FUNDAMENTALS OF CAMPUS JOURNALISM: A RESOURCE LEARNING MATERIAL FOR STUDENT JOURNALISTS

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ABSTRACT

This study aims to determine the effect of the fundamentals of campus journalism a resource learning material for student journalists using quasi- experimental research design emphasizing one-group approach. The developed learning resource material was evaluated by thirty (30) experts such as the School Paper Advisers (SPA), Coaches and Trainers, and Master Teachers for content of the material, structural design, organization and presentation and timeliness of information with all the criterial deemed as highly acceptable. Thus, the writing competencies are also assessed as to accuracy of information, brevity and clarity of information, style of writing, and fairness and balance in writing which noted as highly appropriate. It was tested in the fifty (50) student journalists from Los Baños National High School Batong Malaki (LBNHS-BM) using the prewriting and post writing activities. Using the mean, standard deviation, ANOVA, and T-test as the primary statistical tools, it revealed that student journalists significantly increased their journalistic writing competencies using the developed learning material on campus and descended from the developing level to the proficient level. This indicated that the material is effective and can enhance the writing competencies of the student journalists. It is strongly recommended that the developed learning material be used in school training by the school paper advisers, coaches and trainers, and student journalists. Also, another type of content in campus journalism may be made, such as photojournalism, copyreading, headline writing, and cartooning, which are all part of developing writing competencies and an essential part of campus publication. Further research may be made for the improvement and betterment of this study.

*Keywords :*Learning resource material, campus journalism, student journalists, accuracy, brevity and clarity, fairness and balance, style, content, structural design

INTRODUCTION

Campus journalism is an important part of student life, and one of the most important skills is journalistic writing competencies. Students should be provided with a variety of writing exercises to help them absorb the writing process and learn from their surroundings. The Campus Journalism Act of 1991, also known as Republic Act of 7079, supports the growth and advancement of university journalism. It is based on competency-based instruction and offers students a variety of opportunities to develop and sharpen their writing skills. Unfortunately, many students lack the technical skills necessary to produce informed and excellent news.The researcher believes that this is because schools have few resources, particularly in terms of references like books, newspapers, supplemental materials, and training materials.

The Department of Education does not have any learning materials specializing in campus journalism, and the lack of awareness of campus journalism is a concern. Republic Act No. 10533, Basic Philippine Education, places a strong emphasis on curriculum development. Another concern brought up by Cubillas & Cubillas, (2021), is the lack of awareness of campus journalism that is brought about by the intense teaching load of the SPAs. Seminars and workshops will be used as an additional teaching strategy to assist students in learning campus journalism. However, Besa & Parcon (2018) countered that this alone does not guarantee that campus journalists will contribute to student publication, so the researcher

innovated a resource material to help students learn the fundamentals of developing narratives in news, editorial, column, feature, science, and sports news.

The researcher believes that the need to innovate learning materials in Journalism can help writers motivate their interest in learning and guide them to lifelong learning. The limited resources during critiquing, mentoring, and training push the researcher to innovate learning resource material in Journalism to highlight familiarity and improve student journalists writing competencies.

The study aims to determine the significant effect of the learning resource materials in campus journalism in enhancing journalistic writing competence of Student Journalists of LBNHS-BM.

1. What is the level of characteristics of The Basic of Campus Journalism as a resource learning material for student journalists in terms of:
   1.1. Content of the Material
   1.2. Timeliness of Information
   1.3. Organization and Presentation
   1.4. Structural Design
2. What is the level appropriateness in developing the student's journalistic writing competencies as rated by the three groups of respondents?
   2.1. Accuracy of facts
   2.2. Fair and Balance in writing
   2.3. Style of writing
   2.4. Brevity and Clarity of information
3. What is the level of student journalists' journalistic writing competencies in using the developed resource learning material as to pre and post writing activities?
4. Is there a significant difference between the evaluation on the characteristics of the developed resource learning material as rated by School Paper Advisers, Coaches and Trainers, and Master Teachers?
5. Is there a significant difference in the journalistic writing competencies of the student journalists in using the developed resource material for student journalists as to pre and post writing activities.

REVIEW OF RELATED LITERATURE

Cossid (2021), Learning is more meaningful when the content is easy to remember and maintains learners' interest. It should be timely, succinct, and visually appealing to pique their interests and motivate them to study more.

According to Chinwendu (2014), Lexicosyntactic problems in instructional materials can lead to students becoming a conveyor belt for these errors.

Woo (2015) that the readability of learning modules is a crucial aspect of quality assurance. It is the degree to which written materials are understandable, meaning that no matter how great the quality of the modules' content, language, and instructional design, if they are written above the level of reading of their intended audience, they will be useless. Maile and Cooper (2018) reaffirmed the notion that print legibility has an impact on reading because it enables readers to differentiate between individual letters and words more easily.

Olurinola (2015), A good design helps a course look beautiful and exceptional by conserving space and avoiding wordiness. It also focuses a learner's attention on the material and changes their view of it.

Additionally, Sweller et al. 2019 stated that an interesting module presentation that includes readable words, images, and visuals that the incorporation of pictures and graphics into instruction can

boost a student's motivation to study and complete modules. This helps them channel their mental energy into learning the material.

Harcup (2015), Accuracy is the primary goal of reporting and opinions, as it is the backbone of news writing. Without accurate information, everything will fall apart.

Palmer (2018) as he the objective principle seeks to ensure that journalists uphold the normative duty of veracity and factuality, which distinguishes journalism from other forms of communication. This sets journalism apart from propaganda, public relations, and advertising.

Paglinawan (2018), The most important details are that there is a need for training students in editorial, feature, sports, and news writing, as well as perceptions of the competencies that need to be developed. This style of writing includes abbreviations, matting, syntax, punctuation, numbers, spelling, and abbreviations.

Kadayat and Eika (2020), the author's lack of content knowledge and poor writing skills may be the cause of their incomprehension, which is caused by their failure to communicate compelling conclusions and novelty.

Sharma (2014), teachers serve as facilitators of learners' prior experiences and connect them to new knowledge using localized knowledge, culture, and materials.

Tutor (2021), The localization of instructional materials should be aligned with the instructional objectives and appropriate instructional strategies to ensure an effective instruction process.

METHODOLOGY

This study utilized the use of quasi- experimental research design emphasizing one- group approach. The researcher decided to limit the scope of the investigation to only those participants who served in the campus journalism and used purposive sampling method in selecting the respondents. The main instrument utilized in this study was the developed resource learning material in campus journalism and evaluated using the adopted tool from Learning Resources Management and Development System (LRMDS) to ensure the content of the material, errors in information, structural design and organization and presentation. Also, the appropriateness of the writing competencies is assessed in the learning material and evaluated by the school paper adviser, coaches and trainers, and master teachers according to accuracy of facts, brevity and clarity of information, fairness and balance in writing, and style of writing. To the effectiveness of the developed resource learning material the prewriting and post writing activities were administered to the identified student journalists and exposed in the developed learning material.

RESULT AND DISCUSSION

Table 1 Level of Characteristics of the Basic of Campus Journalism as a Resource Material for Student Journalists in terms of Content of the Material

Statement	School Paper Adviser			Coaches			Master Teacher		
	Mean (x)	SD	VI	Mean (x)	SD	VI	Mean (x)	SD	VI
1. Content is suitable to the student's level of development.	3.80	0.53	VS	3.70	0.48	VS	3.80	0.42	VS
2. Material contributes to the achievement of specific objectives of the subject area and grade/year level for which it is intended.	3.80	0.32	VS	3.80	0.42	VS	3.50	0.53	VS

Indicators	School Paper Adviser Mean	SD	VI	Coaches and Trainers Mean	SD	VI	Master Teachers Mean	SD	VI
3. Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, etc.	3.70	0.32	VS	3.70	0.48	VS	3.60	0.52	VS
4. Material has the potential to arouse the interest of the readers	3.70	0.48	VS	3.80	0.42	VS	3.60	0.52	VS
Overall	**3.74**		VS	*3.74*		VS	*3.62*		VS

The three groups of respondents, the school paper adviser, coaches and trainers, and master teachers, rated the characteristics of the basic of campus journalism as a resource material for student journalists as very evident. The content of the material was suitable to the level of student's development and rated as very evident by School Paper Adviser (M = 3.80, SD= 0.53), Coaches and Trainers (M = 3.70, SD= 0.48), and Master Teachers (M = 3.80, SD= 0.42). It also contributed to the achievement of specific objectives of the subject area and grade/year level for which it is intended. The material provided for the development of higher cognitive (M = 3.70, SD= 0.32), (M = 3.60, SD= 0.52), and has the potential to arouse the students interest (M = 3.70, SD= 0.48), (M = 3.80, SD= 0.42), and (M = 3.60, SD= 0.52).

The overall mean of 3.74 from school paper advisers and coaches and trainers and 3.62 from master teachers suggests that the developed resource material's level of quality of its substance is very satisfactory.

This indicates that the material's content clearly demonstrated the required standard or expertise. Material is appropriate for the student's level, aids student journalists in developing critical and creative thinking abilities and adheres to the stringent standards of assessment material because its purpose is to close journalistic writing skill gaps.

Table 2. Level of Characteristics of The Basic of Campus Journalism as A Resource Material for Student Journalists in terms of Errors in Information

Indicators	SCHOOL PAPER ADVIERS Mean (x)	SD	VI	COACHES AND TRAINERS Mean (x)	SD	VI	MASTER TEACHERS Mean (x)	SD	VI
1 Conceptual error.	3.70	0.48	Not Present	3.50	0.53	Not Present	3.75	0.46	Not Present
2.Factual errors.	3.80	0.42	Not Present	3.40	0.52	Not Present	3.63	0.52	Not Present
3.Grammatical errors.	3.60	0.52	Not Present	3.40	0.52	Not Present	3.63	0.52	Not Present
4.Computational errors.	3.40	0.52	Not Present	3.40	0.52	Not Present	3.50	0.53	Not Present
5.Obsolete information.	3.80	0.42	Not Present	3.60	0.52	Not Present	3.50	0.53	Not Present

6. Typographical and other minor errors (e.g., inappropriate, or unclear illustrations, missing labels, wrong captions, etc.).	3.40	0.52	Not Present	3.50	0.53	Not Present	3.63	0.52	Not Present
Overall	**3.62**		**Not Present**	**3.47**		**Not Present**	**3.60**		**Not Present**

Factual errors found not evident the material is free from inaccurate information (M = 3.80, SD= 0.42), (M = 3.40, SD= 0.52), (M = 3.63, SD= 0.52) as perceived by the three group of respondents. It also indicated that there is no grammatical error obtained from the material as perceived by the school paper advisers, (M = 3.60, SD= 0.52), coaches and trainers (M = 3.40, SD= 0.52) and for master teachers (M = 3.63, SD= 0.52). Also, no computational errors (M = 3.60, SD= 0.52) (M = 3.40, SD= 0.52) (M = 3.50, SD= 0.53) was perceived not evident as evaluated by three group of respondents.

Obsolete information was found not evident in the developed learning resource material as rated by the school paper advisers, coaches and trainers, and master teachers (M = 3.80, SD= 0.42), (M = 3.60, SD= 0.52) (M = 3.50, SD= 0.53). Typographical and other minor errors are not evident from the evaluation made (M = 3.40, SD= 0.52), (M = 3.50, SD= 0.53), (M = 3.63, SD= 0.52).

The overall mean of 3.62 (School Paper adviser), 3.47 (coaches and trainers), and 3.60 (master teachers) indicated not present on the conceptual, computational, factual, and obsolete information.

This indicates that the newly designed educational material might be able to contribute to the easy sailing reading as perceived by the three group of respondents, the school paper adviser, master teachers, and coaches.

Table 3. Level of Characteristics of Fundamentals of Campus Journalism as A Resource Material for Student Journalists in terms of Organization and Presentation

Statement	SCHOOL ADVISER	PAPER		COACHES TRAINERS	AND		MASTER TEACHERS		
	Mean (x)	SD	VI	Mean (x)	SD	VI	Mean (x)	SD	VI
1. Presentation is engaging, interesting, and understandable.	4.00	0.00	VS	4.00	0.00	VS	4.00	0.00	VS
2.There is logical and smooth flow of ideas.	3.60	0.52	VS	3.80	0.42	VS	3.75	0.46	VS
3.Vocabulary level is adapted to target reader's likely experience and level of understanding.	3.80	0.42	VS	3.70	0.48	VS	3.50	0.53	VS
4.Length of sentences is suited to the comprehension level of the target reader.	4.00	0.00	VS	3.70	0.48	VS	3.38	0.52	VS
5.Sentences and paragraph structures are varied and interesting to the target reader.	3.80	0.42	VS	3.70	0.48	VS	3.63	0.52	VS

Overall	3.84	VS	3.78	VS	3.65	VS

According to the scores given by the three groups of respondents (M = 3.60, SD = 0.52), (M = 3.80, SD = 0.42), and (M = 3.75, SD = 0.46), the developed resource learning material showed that there is a logical and seamless flow of concepts.

Moreso, the vocabulary level is adapted to target readers is very evident (M = 3.80, SD= 0.42), (M = 3.70, SD= 0.48) (M = 3.50, SD= 0.53), the length of sentences is suited to the comprehension level (M = 4.00, SD= 0.00), (M = 3.70, SD= 0.48) (M = 3.38, SD= 0.52).

The sentences and paragraph structures are varied and engaging. This was extremely clear from the school paper advisers (M = 3.80, SD= 0.42), the coaches (M = 3.70, SD= 0.48), and the master teachers (M = 3.63, SD= 0.52), as shown in the table.

It can be seen from table 3, that level of characteristics of the basic of campus journalism as a resource material for student journalists in terms organization and presentation is very satisfactory according to the ratings made by the three group of respondents with 3.84 (school paper advisers), 3.78 (coaches and trainers) and 3.65 (master teachers).

The student journalists may find the developed learning resource material more accessible because of its clear and logical organization and presentation.

THREE GROUP OF RESPONDENTS	PRINTS	ILLUSTRATIONS	DESIGN AND LAYOUT	PAPER AND BINDING	SIZE AND WEIGHT OF THE MATERIAL	Verbal Interpretation
SCHOOL PAPER ADVISERS	3.88	3.88	3.70	3.55	3.35	Very Satisfactory
COACHES AND TRAINERS	3.70	3.70	3.65	3.55	3.55	Very Satisfactory
MASTER TEACHERS	3.69	3.69	3.74	3.50	3.50	Very Satisfactory

Table 4. Level of Characteristics of The Basic of Campus Journalism as A Resource Material for Student Journalists in terms of Structural Design

It can be seen from the that the size of the letters, spaces, printing reveals very satisfactory with the mean of 3.88 from the school paper adviser, 3.70 (coaches and trainers) and 3.69 (master teacher).

It can be illustrated that illustration in the developed learning resource material is very satisfactory with the overall mean of 3.88 from school paper 3.70 (coaches and trainers), and 3.69 (master teacher).

It was found out that the design and layout is very satisfactory. The overall mean of 3.73 from school paper adviser, 3.65 (coaches and trainers) and 3.74 (master teacher). This means that the design of the developed learning resource material is attractive, simple, adequate, and harmonious that contribute to the characteristic of content.

The printing and binding ratings of the respondents were satisfactory, with an overall mean of 3.55 from the school paper adviser and coaches and trainers and 3.50 from the master teachers. This

suggests that student journalists may perceive the generated resource learning material more favorably when it is provided in print.

The level of characteristics of campus journalism as a resource material for student journalists is satisfactory, with an overall mean of 3.55 from coaches and trainers, 3.50 from master teachers, and 3.35 from school paper advisers. This indicates that the basic of campus journalism as a resource material for student journalists is satisfactory in terms of structural design.

The developed learning material in campus journalism was highly visible in terms of print, illustrations, design and layout, paper binding, size, and weight, indicating that the structural design contributed to the content.

Table 5. Level of Appropriateness in Developing Student Journalistic Writing Competencies

Statement The resource material helps the student journalists to:	SCHOOL PAPER ADVISERS			COACHES AND TRAINERS			MASTER TEACHERS		
	Mean (x)	SD	VI	Mean (x)	SD	VI	Mean (x)	SD	VI
1. identify the sources of each fact in the articles.	3.80	0.42	SA	3.70	0.48	SA	3.80	0.42	SA
2. demonstrate understanding in taking care of writing that might cause grief or damage reputations.	3.80	0.42	SA	3.80	0.42	SA	3.50	0.53	SA
3.use proper attribution	3.70	0.48	SA	3.70	0.48	SA	3.60	0.52	SA
4.support strong evidence that is clear and no room for misleading.	3.70	0.48	SA	3.80	0.42	SA	3.60	0.52	SA
5.ensure information is well-expressed by using active voice, direct language, concrete words.	3.70	0.48	SA	3.70	0.48	SA	3.60	0.52	SA
Overall	**3.74**		**SA**	**3.74**		**SA**	**3.62**		**SA**

The student journalists demonstrated their ability to take care of writing that could cause grief and damage reputations, as rated by the school paper adviser, coaches, and trainers, and master teacher. They also used proper attribution, clear and strong evidence, and active voice, direct language, and concrete words. The developed resource learning material was also well-expressed by using active voice, direct language, and concrete words.

The three groups of respondents strongly agreed on the level of appropriateness in improving student journalistic writing skills in terms of factual correctness. This was demonstrated by the overall mean of 3.74 (school paper adviser, coaches, and trainers), and 3.62 (student journalists).

The learning resource material developed found that the student journalists will indeed improve their accuracy in writing facts as they will use proper attribution, identify sources of facts, support evidence, and ensure information by expressing direct and clear language.

Table 6. Level of Appropriateness in Developing Student Journalistic Writing Competencies in terms of Fair and Balance in Writing

Statement The resource learning material ensures the student journalists to:	SCHOOL PAPER ADVISERS			COACHES AND TRAINERS			MASTER TEACHERS		
	Mean (x)	SD	VI	Mean (x)	SD	VI	Mean (x)	SD	VI
1. not use sources from anonymous as facts in the article.	3.80	0.42	SA	3.60	0.52	SA	3.40	0.52	SA
2. convey no personal biases, judgement, or prejudices in their stories.	3.60	0.52	SA	3.70	0.48	SA	3.70	0.48	SA
3. demonstrate two-sides of the stories- and often more-to most issues with different viewpoints.	3.80	0.42	SA	3.70	0.48	SA	3.80	0.42	SA
4. use neutral languages and avoid characterizing people or institutions.	3.60	0.52	SA	3.60	0.52	SA	3.20	0.42	SA
5. obtain different sources of information through variety of reporting technique which includes interview, research, documents, and experiences.	3.60	0.52	SA	3.30	0.48	SA	3.70	0.48	SA
Overall	3.68		SA	3.58		SA	3.56		SA

The level of appropriateness in developing student journalistic writing competencies in terms fairness and balance in writing as perceived by the three groups of respondents are highly appropriate. The material determine that the student journalists did not use sources from anonymous as facts as rated by the (M = 3.80, SD= 0.42) School paper advisers, (M = 3.60, SD= 0.52) coaches and trainers, (M = 3.40, SD= 0.52) master teachers

The student journalists convey no personal biases and judgement or prejudice in their stories is highly appropriate as it was assessed by (M = 3.60, SD= 0.52 school paper advisers, coaches and trainers, and master teachers (M = 3.70, SD= 0.48).

The two-sides of the stories and often more to most issues with different viewpoints is highly appropriate according to the ratings made with the school paper adviser (M = 3.80, SD= 0.42), coaches and trainers (M = 3.70, SD= 0.48) master teacher (M = 3.80, SD= 0.42). Student journalists use neutral

languages to avoid characterizing people and institutions (M = 3.60, SD= 0.52) school paper advisers, and the coaches and trainers while master teachers who (M = 3.20, SD= 0.42).

The three group of respondents looked at obtain different sources of information through variety of reporting techniques which includes interview, research, documents, and experiences are highly appropriate (M = 3.60, SD= 0.52) school paper advisers, master teachers (M = 3.70, SD= 0.48), and coaches and trainers (M = 3.30, SD= 0.48).

The three groups of respondents agreed that fairness and balance in writing can be enhanced with the use of learning resource material in campus journalism. To be fair, journalists must remember that there are often more than two sides to a story and should be given equal space.

Table 7. Level of Appropriateness in Developing Student Journalistic Writing Competencies in terms of Style of Writing.

The three group of respondents that developed resource learning material that utilizes variety of styles in writing by the student journalists are highly appropriate based on the assessment made by (M = 4.00, SD= 0.00) the school paper advisers and coaches and trainers (M = 3.60, SD= 0.52), and master teacher. It was highly appropriate that student journalists familiarize themselves in different campus such as news, editorial, column, feature, science, and sports writing as garnered (M = 4.00, SD= 0.00) by the school paper advisers, coaches, and trainers, and (M = 3.50, SD= 0.53), and master teachers.
The developed resource material found that student journalists arrange the information in descending order of importance and news worthiness (M = 4.00, SD= 0.00) were highly appropriate.

The respondents viewed that the developed resource learning material uses news stories in a variety of media formats are highly appropriate according to the (M = 3.60, SD= 0.52), the school paper advisers. coaches and trainers (M = 3.70, SD= 0.48), and master teachers (M = 3.63, SD= 0.52).

Likewise, the news values in writing stories as the timeliness, proximity, prominence, impact, and conflict was highly appropriate as grasp by 0.53 (M = 3.60, SD= 0.52) the school paper advisers, master teachers (M = 3.60, SD= 0.52), and coaches and tra**iners**

Statement The developed learning resource material in campus journalism helps the student journalists to:	SCHOOL PAPER ADVISERS			COACHES AND TRAINERS			MASTER TEACHERS		
	Mean	**SD**	**VI**	**Mean (x)**	**SD**	**VI**	**Mean (x)**	**SD**	**VI**
1.utilize variety of styles in writing leads.	4.00	0.00	SA	4.00	0.00	SA	3.60	0.52	SA
2.familiarize themselves in different campus publication such as news, editorial, column, feature, science, and sports writing.	4.00	0.00	SA	4.00	0.00	SA	3.50	0.53	SA
3.arrange the information in descending order of importance and newsworthiness.	4.00	0.00	SA	4.00	0.00	SA	4.00	0.00	SA

4.use news stories in a variety of media formats.	3.60	0.52	SA	3.70	0.48	SA	3.63	0.52	SA
5.determine the news values in writing his stories as the timeliness, proximity, prominence, impact, and conflict.	3.50	0.53	SA	3.60	0.52	SA	3.50	0.53	SA
Overall	**3.82**		SA	3.86		SA	**3.65**		SA

The overall mean of 3.82 from the school paper adviser, 3.86 from coaches and trainers, and 3.65 from master teachers indicates that it was an effective method for enhancing student journalists' writing skills in terms of style. This suggests that three groups of survey respondents perceived an improvement in their writing skills.

Based on the findings, it can be concluded that the campus journalism materials may aid student journalists in improving their writing in the areas of news, editorial, feature, column, science, and sports.

Table 8. Level of Appropriateness in Developing Student Journalistic Writing Competencies in terms of Clarity and Brevity of Writing

The three group of respondents evaluated made in the developed resource material and uncovered that it was highly appropriate, the student journalists may improve their information as be clear, well-planned, and expressed stories from the (M = 3.60, SD= 0.52) master teachers (M = 3.50, SD= 0.53), school paper adviser and coaches and trainers.

They also noted that student journalists avoid wordiness and repetition of facts in the stories was highly appropriate as looked by school paper advisers (M = 3.70, SD= 0.48), coaches and trainers (M = 3.50, SD= 0.53), and master teachers (M = 4.00, SD= 0.00). Also, student journalists write stories with brief and clear information (M = 3.70, SD= 0.48) school paper advisers, coaches and trainers (M = 3.60, SD= 0.52), and master teacher (M = 3.40, SD= 0.52) were highly appropriate.

They revealed that the material may help the student journalists express simple, brie words and sentences in his stories familiarity and precision were highly appropriate (M = 4.00, SD= 0.00). The student journalists pave the way for readability and understanding his stories according to the respondent as the of (M = 3.50, SD= 0.53 school paper advisers and coaches and trainers, (M = 4.00, SD= 0.00), and master teachers.

Statement The learning resource material helps the student journalists to:	SCHOOL PAPER ADVISERS			COACHES AND TRAINERS			MASTER TEACHERS		
	Mean (x)	SD	VI	Mean (x)	SD	VI	Mean (x)	SD	VI
1. be clear, well-planned, and expressed stories in a logical way.	3.60	0.52	SA	3.50	0.53	SA	3.60	0.52	SA
2. avoid wordiness and repetition of facts in his stories.	3.70	0.48	SA	3.50	0.53	SA	4.00	0.00	SA

3. write stories with brief and clear information.	3.70	0.48	SA	3.60	0.52	SA	3.40	0.52	SA
4. express simple, brief words, and sentences in his stories for familiarity and precision.	4.00	0.00	SA	4.00	0.00	SA	4.00	0.00	SA
5. pave the way for readability and understanding his stories.	3.50	0.53	SA	3.50	0.53	SA	4.00	0.00	SA
Overall	**3.70**		SA	**3.62**		SA	**3.80**		SA

The overall mean was 3.70 (school paper advisers), 3.62 (coaches and trainers), and 3.80 (master teachers) for developing student journalists writing competencies in terms of clarity and brevity of information.

The developed learning resource material can help develop journalistic writing skills that emphasize clarity and conciseness, enhancing readability and comprehension of news stories. This requires coherence, logic, and congruency to maintain fairness and balance.

Table 9. Level of Student Journalists' Journalistic Writing Competencies in Using the Developed Learning Materials Resource Material for Student Journalists as to Pre and Post Writing Activities

Student Journalists' Journalistic Writing Competencies	Possible Highest Score	Pre-Writing Activities				Post Writing Activities			
		Lowest Score	Highest Score	Mean	SD	Lowest Score	Lowest Score	Mean	SD
Accuracy	10	3	8	5.44	1.18	5	10	8.1	0.16
Brevity and Clarity	5	1	4	2.16	0.14	3	5	4.28	0.73
Style of Writing	5	1	4	2.22	0.12	3	5	4.56	0.67
Fairness and Balance	10	3	8	4.84	1.30	6	10	7.98	1.19
Overall		Developing		**14.66**		Proficient		**24.92**	

Mean =14.66 SD=2.17 VI= **Developing** Mean=24.92SD=1.89VI= **Proficient**

Student journalists' accuracy of facts during pre-writing activities was found to be weak, unsupported and inconsistencies. Sources were comprehensive, but some ideas were missing, minor mistakes and quotes were present, which was improved after exposure to the developed resource learning material (M=5.44, SD=1.18), (M=8.01, SD=0.16).

The clarity and brevity of information is clear, the lead is inviting and sufficient, details are arranged in a logical order, and conclusions are understandable and close gaps (M=2.16, SD=0.14), (M=4.28, SD=0.73).

The student's writing style was problematically written, but after exposure to the developed resource learning material, their tone and language were partially correct, with quotes and paraphrases,

clear dynamics and transitions, and complexity of ideas and sentences (M=2.22, SD=0.12), (M=4.56, SD=0.67).

Student journalists used stereotypes and unfounded opinions during pre-writing activities, but elicited ideas and information which showed minor bias and subjective to the topic (M=4.84, SD=1.30), (M=7.98, SD=0.19).

The student journalists' journalistic writing competencies in using the developed learning materials resource material for student journalists varied between pre- and post-writing activities. Pre-writing activities showed a mean of 14.66, while post-writing activities showed a mean of 24.92. This suggests that the journalistic writing skills of student journalists using the generated resource material for student journalists were equally diverse.

The developed learning resource material improved the writing skills of student journalists by increasing accuracy, fairness, balance, style, clarity, and brevity.

Table 10. Difference between the Evaluation on the Characteristics of the Basic of Campus Journalism as a Resource Material for Student Journalist as Rated by the Three Group of Respondents

Characteristics of the Basic of Campus Journalism as a Resource Material for Student Journalist		Respondents	*F*	*p-value*	*F crit*	Analysis
Content of the Material		School Paper Advisers	3.154	0.072	3.682	NS
		Coaches				
		Master Teachers				
Timeliness		School Paper Advisers	2.535	0.113	3.682	NS
		Coaches				
		Master Teachers				
Organization and Presentation		School Paper Advisers	1.376	0.290	3.885	NS
		Coaches				
		Master Teachers				
Structural Design	Prints	School Paper Advisers	0.341	0.720	4.256	NS
		Coaches				
		Master Teachers				
	Illustrations	School Paper Advisers	1.196	0.330	3.682	NS
		Coaches				
		Master Teachers				
	Design and Layout	School Paper Advisers	0.193	0.828	4.256	NS
		Coaches				
		Master Teachers				
	Paper and Binding	School Paper Advisers	1.300	0.392	9.552	NS
		Coaches				
		Master Teachers				
	Size and Weight of Resource	School Paper Advisers	1.015	0.461	9.552	NS
		Coaches				
		Master Teachers				

Table 10 shows a significant difference between the evaluation of the characteristics of the Basic of Campus Journalism as a Resource Material for Student Journalists as rated by the three groups of respondents: School Paper Advisers, Coaches and Trainers, and Master Teachers. No significant differences were noted on the evaluation made by the school paper adviser, coaches and trainers, and master teachers regarding the content of the material, timeliness of information, organization and presentation, and structural design. The three groups also agreed that the newly created materials were useful in bolstering their journalists' writing skills. The results suggest that responders have discovered the created learning resource material is effective and that the three groups agreed that the newly created materials were useful in bolstering their journalists' writing skills.

Table 11. Significant Difference between the Student Journalists' Journalistic Writing Competencies in Using the Developed Learning Materials for Student Journalists as to Pre and Post Writing Activities

Student Journalists' Journalistic Writing Competencies	Mean	Standard Deviation	Mean Difference	Computed t-value	Critical t-value	Analysis
Pre-Writing	14.66	2.17	10.26	26.487	2.010	Significant
Post Writing	24.92	1.89				

The most important details in this study are that the student journalists obtained a mean of 14. 66 and a standard deviation of 2.17 in pre-writing activities and 24.92 and a standard of 1.89 in post-writing activities after exposing them to the developed learning resource material. The t-value of 26.487 elicited a greater value from the Critical value of 2.010 and unveiled significant.

This indicates that there is a significant difference in the journalistic writing competencies of student journalists in using the developed learning materials for student journalists as to pre and post writing activities. The developed educational resource material exhibits a distinguishing quality in terms of relevance, timeliness, and structural design. The student journalistic writing competencies are adequate for the needs of the student journalists who participated in this study.

CONCLUSION

The content of the material, the timeliness of the information, the organization and presentation, and the structural design of campus journalism as a learning resource for student journalists were all presented in a very satisfactory manner. Clearly, the material exceeded the standards established by the three groups of respondents.

They firmly agreed that the appropriateness of the journalistic writing skills was highly appropriate in the improvement of the journalistic writing competence. There are no significant differences in the evaluation of the characteristics of basic campus journalism as resource learning material for student journalists, as rated by the three groups of respondents, who all concurred that the material was viewed uniformly as an effective instrument for enhancing journalistic writing skills. The results of the journalistic writing competency assessment revealed a substantial improvement.

RECOMMENDATIONS

1. The material may be use by the school paper adviser, coaches and trainers, as resource material in campus journalism for student journalists it may improve their journalistic writing competencies.
2. It is suggested for school paper advisers, coaches, and trainers to craft another learning resource material in cartooning, photojournalism, and copy reading and headline writing for these three are essential part of campus journalism which may also help the student journalists in enhancing journalistic writing competence.
3. The future researcher may use this study as a basis to improve this learning resource material and/ or develop another material for student journalists such as the TV and Radio Broadcasting, Collaborative and Desktop Publishing and enhance another journalistic skill.

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