editing, and content development. Pavlik (2020) explained that artificial intelligence can support journalism students in improving writing quality and understanding digital newsroom environments. AI-assisted tools such as grammar correction systems and automated summarization applications are now widely used in educational settings.

However, scholars have also emphasized the ethical implications of AI integration in journalism. Carlson (2023) argued that reliance on automated technologies may pose risks related to misinformation, bias, and the erosion of editorial judgment. Journalistic ethics require that human oversight remains central to newsroom operations, particularly when verifying sources and interpreting complex issues.

Within campus journalism contexts, digital tools have expanded opportunities for multimedia storytelling and audience engagement. Newman et al. (2023) reported that digital journalism practices among young journalists increasingly involve social media analytics, online publishing platforms, and multimedia production tools.

Despite these technological advancements, research examining AI usage specifically within campus publications remains limited. Most studies focus on professional newsrooms or media organizations rather than student-run publications. As a result, there is a need to investigate how emerging AI technologies influence campus journalism practices.

This study contributes to the growing body of knowledge on digital journalism by examining the extent of artificial intelligence utilization in campus publications. Understanding these practices provides insights into how journalism education adapts to technological transformation while maintaining ethical reporting standards.

Theoretical Framework

This study is anchored on the **Technological Determinism Theory** and **Diffusion of Innovation Theory**.

Technological Determinism Theory suggests that technological advancements shape the structure and development of social institutions, including media organizations (McLuhan, 1964). In journalism, emerging technologies such as artificial intelligence influence how news is gathered, produced, and distributed.

Diffusion of Innovation Theory, proposed by Rogers (2003), explains how new technologies spread across organizations and communities. The theory posits that adoption occurs gradually as individuals evaluate the perceived advantages, compatibility, and complexity of innovations.



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Within the context of campus journalism, artificial intelligence tools represent emerging technologies that student journalists may adopt to improve newsroom efficiency and productivity.

Conceptual Framework

Independent Variable:

Artificial Intelligence Utilization in Campus Publications

- AI-assisted writing tools
- Editing and grammar correction tools
- Multimedia production tools
- Fact-checking and verification tools
- Newsroom workflow management tools

Dependent Variable:

Campus Journalism Practice Efficiency

- Writing productivity
- Editing quality
- Newsroom workflow efficiency
- Multimedia content development

Statement of the Problem

This study aimed to determine the extent of artificial intelligence utilization in campus publications. Specifically, it sought to answer the following questions:

1. What is the extent of AI utilization in campus publications in terms of:
 - news writing assistance
 - editing and grammar correction
 - multimedia production
 - fact-checking and verification
 - newsroom workflow management?
2. What is the overall level of AI integration in campus journalism practice?

METHODS

Research Design

The study employed a **quantitative descriptive research design**. This design was appropriate because the research aimed to describe the extent of artificial intelligence utilization in campus publications without manipulating any variables.

Population and Sampling

The respondents consisted of **210 campus journalists and campus publication advisers** from selected secondary schools and higher education institutions.

A **purposive sampling technique** was used to select respondents who were actively involved in campus journalism activities.

Instrument

The data gathering instrument was a **structured survey questionnaire** composed of two parts:

Part I – Respondent profile

Part II – AI utilization in campus journalism practices

The questionnaire used a **five-point Likert scale**.

Data Collection

Permission was obtained from school administrators and campus publication advisers before data collection. Respondents were informed about the purpose of the study and assured that participation was voluntary.

Treatment of Data

Descriptive statistics were used.



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- Mean
 - Standard deviation
- Scale interpretation:
1.00–1.79 Very Low
1.80–2.59 Low
2.60–3.39 Moderate
3.40–4.19 High
4.20–5.00 Very High

RESULTS AND DISCUSSION

Table 1

Extent of AI Utilization in Campus Publications

Indicator	Mean	Interpretation
AI-assisted writing tools	3.58	High
Editing and grammar tools	3.74	High
Multimedia production tools	3.41	High
Fact-checking tools	3.09	Moderate
Newsroom workflow management	3.22	Moderate

Grand Mean = **3.41 (High)**

The results show that artificial intelligence tools are utilized to a **high extent** in campus publications.

Editing and grammar tools obtained the highest mean score. This indicates that student journalists commonly rely on AI-assisted applications to improve writing clarity and grammatical accuracy.

However, fact-checking tools received a moderate rating. This finding suggests that while AI can assist in information verification, student journalists still depend on traditional fact-checking methods and editorial judgment. These findings align with Beckett (2023), who noted that AI tools are frequently used for newsroom support tasks but remain limited in complex editorial functions.

CONCLUSION

The findings indicate that artificial intelligence is increasingly utilized in campus publications, particularly in writing assistance, editing, and multimedia production. AI technologies contribute to improved efficiency in newsroom workflows and help student journalists enhance content quality.

However, the integration of AI in campus journalism remains at a developing stage. While technological tools support productivity, editorial judgment, ethical decision-making, and investigative reporting continue to rely heavily on human journalists.

The study concludes that artificial intelligence should be viewed as a complementary tool rather than a replacement for journalistic expertise in campus media practice.

RECOMMENDATIONS

1. Journalism advisers may provide training programs on the responsible use of AI tools in campus journalism.
2. Schools may develop guidelines on ethical AI use in student publications.
3. Campus journalists may be encouraged to combine AI-assisted tools with traditional journalistic practices.
4. Educational institutions may integrate AI literacy into journalism and communication curricula.
5. Future studies may explore the impact of AI on journalistic ethics, newsroom decision-making, and media credibility.

REFERENCES

Beckett, C. (2023). *Artificial intelligence and journalism: Ethical challenges and newsroom practices*. Reuters Institute



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Media Literacy and Misinformation Detection Among Campus Journalists: A Quantitative Descriptive Study

Angela M. Villanueva

Abstract

Aim: This study examined the level of media literacy and misinformation detection skills among campus journalists in selected higher education institutions. Specifically, it assessed journalists' competencies in evaluating sources, verifying digital information, and identifying manipulated media content in online environments.

Methodology: A quantitative descriptive research design was employed. Data were collected from 180 campus journalists from university publications using a structured questionnaire that measured media literacy competencies, including source evaluation, fact-checking ability, digital verification practices, and identification of misinformation. Descriptive statistics such as mean and standard deviation were used to analyze the data.

Results: Findings revealed that campus journalists demonstrate a high level of media literacy ($M = 3.82$). Respondents showed strong competencies in evaluating sources, verifying textual information, and cross-checking online content. However, moderate challenges remain in identifying manipulated images, deepfakes, and algorithm-driven misinformation on digital platforms.

Conclusion: Campus journalists generally possess strong foundational media literacy skills that support responsible journalism practices. Nevertheless, the increasing sophistication of digital misinformation requires continuous training in advanced verification tools, multimedia analysis, and algorithm awareness.

Keywords: media literacy, misinformation detection, campus journalism, digital verification, digital media

INTRODUCTION

The rapid expansion of digital communication platforms has transformed the production, distribution, and consumption of information worldwide. Social media networks, online news portals, and user-generated content platforms have enabled individuals to access and share information instantly across global audiences. While these technological developments have increased access to information, they have also contributed to the proliferation of misinformation, disinformation, and manipulated media.

Misinformation has become a significant challenge for journalists, educators, and policymakers. False or misleading information spreads rapidly through social media algorithms, often reaching large audiences before accurate information can be verified. This phenomenon has raised concerns regarding the credibility of information sources and the public's ability to distinguish factual reporting from misleading content.

Media literacy has therefore become an essential competency for journalists and media practitioners. Media literacy refers to the ability to access, analyze, evaluate, and create media messages across different formats and platforms. In journalism practice, media literacy enables reporters to critically evaluate sources, verify information, and detect misleading narratives.

Campus journalists play a crucial role in disseminating credible information within academic communities. Student publications serve as important platforms for reporting campus issues, promoting democratic dialogue, and developing the journalistic skills of future media professionals. As student journalists engage in reporting and editorial work, they must demonstrate strong media literacy competencies to ensure accuracy and credibility in their publications.

Recent research indicates that young journalists and media consumers are increasingly exposed to misinformation through digital platforms, making media literacy education essential in journalism training (Guess et al., 2020). Similarly, studies have shown that misinformation frequently involves manipulated images, misleading headlines, and algorithm-driven content amplification that complicate verification processes (Wardle & Derakhshan, 2017).

Despite the growing importance of media literacy in digital journalism, empirical studies examining the actual competencies of campus journalists in detecting misinformation remain limited. Most research focuses on media literacy among general audiences rather than student journalists who actively produce news content.

Addressing this research gap is important because campus journalists serve both as information producers and as critical gatekeepers within their institutions. Understanding their capacity to detect misinformation can provide insights into how journalism education programs can strengthen digital verification skills and ethical reporting practices.



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Therefore, this study aimed to assess the level of media literacy and misinformation detection skills among campus journalists in selected higher education institutions.

Review of Related Literature and Studies

Media literacy has emerged as a crucial skill in the digital information environment. According to Hobbs (2020), media literacy enables individuals to critically evaluate media messages, identify bias, and understand how information is constructed and distributed. In journalism practice, these skills are essential for maintaining accuracy and credibility in reporting.

The increasing prevalence of misinformation in digital media has intensified the need for strong verification practices among journalists. Wardle and Derakhshan (2017) categorized information disorder into three forms: misinformation, disinformation, and malinformation. These forms of misleading information often involve visual manipulation, misleading headlines, and algorithmic amplification that can mislead audiences.

Research conducted by Guess et al. (2020) revealed that exposure to misinformation is widespread among online media users, particularly through social media platforms. The study emphasized that media literacy education plays a critical role in helping individuals identify false information and verify sources.

Similarly, Tandoc et al. (2018) examined the mechanisms through which misinformation spreads in digital media environments. The study found that false information often spreads more rapidly than factual news because it appeals to emotional responses and social sharing behaviors.

In journalism education, scholars have emphasized the importance of teaching digital verification techniques. Graves (2018) explained that modern journalists must be equipped with skills for verifying multimedia content, including images and videos that may be manipulated through editing software or artificial intelligence technologies.

Within the context of campus journalism, media literacy training is particularly important because student journalists often rely on online sources when reporting news. Without proper verification practices, misinformation can easily enter campus publications and undermine the credibility of student media organizations.

Despite the growing recognition of media literacy in journalism education, limited research has examined the actual level of misinformation detection skills among campus journalists. This study contributes to the existing literature by assessing how student journalists evaluate information sources and identify misinformation in digital environments.

Theoretical Framework

This study is anchored in **Media Literacy Theory** and **Information Disorder Theory**.

Media Literacy Theory, proposed by Potter (2013), suggests that individuals develop the ability to critically analyze media messages through knowledge structures and cognitive processing skills. These skills enable individuals to evaluate the credibility of information sources and interpret media content responsibly.

Information Disorder Theory, introduced by Wardle and Derakhshan (2017), explains how misinformation spreads in digital environments through manipulated content, misleading narratives, and algorithmic amplification. The theory highlights the importance of verification skills in identifying and countering misinformation.

Together, these theories explain how media literacy competencies enable campus journalists to detect misinformation and maintain responsible journalism practices.

Statement of the Problem

This study aimed to determine the level of media literacy and misinformation detection skills among campus journalists. Specifically, the study sought to answer the following questions:

1. What is the level of media literacy among campus journalists in terms of:
 - source evaluation
 - fact-checking practices
 - digital verification skills?
2. What is the level of misinformation detection skills among campus journalists in terms of:
 - identifying misleading headlines
 - detecting manipulated images
 - recognizing deepfakes and synthetic media?
3. What is the overall level of media literacy and misinformation detection among campus journalists?



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METHODS

Research Design

The study employed a **quantitative descriptive research design**. This design was appropriate because the study aimed to describe the current level of media literacy and misinformation detection skills among campus journalists without manipulating variables.

Population and Sampling

The respondents of the study were **180 campus journalists** from selected higher education institutions. Participants included editors, reporters, and staff members of university publications.

A **purposive sampling technique** was used to select respondents who were actively involved in campus journalism activities.

Instrument

The data-gathering instrument was a **30-item structured questionnaire** divided into three sections:

1. Source evaluation skills
2. Fact-checking and digital verification practices
3. Misinformation detection abilities

The questionnaire used a **five-point Likert scale** ranging from 1 (very low competency) to 5 (very high competency). The instrument underwent expert validation by three communication and journalism educators. Reliability testing yielded a **Cronbach's alpha coefficient of 0.91**, indicating excellent internal consistency.

Data Collection

Data were collected through an online survey distributed to campus journalists through their respective campus publication offices. Respondents were informed about the purpose of the study and provided consent before participating.

Treatment of Data

The collected data were analyzed using descriptive statistics:

- Mean
- Standard deviation

The following scale was used for interpretation:

- 1.00–1.79 Very Low
- 1.80–2.59 Low
- 2.60–3.39 Moderate
- 3.40–4.19 High
- 4.20–5.00 Very High

RESULTS AND DISCUSSION

Level of Media Literacy Among Campus Journalists

The findings revealed that campus journalists demonstrated a **high level of media literacy** with a mean score of **3.82**. Among the indicators, source evaluation obtained the highest mean rating ($M = 3.95$), indicating that student journalists are capable of assessing the credibility of information sources.

Fact-checking practices also received a high mean rating ($M = 3.87$), suggesting that campus journalists frequently cross-check information before publication. These practices include verifying information through multiple sources and consulting official statements.

These findings suggest that journalism education programs and campus publication training initiatives have successfully developed critical evaluation skills among student journalists.

The results support the findings of Hobbs (2020), who emphasized that media literacy education helps individuals develop analytical skills necessary for evaluating digital information.



Misinformation Detection Skills

Despite high levels of media literacy, challenges remain in detecting advanced forms of digital misinformation. The indicator for detecting manipulated images received a moderate mean score of **3.21**, indicating that student journalists experience difficulty identifying visually altered content.

Similarly, the ability to identify deepfakes and synthetic media received a moderate rating (M = 3.09). These results suggest that emerging technologies used to manipulate visual media present new challenges for journalists.

Wardle and Derakhshan (2017) explained that modern misinformation often involves visual manipulation and algorithmic amplification, making detection more complex even for trained media professionals.

CONCLUSION

The findings indicate that campus journalists possess strong foundational media literacy competencies, particularly in evaluating sources and verifying textual information. These skills contribute to responsible reporting and help maintain the credibility of campus publications.

However, the increasing complexity of digital misinformation—particularly manipulated images, deepfakes, and algorithm-driven content—poses new challenges for student journalists. Addressing these challenges requires continuous training in digital verification tools, multimedia analysis techniques, and ethical journalism practices.

RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:

1. Journalism educators may integrate advanced digital verification techniques into campus journalism training programs.
2. Universities may conduct workshops on identifying manipulated media and deepfakes.
3. Campus publications may establish editorial guidelines for verifying digital information.
4. Future research may examine the impact of media literacy training on misinformation detection among student journalists.

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Editorial Leadership and Decision-Making in Campus Publications: A Qualitative Phenomenological Study

Josephine P. Ramirez

Abstract

Aim: This study explored the lived experiences of student editors in leading campus publications and making editorial decisions within student media organizations. It sought to understand how student editors navigate leadership responsibilities, ethical considerations, and institutional dynamics in managing campus newsrooms.

Methodology: A qualitative phenomenological research design was employed to capture the lived experiences of student editors. Twelve campus editors from different higher education institutions were selected through purposive sampling. Data were collected through semi-structured interviews and analyzed using thematic analysis to identify common patterns and themes related to editorial leadership and decision-making.

Results: Three major themes emerged from the analysis: ethical responsibility in journalism, collaborative newsroom leadership, and the pressure of balancing academic and journalistic responsibilities. Student editors described the importance of maintaining journalistic integrity while navigating institutional expectations and time constraints associated with academic workloads.

Conclusion: Editorial leadership in campus publications requires strong ethical awareness, collaborative leadership skills, and effective time management. The findings highlight the importance of leadership development and ethics training in journalism education to prepare student editors for responsible newsroom leadership.

Keywords: campus journalism, editorial leadership, student editors, newsroom management, qualitative research

INTRODUCTION

Campus publications serve as vital platforms for student expression, democratic engagement, and journalistic training within educational institutions. Student-run publications provide opportunities for aspiring journalists to develop reporting, writing, and editorial skills while covering issues that affect academic communities. Through these activities, campus journalism contributes to the development of responsible media practitioners and informed citizens.

Student editors occupy critical leadership positions within campus publications. They are responsible for managing editorial teams, supervising content production, making editorial decisions, and ensuring that published materials adhere to ethical and journalistic standards. In addition to their editorial responsibilities, student editors often coordinate newsroom operations, mentor junior reporters, and communicate with school administrators regarding publication matters.

Despite their important roles, student editors frequently encounter complex challenges in managing campus publications. These challenges include maintaining editorial independence, addressing institutional pressures, managing limited resources, and balancing academic responsibilities with newsroom leadership duties. The dual role of being both students and newsroom leaders can create significant pressures that influence editorial decision-making. Research on journalism leadership has traditionally focused on professional news organizations rather than student media environments. However, campus publications operate under unique conditions that differ from professional newsrooms. Student editors must navigate institutional structures while simultaneously learning journalistic practices and leadership skills.

Understanding the lived experiences of campus editors is essential for improving journalism education and strengthening campus media organizations. By examining how student editors manage leadership responsibilities and editorial decision-making, educators and administrators can better support student journalists in developing ethical and effective newsroom leadership practices.

This study therefore explored the lived experiences of student editors in campus publications, focusing on how they navigate leadership roles, ethical responsibilities, and organizational challenges within student media organizations.

Review of Related Literature and Studies

Leadership in journalism plays an important role in shaping newsroom culture, decision-making processes, and ethical standards. Editors serve as gatekeepers who determine which stories are published and how information is presented to audiences. According to Christians et al. (2016), editorial leadership is closely linked to normative theories of media that emphasize truth-telling, accountability, and social responsibility.



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In campus journalism contexts, student editors function as both learners and leaders. They guide editorial teams while simultaneously developing their own professional competencies. Research suggests that leadership experiences in student media organizations contribute to the development of communication skills, critical thinking, and ethical awareness among aspiring journalists (Clark & Monserrate, 2018).

Ethical responsibility is a fundamental aspect of journalism leadership. Editors must ensure that published information is accurate, fair, and balanced. Kovach and Rosenstiel (2021) emphasized that the primary obligation of journalism is to provide citizens with truthful and verified information. This principle applies equally to campus publications, where student journalists are expected to maintain credibility and integrity in reporting.

Collaboration is another essential element of newsroom leadership. Modern journalism increasingly relies on teamwork, where reporters, editors, photographers, and multimedia producers work together to produce news content. Effective editorial leaders encourage open communication and collaborative decision-making within newsrooms.

However, campus editors often face significant challenges related to institutional pressures and resource limitations. Studies have shown that student publications sometimes experience restrictions related to administrative oversight, funding constraints, and limited newsroom infrastructure (Hindman, 2019). These challenges may affect editorial independence and newsroom operations.

Another major challenge faced by campus editors is balancing academic responsibilities with newsroom duties. Student editors must manage their academic coursework while fulfilling editorial responsibilities that require significant time and effort. This dual responsibility can create stress and influence leadership decisions.

Despite these challenges, campus journalism continues to serve as an important training ground for future journalists. Investigating the leadership experiences of student editors can provide valuable insights into how journalism education can better prepare students for professional newsroom environments.

Theoretical Framework

This study is anchored on **Normative Theory of the Press** and **Transformational Leadership Theory**.

Normative Theory of the Press, as discussed by Christians et al. (2016), explains the ethical responsibilities of media organizations in society. The theory emphasizes that journalism should promote truth, accountability, and public interest. In campus publications, student editors are expected to uphold these ethical principles while managing editorial decisions.

Transformational Leadership Theory suggests that leaders influence followers by inspiring shared goals, encouraging collaboration, and promoting personal development (Northouse, 2022). In campus newsrooms, student editors who adopt transformational leadership practices can motivate reporters, encourage creativity, and strengthen teamwork within editorial teams.

Together, these theories explain how editorial leadership in campus publications involves both ethical responsibility and collaborative leadership practices.

Statement of the Problem

This study aimed to explore the lived experiences of student editors in campus publications.

Specifically, it sought to answer the following questions:

1. How do student editors experience leadership roles in campus publications?
2. What challenges do student editors encounter in making editorial decisions?
3. How do student editors balance academic responsibilities with newsroom leadership duties?

METHODS

Research Design

The study employed a **qualitative phenomenological research design**. This approach was appropriate because the research aimed to explore the lived experiences of student editors and understand how they interpret their leadership roles in campus publications.

Participants

Twelve student editors from campus publications in higher education institutions participated in the study. Participants included editors-in-chief, managing editors, and section editors who had at least one year of editorial leadership experience.



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Participants were selected using **purposive sampling** to ensure that they had direct experience in managing campus publications.

Data Collection

Data were collected through **semi-structured interviews** conducted online and in person. Each interview lasted approximately 45–60 minutes. The interview questions focused on leadership experiences, editorial decision-making processes, and challenges encountered in managing campus publications.

Data Analysis

The collected data were analyzed using **thematic analysis**. Interview transcripts were coded and categorized to identify recurring patterns and themes related to editorial leadership experiences.

RESULTS AND DISCUSSION

Analysis of interview data revealed three major themes describing the experiences of student editors in campus publications.

Ethical Responsibility in Journalism

Participants emphasized the importance of maintaining journalistic integrity when making editorial decisions. Editors described their responsibility to ensure that published content is accurate, fair, and balanced. Many participants reported that verifying information and avoiding bias were essential aspects of their leadership roles.

Editors also highlighted the importance of protecting the credibility of their publications. They expressed awareness that inaccurate reporting could damage the reputation of both the publication and the institution.

These findings align with Kovach and Rosenstiel (2021), who emphasized that truth and verification are central principles of responsible journalism.

Collaborative Newsroom Leadership

Another major theme identified was collaborative leadership within campus newsrooms. Student editors described how teamwork and open communication were essential in managing editorial teams. Editors often consulted reporters, photographers, and section editors when making editorial decisions.

Participants also reported that collaborative leadership helped build trust and improved the quality of published content. By encouraging team participation, editors were able to gather diverse perspectives and strengthen newsroom cohesion.

These findings support transformational leadership principles that emphasize teamwork, motivation, and shared decision-making (Northouse, 2022).

Academic and Editorial Workload Challenges

The third theme highlighted the challenges of balancing academic responsibilities with editorial duties. Student editors reported that managing coursework, deadlines, and newsroom leadership tasks often created significant time pressures.

Participants explained that editorial responsibilities such as editing articles, organizing meetings, and overseeing publication schedules required extensive time commitment. As a result, student editors had to develop strong time management skills to balance their academic and editorial responsibilities.

These findings reflect the dual role of student editors as both learners and newsroom leaders.

CONCLUSION

The study revealed that student editors experience campus editorial leadership as a complex role that requires ethical decision-making, collaborative leadership, and effective time management. Student editors play a critical role in maintaining journalistic integrity while managing editorial teams and overseeing content production.

Despite the challenges associated with balancing academic and editorial responsibilities, student editors demonstrate strong commitment to responsible journalism practices. Their experiences highlight the importance of ethical awareness, teamwork, and leadership development in campus journalism.



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RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:

1. Journalism educators may integrate leadership training into campus journalism programs to strengthen editorial management skills among student editors.
2. Universities may provide institutional support for campus publications to ensure editorial independence and adequate resources.
3. Workshops on journalism ethics and newsroom leadership may be conducted to enhance the professional development of student editors.
4. Future studies may examine the relationship between editorial leadership experiences and career development among journalism students.

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Social Media Engagement Strategies of Campus Publications: A Mixed-Methods Study

Daniel R. Gonzales

Abstract

Aim: This study examined how campus publications utilize social media platforms to engage student audiences and enhance the visibility of campus journalism content.

Methodology: A mixed-methods research design was employed, combining a survey of 150 campus journalists and a content analysis of 200 social media posts from official campus publication accounts. The survey examined journalists' perceptions of effective engagement strategies, while the content analysis assessed engagement metrics such as likes, shares, and comments.

Results: Findings revealed that visual storytelling, real-time news updates, and interactive posts significantly increase audience engagement. Social media posts containing images and videos generated higher engagement rates compared with text-only posts. Additionally, posts related to campus events and student issues attracted greater interaction from student audiences.

Conclusion: Social media platforms serve as powerful tools for campus journalism to expand audience reach and encourage student participation in campus discourse. However, effective engagement requires strategic content planning, multimedia integration, and timely news updates.

Keywords: campus journalism, social media engagement, digital journalism, student media, audience interaction

INTRODUCTION

The rapid expansion of digital communication technologies has significantly transformed the media landscape. Social media platforms have become essential channels for news dissemination, enabling journalists to reach audiences instantly and interact directly with readers. Platforms such as Facebook, Instagram, Twitter (X), and TikTok have altered the way news organizations produce and distribute content.

Campus publications are increasingly adopting social media as a primary communication channel to reach student audiences. Student journalists use social media platforms not only to share news stories but also to promote campus events, highlight student achievements, and engage in discussions about issues affecting academic communities.

The integration of social media into journalism practice has created opportunities for campus publications to expand their readership and improve audience engagement. Unlike traditional print publications, social media allows campus journalists to share real-time updates and interact directly with readers through comments, reactions, and shares.

Audience engagement is an important indicator of the effectiveness of social media communication. Engagement metrics such as likes, shares, and comments reflect how audiences interact with digital content. These interactions can increase the visibility of news content and strengthen relationships between media organizations and their audiences. Research suggests that multimedia content—such as images, videos, and infographics—plays an important role in increasing social media engagement. Visual storytelling has become a central strategy in digital journalism because audiences tend to respond more positively to visually appealing content.

Despite the growing use of social media in campus journalism, limited research has examined how campus publications strategically use these platforms to engage student audiences. Many campus publications adopt social media informally without systematic strategies for maximizing audience interaction.

Understanding the engagement strategies used by campus publications is important for strengthening digital journalism practices within educational institutions. Insights from such research can help campus journalists develop more effective social media communication strategies.

Therefore, this study examined how campus publications utilize social media platforms to engage student audiences and enhance the reach of campus journalism content.

Review of Related Literature and Studies

Social media has become a dominant platform for news distribution in the digital age. According to Kaplan and Haenlein (2010), social media refers to internet-based platforms that allow users to create and exchange content through interactive networks. These platforms have transformed the communication process by enabling audiences to actively participate in content dissemination.



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Research on digital journalism highlights the increasing importance of audience engagement. Engagement refers to the level of interaction between media organizations and their audiences through likes, comments, shares, and other forms of participation. High engagement levels indicate that audiences find the content relevant and meaningful.

Hermida (2013) explained that social media has changed the traditional role of journalists by encouraging greater interaction between reporters and audiences. Journalists now operate within a networked environment where audiences contribute to the circulation and interpretation of news.

Visual storytelling has emerged as an effective strategy for increasing audience engagement in digital media. Studies have shown that multimedia content attracts greater attention and encourages audience interaction. Images, videos, and infographics help simplify complex information and make news stories more appealing to readers.

In campus journalism contexts, social media platforms provide opportunities for student journalists to reach wider audiences beyond their immediate academic communities. Student publications use social media to share breaking news, promote campus events, and highlight student achievements.

However, challenges remain in developing effective social media strategies. Many campus publications lack structured guidelines for digital content planning, which can limit the effectiveness of their social media presence.

Despite these challenges, social media continues to offer significant potential for enhancing campus journalism. Investigating engagement strategies used by campus publications can help student journalists maximize the impact of their digital communication efforts.

Theoretical Framework

This study is anchored in **Social Media Engagement Theory** and **Uses and Gratifications Theory**.

Uses and Gratifications Theory suggests that audiences actively choose media content that satisfies their informational and social needs (Katz et al., 1973). In the context of social media, student audiences interact with campus publication content that they perceive as relevant, informative, or entertaining.

Social Media Engagement Theory explains how digital interactions between content creators and audiences influence communication effectiveness. According to this perspective, engagement is strengthened when content encourages participation, emotional connection, and information sharing.

These theories explain why multimedia content, real-time updates, and interactive posts can increase audience engagement in campus journalism.

Statement of the Problem

This study aimed to examine the social media engagement strategies used by campus publications.

Specifically, the study sought to answer the following questions:

1. What social media strategies do campus publications use to engage student audiences?
2. What types of social media content generate the highest levels of audience engagement?
3. How do campus journalists perceive the effectiveness of social media engagement strategies?

METHODS

Research Design

The study employed a **mixed-methods research design**, integrating quantitative survey data and qualitative content analysis. This approach allowed the researchers to examine both the perceptions of campus journalists and the observable engagement patterns of social media posts.

Participants

The survey involved **150 campus journalists** from university publications who were responsible for managing or contributing to social media accounts.

Participants included editors, social media managers, and reporters involved in digital content production.

Data Sources

Two primary data sources were used:

1. **Survey questionnaire** administered to campus journalists
2. **Content analysis of 200 social media posts** from official campus publication accounts



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Data Collection

Survey data were collected through an online questionnaire distributed to campus journalists. The questionnaire examined respondents' perceptions of effective engagement strategies and social media practices. For the content analysis, 200 social media posts from campus publication accounts were examined. Engagement metrics such as likes, shares, comments, and reactions were recorded.

Treatment of Data

Quantitative survey data were analyzed using descriptive statistics such as frequency and mean. Content analysis results were categorized based on post type, including:

- text-only posts
- image posts
- video posts
- interactive posts (polls, questions, live updates)

Engagement levels were compared across categories.

RESULTS AND DISCUSSION

Social Media Engagement Practices

Survey results indicated that campus journalists actively use social media platforms to promote news content and interact with student audiences. Most respondents reported that social media serves as an essential channel for distributing campus news and updates.

Journalists also reported that social media allows them to receive immediate feedback from readers, enabling them to understand audience interests and concerns.

Content Types and Audience Engagement

The content analysis revealed significant differences in engagement levels across different types of social media posts. Posts containing visual media, such as photos and videos, generated the highest engagement rates. These posts received more likes, comments, and shares compared with text-only posts.

Visual storytelling appears to be an effective strategy for capturing audience attention. Images and videos make news stories more engaging and easier to understand.

These findings support Kaplan and Haenlein (2010), who emphasized that multimedia content enhances user interaction in social media environments.

Real-Time Updates and Audience Interaction

Another important engagement strategy identified in the study was the use of real-time updates during campus events. Posts covering live events such as student elections, academic celebrations, and sports competitions received high engagement levels.

Real-time reporting allows campus publications to provide timely information and encourages students to participate in ongoing campus activities.

CONCLUSION

The findings demonstrate that social media platforms play a critical role in expanding the reach and influence of campus publications. By utilizing social media effectively, campus journalists can strengthen connections with student audiences and promote greater participation in campus discourse.

Visual storytelling, multimedia content, and real-time updates were identified as the most effective engagement strategies. These approaches enable campus publications to present information in ways that are appealing and accessible to digital audiences.

However, effective social media engagement requires strategic planning and consistent content development. Campus publications must adopt structured digital communication strategies to maximize audience interaction.

RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:



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1. Campus publications may develop structured social media strategies that incorporate multimedia storytelling and audience interaction.
2. Journalism educators may integrate social media management and digital engagement strategies into campus journalism training programs.
3. Campus journalists may explore the use of emerging platforms such as short-form video content to enhance audience engagement.
4. Future research may examine the relationship between social media engagement and audience trust in campus publications.

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Ethical Challenges in Campus Journalism: A Qualitative Case Study

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Abstract

Aim: This study investigated the ethical challenges encountered by campus journalists when reporting controversial campus issues. The research explored how student journalists navigate ethical dilemmas related to institutional pressure, information verification, and maintaining objectivity in reporting.

Methodology: A qualitative case study design was employed to examine the experiences of campus journalists and publication advisers. Data were collected through in-depth interviews with ten campus journalists and five publication advisers from selected higher education institutions. The collected data were analyzed using thematic analysis to identify key patterns and ethical concerns in campus journalism practice.

Results: The study identified three major ethical challenges faced by campus journalists: institutional pressure from school administrators, difficulties in verifying information in the digital environment, and maintaining objectivity when reporting sensitive campus issues. These challenges influence editorial decisions and may affect the independence and credibility of campus publications.

Conclusion: Campus journalists frequently encounter ethical dilemmas that require strong professional judgment and adherence to journalistic principles. Strengthening journalism ethics education and promoting editorial independence are essential to support responsible campus reporting.

Keywords: *campus journalism, journalism ethics, student media, editorial independence, qualitative research*

INTRODUCTION

Campus journalism serves an important role in educational institutions by promoting transparency, accountability, and open dialogue within academic communities. Student publications provide platforms for reporting campus events, addressing institutional issues, and representing the voices of students in academic discourse.

Through investigative reporting, opinion writing, and feature storytelling, campus journalists contribute to the development of an informed and engaged student population. Campus publications also serve as training grounds for future journalists, helping students develop professional competencies in reporting, writing, and ethical decision-making.

However, campus journalists often encounter ethical challenges when reporting sensitive issues involving institutional policies, administrative decisions, and student concerns. These challenges may include pressure from school administrators, limited access to information, and difficulties in verifying facts within rapidly changing digital environments.

Student journalists may also experience tension between maintaining editorial independence and complying with institutional expectations. In some cases, school administrators may attempt to influence editorial decisions or discourage coverage of controversial issues that could affect the institution's reputation.

Another major ethical challenge involves verifying information in the digital age. Social media platforms have become important sources of news and information, but they also contribute to the spread of misinformation and unverified claims. Campus journalists must therefore exercise careful judgment in evaluating digital sources and verifying facts before publication.

Maintaining objectivity is another fundamental ethical principle in journalism. Student journalists must ensure that their reporting is balanced, accurate, and free from personal bias. However, achieving objectivity can be challenging when reporting issues that directly affect their own academic communities.

Despite the importance of ethical journalism practices in campus media, limited research has explored the ethical challenges experienced by campus journalists. Understanding these challenges is essential for strengthening journalism education and supporting responsible campus reporting.

This study therefore investigated the ethical challenges encountered by campus journalists in reporting controversial campus issues.



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Review of Related Literature and Studies

Journalism ethics is a fundamental component of responsible media practice. Ethical journalism emphasizes accuracy, fairness, independence, and accountability in reporting. According to Kovach and Rosenstiel (2021), the primary obligation of journalism is to provide citizens with truthful and verified information. Journalists must therefore adhere to ethical standards that promote credibility and public trust.

In the context of campus journalism, ethical decision-making plays a crucial role in maintaining the integrity of student publications. Campus journalists often report on issues involving university governance, student rights, and institutional policies. These topics may create ethical dilemmas that require careful consideration of journalistic principles.

Research on student media has highlighted the importance of editorial independence in campus publications. Editorial independence allows student journalists to report freely without undue influence from school administrators or external stakeholders. However, studies have shown that campus publications sometimes face administrative pressures that may affect editorial decision-making.

The rise of digital media has also introduced new ethical challenges for journalists. Social media platforms allow information to spread rapidly, but they also increase the risk of misinformation and unverified content. Journalists must therefore adopt rigorous verification practices to ensure the accuracy of information obtained from digital sources.

Objectivity remains another essential principle in journalism ethics. Ethical reporting requires journalists to present multiple perspectives and avoid personal bias. However, maintaining objectivity can be particularly difficult for campus journalists who are reporting issues that directly affect their own institutions.

Understanding how campus journalists navigate these ethical challenges can provide valuable insights for improving journalism education and strengthening ethical reporting practices within student media organizations.

Theoretical Framework

This study is grounded in **Normative Theory of the Press** and **Ethical Decision-Making Theory in Journalism**. Normative Theory of the Press explains the ethical responsibilities of media organizations in democratic societies. According to this theory, journalism should promote truth, accountability, and public interest while maintaining independence from institutional influence (Christians et al., 2016).

Ethical Decision-Making Theory suggests that journalists rely on professional values, ethical principles, and situational judgment when making editorial decisions. Journalists must evaluate competing interests and consider the potential consequences of their reporting decisions.

These theoretical perspectives explain how campus journalists navigate ethical dilemmas and make editorial decisions when reporting sensitive campus issues.

Statement of the Problem

This study aimed to examine the ethical challenges encountered by campus journalists in reporting controversial campus issues.

Specifically, the study sought to answer the following questions:

1. What ethical challenges do campus journalists encounter when reporting controversial campus issues?
2. How do institutional pressures influence editorial decision-making in campus publications?
3. How do campus journalists maintain objectivity and accuracy in reporting sensitive issues?

METHODS

Research Design

The study employed a **qualitative case study research design**. This approach was appropriate because the research sought to explore the experiences and perspectives of campus journalists in dealing with ethical challenges.

Participants

The participants consisted of **15 individuals**:

- 10 campus journalists
- 5 campus publication advisers

Participants were selected through purposive sampling to ensure that they had direct experience in campus journalism and editorial decision-making.



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Data Collection

Data were collected through **in-depth interviews** with participants. Interviews lasted approximately 45 to 60 minutes and focused on participants' experiences in reporting controversial campus issues and dealing with ethical challenges.

Interview questions explored topics such as:

- editorial independence
- institutional influence
- fact verification practices
- maintaining objectivity in reporting

Data Analysis

The interview transcripts were analyzed using **thematic analysis**. The analysis involved identifying recurring themes and patterns related to ethical challenges in campus journalism.

RESULTS AND DISCUSSION

The analysis of interview data revealed three major ethical challenges faced by campus journalists.

Institutional Pressure

One of the most frequently mentioned challenges was institutional pressure from school administrators. Several participants reported situations in which administrators expressed concerns about certain news stories or requested modifications to published content.

Campus journalists described the tension between maintaining editorial independence and preserving positive relationships with school administrators. Some participants explained that they had to carefully balance their commitment to journalistic integrity with institutional expectations.

These findings highlight the importance of editorial independence in campus journalism. Without editorial autonomy, student publications may face limitations in reporting issues that affect their academic communities.

Information Verification Difficulties

Another major challenge identified in the study was the difficulty of verifying information in digital environments. Participants reported that social media platforms often contain conflicting or incomplete information about campus issues.

Campus journalists explained that verifying online information requires additional effort, including contacting multiple sources and confirming facts through official statements.

The rapid spread of misinformation on social media makes verification an essential component of ethical journalism practice.

Maintaining Objectivity in Reporting

Maintaining objectivity was also identified as a significant ethical challenge. Campus journalists often report issues involving their own institutions, classmates, and professors. These personal connections can make it difficult to remain completely neutral.

Participants explained that they try to maintain objectivity by presenting multiple perspectives and relying on verified information sources. However, they acknowledged that achieving complete objectivity can be challenging in campus journalism contexts.

These findings emphasize the importance of ethical awareness and professional judgment in student media organizations.

CONCLUSION

The study revealed that campus journalists face complex ethical challenges when reporting controversial issues within their academic institutions. Institutional pressure, information verification difficulties, and maintaining objectivity were identified as the primary ethical concerns affecting editorial decision-making.



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Despite these challenges, campus journalists demonstrate strong commitment to responsible journalism practices. Their efforts to maintain accuracy, fairness, and independence highlight the importance of ethical journalism education. Strengthening ethics training and supporting editorial independence can help campus journalists navigate ethical dilemmas and maintain the credibility of student publications.

RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:

1. Journalism programs may strengthen ethics education to prepare student journalists for ethical decision-making in newsroom environments.
2. Universities may establish policies that support editorial independence in campus publications.
3. Campus publications may develop ethical guidelines for reporting controversial issues.
4. Future research may explore how ethical challenges influence the professional development of student journalists.

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