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Artificial Intelligence integration in campus journalism: Examining AI utilization in student media publications

Richard D. Sanchez
John B. Lacson Foundation Maritime University (Arevalo), Inc., Iloilo City, Philippines
Corresponding Author email: chardsanchez23@gmail.com

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ABSTRACT

Aim: This study examined the extent of artificial intelligence (AI) utilization in campus publications among student journalists and campus media advisers. Specifically, the study investigated the use of AI technologies in news writing, editing, multimedia production, fact-checking, and newsroom workflow management. The research also explored the implications of AI integration for journalism education, ethical reporting, and campus media practice.

Methodology: The study employed a quantitative descriptive research design. Using purposive sampling, data were collected from 210 student journalists and campus publication advisers from selected Philippine educational institutions. Mean and standard deviation were utilized to analyze AI utilization across newsroom functions.

Results: Findings revealed that artificial intelligence was utilized to a high extent in campus publications, particularly in grammar checking, headline generation, multimedia enhancement, and content editing. However, AI utilization in investigative journalism, ethical decision-making, and source verification remained only moderate. The findings further showed that while AI technologies improved newsroom productivity and content efficiency, concerns regarding misinformation, plagiarism, algorithmic bias, and overreliance on automated systems persisted among respondents.

Conclusion: The study concluded that artificial intelligence is becoming an emerging support mechanism in campus journalism practice. AI technologies contribute positively to newsroom efficiency and digital content production; however, responsible integration grounded in journalism ethics, media literacy, and human editorial oversight remains essential. The study contributes to journalism and media studies by providing empirical insights into the evolving relationship between artificial intelligence and campus media practice.

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

INTRODUCTION

Artificial intelligence (AI) has emerged as one of the most transformative technological developments influencing journalism and media practice in the digital era. Across global news organizations, AI-driven technologies are increasingly integrated into newsroom operations to automate routine journalistic tasks, improve audience engagement, enhance multimedia production, and accelerate information dissemination (Radcliffe, 2025). Through machine learning, natural language processing, and automated content generation systems, AI technologies now assist journalists in writing, editing, fact-checking, and analyzing large datasets in real time (Kothari & Cruikshank, 2022).

The rapid expansion of digital journalism has significantly reshaped traditional newsroom structures and communication processes. Contemporary media organizations utilize AI-powered applications for automated reporting, personalized news recommendations, audience analytics, transcription services, and misinformation detection. According to Kevin-Alerechi et al. (2025), AI technologies improve newsroom efficiency by reducing repetitive production tasks and enabling journalists to focus on interpretative and investigative reporting functions. These

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developments illustrate how technological innovation continues to redefine media production and communication systems in democratic societies (Dariush & Piriyaei, 2025).

In the Philippine educational context, campus journalism plays a crucial role in shaping future journalists, communication professionals, media practitioners, and socially responsible citizens. Guided by the Campus Journalism Act of 1991 (Republic Act No. 7079), campus publications in elementary, secondary, and higher education institutions are recognized as important training grounds for developing journalistic competence, freedom of expression, leadership, and civic consciousness among students. The law institutionalizes campus journalism as a mechanism for promoting ethical journalism practices, responsible communication, and democratic participation within academic communities.

In Philippine schools and universities, campus publications function not only as student information platforms but also as spaces where learners develop critical thinking, editorial responsibility, media literacy, and social awareness. Student journalists are trained to gather, verify, analyze, and communicate information relevant to school and community concerns while adhering to principles of fairness, accuracy, objectivity, and accountability. Campus journalism activities such as news writing, editorial writing, feature writing, broadcasting, photojournalism, and digital media production also help students strengthen communication competencies that are essential in contemporary media industries.

Moreover, the rapid digitalization of Philippine media environments has transformed the operations of campus publications. Many student media organizations now utilize online publishing platforms, social media networks, multimedia storytelling tools, and digital newsroom systems to disseminate information efficiently and engage wider audiences. The emergence of artificial intelligence (AI)-assisted technologies further influences campus journalism practices by introducing automated writing support, grammar correction tools, multimedia enhancement applications, content summarization systems, and audience analytics platforms. These technological developments create opportunities for improving newsroom productivity, digital storytelling, and content accessibility among student journalists.

However, the integration of digital and AI technologies within Philippine campus journalism also presents significant ethical and educational challenges. Concerns regarding misinformation, plagiarism, algorithmic bias, unverified content generation, declining critical analysis, and excessive dependence on automated systems have become increasingly relevant in student media environments. Since student journalists are still developing professional competencies and ethical decision-making skills, the responsible use of AI technologies requires strong journalism education, media literacy formation, and editorial supervision from campus media advisers and educational institutions. Consequently, campus journalism in the Philippines remains an essential avenue for balancing technological innovation with ethical journalism practice, democratic participation, and responsible communication in the digital age.

The growing integration of AI technologies into campus journalism introduces both opportunities and challenges for student publications (Fernández-Barrero et al., 2024). AI-assisted writing applications, automated editing systems, multimedia enhancement tools, and content summarization technologies can improve writing efficiency, production quality, and digital storytelling practices. These technologies may also assist student journalists in meeting the increasing demands of online publishing and multimedia communication.

However, the integration of artificial intelligence in journalism also raises significant ethical and professional concerns. Scholars have warned that excessive dependence on automated technologies may contribute to misinformation, plagiarism, algorithmic bias, weakened editorial judgment, and declining journalistic accountability (Kalfeli & Angeli, 2025). In campus journalism settings, where student journalists are still developing ethical reasoning and professional competencies, responsible AI utilization becomes an important issue in journalism education and media practice.

Recent studies from 2021–2026 highlight the increasing use of AI technologies in journalism education and newsroom training environments (Docallas, 2025; Kothari & Cruikshank, 2022). AI-assisted tools are now utilized for writing enhancement, digital storytelling, audience engagement analysis, and newsroom simulations. Nevertheless, existing research largely focuses on professional media organizations, leaving limited empirical evidence regarding how campus publications and student journalists utilize AI technologies in actual journalism practice, particularly within developing countries.

Despite the increasing adoption of AI tools in media environments, limited studies have examined the extent of AI utilization in campus journalism practice. Most existing research emphasizes professional journalism, media industries, or automated journalism systems rather than student-run publications and journalism education environments. Consequently, there remains a significant research gap concerning how AI technologies influence campus media workflows, ethical reporting practices, and journalism training among student journalists.

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This study addresses this gap by examining the extent of artificial intelligence utilization in campus publications among student journalists and campus media advisers. Specifically, the research investigates AI usage in writing assistance, editing, multimedia production, fact-checking, and newsroom workflow management. The findings of this study may contribute to journalism studies, media literacy education, campus journalism practice, and communication research by providing empirical insights into the evolving role of artificial intelligence in student media environments.

Review of Related Literature and Studies

Artificial intelligence has become increasingly influential in journalism and communication industries due to its ability to automate newsroom functions and improve digital media production. AI technologies enable journalists to gather, process, analyze, and distribute information efficiently through algorithmic systems and automated tools. According to Nasser El Erafy (2023), AI-driven systems are now utilized for news writing, audience analytics, automated transcription, recommendation systems, and multimedia enhancement.

Kotenidis and Veglis (2021) described algorithmic journalism as a communication practice where computational systems support journalistic tasks such as data analysis, content generation, and information verification. Automated journalism technologies allow media organizations to generate news reports rapidly using structured datasets while maintaining consistent formatting and newsroom efficiency. The increasing integration of algorithms into journalism reflects the growing dependence of media institutions on digital technologies (Hastuti et al., 2025).

Similarly, Fernández-Barrero et al. (2024) explained that AI technologies are increasingly integrated into newsroom operations to improve workflow efficiency and audience engagement. AI systems are now utilized for automated transcription, social media monitoring, fact-checking assistance, and multimedia editing. The study emphasized that while AI technologies support newsroom productivity, human editorial oversight remains essential in ensuring ethical journalism and contextual accuracy.

Husnain et al. (2024) argued that artificial intelligence offers both opportunities and challenges for journalism education. AI-assisted writing tools can support journalism students in improving grammar, organization, and digital storytelling techniques. Additionally, AI technologies may help educational institutions simulate modern newsroom environments that prepare students for technologically advanced media industries. However, the study also emphasized that journalism educators must teach students responsible AI usage and critical media literacy skills.

Recent literature further highlights ethical concerns regarding AI integration in journalism practice. Algorithmic journalism may contribute to misinformation, automated bias, reduced transparency, and weakened editorial accountability when AI systems are used without sufficient human supervision. Journalism ethics require journalists to verify sources, ensure accuracy, and maintain professional responsibility regardless of technological advancements (Pavlik, 2023).

Digital journalism practices among young journalists and student media organizations have also evolved significantly due to online media platforms and multimedia communication technologies. Burgess and Hurcombe (2021) reported that emerging journalists increasingly depend on digital tools, analytics platforms, and multimedia applications to create audience-centered news content. Social media integration and online publishing systems have transformed how campus journalists gather, produce, and distribute information within academic communities.

Within campus journalism environments, AI technologies may provide opportunities for improving newsroom efficiency, content quality, and multimedia production. However, the adoption of AI tools in student publications also requires ethical guidelines, editorial supervision, and media literacy education to prevent misuse and misinformation.

Although numerous studies discuss AI integration in professional journalism and media industries, limited empirical research focuses specifically on AI utilization within campus publications and student journalism settings. Most studies concentrate on commercial media organizations rather than educational journalism environments. Therefore, this study contributes to the growing body of literature by examining how student journalists and campus media advisers utilize AI technologies in campus publications.

Synthesis of Literature and Research Gap

The reviewed literature demonstrates that artificial intelligence significantly influences journalism practice, newsroom efficiency, and digital media production. Existing studies consistently highlight the benefits of AI technologies in automated reporting, content editing, audience engagement, and newsroom management. Furthermore, scholars emphasize the importance of ethical journalism, media literacy, and human editorial oversight in AI-assisted media environments.

However, most existing studies focus on professional media organizations and commercial journalism industries. Limited empirical evidence exists regarding the extent of AI utilization in campus publications and journalism

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education environments, particularly among student journalists in developing educational contexts. Moreover, few studies examine how AI technologies influence newsroom workflow, ethical decision-making, and journalism practice within student-run media organizations.

This study addresses these research gaps by examining the extent of artificial intelligence utilization in campus publications. The findings may contribute to journalism education, media literacy development, campus journalism practice, and communication scholarship by providing evidence-based insights into the responsible integration of AI technologies in student media environments.

Theoretical Framework

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

Technological Determinism Theory, introduced by Marshall McLuhan, posits that technological advancements significantly shape social structures, communication systems, and institutional practices (Hallström, 2022). In journalism, emerging technologies influence how information is gathered, processed, and disseminated. The integration of artificial intelligence into newsroom operations demonstrates how technology reshapes journalistic workflows, communication practices, and audience engagement strategies.

Meanwhile, Diffusion of Innovation Theory, developed by Everett Rogers, explains how innovations are adopted within organizations and communities over time. The theory suggests that technological adoption depends on perceived usefulness, compatibility, complexity, trialability, and observability (Wolf, 2022). Within campus journalism environments, student journalists and media advisers evaluate AI technologies based on their efficiency, accessibility, and relevance to newsroom practices.

These theories provide a framework for understanding how artificial intelligence technologies influence campus journalism practices and how student journalists adopt AI tools within educational media environments.

Conceptual Framework

The conceptual framework of the study is anchored on the relationship between Artificial Intelligence (AI) utilization in campus publications as the independent variable and campus journalism practice efficiency as the dependent variable. AI utilization in campus publications includes the use of AI-assisted writing tools, editing and grammar correction tools, multimedia production tools, fact-checking and verification tools, and newsroom workflow management tools. These technologies are expected to support campus journalists in producing content more efficiently, accurately, and creatively within the demands of modern digital journalism.

On the other hand, campus journalism practice efficiency is reflected through writing productivity, editing quality, workflow efficiency, and multimedia content development. The framework assumes that the effective integration of AI technologies in campus publications can significantly improve the overall performance and operational efficiency of student journalists and campus media organizations. Through the use of AI-driven tools, campus publications may enhance the speed, quality, organization, and multimedia capabilities of journalistic work, thereby strengthening contemporary campus journalism practices.

Statement of the Problem

The increasing integration of artificial intelligence (AI) technologies in journalism and digital media has significantly transformed news production, editing, content verification, and multimedia storytelling. In campus publications, student journalists and media advisers are gradually adopting AI-driven tools to improve efficiency, accuracy, and productivity in journalistic work. However, despite the growing accessibility of AI technologies, there remains limited understanding regarding the extent of AI utilization in campus journalism practices and its implications for journalism education, ethical reporting, and responsible media practice. This study sought to examine the extent of artificial intelligence utilization in campus publications among student journalists and campus media advisers.

Research Objectives

General Objective

To examine the extent of artificial intelligence utilization in campus publications among student journalists and campus media advisers.

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Specific Objectives

1. To determine the extent of AI-assisted news writing utilization in campus publications;
2. To assess the extent of AI utilization in editing and grammar correction;
3. To examine the utilization of AI technologies in multimedia production;
4. To determine the extent of AI utilization in fact-checking and verification processes;
5. To assess the use of AI technologies in newsroom workflow management; and
6. To identify the implications of AI integration for journalism education, ethical reporting, and responsible media practice.

Research Questions

1. What is the extent of artificial intelligence utilization in campus publications in terms of:
   a. AI-assisted news writing;
   b. editing and grammar correction;
   c. multimedia production;
   d. fact-checking and verification; and
   e. newsroom workflow management?
2. What is the overall level of artificial intelligence integration in campus journalism practice?
3. What implications do the findings have for journalism education, ethical reporting, and responsible media practice?

METHODS

Research Design

The study employed a quantitative descriptive research design to examine the extent of artificial intelligence (AI) utilization in campus journalism practices among student journalists and campus publication advisers. This research design was appropriate because the study aimed to systematically describe patterns, levels, and applications of AI technologies within student media environments without manipulating variables or establishing causal relationships. Quantitative descriptive research is commonly utilized in journalism and communication studies to assess technological adoption, media practices, and newsroom trends through the collection and analysis of numerical data. The design enabled the researcher to obtain measurable information regarding AI-assisted writing, editing, multimedia production, fact-checking, and newsroom workflow management in campus publications.

Population and Sampling

The respondents of the study consisted of 210 participants composed of student journalists and campus publication advisers from selected public and private basic education institutions and higher education institutions in the Philippines with active campus journalism and student publication programs. Of the total respondents, 180 were student journalists and 30 were campus publication advisers. In terms of educational classification, 120 respondents came from junior high school and senior high school institutions, while 90 respondents were from colleges and universities.

Specifically, among the 120 respondents from basic education institutions, 105 were student journalists and 15 were campus publication advisers. Meanwhile, among the 90 respondents from higher education institutions, 75 were student journalists and 15 were campus publication advisers. The respondents were selected using purposive sampling to ensure that participants possessed direct involvement and experience in campus journalism activities such as news writing, editorial work, multimedia production, fact-checking, digital publishing, and publication management. This sampling technique was considered appropriate because the study specifically targeted individuals actively engaged in campus media operations and AI-assisted journalism practices.

Since purposive sampling was employed, the findings of the study may not fully represent all campus journalists and student media organizations in the Philippines. However, the selected participants provided relevant and information-rich data necessary for examining AI utilization in campus journalism environments.

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Research Instrument

The study utilized a researcher-developed survey questionnaire designed to assess the extent of artificial intelligence utilization in campus journalism practices. The instrument consisted of two parts. Part I gathered demographic information about the respondents, including their role in campus publications and institutional classification. Part II measured the extent of AI utilization in areas such as writing assistance, editing and grammar correction, multimedia production, fact-checking, and newsroom workflow management. The questionnaire consisted of 30 indicators distributed across five dimensions of AI utilization.

The questionnaire utilized a five-point Likert scale with the following response categories: 5 – Very High, 4 – High, 3 – Moderate, 2 – Low, and 1 – Very Low. To ensure content validity, the instrument was evaluated by three experts specializing in journalism education, communication research, and media studies. Their recommendations regarding clarity, relevance, organization, and alignment with the study objectives were incorporated prior to the conduct of the actual data collection.

A pilot test involving 30 respondents who were not included in the actual study was conducted to determine the reliability of the instrument. The questionnaire obtained a Cronbach's alpha coefficient of 0.89, indicating high internal consistency and reliability for research purposes.

Data Collection Procedure

Prior to the conduct of the study, formal permission was secured from school administrators, campus publication advisers, and institutional authorities of the participating educational institutions. Data collection was conducted from January to February 2026 through both face-to-face distribution of survey questionnaires and online data collection platforms to accommodate respondents from different institutions and locations.

Before answering the questionnaire, respondents were informed regarding the objectives and significance of the study, the voluntary nature of participation, and the confidentiality of their responses. Informed consent was obtained from all participants prior to data gathering. The researcher ensured that respondents were given sufficient time to answer the questionnaire honestly and independently. Retrieved questionnaires were checked for completeness before data analysis.

Treatment of Data

The data gathered from the respondents were analyzed using appropriate descriptive statistical tools. Frequency count and percentage were utilized to describe the demographic profile of the respondents. Mean was used to determine the extent of artificial intelligence utilization in campus journalism practices, while standard deviation was employed to measure the consistency and variability of the respondents' answers.

The following scale interpretation was utilized in analyzing the extent of AI utilization:

Table 1
Scale Interpretation

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

The statistical treatment enabled the researcher to systematically interpret patterns of AI utilization among student journalists and campus publication advisers within campus media environments. Since the primary objective was to describe the extent of AI utilization rather than determine differences or relationships, descriptive statistics were deemed sufficient.

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Ethical Considerations

The study strictly observed ethical standards in conducting research involving human participants. Prior to participation, respondents were informed regarding the objectives, significance, and procedures of the study. Informed consent was secured from all participants, and their participation was entirely voluntary. Respondents were assured that they could withdraw from the study at any point without penalty or negative consequences.

Confidentiality and anonymity of responses were maintained throughout the research process. No personal identifiers were disclosed in the presentation, interpretation, and reporting of the findings. The data gathered were used solely for academic and research purposes related to journalism and communication studies. Electronic and printed research data were securely stored and were accessible only to the researcher to ensure responsible handling and protection of participant information.

RESULTS AND DISCUSSION

Table 2

Extent of Artificial Intelligence Utilization in Campus Publications

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

The findings revealed that artificial intelligence technologies were utilized to a high extent in campus publications, with an overall grand mean of 3.41. This result indicates that student journalists and campus publication advisers increasingly integrate AI-assisted technologies into newsroom operations, digital content production, and communication processes within campus media environments. The findings reflect the growing digital transformation of journalism practices in educational institutions, where AI technologies are gradually becoming embedded in routine journalistic activities. The increasing accessibility of AI-powered applications allows student journalists to enhance efficiency, streamline production processes, and improve the overall quality of campus media outputs. This development demonstrates how emerging technologies continuously reshape journalism practice, even within student-led media organizations and educational communication settings.

Editing and grammar correction tools obtained the highest mean score of 3.74, interpreted as high. This finding suggests that respondents frequently utilize AI applications to improve grammatical accuracy, sentence construction, coherence, readability, and writing clarity in journalistic outputs. Student journalists appear to depend significantly on AI-assisted editing technologies to refine news articles, editorials, feature stories, and multimedia scripts before publication. The high utilization of these tools may be attributed to the need for producing polished and professionally written content despite time constraints and varying writing competencies among student journalists. AI-assisted editing technologies provide immediate feedback on language mechanics, enabling users to identify grammatical errors and improve writing quality efficiently. This finding supports the study of Pavlik (2023), which emphasized that AI-assisted writing technologies enhance writing efficiency, newsroom productivity, and journalism education practices. Furthermore, the result reflects how AI technologies may contribute positively to strengthening communication competencies and writing confidence among student journalists while supporting the evolving demands of digital journalism environments.

AI-assisted writing tools also received a high rating with a mean score of 3.58. The finding implies that student journalists commonly utilize AI technologies for headline generation, automated summarization, content organization, writing assistance, idea generation, and drafting preliminary news content. This suggests that AI applications are increasingly becoming supplementary tools in campus newsroom writing processes. The growing use of AI-assisted writing technologies may be associated with the increasing workload and fast-paced demands of online publishing platforms, where campus publications are expected to produce timely and engaging digital content for school

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communities and social media audiences. AI technologies may help student journalists improve writing efficiency by organizing ideas, generating writing prompts, and simplifying repetitive writing tasks. The integration of AI writing applications reflects the broader transformation of journalism practice within the digital era, where technological innovation influences how information is gathered, processed, and disseminated. The finding also supports the argument of Kotenidis and Veglis (2021), who explained that algorithmic journalism increasingly supports journalistic functions such as content production and information processing through computational systems.

Multimedia production tools obtained a mean score of 3.41, also interpreted as high. This finding indicates that AI technologies are increasingly utilized in creating visual content, editing videos, enhancing graphics, improving audio quality, and supporting digital storytelling activities within campus publications. The increasing use of multimedia technologies reflects the changing nature of journalism, where audience engagement is no longer limited to text-based reporting but now includes visual, interactive, and multimedia communication formats. Student journalists may utilize AI-assisted multimedia applications to improve the aesthetic quality, accessibility, and audience appeal of digital news content published through online platforms and social media channels. The result demonstrates that campus publications are adapting to the multimedia-oriented demands of contemporary journalism by integrating digital storytelling technologies into newsroom practices. The finding aligns with Huang et al. (2023), who reported that emerging journalists increasingly depend on multimedia technologies and digital platforms to strengthen audience engagement and improve online communication strategies. Moreover, the utilization of AI-enhanced multimedia tools may contribute to more innovative and creative forms of campus journalism that attract wider student readership and participation.

Meanwhile, fact-checking and verification tools obtained only a moderate rating with a mean score of 3.09. This finding indicates that although AI technologies assist student journalists in identifying information and verifying digital content, respondents continue to rely heavily on traditional journalistic verification practices and human editorial judgment. The moderate utilization level may suggest that student journalists remain cautious regarding the reliability and accuracy of AI-generated information, particularly in news verification and ethical reporting. Journalism practice fundamentally requires credibility, accountability, and source validation; thus, respondents may perceive human verification processes as more trustworthy than automated systems alone. The result further implies that AI technologies in fact-checking may still have limitations in detecting contextual inaccuracies, misinformation, manipulated media, and fabricated content. Additionally, concerns regarding AI hallucinations, misinformation, and algorithmic bias may influence the cautious adoption of AI-assisted verification systems within campus journalism environments. This finding highlights the continuing importance of ethical journalism principles and responsible editorial supervision in ensuring the credibility and integrity of campus publications. The result supports the arguments of Fernández-Barrero et al. (2024), who emphasized that although AI systems improve newsroom efficiency, human editorial oversight remains essential in maintaining contextual accuracy and ethical journalism standards.

Similarly, newsroom workflow management tools obtained a moderate mean score of 3.22. This finding suggests that AI technologies are moderately integrated into newsroom scheduling, task coordination, publication management, collaborative editing, and organizational communication systems within campus media organizations. The moderate level of utilization may indicate that while AI technologies are recognized as useful tools for improving operational efficiency, many campus publications still rely on traditional organizational structures and manual workflow systems. Limited technological infrastructure, inconsistent internet accessibility, insufficient institutional support, and varying levels of digital literacy among student journalists may influence the slower adoption of AI-assisted workflow management technologies. Furthermore, some campus publications, particularly in resource-constrained educational institutions, may have limited access to advanced AI-based newsroom management platforms and collaborative digital systems. The finding demonstrates that technological integration in campus journalism is influenced not only by the availability of AI tools but also by institutional readiness, technological resources, and user competence. This observation supports the Diffusion of Innovation Theory of Rogers, as discussed by Wolf (2022), which explains that the adoption of innovations depends on factors such as perceived usefulness, compatibility, accessibility, and complexity.

The findings further support the arguments of Dariush and Piriyaei (2025) and Kalfeli and Angeli (2025), who emphasized that although AI technologies significantly improve newsroom efficiency, content production, and communication processes, ethical concerns regarding misinformation, plagiarism, algorithmic bias, transparency, and overreliance on automated systems remain major issues in journalism practice. The increasing use of AI technologies in campus publications raises important ethical and educational concerns because student journalists are still developing professional competencies, editorial judgment, and responsible media practices. Excessive dependence on AI-generated content may weaken critical thinking, investigative skills, originality, and independent journalistic analysis if not properly guided by ethical standards and educational supervision. Moreover, AI systems may unintentionally

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reproduce biased information, inaccurate interpretations, or misleading narratives when utilized without adequate verification and contextual evaluation. These concerns emphasize that artificial intelligence should function only as a complementary tool that supports journalism practice rather than replacing human editorial expertise, ethical reasoning, and accountability.

Overall, the findings demonstrate that artificial intelligence technologies contribute positively to productivity, writing efficiency, multimedia development, and digital content production within campus publications. AI-assisted tools appear to support student journalists in adapting to the rapidly evolving demands of digital journalism and multimedia communication environments. However, the findings also reveal that responsible integration, ethical oversight, media literacy education, and human editorial supervision remain essential in ensuring that AI utilization supports credible, ethical, and socially responsible journalism practice. The results underscore the importance of strengthening journalism education programs that integrate AI literacy, ethical reporting principles, fact-checking competencies, and responsible digital communication practices among student journalists and campus media advisers. Through balanced and ethical integration, AI technologies may enhance campus journalism practice while preserving the core values of truthfulness, accountability, fairness, and responsible communication.

Despite the significant findings of the study, several limitations should be acknowledged. First, the study utilized a quantitative descriptive research design that focused primarily on describing the extent of AI utilization without examining causal relationships or deeper behavioral factors influencing technology adoption among student journalists. Second, the study relied on self-reported responses from participants, which may be subject to response bias, social desirability bias, or varying interpretations of AI utilization practices. Third, the respondents were selected using purposive sampling from selected educational institutions in the Philippines; therefore, the findings may not fully represent all campus journalists, student publications, and educational institutions nationwide. Fourth, the study focused mainly on the utilization of AI technologies in campus journalism practices and did not extensively examine the long-term effects of AI integration on journalistic ethics, editorial independence, media credibility, and audience trust. Finally, the rapidly evolving nature of artificial intelligence technologies means that patterns of AI utilization in journalism may continue to change beyond the period covered by the study. Future researchers may conduct broader mixed-method or longitudinal studies to explore the deeper implications of artificial intelligence on journalism education, newsroom ethics, digital literacy, and campus media sustainability.

Conclusion

The study concluded that artificial intelligence technologies are increasingly integrated into campus journalism practice, particularly in writing assistance, editing, grammar correction, and multimedia production. AI technologies contribute positively to newsroom productivity, workflow efficiency, and digital content development among student publications.

However, the findings also revealed that AI utilization in fact-checking, verification, investigative journalism, and editorial decision-making remains moderate, indicating that human oversight and journalistic ethics continue to play essential roles in campus media operations. The study further demonstrated that concerns regarding misinformation, plagiarism, algorithmic bias, and ethical accountability persist despite the advantages offered by AI technologies.

The study contributes to journalism studies and communication research by providing empirical evidence regarding the evolving role of artificial intelligence in campus publications. The findings emphasize that artificial intelligence should function as a complementary tool that supports responsible journalism practice rather than replacing human editorial expertise and ethical decision-making.

Recommendations

1. Campus media organizations may develop institutional guidelines on the responsible and ethical use of artificial intelligence technologies in student publications.
2. Journalism educators may integrate AI literacy, ethical journalism, and digital verification training into journalism and communication curricula.
3. Student journalists may be encouraged to utilize AI technologies responsibly while maintaining independent editorial judgment and source verification practices.
4. Schools and educational institutions may provide training workshops on ethical AI integration, fact-checking, multimedia production, and responsible digital journalism practices.
5. Future researchers may conduct studies examining the impact of artificial intelligence on journalism ethics, media credibility, editorial independence, and audience trust in campus media environments.

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