CHARLES UNIVERSITY

FACULTY OF SOCIAL SCIENCES

Institute of Communication Studies and Journalism

Department of Journalism

Master's Thesis

2024   **Jay-vee Marasigan Pangan**

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Start Them Young: The Influence of Education and Digital Transformation on Student Publications' Practices and Reportage in the Philippines

Master's Thesis

Author of the Thesis: Jay-vee Marasigan Pangan

Study programme: Journalism Studies

Supervisor: doc. Dr. phil. Christine Trültzsch-Wijnen, Mag. Phil.

Year of the defence: 2024

Declaration

1. I hereby declare that I have compiled this thesis using the listed literature and resources only.
2. I hereby declare that my thesis has not been used to gain any other academic title.
3. I fully agree to my work being used for study and scientific purposes.
4. During the preparation of this thesis, the author used **MAXQDA** in order to **facilitate the analysis of qualitative data**. After using this tool, the author reviewed and edited the content as necessary and takes full responsibility for the content of the publication.

In Prague on   Jay-vee Marasigan Pangan

July 31, 2024

References

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Length of the Thesis: 72 pages, 150, 008 characters

Abstract

Student journalists in the Philippines are vulnerable in the rapidly changing media landscape due to digital transformation and diverse training experiences, coupled with state harassment, administrative intervention, legal scares, cyberattacks, and the tense media situation in the country. This master's thesis investigates how formal and extracurricular education and digital transformation influence the practices and reportage of student publications in the Philippines. Using Bronfenbrenner's ecological systems theory to contextualize environmental influences and Estella's conceptual framework of digital journalism competence for competency indicators, this mixed-methods study analyzes Facebook posts from 20 student publications and interviews with their editors, representing all Philippine regions.

Findings reveal that Filipino Gen Z student journalists are actively engaged as mobile and backpack journalists, adapting quickly to the digital media landscape. They report on their schools and communities, demonstrating key competencies. The study highlights the need for robust support systems, emphasizing paralegal, cybersecurity, and continuous digital transformation training. This reflexive education and practice help Filipino student journalists remain relevant and effective in a rapidly changing media environment. The unique challenges faced by Filipino student publications highlight the importance of adaptive education to empower student journalists in navigating these complexities.

Keywords
Journalism competence, students, education, digital transformation, reportage

Title
Start Them Young: The Influence of Education and Digital Transformation on Student Publications' Practices and Reportage in the Philippines

Abstrakt

Studentští novináři na Filipínách jsou v rychle se měnícím mediálním prostředí zranitelní v důsledku digitální transformace a různorodých zkušeností s tréninkem, a také kvůli státnímu obtěžování, administrativním zásahům, právním výhrůžkám, kyberútokům a napjaté mediální situaci v zemi. Tato práce zkoumá, jak formální a mimoškolní vzdělávání spolu s digitální transformací ovlivňují praxi a reportování studentských publikací na Filipínách. Práce využívá Bronfenbrennerův model ekologických systémů pro kontextualizaci environmentálních vlivů a Estellin konceptuální rámec digitálních žurnalistických kompetencí k identifikaci kompetenčních indikátorů. Zaměřuje na 20 studentských publikací, které reprezentují všechny regiony Filipín. Pomocí mixed-method přístupu analyzuje Facebookové příspěvky těchto publikací a rozhovory s jejich editory.

Zjištění ukazují, že studentští novináři generace Z se aktivně zapojují jako mobilní a „batůžkoví" novináři, kteří se rychle přizpůsobují prostředí digitálních médií. Informují o svých školách a komunitách, čímž prokazují klíčové kompetence. Studie zdůrazňuje potřebu robustních podpůrných systémů, zejména v oblasti práva, kybernetické bezpečnosti a průběžného vzdělávání reflektujícího digitální transformaci. Toto reflexivní vzdělávání a praxe pomáhají studentům žurnalistiky zůstat relevantní a efektivní v rychle se měnícím mediálním prostředí. Unikátní výzvy, kterým čelí studentské publikace, poukazují na význam adaptivního vzdělávání, které studentským novinářům umožní se v těchto složitých situacích orientovat.

Klíčová slova
Žurnalistická kompetence, studenti, vzdělávání, digitální transformaci, reportáž

Název práce
Začněte s nimi v mládí: Vliv vzdělávání a digitální transformace na praxi a reportování studentských publikací na Filipínách

Acknowledgement

Approved Thesis proposal

Institute of Communication Studies and Journalism FSV UK Research proposal for Erasmus Mundus Journalism Diploma Thesis	
THIS PART TO BE FILLED BY STUDENT:	
Student's surname and given name: Pangan, Jay-vee Marasigan	**Registry stamp: / Razítko podatelny:**
Start of studies for EMJ (in Aarhus) September 2022	**Univerzita Karlova** **Fakulta sociálních věd**
Your faculty e-mail: 96858056@fsv.cuni.cz	Došlo dne: 1 1 -12- 2023 -1-
Study program/form of study: Erasmus Mundus Journalism	Čj: 479 Příloh:
Thesis title in English:	Přiděleno:
Start Them Young: The Influence of Education and Digitization on Student Publications' Practices and Reportage in the Philippines	
Expected date of submission (semester, academic year) (Thesis must be submitted according to the Academic Calendar.) Summer Semester 2024	
Main research question (max. 250 characters): To what extent do formal and extracurricular education and digitization impact the practices and reportage of student publications in the Philippines?	
Current state of research on the topic (max. 1800 characters): While mainstream news media have been extensively researched, the college newspaper environment remains relatively underexplored. This gap is echoed by Bockino (2018) who called into question the role of college newspapers amid the evolving media landscape in the US. In the US, ongoing discussions revolve around whether college newspapers should mirror industry publications or prioritize the educational objective of providing a platform for budding journalists to practice and enhance their skills (Christians, Glasser, McQuail, Nordenstreng, & White, 2009). Allsop (2022) sheds lights on the threats facing student journalism in the US, while Farquhar and Carey (2019) note the extensive research on the prevalence of external and self-imposed censorship based on perceived threats or consequences. However, how such practices manifest as a gatekeeping culture in schools requires further research. Highlighting a notable focus on exclusionary discourses in existing scholarship, Hendricks and Thomas (2018) assert a lack of attention to "critical incidents" where alternative discourses may emerge. They argue that "most research on journalism to date has focused on how boundary work buttresses journalistic authority by delegitimizing other agents, organizations, or practices." (2018). To fill this empirical gap and to address what Hendricks and Thomas call "critical incidents", my study aims to decenter this discourse from the US and direct scholarly attention to the Philippine context, where college newspapers face persistent threats, with over 1000 press freedom violations since 2010 according	

To draw connections and insights from these two sources of data, I will compare and integrate findings from interviews with student journalists, and the content analysis of student publications' reportage. The overarching goal is to identify the interplay between journalism competence, formal education, extracurricular activities, and digitization in shaping this competence.

Expected research design (data to be analyzed, for example, the titles of analyzed newspapers and selected time period):

I will begin by collecting samples of content from the selected student publications, encompassing both news and editorial pieces. The chosen timeframe for this collection spans from July 2022 to July 2023, thus covering a full academic year.

Subsequently, I will proceed with systematic coding and analysis of the gathered content. This process aims to draw patterns, themes, and trends in the reportage of student publications during the specified timeframe. A third-party independent coder will be involved to establish coding reliability.

Moving forward, I will conduct a separate analysis of the interview transcripts obtained from interviews with student journalists.

To draw comprehensive conclusions, I will integrate findings from both the interviews and content analysis of student publications' reportage. This approach allows for a holistic understanding of journalism competence dynamics among student journalists.

Expected thesis structure (chapters and subchapters with brief description of their content):
Introduction
Theoretical Background and Literature Review
- Journalism competence: Definitions and models
- Journalism education in the Philippines
- Role of extracurricular activities in journalism competence
- Historical context
- Press freedom challenges in the Philippines - mainstream and in the student journalism context
- Student Publications' Practices and Reportage
- Theoretical discussion linking journalism competence, education, digital age, and the student publications' practices and reportage

Research Design and Methods
- Mixed-methods, combining qualitative and quantitative methods

Data collection
- Semi-structured interviews
- Content analysis of student publications' reportage

Data analysis
- Analysis of interviews with editors-in-chief
- Content analysis of student publications' reportage
- Identification of key themes and patterns

Ethical considerations
Results and Discussion
- The impact of formal education on journalism competence
- The role of extracurricular activities in shaping competence
- Relationship between student publications' practices and reportage

- Implications for journalism education and practice

Critical Discussion
- Discussion linking theoretical background, research design and methods, and results
- Limitations and areas for future research

Conclusion
- Summary of key findings
- Contribution to the field

Bibliography

Appendices: codebook, selected transcripts, data overviews, samples of student publications' content, thesis proposal

Basic literature list (at least 5 most important works related to the topic and the method(s) of analysis; all works should be briefly characterized on 2-5 lines):

1. Estella, P. (2022)."Toward a Global and Transformative Theory-Building in Journalism Competence". Accepted paper. International Communication Association Conference, Paris, France, May 27, 2022

   Estella outlined two components in the competency model, which she referred to as the "Conceptual Framework of Digital Journalism Competence": the Cognitive-Behavioral Base and the Technological Profile. Her study "is an attempt toward a truly global and transformative tool for studying journalism competence.". I aim to shift the focus of academic discourse away from the United States. Adopting a more inclusive, globally informed framework is not only fitting but imperative.

2. Bockino, D. (2018). Preparatory journalism: The college newspaper as a pedagogical tool. Journalism & Mass Communication Educator, 73(1), 67-82.

   Using experiential learning theory as a framework, Bockino's study offers critical insights into the internal dynamics of college newspapers, positioning them as pedagogical tools. I will incorporate this in my study, but I will carefully place it in the Philippines.

3. Shoemaker, P. J., & Vos, T. (2009). Gatekeeping theory. New York, NY: Routledge.

   I will frame my analysis of college newspapers gatekeeping practices and culture based on the ideas of Shoemaker and Vos on gatekeeping. They made an important point: "Although gatekeeping has been a popular tool to explain journalistic decisions in commercial news environments, comparatively little research has focused on these processes among journalists in scholastic news environments (American Association of University Professors et al., 2016; Filak, Reinardy, & Maksl, 2009; Maksl, 2012)

4. Bodle, J. V. (1996). Assessing news quality: A comparison between community and student daily newspapers. Journalism & Mass Communication Quarterly, 73(3), 672-686.

   This quantitative study compares the quality of newswriting and news content between community (private-sector) daily newspapers and student dailies. The findings suggest that, in terms of readability, interest, and thoroughness, the news produced by students is not significantly inferior to that of community dailies. I will benchmark how the articles were quantitavely analysed to provide a better understanding of the college newspapers' reporatage.

5. Gieryn, T. F. (1983). Boundary work and the demarcation of science from non-science: Strains and interests in professional ideologies of scientists. American Sociological Review, 48, 781-795.

   and

6. Gieryn, T. F. (1999). Cultural boundaries of science: Credibility on the line. Chicago, IL: The University of Chicago Press.

to the College Editors Guild of the Philippines (CEGP). My research will delve into the multifaceted factors influencing journalism competence among student journalists in the Philippines.

Expected theoretical framework (max. 1800 characters):

In my thesis, I will incorporate two key theoretical frameworks to underpin my research into the influence of education and digitization on the practices and reportage of student journalists in the Philippines.

Gatekeeping Theory: Gatekeeping theory in journalism studies focuses on the role of media gatekeepers in deciding which news stories are published. I want to investigate how student publications' editorial decisions reflect gatekeeping processes and how these decisions impact their practices and reportage.

Conceptual Framework of Digital Journalism Competence: This is a new framework proposed by Estella (2022) outlines two components in her digital journalism competency model: the Cognitive-Behavioral Base and the Technological Profile. Her study "is an attempt toward a truly global and transformative tool for studying journalism competence. It builds on the desired competencies on industry-centered empirical research and adds the normative visions and perspectives from other works". I aim to shift the focus of academic discourse away from the United States. Adopting a more inclusive, globally informed framework is not only fitting but imperative.

By integrating these theoretical frameworks and concepts into my research, I aim to establish a strong theoretical foundation for my thesis. This will enhance the depth and breadth of my analysis as I explore how the interplay of formal education, extracurricular activities, and digitization collectively influence journalism competence among student journalists in the Philippines as reflected in their practices and reportage.

Expected methodology, and methods for data gathering and analysis (max. 1800 characters):
Employing a mixed-methods approach combining qualitative and quantitative methods, I aim to holistically explore the influence of education and digitization, particularly as reflected in the practices and reportage of student publications in the Philippines.

Purposive sampling will be employed, encompassing 20 student publications nationwide. This selection strategy includes one publication from each of the 17 regions in the Philippines, with an additional three chosen based on noteworthy cases.

Data collection will involve extracting content samples from the chosen publications. Using a systematic coding framework, guided by competence indicators articulated by Estella (2022) and other related literature, and aligned with my research questions, the analysis will scrutinize editorial stance, coverage of issues, and quality of reporting.

Then, semi-structured interviews will be conducted with editors-in-chief from the selected student newspapers, in an attempt to capture nuanced insights into their experiences.
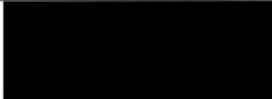
The analysis phase will involve examining content analysis data and interview transcripts separately. For the content analysis data, I will consider quantitative analysis where applicable, focusing on the prevalence of specific themes or trends in student publications' reportage.

The concept of "boundary work," originating from Gieryn's research on how scientists delineate their disciplinary boundaries, holds particular significance in the field of journalism. Within journalism, practitioners assert their authority in objective reporting. This discourse, which delineates boundaries, serves as a signaling mechanism, molding the perception of legitimate journalism and knowledge among both insiders and outsiders. In my research, I will employ this concept to scrutinize how college journalists in the Philippines use boundary-defining discourse to shape their self-identity as legitimate journalists within the context of college newspapers. This exploration will offer insights into the dynamics of student journalism and its influence on perceptions of journalism competence.

Related theses and dissertations (list of B.A., M.A. and Ph.D. theses defended at Charles University or other academic institutions in the last five years):

1. Estella, P. (2022)."Toward a Global and Transformative Theory-Building in Journalism Competence". Accepted paper. International Communication Association Conference, Paris, France, May 27, 2022

2. Farquhar, L. K., & Carey, M. C. (2019). Self-censorship among student journalists based on perceived threats and risks. Journalism & Mass Communication Educator, 74(3), 318-335.

3. Coleman, R., Lee, J. Y., Yaschur, C., Meader, A. P., & McElroy, K. (2018). Why be a journalist? US students' motivations and role conceptions in the new age of journalism. Journalism, 19(6), 800-819.

4. Bockino, D. (2018). Preparatory journalism: The college newspaper as a pedagogical tool. Journalism & Mass Communication Educator, 73(1), 67-82.

5. Macasiray, K. A. T., & Opiniano, J. M. (2022). The Voices of Students in the Learning of Journalism: Views from the Philippines. In Journalism Pedagogy in Transitional Countries (pp. 167-195). Cham: Springer International Publishing.

Date / Signature of the student:

December 9, 2023

THIS PART TO BE FILLED BY THE ACADEMIC SUPERVISOR:
I confirm that I have consulted this research proposal with the author and that the proposal is related to my field of expertise at the Faculty of Social Sciences.
I agree to be the Thesis supervisor.
doc. Dr. phil. Christine Trültzsch-Wijnen, Mag. phil. ▉▉▉▉▉▉▉ Surname and name of the supervisor   Date / Signature of the supervisor
Further recommendations related to the topic, structure and methods for analysis: As the focus of research lies on various context factors that might have an impact on practices of student journalism, it seems promising to consider ecolgical approaches as well. In particular when it comes to the interpretation of the collected data and the interpretation of the results against the background of the theoretical framework.
Further recommendations of literature related to the topic:

The research proposal has to be printed, signed and submitted to the FSV UK registry office (podatelna) in two copies, **by November 15**, addressed to the Program Coordinator.
Accepted research proposals have to be picked up at the Program Coordinator's Office, Sandra Lábová. The accepted research proposal needs to be included in the hard copy version of the submitted thesis.

RESEARCH PROPOSALS NEED TO BE APPROVED BY THE HEAD OF ERASMUS MUNDUS JOURNALISM PROGRAM.

Table of Contents

1   Introduction

Student journalists gather in their campus newsroom between classes, discussing their latest news story which they must post on their student publication's official Facebook page using their smartphones within the hour. They are not just practicing how to write a news story but are already tackling real-world issues with the same dedication and urgency as professional journalists. This scenario reflects the complex environment in which student journalists operate, influenced by their educational experiences and the rapidly evolving digital landscape.

To explore this, it is important to examine the environment where these student publications operate. Their immediate environment, which includes their campus newsroom and classrooms, as well as their broader environments, such as their city, local government, and culture, shape the kind of student journalists they are or could be and the kind of journalistic content they produce. This shaping occurs through constant forces like education, digital transformation, and other changes over time.

The mixed-methods approach of this research aims to systematically investigate how these environments influence their practices and reportage and provides a comprehensive understanding of the factors shaping student journalism in the Philippines.

1.1   Significance of the research

This research aims to provide valuable insights for various stakeholders involved in journalism education and practice. Educational institutions and policymakers may find the study useful in assessing and enhancing journalism curricula and training programs to better equip students for the digital media landscape. The director of the Commission on Higher Education – Region III has already expressed that their office welcomes the my sharing of the findings in this research, and that a platform for discussing it may be arranged. Student publications and journalism educators can use the findings to improve support systems and facilitate the development of essential competencies in student journalists. Advocacy groups focused on press freedom could benefit from

understanding the vulnerabilities faced by student journalists, informing their efforts to advocate for protective measures and policy reforms. Additionally, this research contributes to academic literature by exploring the impact of digital transformation and diverse training experiences on student journalism in the Philippines, potentially guiding future studies in this area.

1.2   Relationship between research proposal and thesis

The research proposal initially presented the primary research question: To what extent do formal and extracurricular education and digitalization impact the practices and reportage of student publications in the Philippines? This broad question was designed to capture the overarching theme of the study.

The main research question now is: How do formal and extracurricular education, and digital transformation influence the practices and reportage of student publications in the Philippines?

The change from "digitalization" to "digital transformation" was essential to accurately reflect the comprehensive and dynamic nature of the research. It ensures that the study addresses not only the adoption of digital tools but also the broader, transformative impacts of these technologies on the practices and reportage of student publications in the Philippines. This refined focus provides a more meaningful and relevant exploration of the contemporary challenges and opportunities faced by student journalists in a rapidly evolving digital landscape.

To facilitate a more structured and in-depth exploration, the main research question was divided into the following specific sub-questions that are not found in the proposal:

RQ1: What are the characteristics of their journalism training?

RQ2: What are the competencies as manifested in their reportage and practices?

RQ3: What are their desired competencies and competencies they think they performed during practice?

RQ4: How can the competencies as manifested in their reportage be compared with the competencies they performed and/or think they perform?

RQ5: What competencies are performed in light of digital transformation?

During the research process, it became evident that the initial broad research question suggested a potential exploration of causal relationships between variables. Breaking down the main research question into sub-questions allowed for a more focused and meaningful investigation, aligning the scope of the thesis with the research objectives more accurately. Consequently, the refined research questions not only provided a clearer framework for the study but also enhanced the depth and relevance of the findings.

For the literature review and theoretical framework, I added ecological approaches as recommended by my thesis supervisor in my approved thesis proposal. She writes: "As the focus of the research lies on various context factors that might have an impact on practices of student journalism, it seems promising to consider ecological approaches as well. In particular, when it comes to the interpretation of the collected data and the interpretation of the results against the background of the theoretical framework.

In terms of methodology, initially, the research proposed collecting samples of news and editorial content from selected student publications over a full academic year. However, adjustments were made to focus on Facebook posts and change the timeframe. The detailed description can be found in the methodology section of this research.

Finally, the proposed thesis structure generally remained the same, except for a few changes in some of the subsections. Some concepts were realigned in other sections due to their analytical connection while additional concepts were added to enrich the critical discussions.

These changes are not major but rather serve to specify and refine the research process. The essence and goals of the research are preserved.

2   Literature Review and Theoretical Framework

Digital transformation and other technological disruptions have affected journalism in the quickly changing news landscape (Humayun & Ferrucci, 2022). The purpose of this literature review and theoretical framework section is to examine the aspects of journalism in light of these developments, with a special emphasis on the interactions between digital transformation and extracurricular and formal education in forming the practices and reportage of student publications in the Philippines. This discussion is divided into subsections, each of which focuses on a different, but analytically connected aspect, such as digital transformation, student and professional journalism, learning theories, specific context of campus press in the Philippines and some regional differences, and journalistic competencies.

1.1   Critical perspectives: Bronfenbrenner's ecological systems theory

To examine the various factors that influence the practices and reportage of student publications in the Philippines, it is imperative to look at the current socio-political landscape and media environment in which journalists, including student journalists, operate. Isolating factors such as digital transformation and education from the multitude of other key influences will not provide a representative picture of the complexities involved. Trültzsch-Wijnen (2020), citing Baacke et al. (1990), notes that "media environments should be analyzed as a whole."

Therefore, although other key factors are not comprehensively covered in this research, how the convergence of these elements forms a complex ecosystem where political pressures, cultural values, technological advancements, and institutional frameworks interact dynamically will inform the main findings. Understanding these dynamics requires an integrated theoretical approach.

Trültzsch-Wijnen (2020) notes while there are many ecological approaches in understanding media and society, such as McLuhan, Postman, Ramos, Havelock, Goody, Eisenstein, and Nystrom, among many others, Bronfenbrenner's ecological model (1979) "achieved great prominence within this field of research and quickly

found a place in developmental psychology and child and youth studies" (Trültzsch-Wijnen, 2020). Despite its roots in developmental psychology, Bronfenbrenner's model provides a robust framework for examining the multifaceted interactions between student journalists as the individuals at the center, and the various systems of environment around them, including, but not limited to, school, mass media environment, and the socio-political context.

Given that my participants are Filipino Gen Z student journalists, aged 18-23, this model's focus on child and youth studies is especially pertinent, highly aligned and appropriate.

Bronfenbrenner's ecological systems theory (Bronfenbrenner, 1979) serves as the main framework of this research in enabling a holistic examination of how complex systems and layers of environment affect a person's development, or in this case of this research, a student journalist. He illustrates these systems through a circle with the individual at the very core (Bronfenbrenner, 1979). In the immediate environment Bronfenbrenner (1979) calls the microsystem, factors, such as work, school, family, neighbors and friends are present. The next circle, the mesosystem, is the interconnection between different microsystems, where interactions and relationships among them influence an individual's development (Bronfenbrenner, 1979). Local governments, parents' economic situation, mass media, and extended family are in the next outer circle called exosystem (Bronfenbrenner, 1979). In the broader societal context called macrosystem, social norms, economic system, culture, and political systems are found (Bronfenbrenner, 1979). Finally, in the outermost circle is the chronosystem which is about changes over a child's lifetime (Bronfenbrenner, 1979).

Bronfenbrenner's ecological model offers an opportunity for a holistic understanding of how factors in these systems, such as education, digital transformation and the Philippine socio-political context influence the practices and reportage of student journalists within a rapidly evolving media environment, and in effect collectively shape the landscape of student journalism in the Philippines.

These young student journalists are influenced by their immediate microsystems (such as family, school, and peers), mesosystems (interactions between different parts of their microsystem), exosystems (broader social systems and institutions), macrosystems (cultural and societal values), and chronosystems (changes over time). How these systems interact will be explored in the following sections and in the analysis.

1.2   Journalism in the time of digital transformation and other disruptions

One of the factors affecting a person's development in the exosystem circle is mass media. With the introduction of new technologies, platforms, and methods, the digital revolution has fundamentally changed the nature of journalism and the ways in which news is created, shared, and accessed (Deuze & Witschge, 2018). As a result of this change, digital journalism has emerged, which is distinguished using interactive features, multimedia components, and real-time reporting. In this case, digital transformation can be put under the Bronfenbrenner's (1979) chronosystem, or changes over time, as digital transformation means rapid technological changes, developments, and disruptions over time.

Friedrichsen and Kamalipour (2017) argue that digital transformation and technological advancements have not only changed the technical aspects of journalism but also reshaped journalistic standards, ethics, and commercial models. The integration of multimedia, data journalism, and interactive platforms has enhanced storytelling capabilities but also required journalists to develop new skills and adapt to ever-evolving digital tools and platforms. Journalists must now adjust to new storytelling formats that take advantage of digital platforms' capabilities to connect with an increasingly tech-savvy audience.

Harmer and Southern (2020) highlight that online news sites in the UK utilize digital affordances such as hyperlinks, multimedia content, and interactive graphics to enhance their reporting. These tools allow for more comprehensive coverage of news stories, providing audiences with a richer and more immersive experience. However,

this shift also brings challenges, including the need for journalists to develop new skills in digital content creation and management.

The impact of digital transformation on journalism is further compounded by other contemporary disruptions, such as the rise of social media and the decline of traditional media revenue models. However, social media is arguably the biggest driver of change in the journalism industry (Bossio, 2017). Social media platforms like Facebook, X (formerly Twitter), and Instagram, and much more recently, TikTok have become crucial channels for news dissemination, enabling journalists to reach wider audiences quickly and directly (Humayun and Ferrucci, 2021). Humayun and Ferrucci (2021) categorize social media's role in journalism into various typologies, highlighting its function as a news source, a distribution channel, and a tool for audience engagement. However, the proliferation of social media has also led to challenges such as the spread of misinformation, the erosion of journalistic authority, and the need for journalists to navigate complex ethical landscapes.

The Philippines is dubbed as the social media capital of the world (Abella-Zata, 2021; Shtern, Hill & Chan, 2019; Tandoc, 2022). In the Philippine context, 67 million out of the country's 120 million people are active social media users (Estella and Löffelholz, 2019 citing Pablo, 2018 and Mateo, 2018). In a study funded by the National Research Council of the Philippines, Gastardo-Conaco (2015) found that the top technologies used by students are mobile phones (96.9%), the internet (88.3%) with an average usage of 7.5 hours per day, nearly a third of the day. While 79% of students still watch television, their average daily use is only 3.8 hours. These findings, Gastardo-Conaco (2015) says, suggest a shift in the internet's role as a primary socializing agent for this generation. This observation is echoed by Estella and Löffelholz (2019). According to a survey by the Social Weather Stations (SWS), 81% of Filipinos who are 18 to 24 years old recoded the highest among of internet use (Estella and Löffelholz, 2019, citing Flores, 2018). This age range is also the age range of the student participants in this research.

With the widespread presence of information and communication technologies, including smartphones that provide access to various media, such as television and internet, it is crucial to further examine the role and extent of these new technologies as agents of political socialization (Gastardo-Conaco, 2015).

However, in the most recent Reuter Institute Digital News Report (Reuters Institute for the Study of Journalism, 2024), Nielsen (2024) observes that "legacy social media such as Facebook and X are actively reducing the prominence and role of news on their platforms." Newman (2024) adds that some platforms have begun deliberately scaling back on news and political content. Instead, they are prioritizing individual creators over traditional publishers. To keep users engaged, they are promoting more entertaining and interactive formats, like videos, to ensure users spend more time on their platforms. The report (2024) adds that more people, especially outside of the United States and Europe, are turning to video networks and messaging adds, thus significantly reducing the reliance on Facebook for news. News consumption on Facebook decreased by 4% across all countries just in the past year (Reuters Institute for the Study of Journalism, 2024). This preferential shift to video, especially among younger audiences, poses additional challenges to journalists and news organizations as news "creators" and influencers enter the market, the report adds. (Reuters Institute for the Study of Journalism, 2024).

But what happens when these digital transformation challenges are experienced and addressed by Gen Zs: the people who themselves have been the subjects of problematization on the changing media landscape and storytelling tools? This question leads to an examination of the dynamics and tensions between student and professional journalism.

1.3   Tensions between student and professional journalism

The immediate environment of the individual is the microsystem (Bronfenbrenner, 1979), which includes work, school, friends, neighbors, and family. For this subsection, the tensions between student journalism and the professional practice of journalism are

explored. Since there are tensions between these two kinds, tensions between work (as a student journalist) and school (as a student in a university) in the microsystem, and mass media in the exosystem are expected.

In the context of student journalism, digital transformation presents both opportunities and obstacles. Student publications, often operating with limited resources, must adapt to the rapidly changing digital environment while maintaining journalistic standards.

The interaction between student and professional journalism is marked by both continuity and tension, as the skills, practices, and expectations in these two domains often intersect but also diverge in significant ways. One of the primary areas of tension lies in the different objectives and constraints that student journalists face compared to their professional counterparts. While professional journalism is often driven by commercial imperatives, audience metrics, and adherence to industry standards, student journalism operates within an educational framework that prioritizes learning and development (Glasser, 2006; Schmidt, 2017).

Student newspapers are frequently seen as a training ground for future journalists, providing a platform for students to develop practical skills that will be essential in their professional careers. This includes writing, reporting, editing, and understanding the ethical dimensions of journalism (Christians et al., 2009).

However, the skills emphasized in student journalism can sometimes differ from those valued in the professional field. Estella (2022) points out that industry-centered standards and competencies often shape the expectations for professional journalists, focusing on advanced digital skills, multimedia storytelling, and audience engagement techniques that may not always be fully developed in student publications.

The concept of boundary work, which involves delineating the borders between different domains of knowledge or practice, is particularly relevant in the context of student and professional journalism. Allsop (2022) and Farquhar and Carey (2019) explore how student journalists often engage in boundary work to assert their legitimacy and autonomy, especially in environments where censorship and administrative

oversight are prevalent. This struggle for editorial independence can clash with the more structured and often commercially driven gatekeeping practices in professional journalism, where decisions about newsworthiness and content are influenced by market considerations (Hendricks & Thomas, 2018).

The quality of writing and content in student journalism is another area of tension. While Bodle (1996) and Burch and Cozma (2016) argue that the news produced by students can match the readability, interest, and thoroughness of professional journalism, there are often significant differences in the resources available to student journalists. Professional newsrooms typically have access to more extensive training, mentorship, and technological tools, which can enhance the quality of their output. However, Schmidt (2017) notes that the creativity and innovation often seen in student journalism can contribute valuable fresh perspectives to the field.

Digital competence is a critical area where the gap between student and professional journalism can be particularly pronounced. Bierhoff & Schmidt (1997) and Bockino (2018) highlight the importance of digital skills in contemporary journalism, including the use of digital tools for reporting, data visualization, and social media engagement. Estella (2022) emphasizes that developing these competencies is essential for student journalists to successfully transition into professional roles. However, the rapid pace of technological change means that both student and professional journalists must continually update their skills to stay relevant.

The tensions between student and professional journalism revolve around differences in objectives, training, resources, and expectations. While student journalism serves as a crucial educational platform, it must also adapt to the evolving demands of the professional field. Understanding and addressing these tensions can help bridge the gap between academic training and industry practice, ensuring that the next generation of journalists is well-equipped to navigate the complexities of the digital age.

Estella (2022) emphasizes the importance of developing digital journalism competencies among journalists to ensure they can effectively utilize digital tools and platforms. These competencies include skills in digital content creation, data

visualization, and the use of social media for reporting and audience engagement. The ability to navigate digital tools and platforms is crucial for journalists to produce relevant and timely content that resonates with their audience.

1.4 Campus journalism and experiential learning

Still in the immediate circle around the individual is the school, which is within Bronfenbrenner's (1979) microsystem. Experiential learning theories in education, such as those proposed by Kolb (1984), emphasize the importance of hands-on experience in learning. In the context of journalism, this translates to learning through the practice of producing news, managing a newsroom, and navigating the challenges of reporting. Schmidt (2017) argues that student publications serve not only as a pedagogical tool but also as a mirror of the professional world, where students can apply theoretical knowledge in real-world scenarios. This experiential learning is crucial for preparing students for the demands of professional journalism, but it can also highlight the gaps between academic training and industry expectations.

Schmidt (2014), citing Roberts (2011), defines experiential learning based on the social constructivism theory of Vygotsky and the theories of development by Piaget as a direct encounter, rather than just thinking about the encounter, merging theory and practice.

But what does journalism education really mean for student journalists in the Philippines? Journalism education for student journalists comes in two main forms: formal and extracurricular education. Formal journalism education refers to structured academic programs that are part of the official curriculum in educational institutions. These programs typically include a combination of theoretical and practical coursework designed to provide students with a comprehensive understanding of journalism principles, ethics, techniques, and technologies. Such education often leads to a degree

or certification in journalism or a related field (Folkerts, 2006; Pavlik, 2020; Deuze, 2006). On the other hand, extracurricular journalism education involves activities and programs outside the formal curriculum, often organized by schools, universities, or independent organizations (Anderson et al., 2011). These activities can include participation in student newspapers, journalism clubs, workshops, internships, and competitions (Wahyuningsih et al., 2018; Anderson et al., 2011). Extracurricular education provides practical experience and opportunities for students to apply their classroom knowledge in real-world settings, promoting hands-on learning and skill development (Deuze, 2006; Schmidt, 2017).

It is important to distinguish these two different forms of journalism education in the context of this research only because there are student journalists who join student publications because they are pursuing journalism as a degree program and aim to complement their curricular education with hands-on learning. On the other hand, there are student journalists who come from related fields, such as English or education, and do not get direct curricular education in the journalism field but join student publications anyway. Their motivations are discussed in the analyses section of this research.

Estella and Löffelholz (2019) however observe the lack of academic studies assessing the state of journalism education in the Philippines. Estella (2022) argues that journalism education in the Philippines is still very much industry-focused, meaning the curricula are designed to fit the demands of the industry.

For student journalists in the Philippines, the Department of Education (DepEd) conducts journalism workshops and contests among schools (Estella, 2019) from the grade school level to high school level, which DepEd says is in line with the Republic Act 7079 or the Campus Journalism Act of 1991 (DepEd Memo, 2024). Students join

these workshops and contests as an extracurricular activity or subject. These workshops and contests start from the division level (city) which is called the Division Schools Press Conference, and top contest winners from this contest move to the regional level (region) which is called the Regional Schools Press Conference. Then, top winners from this contest move to nationals (country) which is called the National Schools Press Conference (DepEd Memo, 2024). The contest is divided into two language divisions: English and Filipino, and in two different education levels: elementary or grade school, and secondary or high school (DepEd Memo, 2024). The student journalists compete in individual categories (news writing, feature writing, editorial writing, sports writing, copyreading and headline writing, science and technology writing, photojournalism, editorial cartooning, and column writing) and group categories (radio script writing and broadcasting, collaborative desktop publishing, online publishing, TV scriptwriting and broadcasting) (DepEd Memo, 2024). There is also a category for the school paper that the school has already produced, and it is divided into categories: news section, features section, editorial section, science and technology section, sports section, and layout and page design (DepEd Memo, 2024). Outstanding school paper advisers and campus journalists are also awarded (DepEd Memo, 2024). In 2012, DepEd added a category that tests student journalists' digital literacy: collaborative publishing using Microsoft Publisher and Adobe InDesign, according to a report by GMA News (Rosero, 2011).

In the tertiary or college level, there are still some regional (Regional Higher Education Press Conference), island-wide (main islands Luzon, Visayas and Mindanao: Luzon Higher Education Press Conference), and national conferences and competitions organized by the Commission on Higher Education (CHED) (Estella and Löffelholz, 2019) and other organizations, such as the College Editors Guild of the Philippines,

School Press Advisers Movement (SPAM), Organization of Student Services Educators, Inc.(OSSEI), Philippine Information Agency (PIA), and Rappler.

This competition culture led to the birth of the word "presscon baby", or a student journalist who is a product of journalism competitions. It is difficult to trace who coined the term and when it was first used, but it has been used repeatedly in schools and among teachers and journalists.

The integration of experiential learning within the microsystem of schools plays an important role in developing competent student journalists. Formal journalism education provides a structured foundation through theoretical and practical coursework, preparing students for professional demands (Folkerts, 2006; Pavlik, 2020; Deuze, 2006). On the other hand, extracurricular activities such as participation in student publications, workshops, and competitions offer hands-on experiences that bridge the gap between academic training and industry expectations (Wahyuningsih et al., 2018; Anderson et al., 2011; Schmidt, 2017). These experiences are crucial in facilitating the learning of skills necessary for navigating the complexities of journalism, highlighting the importance of a dual approach to journalism education. Despite the lack of comprehensive studies on the state of journalism education in the Philippines, the existing programs and competitions are indicative of the attempts at providing a framework aimed at developing the next generation of journalists. The competition culture, epitomized by the term "presscon baby," captures the significant impact of these experiential learning opportunities on student journalists' professional growth. However, the priority in journalism education has predominantly been on training "tomorrow's journalists," equipping students with the skills and knowledge they will need in their future careers (Schmidt, 2014, 2017; Nygren et al., 2010) or "life beyond the classroom" (Furman & Sibthorp, 2013). This future-oriented approach often emphasizes long-term career

preparation, focusing on the principles, techniques, and ethical standards necessary for professional journalism. While this is essential, it tends to overshadow the importance of reflexive practice—educating students to critically engage with their current environment and report effectively on the pressing issues faced by their peers and communities at present. Reflexive education and practice encourage students to think critically about their roles and responsibilities as journalists in the present moment to allow them to have a deeper awareness of the social, political, and cultural contexts they are reporting on. This immediate applicability is crucial for addressing and highlighting critical issues such as social justice, environmental concerns, and local governance that directly impact the student body and surrounding communities. Without this balance, journalism education risks producing technically proficient journalists who may lack the critical engagement necessary to navigate and report on the complexities of today's world effectively (Schmidt, 2017; Nygren et al., 2010; Deuze, 2006).

1.5   Campus press situation in the Philippines

This subsection touches upon various factors present in Bronfenbrenner's (1979) systems, from the individual, to school, work, family, and neighbors in the microsystem, to local governments and mass media in the exosystem, to political systems, culture, economic system and social norms in the macrosystem, and even changes over time in the chronosystem.

Most Philippine universities, whether state-run or private, have a student publication (Teodoro, 2016). However, campus journalism in the Philippines have been navigating through significant adversities, reflecting broader challenges faced by the country's mainstream and alternative media outlets.

In its 2024 country report for the Philippines, the Reporters Without Borders (2024) puts the country at 134th rank out of 180 countries on the World Press Freedom Index, which is 2 places lower than last year's data. The report (2024) observes that journalists

and media outlets regarded by the Philippine government as overly critical are under targeted attacks and constant harassment, noting that much of this has happened since Rodrigo Duterte became president in 2016 (Reporters Without Borders, 2024).

On the other hand, according to the 2023 Global Impunity Index report by Committee to Protect Journalists (CPJ), the Philippines ranks 8th, just below Syria, Somalia, Haiti, South Sudan, Afghanistan, Iraq, and Mexico (Getz 2023). The report also states that impunity is "continuously present" in functional democracies like the Philippines (Getz, 2023). This is the 16th consecutive year that the country made it to the list since the index started, with 20 murders still unsolved (Getz 2023). From 2016 to 2024 alone, 18 Filipino journalists were murdered according to the CPJ database of attacks on the press (Committee to Protect Journalists, 2023).

In the report, Getz (2023) states that "a culture of self-censorship persists" despite current Philippine President Ferdinand Marcos, Jr.'s milder tone, and that Duterte's damage on press freedom "has not yet been accompanied by substantive actions" (Getz, 2023). This observation of the change of tone by the new government is echoed by Irene Khan, United Nations special rapporteur on Freedom of Opinion and Expression. Khan, quoted by Chua (2024) in the Digital News Report 2024 by the Reuters Institute for the Study of Journalism, said that the Marcos government is "more amiable" than Duterte's, but still cautions against persistent red-tagging of journalists, libel cases against the media, website blockings, and the non-renewal of the legislative franchise of ABS-CBN, one of the biggest TV networks in the Philippines, which went off-air in 2020 during Duterte's administration. Red-tagging, according to Vera Files (2018) citing the Oxford living Dictionary, is the "the harassment or persecution of a person because of "known or suspected communist sympathies."

In the context of the Philippines, Vera Files, (2018) citing Supreme Court Associate Justice Marvic Leonen's dissenting opinion in Zarate vs. Aquino III, defines red-tagging/red-baiting as "the act of labelling, branding, naming and accusing individuals and/ or organizations of being left-leaning, subversives, communists or terrorists (used

as) a strategy…by State agents, particularly law enforcement agencies and the military, against those perceived to be 'threats' or 'enemies of the State'."

The National Union of Journalists of the Philippines (NUJP Report, 2024) reports that since the Marcos government, there have been 109 incidents of threats and attacks against journalists, 4 killings, and 36 incidents of harassment, 20 of which are incidents of red-tagging.

When it comes to attacks on media and press freedom violations, the student publications are not spared. While the very existence of student publications is downplayed for being run by young students, the threats are all too real.

Student publications played a vital role in the resistance against the dictatorship (Teodoro, 2016) of Ferdinand E. Marcos, Sr., the father of the current Philippine president, during his regime in the Philippines from 1972 to 1981. The Marcos dictatorial regime, or the Martial Law period, was an era marked by systemic corruption and human rights violations against dissenters, unionists and students (Amnesty International, 2022) that left 34,000 people tortured, 3,240 killed, 86 newspapers, 66 TV channels, 20 radio stations, and 292 provincial radio stations shutdown, according to an Inquirer report (2022). After the dictatorial regime was toppled by the People Power Revolution of 1986 and Marcos, the Republic Act (R.A.) 7079 or the Campus Journalism Act of 1991 was passed, granting student journalists "substantial freedom" (Teodoro 2016). Teodoro (2016) highlighted the importance of student publications, especially their role during the Martial Law period, which is why the Congress passed the law despite its "limited applicability to a narrow, non-professional sector of the print media" (Teodoro, 2016).

According to recent findings (CEGP, 2024) by the College Editors Guild of the Philippines, the 93-year-old alliance of campus publications in the Philippines, there is a persistent trend of threats and attacks targeting student publications. These hostilities not only demoralize young journalists but also threaten the essential role of journalism in advocating for truth and transparency within society. This adverse climate parallels the experiences of both mainstream and alternative media organizations, and student

publications in the Philippines, highlighting a concerning pattern of media suppression (CEGP, 2024). The organization has documented more than 1,000 cases of Campus Press Freedom Violations (CPFVs) from 2010 to 2021 alone. One of these violations, according to the report are: administrative intervention and censorship, in which school officials meddle with the student publications' editorial policies, practices and reportage, with threats to defund their publication, change their scholarship grants status, or punishments such as suspension or expulsion. (CEGP, 2024).

Another violation reported by CEGP (2024) is harassment and surveillance by state forces, in which student journalists get intimidated, interrogated, red-tagged, profiled and investigated by police and military forces during trainings, community immersions, and field work. The report (CEGP, 2024) documented that some student journalists have been searched and arrested, while some have faced court trials for cases, such as child exploitation and terror financing.

The common thread among the cases found in the CEGP report is that police and military forces often used intimidation tactics against the student journalists, such as interrogating their families, visiting them at their schools, homes, or offices, and spreading word against CEGP, and labeling the organization as a communist front (CEGP, 2024).

The National Union of Journalists of the Philippines (NUJP) report on red-tagging reveals that for student journalists who are red-tagged had to fend for themselves on top of abiding by the school rules and balancing academic work as minimal institutional support and almost no legal remedy was extended to them (NUJP Report, 2024). Student publications had to set up their own security protocols by opting to remove bylines, using pseudonyms or their name initials for their critical stories on human rights (NUJP Report, 2024).

Overall, CEGP (2024) documented 58 incidents of censorship, 13 cases of faculty student publication advisers meddling with the student publications' decisions, 37 cases of withholding or looting of student publication funds, which includes setting universities setting highly bureaucratic processes for student publications to access their

funds, 24 cases of harassment, 35 cases of administrative intervention, which includes meddling with student publications' policies, 17 cases of red-tagging, and 22 cases of state surveillance by police and military forces. The report notes that the Republic Act (R.A.) 7079 or the Campus Journalism Act of 1991 is "toothless" for not having a penalty clause, despite being enacted supposedly to protect campus journalists. The report (CEGP, 2024) also notes that thy have been submitting their findings to the Philippine Commission on Higher Education (CHED) and the Philippine Commission on Human Rights (CHR), but so far, the cases have not been fully addressed. CEGP (2024), in their report, recommends the passage of the Campus Press Freedom Bill or House bill 319, which will amend provisions on collection of fees to ease the funding burdens of student publications, non-mandatory establishment of student publications, and address the lack of penalty clause in R.A. 7079.

The regulatory landscape for campus journalism in the Philippines presents numerous obstacles that undermine the independence and effectiveness of student publications. Despite legislative frameworks designed to uphold press freedom and encourage journalistic practice, inadequate enforcement often leaves student journalists susceptible to administrative and political manipulation. The CEGP (2024) underscores the urgent need for collaborative efforts among concerned organizations to address these issues and develop strategies to protect and support campus journalists.

This discussion on campus journalism in the Philippines highlights significant challenges faced by student publications. Persistent threats and attacks not only demoralize young journalists but also hinder their ability to serve as critical watchdogs and truth-tellers in society. This adverse environment mirrors the broader suppression faced by mainstream and alternative media in the Philippines, as highlighted by reports from Reporters Without Borders (2024) and the Committee to Protect Journalists (2023). The systemic harassment and censorship, often perpetrated by state forces, reveal the precarious situation of press freedom in the country.

Furthermore, the ineffective enforcement of legislative frameworks designed to protect student journalists exacerbates these challenges. The Republic Act 7079,

intended to safeguard campus journalism, is criticized for its ineffectiveness, particularly due to the absence of a penalty clause. This legal gap leaves student journalists vulnerable to administrative and political pressures, compromising their independence and editorial freedom. The documented cases of harassment, red-tagging, and surveillance by state forces, as reported by the CEGP (2024), show a coordinated effort to intimidate and silence dissenting voices within student journalism.

Addressing these issues involves advocating for legislative amendments, such as the proposed Campus Press Freedom Bill, which aims to provide more comprehensive protections and ensure sustainable funding for student publications. These steps are crucial to maintaining the integrity of campus journalism and its essential role in Philippine society.

1.6   Regional differences in the Philippines

Understanding the broader challenges faced by campus journalism in the Philippines requires a look at regional differences across the country. The Philippines, an archipelagic country of almost 120 million people (Worldometer data 2024) in Southeast Asia, is a sovereign state composed of approximately 7,641 islands, which is home to various ethnic groups of diverse cultures with around 8 major languages and 100 more different languages, and hundreds more dialects.

Since student publications are situated in the universities they belong to, they might operate in a similar way as community newspapers, with student publications catering to the campus community, focusing on topics and issues relevant to students and university life, while community newspapers "reach readers around the regions they serve" (Mejorada, 1990). In the US, in addition to covering campus-specific news, many student-run media outlets, also provide broader community coverage (Anderson et al., 2011). Anderson et al. note that student publications in the US vary in their relationship with the institutions: some are fully integrated into and funded by the school, others receive partial funding while maintaining editorial independence, and some operate entirely independently from the institution (Anderson et al., 2011).

A study of 57 newspapers in different Philippines provinces in 1990 showed that a third of all these newspapers were published in English, while the others use English, Filipino, and other languages (Mejorada, 1990). However, language diversity is not the only key factor to consider when looking at regional differences.

Estella and Löffelholz (2019) argue that while media in the Philippines ride the global trend of technological disruptions, "persistent socio-economic inequalities and the urban/rural gap limit the potential of these disruptions" (Estella & Löffelholz, 2019). In effect, traditional media still prevails as the main source of information in the countryside (Estella & Löffelholz, 2019).

In terms of journalism education, Estelle and Löffelholz (2019), citing data from the Commission on Higher Education, also note that only 18 academic institutions offer programs specific to journalism, and most of them are in Metro Manila, with only one outside of the capital region.

These regional disparities show the varied media landscapes within the Philippines and highlight the importance of contextualizing the challenges and opportunities faced by student journalists across different areas. This understanding sets the stage for examining how these regional differences also influence the practices and reportage of student publications.

1.7 Operationalizing digital journalism competence framework

The "Conceptual Framework of Digital Journalism Competence" proposed by Estella (2022) outlines two primary components: the Cognitive-Behavioral Base (CBB) and the Technological Profile (TP). Her study aims to create a "truly global and transformative tool for studying journalism competence" (Estella (2022), shifting the focus of academic discourse away from a predominantly Western perspective.
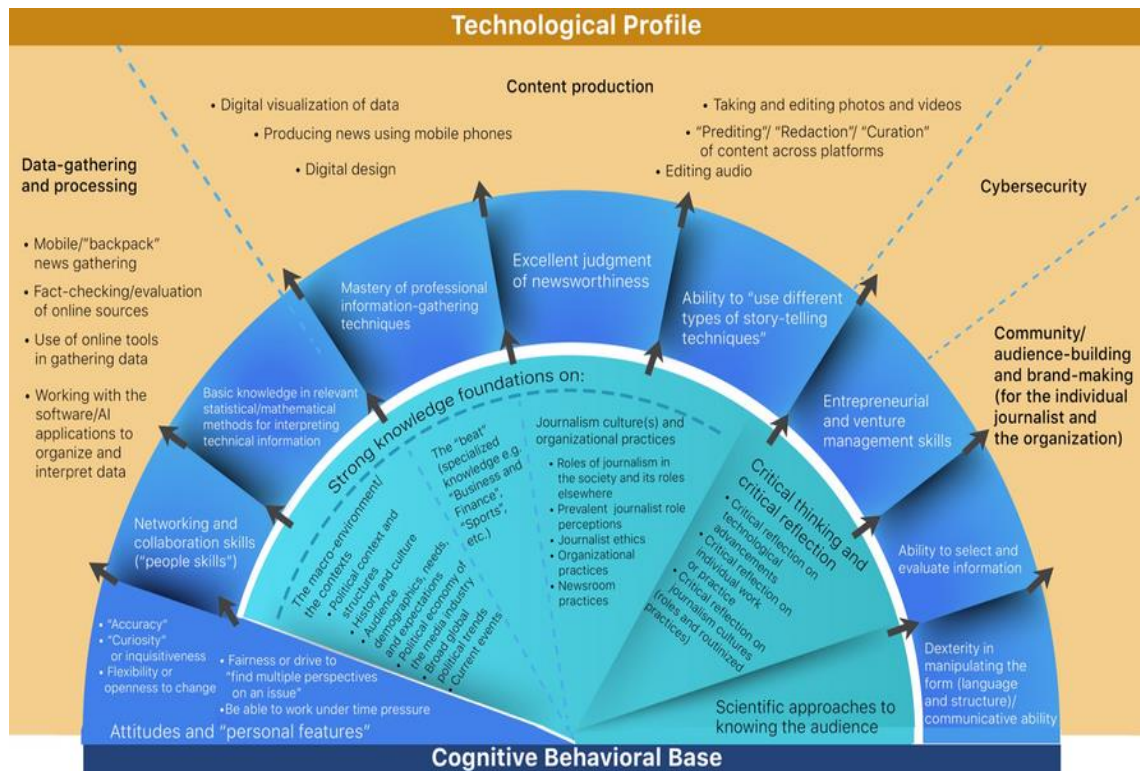
Figure 1: Conceptual Framework of Digital Journalism Competence (Estella, 2022)

The Cognitive-Behavioral Base (CBB) consists of several key dimensions essential for journalism competence. First, it includes "attitudes and personal features" such as "accuracy, fairness, curiosity, flexibility, and being able to work under pressure", which are critical for a journalist's development (Estella, 2022). Second, strong "knowledge foundations" are necessary, requiring journalists to have a robust understanding of the fields they cover (Estella, 2022), including history, politics, and science. Third, "critical thinking and reflection" are crucial, enabling journalists to analyze information critically and reflect on their work (Estella, 2022). Fourth, "scientific approaches to knowing the audience" (Estella, 2022) involve utilizing data and research to understand audience demographics and preferences. Finally, "intermediary competencies" encompass skills such as networking, collaboration, and mastering professional information-gathering techniques (Estella, 2022).

The Technological Profile (TP) component highlights the essential digital competencies journalists need to navigate modern media landscapes. These competencies are grouped into clusters like "data-gathering and processing" and "Content production," with stand-alone competencies such as "Cybersecurity" and

"Community/audience-building and brand-making" (Estella, 2022). Other competencies are "digital design", "editing audio", and "community/audience-building and brand-making", and "working with software/AI applications to organize/interpret data" (Estella, 2022). Notably, "mobile/backpack data-gathering" is highly valued, especially in Global South contexts, where mobile communication and news production are prevalent, a trend accelerated by the COVID-19 pandemic (Estella, 2022). However, the application of advanced data journalism techniques is often constrained in developing countries due to inadequate data quality and infrastructure (Estella, 2022).

Estella's framework emphasizes that these competencies could guide the performance of journalism within a technological context, especially in the age of digital transformation and disruptions (Estella, 2022). The integration of these cognitive and behavioral aspects with technological skills offers insights into a holistic approach to understanding journalism education and practice.

Estella's competency framework had professional journalists in mind. Afterall, the participants in Estella's research are professionals and experts from 33 countries. How students perform those journalistic competencies in their practices and reportage in light of digital transformation is explored in the analysis section of this research.

A significant challenge in journalism education is the underrepresentation of perspectives from the Global South. There is a critical need for more cross-cultural and decentered research (Deuze, 2020; Coleman et al., 2016; Estella, 2022). Using this "truly global" (Estella, 2022) framework seeks to address these gaps by incorporating perspectives from diverse contexts, thus moving beyond the traditional U.S.-centric focus (Shoemaker & Vos, 2009), and address the deficit of perspectives from Global South environments in global journalism competence discourse (Estella, 2022).

Estella (2022) suggests that the framework can be used to evaluate journalism curricula and work performance. It provides a tool to study journalism competence in relation to media systems, journalism cultures, role perceptions, and news consumption patterns. By borrowing competencies from related fields like media studies, public relations, and strategic communication, the framework supports innovative practices in

journalism, especially in the face of ongoing digital disruptions (Estella, 2022, citing Harrington, 2012).

To operationalize Estella's framework, this study utilized a systematic coding framework for quantitative data collection based on the competencies outlined by Estella (2022). This involved content analyses of news texts to identify performative competencies, providing a characterization of journalism competence within specific settings (Estella, 2022). For the qualitative component, semi-structured interviews were conducted, structured mainly around Estella's framework. This approach allowed for a comprehensive exploration of how student journalists perceive and apply these competencies in their practice. A detailed discussion of the quantitative and qualitative components of this research and the coding scheme is found in the methodology section.

Adopting a more inclusive, globally informed framework is imperative for decentering the discourse on journalism competence (Estella, 2022). Focusing on the Global South context, particularly the Philippines, helps to draw common trends in how student journalists view their own journalism education amid digital transformation and to flesh out key journalistic competencies, and how they perform these competencies in their practices and reportage.

To fully understand and operationalize Estella's framework (2022) within the broader context of journalism education and practice, it is beneficial to integrate Bronfenbrenner's ecological systems theory (Bronfenbrenner, 1979). Bronfenbrenner's systems model not only enhances the operationalization of the digital journalism competence framework but also situates it within a broader context of developmental and environmental factors.

3 Methodology

1.1 Research Design

This study employed a mixed-methods approach combining quantitative and qualitative methods to explore the influence of education and digital transformation on the journalism competence of student publications in the Philippines, particularly as reflected in their practices and reportage, to answer the main research question: **How do**

formal and extracurricular education and digital transformation influence the practices and reportage of student publications in the Philippines?

This main research question is broken down into smaller questions:

RQ1: What are the characteristics of their journalism training?

RQ2: What are the competencies as manifested in their reportage and practices?

RQ3: What are their desired competencies and competencies they think they performed during practice?

RQ4: How can the competencies as manifested in their reportage be compared with the competencies they performed and/or think they perform?

RQ5: What competencies are performed in light of digital transformation?

The quantitative component involved analyzing Facebook posts from 20 student publications. This involved collecting binary data indicating the presence (1) or absence (0) of specific features in Facebook posts by student publications on the types of content produced, geographic focus, theme, the use of digital tools, and the digital competencies displayed. The quantitative analysis enabled the identification of patterns and trends in how student journalists use Facebook as a digital platform in their practice of journalism.

The qualitative component comprised semi-structured interviews with the editors of the same 20 student publications. These interviews offered deeper insights into the experiences, perceptions, and reflections of student journalists. The qualitative data provided context to the quantitative findings, revealing how educational experiences and digital transformation influence their journalistic practices, reportage, and competencies.

Integrating data can be a challenge (Creswell, 2014). Therefore, some integration rules were established. This mixed-method research process follows the convergent design, previously called concurrent or parallel design (Creswell & Plano Clark 2011) which, according to Creswell & Creswell (2017), mixes results from both the

quantitative and qualitative components to combine the results rather than compare them. This method, according to Plano Clark et al. (2008), also seeks to validate and interrelate results, and draw interpretations with generally equal emphasis on both components.

While previous mixed methods studies on social media used quantitative survey and focus groups (Debatin et al., 2009), qualitative interviews and quantitative survey (Strano et al., 2012), quantitative survey and qualitative semi-structured interviews (Henwood et al., 2017), quantitative survey and qualitative experiments (Javed et al., 2021), and quantitative content analysis and qualitative in-depth content analysis (Pilgrim et al., 2019), this study used quantitative content analysis and qualitative semi-structured interviews with the same producers of the content subject for analysis. The mixed-methods approach can be primarily justified by triangulation. Triangulation is "the combination of methodologies in the study of the same phenomenon" (Denzin, 1978). This study employed methodological triangulation, or the use of "between-methods triangulation", which, according to Denzin (1978) is the use of both qualitative and quantitative methods to study a research problem and seek convergent results (O'Cathain, Murphy, &Nicholl, 2008). A mixed-methods approach, according to Andrew and Halcomb (2006), also seeks to draw the strengths and minimize the weaknesses in "both approaches within a single study".

1.2 Sample

To initiate the data collection for both quantitative and qualitative components, 20 college-level student publications from state universities in the Philippines were selected using purposive sampling strategy. Specific standards were set to ensure consistency. 1 student publication represented each of the 17 regions of the Philippines, and each student publication come from the biggest state university in their specific region in terms of student population. The data on student population is based on the Philippine Commission on Higher Education's data on Higher Education Enrollment and Graduates in State Universities and Colleges for the academic year 2019-2020 (CHED statistics, 2020). It would have been better to use the 2023-2024 data as the

basis for sampling. However, the 2019-2020 data is the most recent available. Requests have been made to the Philippine Commission on Higher Education, but no response was received.

There were also cases in which some student publications were unresponsive or unavailable to participate in the research, so another student publication from the second biggest state university in the region in terms of student populations was invited to participate.

The remaining three additional student publications were chosen based on noteworthy cases, such as militant approach to campus journalism, award-winning practice and reports, and reputation among student journalists' circles. In total, 20 student publications were selected for this research. The student publications selected for this research operate with a budget of 100,000 Philippine pesos per semester up to 1.8 million Philippine pesos (€1,575 to 28,352.65).

Previous quantitative content analysis research (Koslicki, 2021; Charbonnet, 2012) also chose samples with the largest population or similar metrics. The state universities with the biggest population were chosen because they are more likely to have the financial and manpower resources necessary to maintain an accessible and up-to-date Facebook page, and fund journalism education workshops due to standardized mechanisms set up by the government. Student newspapers in private institutions have unique procedures, practices, and prerogatives that are too different from each other. Because the participating student newspapers are standard in terms of sampling criteria, this study, echoing Charbonnet's perspective on their research, could be considered as a "Best Practices Guide" for university-wide student publications in state universities.

The study only included university-wide student newspapers, as opposed to department/faculty/school student newspapers. For example, Philippine Collegian, the official university-wide student publication of the University of the Philippines, is selected for this study, not *Kalasag*, the official student publication of the same university's College of Arts and Letters. See Appendix 2: List of Participants (Student publications) for the full list of participating student publications.

Another major standard is that the student publication must have a Facebook page. Facebook posts are analyzed in this research instead of physical copies of their newspapers because "online and social media remain the most popular sources of news in the Philippines" with 42% of the population sharing news via social, messaging or email, according to the Digital News Report by Reuters in 2024. Although this is a 5-point drop from last year's 47%, the report indicates that online and social media remain the most popular sources of news for Filipinos.

Facebook is the selected social media platform for this study because it remains the top social media and messaging brand in the country for 61% of the respondents according to the same report. This figure is an 11-point drop from the figure in 2023 at 72%, but it remains at the top compared to YouTube (45%), Facebook messenger (26%), TikTok (23%), Instagram (12%), and X (9%). Although these figures cover mainstream media outlets and some independent media outlets in the Philippines, it was interesting to find out how this impacts student newspapers as well.

Facebook is a primary platform for student publications in the Philippines, as will be shown later in this research. Analyzing Facebook posts provides access to a rich source of content that reflects the current digital practices of student journalists. Focusing on Facebook posts aligns with the theme of digital transformation, offering a more accurate representation of how student publications use social media and multimedia elements to enhance their journalism practices and reportage and adapt to digital trends.

To select the Facebook posts, assignment of time period of 1 month for each student publication was done through drawing of lots. However, the time frame should begin from September to January as the academic year in the Philippines starts around August or September. The limit of January is set due to time limitations of this research. This choice of choosing random time periods for each student publication is done based on temporal variation to ensure variety in content, more balanced sampling, and to mitigate seasonal factors. The goal is not to compare reportage between these periods

but to ensure a diverse and representative sample of content. For the list, see Appendix 6: Assignment of time period for Facebook posts.

For the qualitative part of this research, invitations were sent to the editors of the same 20 student publications to participate in an online interview. All 20 student publications selected in the quantitative part of this research are represented in the interviews. The only requirements were that the editor's term of service should be from the academic year 2023-2024, and they should have been members of the student publication for at least one year. This is to ensure that they have sufficient experience and knowledge about the publication's practices. The age range of the participants is from 18-23 years old. The average number of years of being affiliated with their student publication is 3.06 years. The 20 respondents are composed of 10 editors-in-chief, 3 managing editors, 1 senior editor, 1 feature editor, and 1 chief photographer. For the full list of participants, see Appendix 3: List of Participants (Student journalists).

1.3   Data collection

Facebook posts of all 20 student publications were manually scraped by copying Facebook posts using the search filter function and pasting scraped data on Microsoft Excel. Apify, an online scraping tool, was also used only to verify the number of posts. The scraping stage resulted in a total of 875 Facebook posts from all 20 student publications. For the analysis, a total of 100 posts were chosen using a quota sampling. Quota sampling means choosing a percentage of posts (Macnamara, 2003 as cited by Turkova, 2021). This method was done to avoid overrepresenting publications with a higher volume of posts and to ensure equal representation. The number of posts varied significantly between different student publications, with some student publications such as *An Lantawan* having 110 posts and others such as Mountain Collegian having only 5 posts. Choosing which 5 posts for each student publication varied depending on their total number of posts. At this stage, sampling of the Facebook posts was done systematically, which, according to Turkova (2021) citing Macnamara (2003), means a post was chosen every n-th unit from the total Facebook posts. For instance, for *An*

Lantawan with 110 posts, the number 110 was divided by 5, which resulted in 22, meaning a post was selected after a series of 22 posts beginning from their first post. Selecting 5 posts from each publication ensured a balanced representation across all student publications. By standardizing the number of posts analyzed per publication, the study maintained methodological consistency. This approach ensured that the analysis reflected a diverse range of perspectives and practices from various geographical locations.

Quantitative data collection involved using a systematic coding framework, guided by the Conceptual Framework of Digital Journalism Competence articulated by Estella (2022), which is the central theoretical basis of the codes. Estella (2022) notes that "Because it is a conceptual framework, the intention is to provide a tool for operationalization in future research. For instance, content analyses of news texts could be done to identify performative competencies, and these content analyses can use the framework to characterize journalism competence in a particular setting." This is what the study tried to achieve.

This study also benchmarked Schmidt's (2014) quantitative method of analysing the characteristics of stories by "considering the geographic focus, theme, and topic of articles" as a first step. On geographic focus, this study checked whether the articles are campus-focused, local (community up to city-wide), province/regional/island-wide, national, international, or have no geographic focus.

The study also incorporated Bodle's (1996) quantitative method of assessing news quality to provide stronger theoretical grounding in support of Estella's (2022) Conceptual Framework of Digital Journalism Competence. Bodle's (1996) quantitative study compares the quality of newswriting and news content between community (private-sector) daily newspapers and student dailies. The findings suggest that, in terms of readability, interest, and thoroughness, the news produced by students is not significantly inferior to that of community dailies. The study broke down Estella's list of competencies into specific competency indicators. The codes generated from various literature, including Estella's, resulted in the competency indicators extending Estella's

framework. Due to space and design limitations, the full quantitative data set is not appended to this thesis. However, it is available for viewing online: bit.ly/appendicespangan.

To measure this, binary data were collected for each feature, indicating their presence (1) or absence (0) in the posts. The data were then analyzed to calculate the frequency and percentage of posts containing each feature. This approach provided a detailed and easily interpretable picture of their reportage.

For the qualitative part of this research, the interview followed a semi-structured format. The questions were structured around and based mainly on Estella's (2022) Conceptual Framework of Digital Journalism Competence and other literature. Then, an interview guide was made. According to Leech (2002) and David and Sutton (2011), an interview guide serves as a flexible tool rather than a rigid script, facilitating a "conversation with a purpose" (Burgess, 1984; Lune & Berg, 2017), which ensures guided coverage of relevant topics while allowing the interview to flow naturally based on the respondent's input. The questions were pilot tested in a practice interview with an editor from one of the participating student publications but is not officially an interview participant. The pilot testing helped refine the questions, ensuring they were clear, relevant, and capable of eliciting detailed and insightful responses. Additionally, it allowed for the identification and correction of any potential ambiguities or misunderstandings, enhancing the reliability and validity of the interview process. This step also provided an opportunity to gauge the appropriateness of the interview length and the flow of questions to ensure a smooth and effective data collection process. For the full list of questions and their alignment with key theoretical concepts, see Appendix 1: Interview Guide.

The interviews resulted in 17 hours and 42 minutes' worth of recordings, averaging 53.1 minutes per participant. This amounts to 110,264 words or 623,244 characters, roughly equivalent to 346 pages of material. The interviews were manually transcribed because the participants spoke in a mix of English and Filipino.

The interviews were analyzed through rounds of qualitative coding with the help of MAXQDA software. The coding scheme followed a deductive approach based on Estella's Conceptual Framework of Digital Journalism Competence. Some indicators, such as personality traits or soft skills, were deemed more suitable for qualitative application due to the challenge of quantitatively observing them. For the full list of codes, see Appendix 5: Codebook for Qualitative Semi-structured Interviews

1.4 Intercoder Reliability Test

The intercoder reliability testing followed the protocols outlined by Neuendorf (2017), who emphasizes the critical importance of intercoder reliability in human-coded projects. To ensure consistency among coders and minimize bias, training meetings and sessions were held and clear coding protocols were developed. Pretests were conducted to address ambiguities in the coding scheme, and Fleiss' Kappa (Fleiss, 1971; Fleiss et al. 1981) measure was used to assess intercoder reliability. To test intercoder reliability for the quantitative data, two independent coders aside from the researcher were trained how to code the Facebook posts and were given access to the codebook (Appendix 4: Codebook for Quantitative Content Analysis) and coding sheet, benchmarking the protocols set by Turkova (2021), citing Macnamara (2003) and Riffe et al. (2005). Turkova (2021) did a similar research on Facebook content, but of Czech athletes. Here are the profiles of the independent coders:

Dr. Pauline Gidget R. Estella is a postdoc communication researcher at Technische Universität Ilmenau (Germany), Institute for Media and Communication Science where she also finished her PhD. She finished Master of Arts in Communication Arts minor in Development Communication, and Bachelor of Arts in Journalism at University of the Philippines

Dr. Cindy Paras Sicat has a PhD in Curriculum and Instruction with specialization in English Language Teaching from Angeles University Foundation in the Philippines. She finished Master of Arts in Literary and Cultural Studies at Ateneo de Manila

University, and Bachelor of Secondary Education major in English at Holy Angel University.

Aside from being in the academe, both independent coders were highly experienced campus journalists in their university years, so they are familiar with the categories, concepts, and other considerations during coding.

Two stages of coding were undertaken. For the first stage, the independent coders and the researcher tested coding 1 sample post of 10 out of 20 student publications, or a total of 10 out of 100 posts, which means the coders coded 10% of the chosen sample. The coders came into agreement when it comes to the initial codes, then came back and discussed and reconciled any discrepancies, and I made appropriate adjustments to the codebook before proceeding to the second stage of the coding process. Some of these adjustments were combining, deleting, and adding codes, and setting specific measures and standards for some codes that require more subjective judgment. The second stage involved independent coding where all coders separately coded an additional 20 posts, or 20% of the chosen sample choosing 1 post of each student publication.

The purpose of this second stage was to assess the intercoder reliability of the coding process used to evaluate a set of 100 Facebook posts across different categories. Intercoder reliability measures the extent to which different raters or coders agree in their assessments, which is crucial for ensuring the consistency and reliability of the data collected. Fleiss' Kappa was chosen as the metric for this analysis over Cohen's Kappa, as the former is suitable for assessing agreement among three raters coding binary data.

Each of the coders, including the researcher, evaluated the same 20 posts each. Each post was assessed across main categories: media modality (photo, video, infographic, photocards/graphics), geographic focus [campus-focused, local (community up to city-wide), province/regional/island-wide, national, international, or no geographic focus], section coverage or category (news, editorial, feature, sports, others), theme (campus issues and events; heritage and culture; politics and government; health, fitness, and medicine; education; conflict, disaster, crime; business; science and

technology; others), and competencies (digital visualization of data, digital design, and interpreting technical information).

The last three categories on competencies have a total of 5 subcategories with specific measures built-in the coding sheet, instead of just keywords or concepts to ensure smooth process of coding. For a more detailed description and coding standards, see Appendix 4: Codebook for Quantitative Content Analysis.

The five categories analyzed for intercoder reliability were chosen because they required more subjective judgment and evaluation. During the first stage of coding, coders took more time to evaluate posts in these categories. Categories like media modality, geographic focus, section coverage, and theme were not included in the intercoder reliability test because they were easier to code and required less time, with much of the information being readily apparent. Including these categories in the reliability test might have skewed the results towards an even higher agreement, thus focusing on the more subjective categories provided a more meaningful assessment of the coding process.

The formula in Figure 2 below was used in a multi-stage process of computations on Microsoft Excel to arrive at the overall Fleiss' Kappa value, as well as individual Fleiss' Kappa score for each of the five categories.

$$\kappa = \frac{P_o - P_e}{1 - P_e}$$

Figure 2: Fleiss' Kappa Formula

The overall Fleiss' Kappa value for the dataset was calculated to be 0.81 (see Figure 3 below). According to Landis and Kock (1977), this score indicates "almost perfect agreement" among the raters. This high level of agreement suggested that the rating criteria were applied consistently across the aforementioned categories and by all three raters.

$$\kappa = \frac{.9067 - .5080}{1 - .5080}$$

$$\kappa = .8103$$

Figure 3: Fleiss' Kappa equation and result

Such a high level of agreement enhanced the credibility of the data and supported the reliability of the conclusions drawn from this analysis. The score also suggested that the training provided to the coders was effective and that the coding instructions were clear and well-understood.

For the detailed table showing the binary scores of each rater for each post subject for intercoder coding, and the subsequent computations, see Appendix 6: Fleiss' Kappa Intercoder Reliability Computation.

Meanwhile, to establish reliability in coding the qualitative semi-structured interviews, the researcher engaged in a rigorous consultation process with Dr. Estella, the developer of the Conceptual Framework of Digital Journalism Competence, and the research thesis adviser. Through a series of meetings and iterative discussions, the coding framework was refined to ensure its robustness and validity. Additionally, a reflexive journal was maintained to document decisions, notes, and any uncertainties encountered during the coding process, which helped mitigate personal biases. Pilot testing of the coding framework on a subset of the data allowed for further adjustments and ensured consistency. All these steps were meticulously documented in a detailed codebook, which includes definitions, examples, and decision rules for each code to ensure transparency and replicability of the research process.

1.5   Ethics

I would like to acknowledge that I was a student journalist for four years, from 2009 to 2013, which provided me with valuable insights into the field. This experience, while beneficial in understanding the dynamics of student journalism, could also introduce bias. To ensure objectivity, I employed rigorous methodological practices, including triangulation of data sources and systematic coding frameworks, and sought input from other researchers. Additionally, none of the participants personally know me.

 Participation in the interviews was entirely voluntary, and no compensation was provided to the participants. Given the involvement of student participants, a formal

letter was sent to the respective student publications. In some cases, their advisers were also involved in the communication process.

To facilitate scheduling, participants were given a link to Calendly, an online booking platform. There, they had access to a consent form, a General Data Protection Regulation (GDPR) Compliance statement detailing how their data would be treated and stored, and information on how they could withdraw their participation. The interviews were conducted via Google Meet from May to June at times convenient for the participants. The time period for the interviews were held on those months because many of the participants were not available due to the fulfillment of their academic requirements towards the end of the academic year. The participants' names are redacted in this research to protect their safety and status as students, especially considering the campus press situation discussed in the literature review and interviews. Because of this, full interview transcripts are not included in this research. However, transcripts can be made available upon individual request.

4   Analysis

In this analysis, I will use Bronfenbrenner's ecological systems theory (1979) and Estella's Conceptual Framework of Digital Journalism Competence (2022) to interpret the collected data and contextualize the results. Bronfenbrenner's ecological approach allows for a comprehensive examination of the multiple environmental systems (1979) influencing student journalists, from immediate educational settings to broader societal contexts. Estella's framework provides a structured lens through which to assess the specific competencies required for digital journalism, categorizing them into cognitive-behavioral bases and technological profiles (2022). By integrating these theoretical perspectives, this analysis aims to address the following main research questions: How do formal and extracurricular education and digital transformation influence the practices and reportage of student publications in the Philippines?

This main research question is broken down into smaller questions:

RQ1: What are the characteristics of their journalism training?

RQ2: What are the competencies as manifested in their reportage and practices?

RQ3: What are their desired competencies and competencies they think they performed during practice?

RQ4: How can the competencies as manifested in their reportage be compared with the competencies they performed and/or think they perform?

RQ5: What competencies are performed in light of digital transformation?

While there are 5 research subquestions, the analysis integrates findings from both the quantitative and qualitative components, and answers the questions as a whole.

By integrating quantitative and qualitative components, this mixed-methods approach allowed for a holistic investigation into the research questions. The quantitative data based on the quantitative content analysis of Facebook posts offer generalizable insights. The qualitative data based on semi-structured interviews with the student journalists provide depth and richness, capturing their nuanced experiences. This comprehensive approach aimed at arriving at a well-rounded analysis of the impact of education and digital transformation on the practices and reportage of journalism competence in the Philippines.

The focus of the quantitative part of the research was to identify the presence of specific features across the Facebook posts, including types of content, geographic focus, themes, the use of digital tools, and digital competencies displayed. By using descriptive statistics, the distribution and frequency of these features are illustrated.

The qualitative component of this research involved in-depth interviews with 20 student journalists who hold editorial positions in the same student publications sampled in the quantitative data. These interviews, which were analyzed thematically and by aligning the codes with Estella's (2022) competencies, aimed to gain a deeper understanding of their experiences, perceptions, and reflections on journalism education and practice in the context of digital transformation. The participants, aged between 18 and 23, come from diverse academic backgrounds, including journalism, communication, development communication, education, English, political science, philosophy, accountancy, information technology, petroleum engineering, psychology,

microbiology, public administration, and chemical engineering. They occupy various editorial roles, such as editor-in-chief, managing editor, feature editor, senior editor, and chief photographer, with an average tenure of three years in their respective publications.

Some student journalists in the Philippines operate under significant socio-political challenges, which in a way shape their reporting and journalistic practices. For instance, one editor resides in the region of Davao, the hometown of former President Rodrigo Duterte. As discussed in the literature, Duterte's administration was marked by numerous attacks on press freedom, creating a hostile environment for journalists (Reporters Without Borders, 2024). This proximity to such a politically charged atmosphere poses unique challenges and risks for student journalists striving to uphold journalistic integrity.

Another student journalist lives in Marawi, the Philippines' largest Muslim city, which was extensively damaged during the Battle of Marawi in 2017 (Amnesty International, 2017). This journalist covered the bombing (Guinto & Simonette, 2024) of their own university in 2023, highlighting the instability and danger in the region. Such experiences show the resilience and dedication required to report from conflict zones, where the threats to personal safety and the complexities of the socio-political landscape are ever-present.

Similarly, an editor from Ilocos Norte, the birthplace and hometown of the former dictator Ferdinand E. Marcos and his son, the current President Ferdinand Marcos Jr., navigates a historical and politically sensitive environment. The legacy of the Marcos family and its impact on press freedom and political discourse in the Philippines adds layers of difficulty to the journalistic efforts in this region.

Moreover, some student journalists live in areas with high concentration of communist insurgency, making them more vulnerable to red-tagging, a practice where individuals or organizations are unfairly labeled as communists or terrorists. This exacerbates the risks they face, as being red-tagged can lead to harassment, threats, and even violence. Additionally, those living in disaster-prone areas must contend with the

immediate and long-term impacts of natural disasters, further complicating their reporting duties.

The student journalists' work, often conducted under extreme pressure and threat, exemplifies the critical role of journalism in documenting and responding to the socio-political realities of their regions.

4.1 Campus Journalism in the time of digital transformation and other disruptions

The impact of digital transformation on journalism is profound and multifaceted, reshaping how news is created, shared, and consumed. As discussed in the literature review, the digital revolution has introduced new technologies, platforms, and methods that have significantly altered the journalistic landscape (Deuze & Witschge, 2018). This transformation can be situated within Bronfenbrenner's ecological systems theory, particularly the chronosystem, which encompasses changes over time, and the exosystem, where mass media plays a crucial role in an individual's development.

In the context of campus journalism, these digital disruptions present both opportunities and challenges. This section of the analysis delves into how student journalists navigate and adapt to these changes, drawing on the quantitative data on their reportage and qualitative data from interviews with student journalists who hold editorial positions. By examining their practices, and reportage, we gain insights into the competencies they develop and the obstacles they face in an era defined by rapid technological advancements and evolving media landscapes.

The 100 Facebook posts collected from student publications revealed distinct patterns in the use of different media modalities. The data indicates a diverse approach to content creation, with varying frequencies of posts featuring photos, videos, infographics, and photocards or graphics (See Figure 4 below).

Out of the 100 posts analyzed, 27 posts contained photos, representing 27% of the total. Video content was less common, with only 3 posts, accounting for 3% of the total. Similarly, posts featuring infographics also numbered 3, making up another 3% of the

total. The predominant modality used was photocards or graphics, which appeared in 67 posts, constituting 67% of the total.
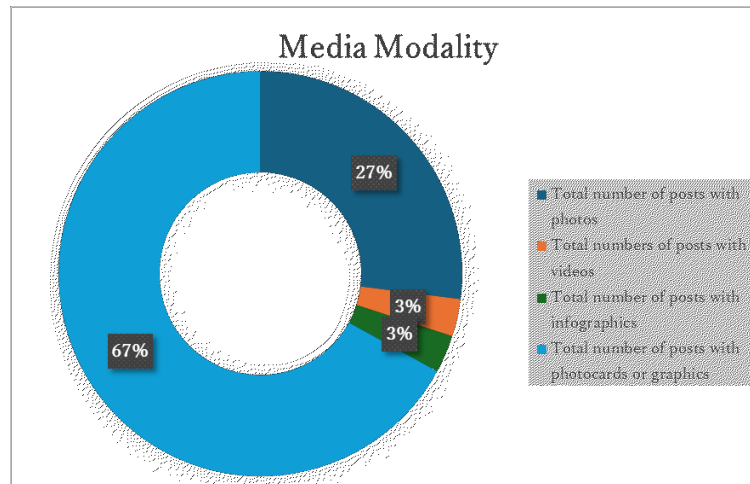
Figure 4: Media modality

Participant 6 sheds light on this choice. P6 says:

> We mainly post updates on Facebook, because that's where engagement is. Then after posting it on Facebook, we cross-posti it to Instagram, Twitter, and if it is a video output, we cross-post it on TikTok. (P6)

Participant 2, on the other hand, says that for videos, they utilize TikTok and YouTube, as a way to expand the article.

Some participants (P10, P18) express their lack of video editing skills, while some resort to posting quick photos and articles over videos, because shooting and taking videos take more time.

> I hope we can do news reels, because that's what's trending. But the problem is it's hard to find someone who can teach video formats. Most of our training is more aligned with traditional formats, so I hope we could find someone who is more adept at digital journalism. (P18, translated from a mix of Filipino and English)

P6 and P1 also comment on the rising popularity of news reels:

> That's what's trending now. You write, you film yourself, you edit the video. (P6, translated)

> We do news reels for our interviews. (P1)

P9 says they know through their engagement analytics that good photos, not just ordinary photos, capture more attention.

> *We feel like our readers are very quick to skip our articles, but if they see an impactful editorial cartoon or photo, then they are more likely to read our articles. So we make sure that the two of them line up. (P9)*

P9 further comments that the use of graphics/photocards in their reportage.

> *We're trying to hopefully not make the same mistakes in previous years, wherein the majority of the articles and the art do not line up. And it's important because art is usually something that strikes the attention of our readers the most. (P9)*

Some participants (P7, P9) noted that because of tools like Canva, anyone can help post graphics.

> *When it comes to graphics, since it's more accessible to the majority of our editorial board and staff, we use Canva for visual representations, (P9)*

> *When we get data from our sources, we just create graphics using Canva since I think Canva is much easier to use (P3)*

Meanwhile, the lack of infographics could be attributed to lack of data journalism training, experience, or need to report data.

> *In my experience, we don't report a lot of numbers or data. (P10, translated)*

> *There's data journalism, which is also new for a college student journalist who is exposed to conferences when he was in elementary and high school. (P6)*

> *I haven't experienced dealing with visualizing numerical data. (P11, translated)*

> *We haven't used infographics for some time now. I'm not really sure why. I think it's because we haven't thought of it yet, but maybe we'll be able to utilize it again in the future. (P8)*

We haven't produced a write-up or any output that needed statistical data so far. (P15, translated)

I studied it in my class, but in the publication, we haven't done data interpretation and visualization because we weren't trained, or we don't need to. (P13, translated)

These findings highlight a strong preference for visual content, particularly photocards or graphics, which combine text and images to engage audiences. The significant use of photocards or graphics suggests that student publications prioritize visually engaging content to attract and retain reader attention. In contrast, the relatively low frequency of videos and infographics indicates that these formats are less favored, potentially due to constraints such as resource availability, technical skills, or editorial priorities within student publications.

Bronfenbrenner's ecological systems theory posits that an individual's development is influenced by various layers of environmental systems from immediate surroundings to broader societal contexts (Bronfenbrenner, 1979). In this context, the microsystem includes the student's immediate environment, such as their educational institutions and peer interactions. The strong focus on visually rich content can be attributed to the direct influence of media literacy programs and peer practices that emphasize the importance of engaging visual storytelling. Some participants attributed the lack of infographics to limited capacity, lack of training, or a deliberate choice not to report on it.

The exosystem encompasses external environmental settings that indirectly affect the individual. For student journalists, this includes media organizations, technology providers, and journalism networks that set trends and provide tools for digital content creation. The preference for visually engaging content reflects industry standards and the availability of digital tools and platforms that facilitate multimedia journalism (Deuze and Witschge, 2018; Estella, 2022).

Meanwhile, the analysis of engagement metrics for the 100 Facebook posts from student publications across 20 institutions provides valuable insight into audience

interaction with the content. The total number of likes, comments, and shares for these posts are 16,299; 306; and 3,734, respectively. On average, each post received 162.99 likes, 3.06 comments, and 37.34 shares. When broken down by publication, this averages to approximately 814.95 likes, 15.3 comments, and 186.7 shares per student publication.

Additionally, 26 of the 100 posts included links to external sites. This suggests some degree of use of external sites to provide additional information, context, or related content to their audience. The inclusion of external links can enhance the value of the posts, offering readers a pathway to further explore the topics covered, which can contribute to the overall engagement and educational value of the posts.

The data on the geographic focus of the 100 Facebook posts (See Figure 5: Geographic Focus) from student publications reveals significant trends in the scope and relevance of the content. A substantial majority of the posts, 71%, are campus-focused, indicating a strong emphasis on issues, events, and topics directly relevant to the student body and university life.

In contrast, only 2% of the posts are focused on local community issues extending up to the city level, and 3% have a province, regional, or island-wide focus. National topics account for 9% of the posts, while none of the posts cover international issues. Additionally, 15% of the posts have no specific geographic focus, potentially addressing broader themes or topics that are universally relevant or applicable.
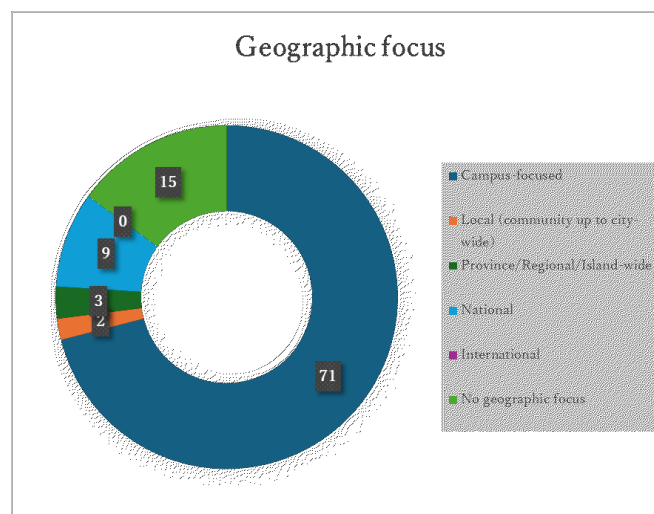
Figure 5: Geographic Focus

Applying Bronfenbrenner's ecological systems theory (1979) to student journalism, the microsystem level—represented by the campus community—has a dominant influence on the content produced, as evidenced by the high percentage of campus-focused posts. This immediate environment shapes the priorities and interests of student journalists, encouraging them to report on issues that are directly relevant to their peers. The limited number of posts covering broader geographic areas suggests that while student publications occasionally address wider issues, their main focus remains on the immediate academic environment.

The mesosystem, which involves the interconnections between different microsystems (Bronfenbrenner, 1979) such as the relationship between the university and the local community, is less represented, with only a small percentage of posts addressing local or regional issues. This suggests that while there are interactions between the campus and the broader community, they are not the primary focus of student journalism. The broader societal context, or macrosystem, which includes national trends and policies, has a more noticeable influence, as seen in the 9% of posts focusing on national issues.

This also suggests some degree of audience understanding, which is one of the competencies in Estella's framework (2022). This evident in the way student publications prioritize campus-related news.

> *We very rarely report about happenings outside of the university. (P10)*
>
> *If ever we tackle national issues, it's more on the explainer side of it or opinion articles. (P15)*
>
> *I haven't experienced covering a story with a national scope (P19, translated)*

But this finding on geographic may not always appear as it is. Many participants say that they actually cover news outside of their university, but they localize those topics to make them relevant to the students. For P6, localizing topics, such as oil price hike, inflation, or disasters, means trying to find an angle relevant for the students and report on how they will be affected.

When we want to report local or national issues, we localize them to our provincial or school context, so that they resonate with the students. (P2, translated)

If there is national news, how can we localize it? How can we relate it to the students? For example, transportation fare increase, how can our students cope? Then we report. (P14, translated)

It is through our storytelling that students get to realize, oh, this is actually how it affects me. So, they're not blind to the reality anymore that the status of the country and how it very much affects their studies. (P20)

P18 and P20 said that they deliberately cover national news.

We have set in our editorial flows that we report beyond the campus, because a lot of the things that students experience are cause by external factors, as well. (P18)

These national issues actually contribute to the lives of the students... it's actually just one big mechanism, and that if one of the cog breaks, the other cogs get affected too. (P20)

Being a student journalist here allows you to cover national issues that the students face and even local issues inside the campus that are not touched in the national landscape, you can touch it there. So you're like a community journalist but for your school and it's rare because there are few community journalists in my community. (P16)

The geographic focus categories based on Schmidt (2014) traditionally include campus-focused, local (community up to city-wide), province/regional/island-wide, national, and international. However, the practice of student publications' practice of localizing broader topics complicates these categories. When a national issue is reported with a focus on its impact on the student community, it blurs the lines between campus-focused and national coverage. This has implications for how we code and interpret the

geographic focus of student journalism. Further research can build upon this problematization.

The finding on geographic focus indicates that 0% of the posts cover international news. However, this does not imply that international news is irrelevant to student journalists. Several participants highlighted the importance of international news and expressed a desire to explore and report on global issues, especially those that have local implications or are of particular interest to the student body.

> *When it comes to national or international issues, I believe that we campus journalists still have an integral part or role that we need to play in reporting those issues. (P2, translated)*
>
> *Like the issue between Israel-Palestine, we write about that. We have opinions, features and then news actually…especially, human rights are concerned. (P11, translated)*

This suggests that while international topics are not currently prominent in the coverage, there is a recognized value and interest in them among student journalists.

The data on the thematic coverage of the 100 Facebook posts from student publications reveals significant trends in the topics prioritized by student journalists. The data indicates that a substantial majority of the posts, 65%, focus on campus issues and events. This strong emphasis highlights the relevance of topics that directly impact the student body and university life, underscoring the role of student publications in addressing and informing their immediate community about pertinent issues and activities.

In contrast, only 2% of the posts are dedicated to heritage and culture, suggesting that while these themes are acknowledged, they are not the primary focus. Politics and government topics are covered in 7% of the posts, reflecting an awareness of broader societal issues that can influence the student population. Health, fitness, and medicine, along with conflict, disaster, and crime, each constitute 2% of the posts, indicating a limited but significant concern for these areas. Interestingly, there are no posts dedicated

solely to education, business, or science and technology, highlighting potential gaps in coverage or areas that might be underrepresented in student journalism.

The "Others" category, which includes 21% of the posts, likely encompasses a wide range of miscellaneous topics, further indicating the versatility and broad interests of student journalists.

The data on the section coverage of the 100 Facebook posts (See Figure 6: Section Coverage) from student publications provides insight into the types of content prioritized by these student journalists. The distribution of posts across various sections reveals that the majority, 60%, are dedicated to news coverage. This strong focus on news indicates that student publications prioritize timely and relevant information that directly informs their audience about recent events and developments. Editorial content, comprising only 3% of the posts, suggests that opinion pieces and commentary are less frequently published. Similarly, feature articles and sports coverage each constitute 4% of the total posts, indicating a relatively limited focus on in-depth storytelling and athletic events. The "Others" category, which includes 29% of the posts, encompasses a variety of content that does not fit neatly into the traditional news, editorial, feature, or sports sections. This could include literary pieces, "happy birthday" and other greetings, announcement and other forms.
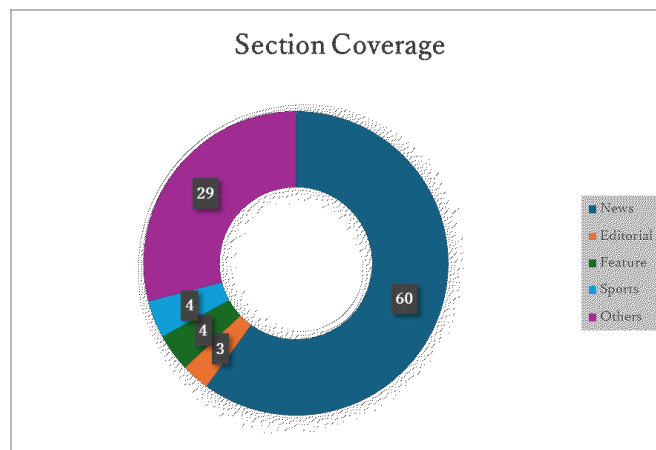
Figure 6: Section Coverage

The predominance of news content reflects the immediate influence of the microsystem, where student journalists respond to the direct informational needs of their campus community. The limited representation of editorial, feature, and sports sections

suggests that while these areas are important, they are secondary to the primary goal of news dissemination. The heavy emphasis on news coverage can be attributed to the educational settings that prioritize timely and relevant information about the campus and its activities. The school as an environment in the microsystem (Bronfenbrenner, 1979) encourages student journalists to focus on reporting immediate and impactful news for their peers.

Despite what Nielsen (2024) the emerging practice of Facebook and X on the deprioritization of news on their platforms, students publications still find Facebook as their platform for news.

In terms of the presence of competencies by Estella (2022) as reflected in the reportage, the data reveals various levels of competencies in digital journalism, as outlined in Estella's Conceptual Framework of Digital Journalism Competence. These competencies include digital visualization of data, digital design, and interpreting technical information.

A high percentage of posts, 84%, effectively use accessible language, avoiding unnecessary jargon and technical terms. This indicates that student journalists are skilled at making technical information understandable for their intended audience.

This could also point to one of the competencies in Estella's framework "dexterity in manipulating language".

Many participants share that it is common practice for them to make things less complicated in terms of language. For student journalists (P3, P4, P7, P10, P11, P12, P14, P15, P17, P18, P20), dexterity in manipulating form means adjusting the language in order to be understood well, given that their main audience are their fellow students. they have been trained how to adjust the language of their content, veering away from jargon, in order to connect with the audience more.

For some journalists, writing in Filipino is the way they want their content to be understood.

> *My mentor taught me: We should use the language of the masses which is Filipino. When the story we're thinking about is something that really affects the community, the language we use is Filipino. (P2, translated)*
>
> *We really write in Tagalog because more people can understand. (P11, translated).*
>
> *We use Filipino because if we use one of our tow other languages, we won't understand each other (P1)*

P18 even said they observed that jeepney drivers (public transportation drivers) and store vendors within the vicinity of their university read their paper.

> *We are also conscious of our language use because mostly they really prefer the article written in Filipino, so I think there is still a challenge for us to strike a balance, how we mix our news, what medium to use (P8, translated).*

In terms of competencies by Estella (2022) that is closely related to the focus on students as audience, data shows that 60% of the posts successfully connect the information with the interests of their audience. However, only 14% of the posts actively encourage engagement through their visual content. This lower percentage suggests a potential area for improvement, where student journalists could further refine their visual strategies to facilitate more interactive and engaging content.

One of the competencies by Estella (2022) is "scientific approaches to knowing the audience". For student journalists and in the context of this research, it is manifested through knowing the audience through Facebook analytics. The interviews show how they use Facebook analytics and audience data to inform their content strategy and production. Many of them analyze metrics like reach, engagement, and follower growth to identify the types of content that resonate most with their student audiences. They find that lighter, more relatable content like human interest stories and opinion pieces tend to perform better than heavier, more serious news coverage, especially on topics like student elections. Some of them also look at demographic data to understand the composition of their audience, noting that their readers are often centered in their local

regions but may also have national or even international reach for certain high-profile stories. While the level of in-depth analysis varies, the common thread is a focus on using audience data to create content that aligns with student interests and preferences. This data-driven approach allows the student publications to better serve their core student readership while also expanding their impact.

Most of the participants said that their being a student themselves and being a member of the Generation Z (GenZ) is an advantage.

> *I'm a Gen Z writing for my fellow Gen Zs. (P11)*
>
> *Like our audience, we are also students, so we kind of know what they're interested in, what's trending, what they are talking about, and we use that to our advantage as student journalists. (P2)*
>
> *I'm GenZ. Since we are also students, we know the struggles (P4)*
>
> *I know what's trending, I know what the big gossips are, hearsays. I know all of those things because I'm also a participant in the culture, in the student affairs as a student myself. (P12)*
>
> *We are our audience. (P16)*

This sentiment is echoed by the participants who emphasize their ability to tap into trending topics, student struggles, and cultural nuances, effectively using this shared experience to enhance their journalistic practices. This strong alignment between the journalists and their audience shows the importance of contextual relevance and audience engagement in student journalism, demonstrating a key competency identified by Estella's framework (2022).

At the core of Bronfenbrenner's (1979) ecological systems is the individual, surrounded by multiple layers of influence ranging from immediate surroundings to broader societal contexts. In the context of student journalism, this individual is not only the student journalist but also the audience they serve. In the microsystem, student journalists are directly influenced by their immediate educational environment, peers, and personal experiences. Their unique position and dual role as both content creators and members of their audience (fellow students and Gen Z) allows them to produce

highly relevant and engaging content. However, this dual role also creates tensions. On one hand, it empowers student journalists to create content that resonates well with their peers, leveraging their insider perspective to address topics that are timely and relevant. On the other hand, this close identification with the audience can lead to potential biases and echo chambers where the diversity of perspectives might be limited. This close-knit relationship also hints at the challenge of maintaining objectivity and broadening the scope of reportage beyond immediate peer concerns. More research can further interrogate these tensions.

A significant portion of the posts, 62%, effectively use clear and effective visuals to convey their intended message or information. This suggests that student journalists are proficient in using visual tools to enhance the understanding of their content, making complex data more accessible and engaging for their audience.

This is complemented by the findings that show that digital design principles are well-integrated in 63% of the posts, demonstrating the application of layout, typography, and color theory. This indicates a strong grasp of design fundamentals, which enhances the aesthetic appeal and readability of the posts, thereby improving overall user engagement.

These findings can be related to the findings on the quantitative part that examined the presence of infographics.

However, the low presence of infographics in the posts suggests a gap in data journalism training and experience among student journalists. Bierhoff & Schmidt (1997) and Bockino (2018) highlight that the use of digital tools for reporting data visualization is a critical competency in the age of digital transformation. Many participants noted their lack of exposure to data journalism and infographics, citing reasons such as not frequently reporting numerical data or not having received adequate training in visualizing data. This gap is illustrated by their comments about not needing to report data often, unfamiliarity with data journalism, and the lack of experience in data visualization despite theoretical knowledge from their classes.

Proficiency in general visual and design principles indicates that student journalists have the foundational skills needed to produce high-quality visuals. However, the specific skills required for data journalism and the use of infographics are underdeveloped. This suggests an area where further training and experience could be beneficial, aligning with the broader goal of enhancing digital journalism competencies as outlined by Estella (2022). By addressing this gap, student journalists can expand their ability to convey complex information effectively, making their reporting more comprehensive and engaging for their audience. This integration of visual storytelling with data journalism is crucial for journalism in the age of disruptions (Estella, 2022), where the ability to present data clearly and engagingly is increasingly important.

The participants share a number of digital tools and platforms that they use in their content production and workflow. Digital tools and platforms used by the participating student journalists and their publications:

Adobe Premiere, Photoshop, Indesign, Illustrator, Lightroom AfterEffects, Blender

Microsoft Word and Excel and Microsoft One Drive: Personal Vault

Google drive, forms, sheets, docs

Canva	*ibisPaint*	*Corel Draw*
ChatGPT	*Telegram*	*Medibang*
Capcut	*Messenger*	*KeeppassXC*
Copilot	*Discord*	*ProtonMail*
Notion	*Midjourney*	*Stata*
Google	*Procreate*	*Flourish*
Edge	*Gemini*	*Grammarly*
Bing	*Quillbot*	
Goodtape.io	*Sony Vegas*	

P9 also noted that their online space is only half of their reportage. They still mainly produce print, which significantly divides their time.

> *We're trying to create a balance between our print and the online space. We're trying to maximize our digital space so that we can produce timely content for our students. (P9)*

Some participants noted that because their training focused too much on the basics, such as writing, less attention is given to training in design.

> *I am hoping to learn how to leverage those social media platforms and technologies to bring news to the students. (P7)*

The use of Artificial Intelligence (AI) generative tools among student journalists is a topic of divided opinions. While some see potential benefits in using AI for tasks such as ideation and grammar checks, others express concerns about the ethical implications and the potential negative impact on the credibility of their work. This division underscores the need for standardized training and clear guidelines on the appropriate use of AI tools in journalism.

> *I use AI to actually help me in my ideation (P3)*
>
> *I think it would create a bad image, not just for us, but for our publication if we were caught using ChatGPT (P5)*
>
> *I think it's better to not use AI. I think it's unethical (P10)*
>
> *AI can't integrate with the masses (P11, translated)*
>
> *We strictly do not use AI since also our main product is news. (P15)*
>
> *We have set guidelines on how to use ChatGPT. (P18, translated)*
>
> *It's a great tool if you know how to use it. (P19)*

The integration of AI generative tools in student journalism presents both opportunities and challenges. While some student journalists see value in using AI for specific tasks, others are concerned about the ethical implications and potential impact on their credibility. Standardized training and clear guidelines are essential to navigate these complexities, ensuring that AI is used ethically and effectively to support, rather than undermine, the core values of journalism. By establishing these standards, student journalists can better leverage AI tools to enhance their work while maintaining the trust and authenticity that is crucial to their role.

Another competency by Estella (2022) is "critical reflections on technological advancements." In interviews, student journalists highlight the critical role of social media platforms in student publications. The key themes that emerge are the diverse useof social media platforms, the impact on audience engagement and reach, the challenges and opportunities presented by technological advancements, and the evolving nature of student journalism.

The student publications have embraced a range of social media platforms, including Facebook, Twitter, TikTok, and YouTube, to disseminate information, engage with their audience, and diversify their content. Facebook is identified as the primary platform, as it is widely used by the target student audience and allows for the easy sharing of full articles. P17 says that posting on Facebook is a more economic choice than websites or other platforms because students would have to spend money to pay for mobile data when they read on websites.

> *At one time, we also opted to have a website for our publication. But then, we find it not economic for our students. Because when you post on a website, you have to embed it on Facebook. So, the students still need to have mobile data to access the news. And I think it's not economic on their part. So, we opted to just post on Facebook. The whole article will be used as a caption.* (P17)

Other platforms, such as TikTok and YouTube, are utilized to create multimedia content.

Student publications can now easily monitor audience preferences and interests through metrics like Facebook engagement, allowing them to tailor their content accordingly. The digital platforms also enable a much wider reach compared to traditional physical publications, with the potential for viral content further amplifying the publication's visibility.

The student publications clearly leverage new technologies and platforms, despite some areas of improvement. This is manifested through the different ways they

produce, package, and share their content, which are big steps toward surviving and thriving in the age of digital transformation (Deuze & Witschge, 2018).

What the student publications lack however is standard cybersecurity protocol for the protection of their Facebook account and other digital assets. Cybersecurity is also one of the competencies explored by Estella (2022). Interview show some of the student publications have experienced incidents of their social media accounts being hacked or accessed by unauthorized individuals, leading to the posting of inappropriate content or the loss of access to the accounts. This has caused some damage to their online presence and reputation. To address this, the publications have implemented measures like limiting the number of administrators with access, changing passwords regularly, and using institutional email accounts and cloud storage rather than personal accounts. They also use a combination of cloud storage, institutional email accounts, and physical hard drives to store and backup their digital files, including articles, photos, videos, and sensitive documents. They have protocols in place to ensure files are properly organized and secured, with access restricted to only necessary editorial staff. Some have experienced issues with corrupted or lost files, leading them to implement more robust backup systems. The student publications are very cautious about managing their social media accounts, limiting the number of administrators with posting access and implementing protocols to prevent accidental or unauthorized posts. They have faced incidents of editors forgetting to switch accounts and posting personal content on the publication pages, which they have had to quickly address. Overall, the student publications have had to navigate a complex cybersecurity landscape, implementing a range of measures to protect their digital assets and online presence. The experiences shared highlight the importance of proactive security measures, clear protocols, and a cautious approach to managing sensitive information and social media accounts.

Another competency (Estella, 2022) is mobile/backpack journalism. All student journalists reported widespread use of mobile phones and backpack journalism in their publications. Many of them rely on mobile phones for various journalistic tasks, such as data gathering, processing, and content posting, due to limited access to laptops and

other equipment. Phones are used to capture photos and videos, record speeches and interviews, write and edit articles, and directly post content on social media platforms. This mobile approach is particularly advantageous for covering breaking news and live events, as it allows for faster and more immediate reporting. However, some publications still prefer using DSLR cameras for higher-quality photos, and laptops for more extensive article writing and editing.

This is consistent with Gastardo-Conaco's (2015) quantitative findings on the use of mobile phones among young people. According to Gastardo-Conaco (2015), young people can already access various media, such as TV, radio, and others, on their smartphones, and the use of smartphones has now become an agent of political socialization (Gastardo-Conaco, 2015).

The youth's preference for mobile/backpack journalism can also be attributed to resource availability, especially in the Global South settings (Estella, 2022).

There is also recognition of the need to develop digital journalism skills, including the use of news reels and other video formats, which are becoming increasingly popular. This finding echoes the results of Newman et al. (2024) on the preferential shift to video among younger audiences. As the research participants venture on creating news reels, the line between Gen Z student journalists and news "creators" and influencers are blurred.

Overall, the student journalists leverage mobile technology to overcome resource constraints and deliver timely, accessible content to their audiences.

Technological advancements have presented both challenges and opportunities for student journalism. While the lack of funding and resources has led to a reliance on digital platforms, the student publications have also recognized the need to enhance their technological and media literacy skills to effectively leverage these platforms. This includes understanding how to utilize various social media features and tools in their reportage.

Student publications are navigating this shift, exploring ways to balance the entertainment and informative aspects of social media, and striving to maintain their role as a platform for student voices and initiatives.

The competency category "Attitudes and Personal Features" under the Cognitive-Behavioral Base of Estella's (2022) framework captures the essential characteristics and skills that define a journalist. Estella (2022) argues that digital journalists in the age of disruptions must enhance their toolbox to stay relevant and effective. For student journalists, this means embracing role flexibility and versatility. The participants in this study frequently describe themselves as "all-rounders" or "well-rounded" journalists, capable of navigating various genres and formats, from news and features to editorials and sports.

This adaptability and flexibility is crucial in the current media landscape, where the ability to perform diverse tasks can significantly enhance a journalist's value. Participants emphasized the importance of being able to adapt to different situations, such as stepping in for absent correspondents or creating visually engaging content for social media even though they are a writer. This flexibility allows them to maintain the continuity and quality of their publications even under challenging circumstances.

Many student journalists started their journalistic careers in grade school or high school focusing on specific areas, such as editorial cartooning or radio broadcasting, but gradually expanded their skill sets to include writing, layout, photography, and video production. This progression illustrates the dynamic nature of their roles and the necessity for continuous learning and skill development. Some participants expressed a desire for more training in specialized areas like investigative reporting, data visualization, or illustration, highlighting their commitment to becoming more versatile and proficient in various journalistic practices.

Overall, the ability to transition seamlessly between different roles and responsibilities is highly valued among student journalists. This role flexibility not only enhances their individual capabilities but also contributes to the overall effectiveness and resilience of their publications. The interviews convey that the most valuable

journalists are those who can demonstrate a breadth of abilities, enabling them to contribute meaningfully across multiple aspects of the field. This multifaceted skill set is essential in an era where media and journalism are continually adapting to new technological and societal changes.

The student journalists also outlined some qualities, which could be considered as their desired competencies. Here's a summary of what the student journalists think a model student journalist is like:

A model student journalist should possess a balance of technical skills and empathetic qualities. They should have strong writing abilities, a keen news sense, and the capacity to effectively present stories in a way that engages and elicits empathy from the audience. Beyond just writing, a model student journalist must also have the interpersonal skills to interact with and report on diverse stakeholders within the campus community. They should be curious, inquisitive, and politically aware, with the ability to critically analyze issues from multiple perspectives. Integrity, truthfulness, and a willingness to stand up for journalistic principles are also essential. Adaptability, versatility, and a disciplined work ethic are important, as student journalism often involves juggling academic responsibilities with the demands of covering events and issues. Strong organizational and time management skills, as well as the emotional fortitude to work under pressure, are also key attributes. Ultimately, a model student journalist should be driven by a genuine desire to amplify student voices, protect student rights, and uphold the ethical standards of journalism, even in the face of potential backlash, harassment, press freedom attacks or censorship attempts.

There are multiple layers influencing the way a student journalist can learn or possess these features. This includes the microsystem (Bronfenbrenner, 1979) or the immediate environment of the student journalist, such as their family, school, peers, and mentors. These direct interactions play a crucial role in shaping their technical skills and empathetic qualities. For example, supportive mentors and advisers within the campus publication can model strong writing and ethical journalism. In the mesosystem, the collaboration between their academic coursework and their experiences in student

journalism can enhance their critical thinking and analytical skills. A politically aware curriculum combined with active engagement in student publications can nurture their curiosity and ability to critically analyze issues.

4.2 Campus journalism and experiential learning: Perspectives from student journalists

The following insights are drawn from interviews with student journalists who shared their perspectives on the value and impact of various training opportunities. The interviews highlighted their experiences, challenges, and aspirations, providing a comprehensive understanding of how training contributes to their development as student journalists.

Student journalists have access to a variety of training opportunities, both within their university publications and through external organizations. Some student journalists point out a strong connection between their formal and extracurricular training, particularly in the context of student journalism. Many students from diverse academic backgrounds, such as journalism, philosophy, communication, English, and science, have found that their formal coursework has equipped them with critical thinking, writing, and other skills that they can apply in their roles as student journalists.

Some student journalists noted that their degree programs, while not directly focused on journalism, provided them with relevant theoretical knowledge and practical experience that enhanced their abilities as student writers and editors. For instance, communication students learned about media laws, ethics, and modern communication technologies, which they could then utilize in their student publication work. This emphasizes the role of formal education in the practice of student journalism. Although student journalists come from different fields of discipline, the structured foundations in their courses and the constant bridging of theory into practice, prepares them for a multitude of demands (Folkerts, 2006; Pavlik, 2020; Deuze, 2006). Their constant hands-on application and performance of their journalistic competencies in the student publications as an extracurricular way of learning also bridge the gap between formal

education and industry expectations (Wahyuningsih et al., 2018; Anderson et al., 2011; Schmidt, 2017).

Overall, the interviews illustrate how a synergistic relationship between formal education, extracurricular education, and practical, real-world experiences can empower students to become more effective and well-rounded student journalists, regardless of their academic specializations.

In terms of journalism training at the university level, many student publications organize in-house training sessions and workshops, often inviting alumni or industry professionals as speakers. These trainings typically cover the basics of journalism, such as news writing, feature writing, editorial writing, and layout/design. Some universities also provide training on more specialized topics like investigative journalism, data journalism, and digital security. Student journalists also have the chance to attend regional and national press conferences, which often include plenary sessions, workshops, and competitions. These conferences expose them to a wider range of journalism skills and issues, such as the impact of AI and social media on the field.

Beyond the university setting, student journalists may also participate in training organized by external groups mentioned in the literature review section. These training tend to have a more thematic focus, addressing timely topics like fake news, political journalism, and the role of campus journalists in advocating for student and community issues. Student journalists find these external training valuable in broadening their perspectives and skill sets, though they note that the relevance and applicability of the content can sometimes be a challenge. One participant even says that "the biggest driver of creating a network is national trainings (P12). P17 also says that maintaining connections with other student and professional publications and organizations benefit their reportage and work flows. However, student journalists are now critical of contest-driven practices at the college level. In high school, many student journalists viewed campus journalism primarily as a competitive endeavor, focusing on excelling in press conferences and competitions at the district, division, and national levels. However, upon entering college, their mindsets shifted, recognizing that campus journalism is

more than just a competition but a means to serve their fellow students and the broader community. The interviews suggest a nuanced understanding of the role of competitions and contests in campus journalism, with a growing recognition that campus journalism should be about more than just winning awards and excelling in competitions, but rather about serving the needs of the student community and the broader public.

Another finding is that student journalists consider community immersion, whether as an outreach program or through their coverage and legwork, as part of their training and education. of community immersion and engagement as a training approach for student journalists. They emphasize how hands-on experience in diverse communities, through field work, interviews, and direct engagement, provides invaluable training for student journalists. This allows them to develop empathy, gain deeper understanding of issues, and produce more impactful, nuanced reporting that reflects the lived experiences of the communities they cover. The student journalists describe how their community-focused work bridges the divide between the campus and the broader society, allowing them to report on issues that extend beyond the university setting. This expands their journalistic scope and relevance, giving voice to marginalized communities. Some of them highlight the importance of student journalists adopting a progressive, activist orientation that aligns their work with the struggles and concerns of the masses. This involves a conscious effort to center the perspectives of the oppressed and to use journalism as a tool for social change. They share how community immersion as a training approach empowers student journalists to become more socially conscious, empathetic, and impactful practitioners, equipped to amplify the voices and experiences of marginalized communities.

These communities, however, vary due to regional and linguistic diversity in the Philippines, as explored in the literature section. In the interviews, the student journalists highlight the linguistic and cultural diversity within the Philippines. In some localities, many languages are spoken, but English and Filipino are used as universal languages to facilitate communication among the diverse population. Similarly, the student publication from Bukidnon State University celebrates the cultural heritage of

the seven indigenous tribes in the province, integrating their languages, traditions, and artistic expressions into their content and activities. The Cordillera region is home to the Igorot people, whose cultural practices and beliefs are seen as valuable heritage that should be properly documented and preserved. The interviews suggest that the documentation of these cultural elements often lacks depth and fails to capture the true meaning and significance behind them. There is a need for more in-depth and respectful representation of the different cultures to allow greater appreciation and understanding.

Another aspect of training and education is Estella's (2022) concept of "knowledge foundations" or having a solid understanding of the fields they cover, as discussed in the literature.

The student journalists describe how they stay informed and updated on various issues, both within their university and in the broader context. A key strategy is extensive reading and research from diverse, credible news sources, including online platforms, social media groups, and traditional media outlets like GMA News, ABS-CBN News, and Rappler. They emphasize the importance of cross-checking information, verifying facts, and understanding historical context, especially for complex global issues. Many rely on word-of-mouth, networking with other student leaders and journalists, and attending relevant events to stay up-to-date on campus-specific matters. Some focus more on local and regional issues that are proximate to their community, while others make efforts to stay informed on national and international affairs as well. Some student journalists create their own filter bubble and curating their online information sources, joining relevant social media groups, and engaging in discussions with peers are also common approaches. Overall, the interviews show the diverse and proactive nature of how these student journalists and campus leaders maintain their knowledge and awareness of current events and issues.

Overall, student journalists emphasize the importance of these training opportunities in developing their craft, building their confidence, and preparing them for the realities of their current practice of campus journalism. They express a desire for more practical, hands-on training that goes beyond the basics and helps them navigate

the evolving media landscape. The combination of university-based and external training allows student journalists to acquire a well-rounded set of skills and experiences to support their journalistic pursuits.

Using Bronfenbrenner's (1979) perspective, the microsystem level includes the direct training experiences within the university, where student journalists interact with mentors, peers, and industry professionals. These interactions are crucial in shaping their immediate skills and attitudes towards journalism (Bronfenbrenner, 1979). The mesosystem involves the connections between different environments, such as the link between formal education and hands-on journalistic practice as an extracurricular activity.

Experiential learning theories, such as those proposed by Kolb (1984), further support the importance of hands-on experiences in journalism education. Kolb's model emphasizes learning through concrete experiences, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984). The training opportunities provided to student journalists align with this model, offering practical experiences that reinforce theoretical knowledge and encourage critical reflection (Kolb, 1984; Schmidt, 2017).

4.3   Institutional Support and Training Deficits

In the interviews, student journalists provided insightful perspectives on several key areas that impact their journalistic competence. They discussed the influence of institutional support and administrative intervention, particularly how university culture and the funding procurement process affect their work and stunt their journalist competence. They also share the impact of the socio-political climate in the country, or the exosystem and macrosystem (Bronfenbrenner, 1979), on their work as student journalists. Additionally, they highlighted a significant deficit in training, exacerbated by the pandemic, which disrupted traditional learning avenues and underscored the lack of resources available to them. Lastly, they shed light on the competition-driven nature of their practice, emphasizing how competitive pressures from contests shape their

approach to journalism and skill development. This section delves into these critical aspects to understand better the challenges and opportunities student journalists face in the Philippines.

Student journalists also expressed concerns about the lack of paralegal or legal training that could equip them with tools to defend themselves. Since they are student journalists run by students, they have no media or corporate lawyer who can extend legal assistance. Some of them expressed that they should receive paralegal training to better understand and protect their legal rights, especially when reporting in volatile situations or online, or in order to know their course of actions if they ever encounter cyberlibel, harrassment, press freedom attacks, red-tagging, intimidation, and surveillance. Some of them have share that they experienced, and/or they know other fellow student journalists who experienced such instances. This situation is precarious and the lack of legal assistance for student journalists is alarming, given the rampant press freedom attacks and harassment on media in the Philippines (CEGP, 2024; Committee to Protect Journalists, 2023; Getz, 2023; NUJP Report, 2024; Reporters Without Borders, 2024).

The literature review section on the campus press situation in the Philippines touches upon the various factors present in Bronfenbrenner's (1979) ecological systems theory, ranging from individual interactions to broader societal influences. Student journalists often face significant adversities, mirroring the broader challenges encountered by mainstream and alternative media in the country. Institutional support and administrative intervention play critical roles in shaping the journalistic practices and competencies of student journalists.

Student journalists reported that university culture, including the level of support from faculty and administration, significantly impacts their ability to perform their duties effectively. These tensions coming from the school as a microsystem (Bronfenbrenner, 1979) directly affects the student journalist at the center of the systems. Some student publications benefit from strong institutional support, which provides them with the necessary resources and autonomy to pursue rigorous journalism.

However, others face administrative intervention that undermines their editorial independence and operational efficiency. For instance, bureaucratic procurement processes can delay access to essential resources, affecting the timeliness and quality of their reporting. Most student journalists reporting having to go through a procurement process to request funding for their training, operational resources, and budget for coverage, and a bidding process to procure equipment, which often take 2-6 weeks, or even months to complete. Some reported having to chase a number of university officials for their signatures.

> *We still have to undergo procurement processes. That is actually one of the things that we are struggling with. (P6)*
>
> *As of the moment, our problem is the procurement process. (P7)*

In effect, student journalists have actually unlocked a competency that is unique only to student publications: financial management. Financial management is not new but considering concepts of media ownership and political economy of the media, there is no clear definition as to who "owns" student publications. It is a media organization funded by the taxpayer's money through the government, but it is not considered state media. Furthermore, instead of professional journalists running them, students who study in the same university, run these student publications.

From interviews, student journalists say they owe it to the students because they are the main stakeholders. This sentiment underscores a community-oriented approach to journalism, where the publication serves as a voice for the students. However, this relationship is not straightforward, as students do not directly contribute financially through subscription fees.

The necessity for student journalists to engage in financial management highlights a significant competency that extends beyond traditional journalistic skills. This competency includes budgeting, resource allocation, and strategic planning, which are crucial for the sustainability of the publication. However, it also places an additional burden on student journalists who must acquire and apply these skills without formal training or professional support.

Professional journalists are more pre-occupied by commercial imperatives, metrics, and industry standards (Glasser, 2006; Schmidt, 2017), but student publications are more concerned about how to turn their own training and development to their current practice of journalism. The assertions of Bodle (1996) and Burch and Cozma (2016) that student publications' reportage quality, their creativity in doing so (Schmidt, 2017), and their role in tense socio-political environments (Teodoro, 2016) can rival that of professional media and has implications for the professional practice of journalism.

In effect, student journalists are often in negotiation and renegotiation of their role as student journalists, and this creates friction between their status as students, which in effect becomes a clash between Bronfenbrenner's environment systems (1979). These negotiations push students to engage in boundary work in order to assert their legitimacy as non-professional media, and uphold their autonomy despite ownership tensions (Allsop, 2022; Farquhar & Carey, 2019).

Understanding the broader context in which student journalists operate is crucial. Bronfenbrenner's ecological systems theory (1979) helps elucidate how various environmental layers, from immediate educational settings to broader societal influences, impact journalism practices. The interviews revealed that student journalists often face challenges such as limited resources, censorship, and political pressures, particularly in the Philippine context. These challenges highlight the importance of a supportive educational and institutional environment to facilitate effective journalism practice.

Digital transformation, on the other hand, plays a significant role in the current journalism landscape. The interviews show that student journalists are increasingly using digital tools for data gathering, content production, and audience engagement. Mobile devices and digital platforms are integral to their workflow, although challenges such as cybersecurity and keeping up with rapid technological changes were noted. This highlights the dynamic nature of digital journalism and the necessity for ongoing training and adaptation.

5 Discussion

This thesis sought to answer the main question: How do formal and extracurricular education, and digital transformation influence the practices and reportage of student publications in the Philippines?

To explore this question, Bronfenbrenner's ecological systems theory was used to contextualize the various environmental influences on student journalists. Additionally, Estella's Conceptual Framework of Digital Journalism Competence was operationalized into specific competency indicators to analyze both quantitative and qualitative data.

The research involved analyzing Facebook posts from 20 student publications and conducting interviews with their 20 editors, representing all regions of the Philippines. This mixed-methods approach provided a comprehensive understanding of how educational experiences and digital transformation shape the competencies, practices, and challenges faced by student journalists in the country.

By integrating Bronfenbrenner's theory, the study acknowledged the multifaceted environmental layers affecting student journalism, from the immediate educational environment to broader socio-political contexts. Estella's framework guided the identification of key competencies, highlighting areas such as digital literacy, ethical reporting, and audience engagement as crucial for modern journalism practice.

However, it is important to note that these quantitative figures are not intended to measure, grade, or quantify the overall competence of the student journalists. Instead, they aim to illustrate areas that may require more attention and development.

It is crucial to recognize that, as Estella (2022) argues, notions of competence are "likely determined by contextual factors" and should be examined through more research. Journalism education and the performance of competencies are constant negotiations (Estella, 2022) influenced by various environmental layers. Therefore, this analysis serves to characterize the current state of student journalism and identify areas for further development, rather than provide a definitive measure of competence.

Key findings reveal that these student journalists, who are Gen Z, are not merely "tomorrow's journalists" (Schmidt, 2014, 2017; Nygren et al., 2010) preparing for life

beyond the classroom (Furman & Sibthorp, 2013) but are already engaging in the field as mobile and backpack journalists. They report on their community and are influenced by the different systems around them. Equipped with newer tools and technologies, they can report in real-time and adapt quickly to the fast-paced digital media landscape. This reflects a significant shift in the role and perception of student journalists, emphasizing their active participation in current media practices rather than viewing them solely as future professionals.

However, student journalists are vulnerable to attacks from various forces, including government harassment, administrative intervention, legal scares, and cyberattacks. The precarious situation of press freedom in the Philippines further exacerbates these vulnerabilities (Reporters Without Borders, 2024; Committee to Protect Journalists, 2023). Therefore, more emphasis must be put on paralegal training, cybersecurity training, and continuous digital transformation training. These measures are essential not only to prepare them for future challenges but to enable them to practice journalism reflexively and apply these skills in their current practices and reportage within their student publications.

One potential application of the findings in this thesis is a direct implication for journalistic training. Given the increasing importance of cybersecurity in protecting digital assets and maintaining the integrity of online presence, it is crucial for student journalists to be well-versed in best practices. To address this need, a practical and efficient approach would be to organize a three-hour training session focused on cybersecurity. This session could feature cybersecurity experts and incorporate insights from the student publications that participated in my research, sharing their real-world experiences and best practices. Here is an example of a training module plan made by the researcher, who is also a licensed professional teacher in the Philippines with 10 years of teaching experience.

Training Module: Cybersecurity for Student Publications

Main Objective: To equip student journalists with the knowledge and skills necessary to secure their social media accounts and digital assets, ensuring the protection of their online presence and the integrity of their publications.

Part 1: Understanding Cybersecurity Threats

- **Objective:** By the end of this module, participants will be able to identify and describe at least three common cybersecurity threats specific to student publications and understand their potential impacts.

Part 2: Securing Social Media Accounts

- **Objective:** Within two weeks, participants will explore and implement best practices on password management and administrative access to their publication's social media accounts to reduce the risk of unauthorized access.

Part 3: Protecting Digital Assets

- **Objective:** Participants will explore, develop and implement a secure digital file management system, including cloud storage and physical backups to ensure that their digital assets are backed up and properly organized.

Part 4: Responding to Security Incidents

- **Objective:** By the end of this module, participants will create and test a security incident response plan, capable of addressing unauthorized access or data breaches within 24 hours of detection.

Part 5: Ongoing Security Practices

- **Objective:** Participants will establish a schedule for regular security audits and continuous training for all editorial staff, with quarterly reviews to update protocols based on the latest cybersecurity threats.

Such a training module would not only provide theoretical knowledge but also practical strategies to enhance the security measures of student publications, ensuring they are better equipped to navigate the complex cybersecurity landscape. Similar modules on critical issues in the findings of this research, such as paralegal training,

data visualization, and collaborative journalism can be created based on the cases described.

The concept of reflexive education and practice emerged as critical, where continuous learning and adaptation are necessary to keep up with technological advancements and evolving journalistic standards. This reflexive approach helps student journalists to be more responsive and responsible in their reporting, ensuring that they remain relevant and effective in a rapidly changing media environment.

The findings also underscored the unique challenges faced by student publications, including financial management, administrative intervention, and the impact of political dynamics on press freedom. These challenges highlight the need for robust support systems and adaptive education to empower student journalists in navigating these complexities.

6   Recommendation for future research

Future research could focus on expanding the framework by Estella (2022). While this framework has been instrumental in understanding the digital competencies required for the journalism of today, it can be expanded to incorporate the perspectives of student journalists. Including insights from student journalists can provide a more comprehensive view of the unique challenges and opportunities they face, especially in the context of rapidly changing digital landscapes.

Further research could also examine best practices for creating and implementing formal and extracurricular training and editorial policy suggestions in student publications. This includes addressing the challenges of digital security, legal frameworks, administrative intervention, protocols for using artificial intelligence, best mobile/backpack journalism practices, sharing of digital tools and platforms, localizing topics, among others. This could also allow student journalists to collaborate more and enhance their networking competencies.

7   Conclusion

This thesis set out to explore how formal and extracurricular education and digital transformation influence the practices and reportage of student publications in the Philippines. By integrating quantitative and qualitative methods, this research provided a comprehensive analysis of the factors shaping student journalism, underpinned by Bronfenbrenner's ecological systems theory and Estella's Conceptual Framework of Digital Journalism Competence.

The quantitative findings revealed that student publications predominantly focus on campus-related issues, which align with the immediate concerns of their student audience. This was evidenced by the high percentage of campus-focused posts, reflecting the influence of the microsystem in shaping content. However, the qualitative data nuanced this understanding by showing that while the content appears localized, it often involves broader topics that are contextualized for the campus audience. This dual coding approach captures the complex nature of student journalism, where national and global issues are made relevant to the student community.

Student journalists demonstrated a strong alignment with their audience, leveraging their shared experiences and generational identity to produce engaging and relevant content. This close identification with the audience, as seen in their ability to understand and respond to what's trending and important among their peers, is a double-edged sword. While it ensures high engagement and relevance, it also risks creating echo chambers and limiting the diversity of perspectives covered. This tension highlights the need for a balance between relatability and journalistic objectivity, a critical aspect of the competencies described by Estella.

Training and education, both formal and extracurricular, were found to be pivotal in developing the competencies of student journalists. The analysis showed that while current training programs are effective in building foundational skills, there is a need for more advanced training in digital tools and investigative journalism. This finding aligns with the broader trend of digital transformation in journalism, emphasizing the need for continuous learning and adaptation.

Bronfenbrenner's ecological systems theory provided a valuable framework for understanding the multifaceted environments influencing student journalists' practices and reportage. The interplay between the different ecological systems – from the immediate educational environment to broader societal trends – highlights the importance of a supportive and interactive environment that facilitates both technical and empathetic competencies.

Ultimately, this research underscores the dynamic and evolving nature of student journalism in the Philippines. Student journalists are not only navigating the challenges of academic and journalistic responsibilities but are also adapting to the rapid changes brought about by digital transformation. Their ability to localize broader issues and engage their audience effectively demonstrates their critical role in shaping informed and engaged student communities.

8   Summary

Studentští novináři na Filipínách jsou v rychle se měnícím mediálním prostředí zranitelní v důsledku digitální transformace a různorodých zkušeností s tréninkem, a také kvůli státnímu obtěžování, administrativním zásahům, právním výhrůžkám, kyberútokům a napjaté mediální situaci v zemi. Tato práce zkoumá, jak formální a mimoškolní vzdělávání spolu s digitální transformací ovlivňují praxi a reportování studentských publikací na Filipínách. Práce využívá Bronfenbrennerův model ekologických systémů pro kontextualizaci environmentálních vlivů a Estellin konceptuální rámec digitálních žurnalistických kompetencí k identifikaci kompetenčních indikátorů. Zaměřuje na 20 studentských publikací, které reprezentují všechny regiony Filipín. Pomocí mixed-method přístupu analyzuje Facebookové příspěvky těchto publikací a rozhovory s jejich editory.

Zjištění ukazují, že studentští novináři generace Z se aktivně zapojují jako mobilní a „batůžkoví" novináři, kteří se rychle přizpůsobují prostředí digitálních médií. Informují o svých školách a komunitách, čímž prokazují klíčové kompetence. Studie zdůrazňuje potřebu robustních podpůrných systémů, zejména v oblasti práva, kybernetické bezpečnosti a průběžného vzdělávání reflektujícího digitální transformaci. Toto reflexivní vzdělávání a praxe pomáhají studentům žurnalistiky zůstat relevantní a efektivní v rychle se měnícím mediálním prostředí. Unikátní výzvy, kterým čelí studentské publikace, poukazují na význam adaptivního vzdělávání, které studentským novinářům umožní se v těchto složitých situacích orientovat.

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10 List of Appendices

Appendix 1: Interview Guide [Table of Questions]

Key Concepts	Questions
Training	1. Have you ever attended journalism skills training like writing and editing training, and other skills? What kind of journalism skills training do you get? How and where do you get such training? 2. How would you evaluate the training you received?
Self-assessed competencies	3. What are your strengths as a student journalist in terms of skills and characteristics?
Desired competencies	4. What other skills and characteristics do you wish you had as a student journalist? 5. If you were to recommend topics that you wish your training could cover, what topics would those be, and why?
Cognitive-Affective Behavioral Base*	
Attitudes and "personal features" (accuracy, fairness, curiosity, flexibility, being able to work under pressure)	6. If you were to give a description or characteristics of a good student journalist, what would you say? Is there such a thing as a bad student journalist? What type of student journalist is that? 7. As a student journalist, how do you stay curious and motivated to pursue stories that matter to your audience?
Knowledge foundations	8. How do you keep yourself informed about local and campus events to ensure your reporting is relevant and timely? 9. What strategies do you use to research topics effectively, especially when you may be less familiar with the subject matter?
Critical thinking and reflection (critical reflection on technological advancements)	10. Can you share an example of a technological tool or platform you've used for your school paper or media projects, and how did you use it in your reporting process? 11. As a student journalist, how do you evaluate the role of new technologies in shaping the future of journalism, considering both opportunities and challenges?
Scientific approaches to knowing the audience	12. Who is your target audience and how well do you know them? 13. What ways do you use to understand the interests and preferences of your audience? 14. Can you discuss how you analyze reader feedback or engagement metrics from your publication's Facebook page
Intermediary Competencies (networking and collaboration skills)	15. What steps do you take to build connections within your school and/or community? How have these networks benefited your work as a student journalist?

Technological Profile*	
"Data-gathering and processing"	1. Do you produce stories and communicate with your fellow publication staff through mobile devices? If so, how? 2. What digital or online tools or software do you use in organizing and interpreting data, statistics or information? Ex: data mining, data management, data-driven journalism?
Content production	3. What digital or online tools or software do you use in producing content for your Facebook page?
Cybersecurity	4. Have you encountered challenges regarding the security of your Facebook page and/or your digital files? What measures do you take to protect your page and your digital files?
Community/audience-building and brand-making	5. You've talked about getting to know your audience. Now, I want to know how well you know your community and the world around you, including the politics and culture.
Dexterity in manipulating form	6. Do you adjust the language of your post according to your audience? How?
Outlook	7. What do you think are the competencies/skills/personality traits that would be important for the future members of student publications?

Appendix 2: List of Participants (Student publications) [Table]

Region number	Region name	University	Student Population*	Student publication	Members ('23-'24)	Facebook page name	Link to Facebook page	Website	Page Likes	Page Followers
Luzon										
**	National Capital Region-NCR	University of the Philippines - Philippine Collegian	57,387	Philippine Collegian	34	Philippine Collegian	facebook.com/phkule	phkule.org	184000	191000
1	Ilocos Region	Don Mariano Marcos Memorial State University	13,802	Sirmata	45	Sirmata	facebook.com/MMSU.SirmataOfficial	N/A	27000	38000
2	Cagayan Valley	Isabela State University	29,513	The Forum	60	The Forum Publication	facebook.com/TheForumPublication	issuu.com/theforumpubisue	21000	27000
3	Central Luzon	Bulacan State University	36,955	Pacesetter	76	Pacesetter	facebook.com/BulSUPacesetter	medium.com/pacesetter	32000	35000
**	Cordillera Administrative Region-CAR	Benguet State University	7,514	The Mountain Collegian	41	The Mountain Collegian	facebook.com/the.mt.collegian1963	mtcollegian.org	1300	2200
4A	CALABARZON	Cavite State University	43,634	The Gazette	N/A	The Gazette-CvSU Main Campus	facebook.com/TheGazetteCvSU	thegazettecvsu.wordpress.com	16000	21000
5	Bicol Region	Bicol University	17,569	The Bicol Universitarian	61	The Bicol Universitarian	facebook.com/thebicoluniversitarian	bicolunibe.com	48000	59000
17	Southwestern Tagalog Region (MIMAROPA)	Palawan State University	17,979	Pioneer	36	Pioneer Publication	facebook.com/pioneerpublicationpsu	palawansupioneer.medium.com	15000	18000

Visayas*										
6	Western Visayas	Capiz State University	13,974	The Quest Publication	23	The Quest Publication - CAPSU Main Campus	facebook.com/tqpubofficial	thequestpublicatio.wixsite.com/thequest	N/A	4800
7	Central Visayas	Cebu Technological University	41,395	The Nation Builder	45	The Nation Builder - CTU Main Campus Press	facebook.com/thenationbuilder.ctumc	thenationbuilder.wordpress.com	20000	21000
8	Eastern Visayas	Eastern Visayas State University	18,860	The Industrial Wheel	60	The Industrial Wheel	facebook.com/industrial.wheel	spoiw.evsu.edu.ph	57000	69000
Mindanao										
9	Zamboanga Peninsula	Jose Rizal Memorial State University	17,194	The State Collegian	27	The State Collegian	facebook.com/statecollegian.main	jrmsu.edu.ph/index.php/student-life/the-state-collegian	6100	9100
10	Northern Mindanao	Bukidnon State University	15,164	Collegianer	32	Collegianer	facebook.com/collegianerpub	N/A	4100	6300
11	Northern Mindanao	University of Southeastern Philippines	9,126	The Collegiate Headlight	29	The Collegiate Headlight	facebook.com/thecolhead	N/A	14000	15000
12	Soccsksargen	University of Southern Mindanao	13,873	The Mindanao Tech	54	The Mindanao Tech	facebook.com/mintech1955	N/A	N/A	42000
13	Caraga	North Eastern Mindanao State University (Formerly Surigao del Sur State University)	14,043	The Vanguard	37	The Vanguard Publication	facebook.com/thevanguardmagazinenemsumain	N/A	6000	9900

**	Bangsamoro Autonomous Region in Muslim Mindanao (BARMM)	Mindanao State University	28,189	Mindanao Varsitarian	15	Mindanao Varsitarian	facebook.com/Official MindanaoVarsitarian	N/A	11000	18000
Note-worthy cases										
Luzon										
**	National Capital Region-NCR	Polytechnic University of the Philippines	56,928	PUP Catalyst	74	The Catalyst	facebook.com/pup.thecatalyst	N/A	N/A	46000
Visayas										
8	Eastern Visayas	Leyte Normal University	6,499	An Lantawan	58	An Lantawan	facebook.com/AnLantawanLNU	anlantawan.wordpress.com	38000	46000
Mindanao										
13	Caraga	Caraga State University	8,448	The Gold Panicles	45	The Gold Panicles	facebook.com/thegoldpanicles	issuu.com/thegoldpanicles	N/A	20000

* based on the Higher Education Enrollment and Graduates in State Universities and Colleges data by the Philippine Commission on Higher Education (CHED) 2019-2020.

** no numerical designations

*** Visayas main island used to have Negros Island Region, which existed from May 29, 2015, to August 9, 2017, and had only two provinces: Negros Occidental and Negros Oriental. After the Negros region was dissolved in 2017, the two provinces were split between Western Visayas and Central Visayas regions, respectively. However, on June 13, 2024, Philippine President Ferdinand Marcos, Jr. signed into law the re-establishment of the Negros Island Region. This recent change is not reflected in this thesis because the sampling, data gathering and analysis were already finished before the change was implemented.

Appendix 3: List of Participants (Student journalists) [Table]

	Age	Course	Position	Years in the publication
Participant 1	18-23	BA in Philosophy	Managing editor	3
Participant 2	18-23	BA Journalism	Editor-in-chief	3
Participant 3	18-23	BS Accountancy	Managing editor	2
Participant 4	18-23	BA Communication	Editor-in-chief	4
Participant 5	18-23	BS Education	Feature editor	3
Participant 6	18-23	BA Communication	Managing editor	3
Participant 7	18-23	BS Information Technology	Editor-in-chief	5
Participant 8	18-23	BS Development Communication	Editor-in-chief	3
Participant 9	18-23	BS Education	Editor-in-chief	4
Participant 10	18-23	BA English	Editor-in-chief	4
Participant 11	18-23	BA Journalism	Chief photographer	1
Participant 12	18-23	BS Education	Senior editor	2
Participant 13	18-23	BA Communication	Editor-in-chief	3
Participant 14	18-23	BS Petroleum Engineering	Editor-in-chief	3
Participant 15	18-23	BS Psychology	Editor-in-chief	3
Participant 16	18-23	BA Journalism	Editor-in-chief	3
Participant 17	18-23	BS Microbiology	Editor-in-chief	3
Participant 18	18-23	BA Political Science	Editor-in-chief	2
Participant 19	18-23	Bachelor of Public Administration	Editor-in-chief	4
Participant 20	18-23	BS Chemical Engineering	Editor-in-chief	2

Appendix 4: Codebook for Quantitative Content Analysis [Table]

	Code	Description	Notes/Examples
	Code	**Description**	**Notes/Examples**
Basic Information (Source: Facebook metadata)			
1	Page Name	**Type the name of the Facebook page.**	**Philippine Collegian**
2	University	**Type the full name of the university to which the student publication belongs and write the acronym in parentheses.**	**University of the Philippines Diliman (UP Diliman or UPD)**
3	Link to Facebook page	**Copy the URL of the Facebook page.**	**.facebook.com/phkule**
4	Number of Page Likes	**When you like a Page, you automatically follow it, which means that you may see updates from that Page in your Feed. Pages you like are listed in the About section of your profile or Page below Likes. A post that you liked on a Page may appear in your Feed. You may be displayed on the Page you liked or in ads about that Page.** Source: Facebook Help Center	**184000**
5	Number of Page Followers	**When you follow a Page, you may see updates from that Page in your Feed.** Source: Facebook Help Center	**191000**
6	Link to the website	**Copy the URL of the student publication's website indicated on their Facebook "About" section. If none, leave it blank.**	**phkule.org**
Post Metadata and Engagement Metrics (Code source: Facebook Help Center)			
7	Link	The URL of the specific post	.facebook.com/BulSUPacesetter/posts/pfbid0tHVkg57MEp3Dz7k21vaMm8LyHRXgF1XZdJqCHE94u4yVSQ3JuCyVq4EZRuPUjSLbl
8	Headline	**The written headline or main text of the post found at the top of the post**	*A FISHERMAN'S RETREAT*
9	Caption	The caption or additional text accompanying the post	*A FISHERMAN'S RETREAT*. After a day of labor, a lone fisherman finds comfort in the view of the setting sun. Silhouetted against the horizon, he savors the beauty that unfolds before him — truly, a

moment of peace.
Photo by Michal Karen Babao
#HulagwaySaSemana
#PassivityKillsFreedom

10	Upload Date	**The date when the post was published**	**March 24, 2024**
11	Hashtags	The hashtags used in the post	#HulagwaySaSemana #PassivityKillsFreedom
12	Media Modality	The type of media included in the post (e.g., photo, video, infographic, photocard/graphics) Code Source: Estella, 2022 (Ability to use different types of storytelling); Vestergaard and Moestrup, 2023 (static, dynamic, and interactive modalities)	Photo
13	Number of Likes	**The total number of likes the post received**	**149**
14	Number of Comments	**The total number of comments the post received**	**4**
15	Number of shares	**The total number of times the post was shared by users**	**26**
16	**External Link**	Indicates whether the post links to an external website	.instagram.com/thenationbuilder.ctumc/

Geographic focus (Code source: Schmidt, 2017)

17	**Campus-focused**	**Content is centered on the university campus.**	**Today marks another milestone for The Mountain Collegian (MC), the official student publication of Benguet State University (BSU), as the organization reveals its website during its soft launching at the BSU Library. Students may visit the website through this link www.mtcollegian.org.**
18	**Local (community up to city-wide)**	Content focuses on the local community or city.	ADVISORY ICYMI	Municipality of Indang alerted its constituents of volcanic smog surrounding the vicinity due to Taal volcano's volcanic activity.

	Province/Regional/Island-wide	Content addresses issues relevant to the province, region, or main island. Region refers to the 17 regions of the Philippines. Main island refers to the three main islands of the Philippines: Luzon, Visayas, Mindanao.	STORIES THROUGH THE LENS "Strengthening Faith, Commemorating Tradition" Undoubtedly, the celebration of Sinulog Festival binds people together, concurrently uplifting faith and offering tribute to Sr. Santo Niño through the artistry of ritual dances. Photo by: Ronavel Vasay Like, follow, and stay tuned to The Nation Builder's social media pages for more CTU-Main updates. You may also see some of our relevant content on Instagram: .instagram.com/thenationbuilder.ctumc/. #StoriesThroughTheLens #TheNationBuilder #CTUMainCampusPress
19			
20	National	Content is relevant to the entire country.	Ngayong pasukan, muling sinalubong ng mga estudyante ang bigong pagtugon ng DepEd sa iba-ibang suliranin sa sistema ng edukasyon. Sa patuloy na pagkabigo ng ahensya na tuparin ang pangangailangan ng kaguruan at kabataan, tanging ang pagbabago sa oryentasyon ng edukasyon na ang kahingian ng panahon. Yaong uri ng pagkatuto at pagtuturo na hindi

Volcanic smogs pose health hazards such as headaches, breathing difficulties, sore throats, flu-like symptoms, and other respiratory ailments to anyone who gets exposed to it.
Be advised to take precautions such as limiting outside activities, wearing face masks, closing doors and windows from smog entry, and being updated with the news from local authorities to ensure safety. Stay safe, CvSUenos!
[G]

			mapangsikil, kundi mapagpalaya at umaakap sa pagkakaiba-iba ng bawat isa. BASAHIN: https://bit.ly/3qSs7rv
21	**Internationa l**	Content has an international scope.	**WE ARE PROUD OF YOU**, **MICHELLE**! LOOK: Michelle Marquez Dee concludes her Miss Universe journey after a Top 10 finish during the pageant's Coronation Night in San Salvador, El Salvador, Sunday, November 19. The 28-year-old Filipina queen carried the Philippines back to the pageant's semifinals, bagging the Voice for Change (VFC) Gold Award and Spirit of the Carnival Award. via Russel Nogal | An Lantawan News Layout by Glenn Arthur Faller | An Lantawan Creatives #MissUniverse2023
21	**No geographic focus**	**Content does not focus on any specific geographic area**	**RAMADHAN MUBARAK** Wishing a joyous and blessed celebration of Ramadhan for all our Muslim brothers and sisters. Graphics by Charles Ryan Domagtoy

Section coverage (Code source: Schmidt, 2017)

23	**News**	Coverage of current events and developments	
24	**Editorial**	Opinion pieces expressing the viewpoint of an individual or the publication	
25	**Feature**	**Lighter, more narrative-focused content, or in-depth exploration**	
26	**Sports**	**Coverage of sports-related events, teams, and athletes**	
27	**Others**	**Sections not falling under the above categories**	

Theme (Code source: Schmidt, 2017; Estella, 2022 (excellent judgment of newsworthiness, the beat: specialized knowledge)

28	**Campus issues and events**	**Topics and events specific to the university**	

29	Heritage and Culture	Stories on cultural heritage, traditions, and artistic expressions
30	**Politics and Government**	**News and developments related to political affairs and governance**
31	**Health, Fitness, and Medicine**	**Articles focusing on health-related topics, fitness tips, and medical advancements**
32	**Education**	**Coverage of educational policies, trends, and issues**
33	**Conflict, Disaster, Crime**	**Coverage of conflicts, natural disasters, and crime-related news**
34	**Business**	**Topics related to economic activities, markets, and entrepreneurship**
35	**Science and Technology**	**Stories on scientific discoveries, technological innovations, and research**
36	**Others**	**Themes not falling under the above categories**

Competencies (Code source: Estella, 2022; with inputs from Vestergaard and Moestrup, 2023)		
	Digital visualization of data	
37	**Clarity and effectivity of visuals**	**Are the visuals clear and effective in conveying the intended message or information?**	**Yes:** **It presents information in a way that is easily understood.** No: It is confusing or difficult to interpret due to poor design or presentation
	Digital design	
38	**Design principles**	**Does the post demonstrate integration of digital design principles such as layout, typography, and color theory?**	**Yes:** Layout - Clear structure, balanced composition Typography - Readable fonts, consistency. Color - Contrast for readability, purposeful use of colors **No:** Layout - Disorganized structure, unbalanced composition Typography - Difficult-to-read fonts, inconsistency in font choices. Color - Lack of contrast

		affecting readability, random or arbitrary use of colors.
Engagement	**Does the overall design of the visual content in the post encourage engagement from users?**	**Yes:** **Directly addressing the audience on Facebook** Call to action: "Comment down below", "share your thoughts", "tag them below", using emojis etc. No: No call to action. Not directly addressing the audience

39

Interpreting technical information and dexterity in manipulating the form		
Language	**Is the language used in the article accessible to the intended audience, avoiding unnecessary jargon and technical terms?**	
Localizing	**Does the article effectively connect the information with the interests of the intended audience?**	**Does the post address topics or themes that align with the students' interests preferences, or issues?**

40

41

Note: All data were recorded at the time they were scraped.

Code Sources:

1. **Facebook metadata, engagement metrics and definitions**
   Facebook Help Center; .facebook.com/help/216630288356463

2. **Competencies**
   Estella, P. (2022)."Toward a Global and Transformative Theory-Building in Journalism Competence". Accepted paper. International Communication Association Conference, Paris, France, May 27, 2022.

3. **Digital media elements**
   Moestrup, S., & Vestergaard, K. (2023). Bringing it to the classroom: An empirical study of using a hands-on model for creating digital storytelling. Journalistica, 17(1).

4. **Geographic focus, section coverage, and themes**
   Schmidt, H. C. (2017). Training tomorrow's environmental journalists: Assessing the extent of environmental-themed training in college-level journalism programs. Applied Environmental Education & Communication, 16(1), 17–28. https://doi.org/10.1080/1533015X.2016.1273154

Appendix 5: Codebook for Qualitative Semi-structured Interviews [Table]

	Code	Description	Notes/Examples
Cognitive-Affective Behavioral Base (Estella, 2022)			
1.	Attitudes and personal features	essential characteristics and skills that define a journalist, such as accuracy, fairness, curiosity, flexibility, and being able to work under pressure	
2.	Intermediary competencies	networking, collaboration, and mastering professional information-gathering techniques	
3.	Scientific approaches to knowing the audience	using data and research to understand audience demographics and preferences, such as Facebook analytics	
4.	Critical reflection on technological advancements	personal evaluation of digital transformation and technological disruptions	
5.	Knowledge foundations	understanding of the fields, through reading, research, or other means	
6.	Dexterity in manipulating the form	using accessible language, localizing content	
Technological Profile (Estella, 2022)			
7.	Community/audience-building and brand-making	establishing identity	
8.	Cybersecurity	security protocols for digital and online	
9.	Content Production	workflow, practices, and tools	
10.	Data-gathering and processing tools	data analysis tools, software	
11.	Mobile/backpack journalism	use of mobile phones in journalistic practice and reportage	
Others			
12.	Institutional support	institutional complexities and resource constraints brought by the university	
13.	Procurement process	funding sources, administrative mechanisms by universities	
14.	Availability of resources	equipment, fund, facilities	
15.	Journalistic experience	student journalists' reflections on their career track and experience	
16.	Socio-political or economic context	local and national government, economic situation	

17.	Local culture	**local, city, provincial or regional practices**
18.	Localizing topics	**how topics are made relevant to audience**
19.	University culture	**atmosphere and specific context of the school**
20.	Motivations for becoming a student journalist	**reason why student journalists join student publications**
21.	Role of the campus press	**perceived role of student publications**
22.	Training	**in-house and externally provided journalism training; formal or extracurricular journalism education**
23.	Self-assessed competencies	**competencies student journalists think they posses**
24.	Desired competencies	**competencies student journalists wany to posses**
25.	Regional/linguistic differences	**differences in practices for each locality**
26.	Outlook	**ideas and thoughts about the future**

Appendix 6: Fleiss' Kappa Intercoder Reliability Computation* [Table]

	Category 1						Category 2						Category 3						Category 4						Category 5						
	Rater 1 V	Rater 2 Gidget	Rater 3 Cindy	Yes	NO	Agreement Probability	Rater 1 V	Rater 2 Gidget	Rater 3 Cindy	Yes	NO	Agreement Probability	Rater 1 V	Rater 2 Gidget	Rater 3 Cindy	Yes	NO	Agreement Probability	Rater 1 V	Rater 2 Gidget	Rater 3 Cindy	Yes	NO	Agreement Probability	Rater 1 V	Rater 2 Gidget	Rater 3 Cindy	Yes	NO	Agreement Probability	Po
Post 1	1	1	1	3	0	1	1	1	0	2	1	0.3333	0	0	0	0	3	1	1	1	1	3	0	1	1	1	1	3	0	1	0.8667
Post 2	1	1	1	3	0	1	1	0	1	2	1	0.3333	1	1	1	3	0	1	1	1	1	3	0	1	0	0	0	0	3	1	0.8667
Post 3	0	0	0	0	3	1	0	0	0	0	3	1	0	0	0	0	3	1	0	0	0	0	3	1	0	0	0	0	3	1	1
Post 4	1	0	1	2	1	0.3333	1	0	1	2	1	0.3333	0	0	0	0	3	1	1	0	1	2	1	0.3333	0	0	0	0	3	1	0.6
Post 5	0	0	0	0	3	1	0	0	0	0	3	1	0	0	0	0	3	1	1	1	1	3	0	1	1	1	1	3	0	1	1
Post 6	1	1	1	3	0	1	1	1	1	3	0	1	0	0	0	0	3	1	1	1	1	3	0	1	0	0	0	0	3	1	1
Post 7	1	1	1	3	0	1	0	0	0	0	3	1	0	0	0	0	3	1	1	0	1	2	1	0.3333	0	0	0	0	3	1	0.8667
Post 8	0	0	1	1	2	0.3333	0	0	0	0	3	1	0	0	0	0	3	1	1	1	1	3	0	1	0	0	0	0	3	1	0.8667
Post 9	0	0	0	0	3	1	1	1	1	3	0	1	0	0	0	0	3	1	1	1	1	3	0	1	1	1	1	3	0	1	1
Post 10	1	1	1	3	0	1	0	0	0	0	3	1	0	0	0	0	3	1	1	1	1	3	0	1	0	0	0	0	3	1	1
Post 11	1	1	1	3	0	1	0	0	0	0	3	1	0	0	0	0	3	1	0	0	0	0	3	1	0	0	0	0	3	1	1
Post 12	1	0	1	2	1	0.3333	1	1	1	3	0	1	1	1	1	3	0	1	1	1	1	3	0	1	1	1	1	3	0	1	0.8667
Post 13	0	0	0	0	3	1	0	0	0	0	3	1	0	0	0	0	3	1	0	0	0	0	3	1	0	0	0	0	3	1	1
Post 14	1	1	1	3	0	1	0	0	0	0	3	1	0	0	0	0	3	1	0	0	0	0	3	1	1	0	1	2	1	0.3333	0.8667
Post 15	1	1	1	3	0	1	0	0	0	0	3	1	0	0	0	0	3	1	1	1	1	3	0	1	0	0	0	0	3	1	1
Post 16	0	0	1	1	2	0.3333	1	1	1	3	0	1	1	1	0	2	1	0.3333	1	1	1	3	0	1	0	0	0	0	3	1	0.7333
Post 17	0	0	0	0	3	1	1	1	1	3	0	1	0	0	0	0	3	1	1	1	1	3	0	1	0	0	0	0	3	1	1
Post 18	1	1	1	3	0	1	1	1	1	3	0	1	0	0	0	0	3	1	1	1	1	3	0	1	0	0	0	0	3	1	1
Post 19	1	1	1	3	0	1	0	0	0	0	3	1	0	0	0	0	3	1	0	0	1	1	2	0.3333	0	0	0	0	3	1	0.8667
Post 20	1	1	1	3	0	1	0	0	1	1	2	0.3333	0	0	1	1	2	0.3333	1	1	1	3	0	1	0	0	0	0	3	1	0.7333
				po	0.8667					po	0.8667					po	0.9333					po	0.9000					po	0.9667		0.9067

Category 1

	Yes	NO	Total Number of ratings
Total Yes and no	39	21	60
Proportion	0.65	0.35	
pe	0.545		

	Total 'Yes' Responses Across All Categories	Total 'Yes' Responses Across All Categories	Total Number of Ratings
	131	169	300
Proportion of Yes and No	0.4367	0.5633	
Overall Pe	0.5080		
Overall Po	0.9067		
Overall Fleiss' Kappa	0.8103		

Category 2

	Yes	NO	Total Number of ratings
Total Yes and no	25	35	60
Proportion	0.4167	0.5833	
pe	0.5139		

Category 3

	Yes	NO	Total Number of ratings
Total Yes and no	9	51	60
Proportion	0.15	0.85	
pe	0.745		

Category 4

	Yes	NO	Total Number of ratings
Total Yes and no	44	16	60
Proportion	0.7333	0.2667	
pe	0.6089		

Category 5

	Yes	NO	Total Number of ratings
Total Yes and no	14	46	60
Proportion	0.2333	0.7667	
pe	0.6422		

	Category 1	Category 2	Category 3	Category 4	Category 5
Po	0.8667	0.8667	0.9333	0.9	0.9667
Pe	0.545	0.513888889	0.745	0.6089	0.6422
Fleiss' Kappa	0.7070	0.7257	0.7386	0.7443	0.9068

*The actual excel file is available at bit.ly/appendicespangan

Appendix 7: Assignment of time period for Facebook posts [Table]

Publication	Time Period
1. University of the Philippines - Philippine Collegian	September 2023
2. Don Mariano Marcos Memorial State University - Sirmata	December 2023
3. Isabela State University - The Forum	March 2024
4. Bulacan State University - Pacesetter	November 2023
5. Benguet State University - The Mountain Collegian	February 2024
6. Cavite State University - The Gazette	September 2023
7. Bicol University - The Bicol Universitarian	December 2023
8. Palawan State University - Pioneer	February 2024
9. Capiz State University - The Quest Publication	October 2023
10. Cebu Technological University - The Nation Builder	January 2024
11. Eastern Visayas State University - The Industrial Wheel	December 2023
12. Jose Rizal Memorial State University - The State Collegian	November 2023
13. Bukidnon State University - Collegianer	February 2024
14. University of Southeastern Philippines - The Collegiate Headlight	October 2023
15. University of Southern Mindanao - The Mindanao Tech	January 2024
16. North Eastern Mindanao State University – Formerly Surigao del Sur State University - The Vanguard	March 2024
17. Mindanao State University - Mindanao Varsitarian	October 2023
18. Polytechnic University of the Philippines - PUP Catalyst	January 2024
19. Leyte Normal University - An Lantawan	November 2023
20. Caraga State University - The Gold Panicles	March 2024