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## **Journalism in the Construction of Student Identities as Communicators**

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### **Rationale/Background of the Study**

Journalism is a powerful educational tool, enabling students to enhance their communication skills, critical thinking, and engagement with societal issues. Despite its recognized value, limited research explores how specific journalistic activities—such as news writing, broadcasting, blogging, and photography—shape students' identities as communicators. This study examines the ways these activities influence students' self-perception, confidence, and cultural awareness in the context of eight actively journalism-engaged schools in Santa Cruz, Zambales. The research sheds light on how journalism education enhances students' ability to communicate effectively, approach ethical challenges, and build social responsibility. It delves into the role of journalistic practices in encouraging critical engagement with societal issues, advocating for change, and deepening cultural understanding. At the same time, the study identifies challenges such as resource limitations, gaps in digital proficiency, and a lack of curricular integration, which limit the full potential of journalism education.

Findings indicate that participation in journalism contributes to students' academic, personal, and socio-cultural development. Writing and broadcasting were shown to enhance organizational skills, clarity of thought, and public speaking confidence, while digital practices such as blogging and photography encouraged creativity, linguistic flexibility, and intercultural communication. However, constraints related to technological access, uneven teacher preparedness, and limited institutional support highlight the need for systemic improvements.

This study emphasizes the transformative impact of journalism education in shaping informed, articulate, and socially responsible students. To maximize its benefits, strategies such as professional development for educators, improved resource allocation, and curriculum revisions are necessary. These measures will help equip students with the skills and perspectives needed to navigate and contribute meaningfully to an evolving media landscape.

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### **Summary**

The primary purpose of this study is to examine how journalism influences the construction of students' identities as communicators and to evaluate the benefits and challenges associated with journalistic practices in education. Specifically, the study addresses the following questions:

1. What journalistic activities are the students involved in?
2. What is the level of influence of the following journalistic activities on the students as communicators?
3. How do these activities influence the students' perceptions of themselves as communicators?

The research utilized a mixed-methods approach. Quantitative data were gathered through surveys to assess the levels of participation in journalistic activities and their perceived influence on students' communication skills. Qualitative data were collected through semi-structured interviews and focus group discussions with student journalists to gain deeper insights into their experiences and self-perceptions.

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### **Findings**

Based on the analysis and interpretation of data, the following findings were identified:

#### **1. Journalistic Activities in Schools**

Students in the selected schools were actively involved in various journalistic activities, including news writing, broadcasting, blogging, and photography. These activities were consistently implemented as part of school journalism programs, providing students with practical exposure to media practices.

#### **2. Benefits and Challenges Experienced by Students**

##### **a. Benefits of Participating in Journalistic Activities**

- Enhanced communication skills, including improved clarity of thought, organizational abilities, and public speaking confidence.

- Increased awareness and understanding of social issues, encouraging advocacy and responsible communication.
- Strengthened creativity and linguistic flexibility through activities such as blogging and photography.
- Development of critical thinking skills and intercultural awareness, promoting adaptability in diverse contexts.

#### b. Challenges Encountered by Students

- Disparities in digital literacy and technological access, which affected their ability to fully engage in digital journalistic activities.
- Language barriers and varying levels of confidence in expressing ideas, especially in public settings.
- Limited guidance and mentorship due to resource constraints and teacher training gaps.

#### 3. Influence of Journalistic Activities on Student Identity as Communicators

- Participation in journalism significantly influenced students' self-perception, helping them recognize themselves as communicators capable of addressing social issues and engaging with their communities.
- Students reported increased confidence in presenting ideas, both in written and spoken formats, and a stronger sense of responsibility in producing accurate and ethical content.

#### 4. Systemic Challenges in Journalism Education

- Insufficient integration of journalism into the school curriculum, resulting in gaps in structured learning opportunities.
- Limited access to modern equipment and resources, which hindered students' ability to explore multimedia and digital journalism.
- Inconsistent teacher preparedness in guiding students through the technical and ethical aspects of journalism.

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## Conclusions

Based on the findings, the following conclusions are drawn from this study:

### 1. Significant Journalistic Activities Influence Student Identity as Communicators

The journalistic activities identified in the selected schools—such as news writing, broadcasting, blogging, and photography—significantly contribute to the development of students' communication skills and self-perception. These activities enhance their confidence, creativity, and critical thinking, shaping their identities as effective and responsible communicators.

### 2. Positive Impact of Journalism Education with Identifiable Challenges

While journalism education positively impacts students' communication abilities and cultural awareness, challenges such as limited resources, technological gaps, and inconsistent teacher training were observed. These barriers affect the full implementation and effectiveness of journalism programs in schools.

### 3. Journalistic Practices Promote Academic, Personal, and Socio-Cultural Growth

Participation in journalism not only improves technical communication skills but also encourages students' engagement with social issues, nurtures their creativity, and broadens their intercultural understanding. These outcomes highlight journalism's potential as a tool for holistic student development, preparing them to navigate and contribute meaningfully to an evolving media landscape.

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## Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed:

### 1. Professional Development for Teachers

Schools and curriculum developers should provide training sessions for teachers to enhance their ability to guide students in journalistic activities such as writing, broadcasting, blogging, and photography. These sessions should also address identified challenges, including resource limitations.

### 2. Resource Improvement

Establish multimedia resource centers equipped with tools like cameras, editing software, and digital access to support students' engagement in both traditional and digital journalism activities.

### 3. Curriculum Integration

Develop structured lesson plans that incorporate journalistic activities aligned with learning objectives, ensuring that students benefit from enhanced communication skills and critical thinking while addressing potential challenges.

#### 4. Community Engagement

Encourage students to participate in community journalism projects that highlight local issues, fostering social responsibility and advocacy while strengthening their identity as communicators.

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### Future Research

Conduct further studies on the long-term impact of journalism education on students' professional and personal development and explore its implementation across diverse

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### Scope and delimitation

The study examined the journalistic practices of students in selected schools within the District of Santa Cruz, Zambales, specifically those recognized for their active involvement in press conferences and journalism-related activities. These schools included:

- a) Lipay National High School
- b) Acoje National High School
- c) Guisguis National High School
- d) Santa Cruz Academy, Inc.
- e) Columban College - Sta. Cruz Campus
- f) Mena Memorial National High School
- g) Sta. Cruz National High School
- h) Don Marcelo C. Marty High School

The research focused on how students engaged in various forms of journalism, including traditional methods such as news writing and broadcasting, as well as contemporary practices like blogging and vlogging. It aimed to investigate how these experiences influenced their self-perception as communicators.

However, the study was limited to these selected schools and did not include other institutions with lower journalism engagement. It concentrated solely on students' participation in journalistic activities and their impact on communication skills and self-identity, excluding other extracurricular activities or their overall academic performance.

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### Theoretical Framework

The study's framework is built on two key concepts: the **Conceptual Framework** and the **Theoretical Framework**, integrating the **Hierarchical Influences Model** and the **Risk and Uncertainty concept** to examine how student journalists develop their identities as communicators. The **Hierarchical Influences Model** highlights the interaction of personal traits, organizational norms, and societal factors in shaping students' journalistic experiences, while the **Risk and Uncertainty concept** addresses the challenges they face in the evolving media landscape.

Journalism is viewed as a **discursive institution**, where students continuously negotiate and shape their identities through engagement in journalistic activities. This perspective is supported by the **Worlds of Journalism Study (2023)**, which emphasizes how journalism's norms, rules, and procedures become ingrained as the "natural" way of reporting news. By participating in journalism, students not only develop technical communication skills but also undergo a process of identity formation, shaping their perceptions of what it means to be a communicator in modern society.

The researcher developed this conceptual framework to explore the connection between journalism and student identity formation. It integrates theories on journalism, identity, and student engagement, examining how students internalize journalistic norms, how these norms influence their self-perception as communicators, and how they actively shape their professional identities through their journalistic practices.

Figure 1



### *Journalism as a Discursive institution model*

The study's theoretical framework integrates the **Hierarchical Influences Model** (Shoemaker & Reese, 2014) and the **Risk and Uncertainty concept** (Worlds of Journalism Study, 2023) to examine how student journalists develop their identities as communicators within an educational setting.

#### **Hierarchical Influences Model**

This model explains how students' identities as communicators are shaped by multiple levels of influence:

- **Individual Level** – Students' backgrounds, skills, and interests determine their engagement in journalism. For instance, those passionate about storytelling may focus on writing, while others inclined toward visual arts may prefer photography or video production.
- **Organizational Level** – School structures, journalism programs, and mentorship from educators help shape students' understanding of journalistic ethics, critical thinking, and audience engagement. Participation in school publications or broadcasting exposes them to professional standards, fostering their identity as responsible communicators.
- **Societal Level** – Media trends, political influences, and social issues impact students' perceptions of journalism's role in society. As they report on topics like inequality or climate change, they begin to see themselves as advocates for change, reinforcing their roles as communicators.

#### **Risk and Uncertainty in Journalism**

The **Risk and Uncertainty concept** highlights the challenges students face as journalism evolves due to digital transformation, economic instability, and shifting media consumption patterns.

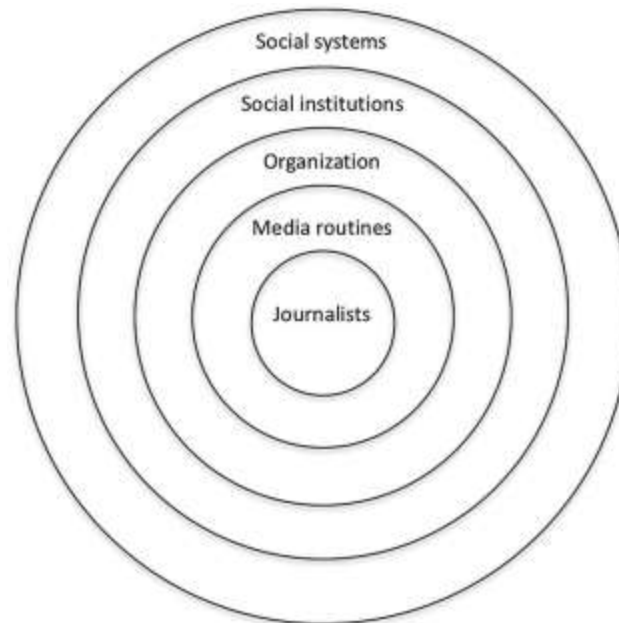
- Traditional journalism students may experience anxiety about the future of print media, while those engaged in digital journalism, blogging, or vlogging may see opportunities for adaptability and innovation.
- Exposure to digital platforms influences students' perception of journalism as an evolving profession requiring continuous learning. Some may feel empowered by new media opportunities, while others may feel uncertain about the sustainability of traditional journalistic roles.

#### **Connecting Theory to Student Identity Development**

By combining these two frameworks, the study provides a **comprehensive understanding of student journalists' identity formation**. The **Hierarchical Influences Model** explains the layered factors shaping students' experiences, while the **Risk and Uncertainty concept** highlights external challenges and personal reflections about their roles in journalism.

Students engaged in digital journalism redefine their identities by adapting to new technologies, while those reporting on social issues cultivate a sense of responsibility and ethical awareness. Through activities like writing, broadcasting, and vlogging, students develop their communication skills, self-perception, and sense of purpose, ultimately shaping their roles as future communicators.

**Figure 2**



*Hierarchical Influences Model Adopted from the Hierarchical Influences Model as proposed by Shoemaker and Reese (2014)*

## Statement of the Problem

The integration of journalism into educational settings provides students with both opportunities and challenges as they navigate their identities as communicators. While journalism is widely recognized for enhancing communication skills and fostering critical thinking, there remains a limited understanding of how specific journalistic activities influence students' self-perception and identity as communicators. This gap in the literature points to the need for further exploration into the types of journalistic activities students engage in and how these activities shape their professional and personal identities.

This study seeks to address the following questions:

1. What journalistic activities are the students involved in?
2. What is the level of influence of the following journalistic activities on the students as communicators?
3. How do these activities influence the students' perceptions of themselves as communicators?

By addressing these questions, this study will fill the gap in existing research regarding the specific ways in which journalism education contributes to students' identity formation. The findings will offer valuable insights that can inform curriculum development, enhance journalism programs, and support the holistic development of students as confident and competent communicators.

### *Design and Methodology*

This chapter outlines the research design and methodology used to examine how participation in journalistic activities impacts students' communication skills and self-perception as communicators. A **mixed-method approach** was adopted, integrating **quantitative** (surveys) and **qualitative** (semi-structured interviews) data collection methods. This combination ensured a comprehensive analysis and strengthened the validity and reliability of the findings.

### *Research Population and Locale*

The study was conducted in the **District of Santa Cruz, Zambales**, across eight schools recognized for their active involvement in journalism:

- Lipay National High School
- Acoje National High School
- Guisguis National High School

- Santa Cruz Academy, Inc.
- Columban College - Sta. Cruz Campus
- Mena Memorial National High School
- Sta. Cruz National High School
- Don Marcelo C. Marty High School

The target population consisted of **310 student journalists** engaged in activities like writing, broadcasting, blogging, and vlogging. A **stratified random sampling** method was used to ensure fair representation, resulting in a sample size of **171 students** (determined with a 95% confidence level and a 5% margin of error). Additionally, **31 students** were selected for in-depth interviews using **purposive sampling** to ensure diverse perspectives.

#### Data Collection Methods

##### 1. Survey

- A structured questionnaire with **Likert-scale items** assessed:
  - Frequency of participation in journalistic activities.
  - Perceived impact on communication skills, confidence, and self-identity.

##### 2. Semi-Structured Interviews

- Conducted with **31 students** to explore deeper insights into their experiences in journalism, focusing on skill development and identity formation.

#### Data Gathering Procedure

- **Recruitment:** Students and teachers provided **informed consent**, ensuring voluntary participation and data confidentiality.
- **Survey Administration:**
  - Conducted with **171 students** via **paper-based and online (Google Forms) questionnaires**.
  - Completion time: **15-25 minutes**.
- **Interviews:**
  - Conducted with **31 students** in a **comfortable setting**.
  - Duration: **15-30 minutes** per interview.

**Table 1**

- *Profile of the Respondents*

School Name	Total Number of Student Journalists	Sample Size (Stratified)
Lipay National High School	42	23
Acoje National High School	18	10
Guisguis National High School	46	26
Santa Cruz Academy, Inc.	60	33
Columban College - Sta. Cruz Campus	18	10
Mena Memorial National High School	42	23
Sta. Cruz National High School	42	23
Don Marcelo C. Marty High School	42	23

School name	Number of Participants (Interviews)
Lipay National High School	4
Acoje National High School	2

Guisguis National High School	5
Santa Cruz Academy, Inc.	6
Columban College - Sta. Cruz Campus	2
Mena Memorial National High School	4
Sta. Cruz National High School	4
Don Marcelo Marty High School	4

#### *Treatment of Data*

The study employed both **quantitative and qualitative** analysis techniques to process and interpret the collected data effectively.

#### **Quantitative Data Analysis**

Survey data from **171 students** were analyzed using **statistical software**, applying descriptive statistics to assess their engagement in journalistic activities and self-perception as communicators. The key techniques included:

- **Frequency Analysis:** Measured how often students participated in journalism-related activities (e.g., article writing, broadcasting).
- **Descriptive Statistics:** Computed **means** and **standard deviations** to assess trends in communication skill improvement and variability in responses.

#### **Qualitative Data Analysis**

The responses from **31 interviews** underwent **thematic analysis** to identify recurring patterns and insights into students' experiences. The process included:

- **Thematic Coding:** Categorized responses into key themes such as "**building communication skills**," "**confidence in presenting ideas**," and "**understanding of social issues**."
- **Direct Quotes:** Selected representative student statements to provide deeper insights and contextual support for identified themes.

#### **Integration of Findings**

A **mixed-methods approach** was used to integrate quantitative (survey) and qualitative (interview) findings, ensuring a more **comprehensive and reliable** interpretation of the data. This was achieved through:

- **Triangulation:** Cross-verification of survey data with interview responses to strengthen result accuracy.
- **Comparative Analysis:** Identifying areas of agreement and divergence between numerical trends and personal insights.

#### **Statistical Techniques**

The study used an **arbitrary scale** to measure student involvement in journalism activities such as **writing, broadcasting, photography, and blogging**. Students' ratings were converted into qualitative levels for better interpretation.

Statistical Limit	Qualitative Response	Level
4.20 - 5.00	Always	Very High
3.40 - 4.19	Often	High
2.60 - 3.39	Sometimes	Moderate
1.80 - 2.59	Rarely	Low
1.00 - 1.79	Never	Very Low

#### *Steps Taken*

Each student's response was assigned a score between 1 and 5 based on their level of participation in specific journalistic activities.

After collecting all responses, the mean and standard deviation were computed to summarize the distribution of participation levels.

#### *Formula for Mean Participation*

Mean Participation =  $\frac{\sum \text{Scores of All Participants}}{\text{Total Number of Participants}}$

Total Number of Participants

#### *Arbitrary Scale for Perceived Influence on Communication Skills*

To assess how students perceived the influence of journalism activities on their communication skills, the responses were rated on a scale, with higher ratings reflecting a stronger perceived impact. These ratings were categorized as follows:

Statistical Limit	Qualitative Response	Level
3.25 – 4.00	Level of Agreement (4)	Very High
2.50 – 3.24	Level of Agreement (3)	High
1.75 – 2.49	Level of Agreement (2)	Low
1.00 – 1.74	Level of Agreement (1)	Very Low

### 3. Presentation, Analysis, and Interpretation of Data

This chapter presents findings derived from both **quantitative (survey data)** and **qualitative (interviews)** analyses, focusing on the relationship between students' participation in journalism activities and their self-perceived communication skills. The results provide insights into how involvement in journalism shapes students' identity as communicators.

#### Level of Involvement and Perceived Influence

The analysis of **Statement of the Problem 1 (SOP1)** and **Statement of the Problem 2 (SOP2)** examined the connection between students' participation in journalism activities and their self-assessment of communication abilities.

#### Level of Involvement in Journalism Activities

Survey data showed that students' participation levels across the selected schools ranged from **4.00 to 4.60** on a rating scale, indicating **high to very high involvement** in journalism-related activities. These activities included **writing, broadcasting, photography, blogging, and vlogging**.

The findings suggest that students actively engage in journalistic practices, reinforcing the role of journalism as a platform for enhancing communication skills and confidence in self-expression. The study further explores how this involvement translates into **improved communication abilities and personal development** as young communicators.

**Table 2**

<i>School</i>	<i>Mean</i>	<i>Level of Involvement</i>
<i>Lipay National High School</i>	<i>4.09</i>	<i>High</i>
<i>Acoje National High School</i>	<i>4.30</i>	<i>Very High</i>
<i>Guisguis National High School</i>	<i>4.15</i>	<i>High</i>
<i>Santa Cruz Academy, Inc.</i>	<i>4.33</i>	<i>Very High</i>
<i>Columban College - Sta. Cruz Campus</i>	<i>4.60</i>	<i>Very High</i>
<i>Mena Memorial National High School</i>	<i>4.39</i>	<i>Very High</i>
<i>Sta. Cruz National High School</i>	<i>4.13</i>	<i>High</i>
<i>Don Marcelo Marty High School</i>	<i>4.00</i>	<i>High</i>

#### *Level of Involvement in Journalistic Activities*

This indicates that all schools demonstrated high to very high involvement in journalistic activities. Columban College - Sta. Cruz Campus reported the highest level of participation with a mean score of 4.60.

#### Perceived Influence on Communication Skills

The perceived influence of journalistic activities on students' communication skills was evaluated based on mean scores for different activities, with results ranging from 3.31 to 3.64, all within the "Very High" level of influence. The following activities showed strong influence.

**Table 3**

#### *Level of influence Journalistic Activities on Students as Communicators*

<b>Journalistic Activities</b>	<b>Mean</b>	<b>Level of Influence</b>
Writing News Articles - Improved my organizational skills	3.42	Very High
Writing News Articles - Enriched my article contents.	3.56	Very High



Writing News Articles - Helped me discover and develop my writing style.	3.49	Very High
Editing articles - Made me more conscious of the word order, use of conjunctions, articles, and prepositions.	3.42	Very High
Editing articles - Enriched my knowledge in the use of transitions.	3.43	Very High
Broadcasting - Made me become more concerned with the accuracy of information	3.64	Very High
Broadcasting - Made me more confident in conducting interviews for my pre-writing and actual writing endeavors.	3.41	Very High
Broadcasting - Helped me write more relevant and timely events and issues	3.40	Very High
Photography for publication - Developed my story telling ability through photography	3.39	Very High
Photography for publication - Improved my skill in manipulating images to support narrative texts.	3.42	Very High
Blogging - Made me flexible in my use of the formal and informal writing tone	3.39	Very High
Blogging - Expanded my vocabulary and facility of the international language.	3.31	Very High
Blogging - Developed my intercultural skills necessary in expressing my thoughts to varying cultures.	3.33	Very High

### ***Impact of Journalism Activities on Communication Skills***

#### *Writing News Articles*

News writing significantly enhances students' communication skills by improving:

- **Organizational skills (3.42)** – Ability to structure ideas logically.
- **Content enrichment (3.56)** – Producing more informative and engaging articles.
- **Writing style development (3.49)** – Refining personal writing approaches. These skills highlight journalism's role in fostering structured and effective communication.

#### *Editing Articles*

Editing sharpens linguistic skills, as reflected by:

- **Awareness of grammar (3.42)** – Mastery of word order, conjunctions, and prepositions.
- **Use of transitions (3.43)** – Enhancing clarity and coherence. These skills help students develop polished and professional writing styles.

#### *Broadcasting*

Broadcasting had the highest impact on communication, particularly in:

- **Accuracy of information (3.64)** – Emphasizing factual and responsible reporting.
- **Confidence in interviews (3.41)** – Enhancing verbal communication and engagement.
- **Writing relevant content (3.40)** – Reporting on timely and significant events. Broadcasting strengthens real-time communication skills, essential in journalism.

#### *Photography for Publication*

Visual communication through photography enhances storytelling with:

- **Storytelling through images (3.39)** – Expressing narratives effectively through visuals.
- **Manipulating images (3.42)** – Using photography to complement written texts. This highlights photography's role in conveying messages beyond words.

#### *Blogging*

Blogging develops flexible communication by:

- **Adapting writing tone (3.39)** – Using formal and informal styles effectively.
- **Expanding vocabulary (3.31)** – Improving fluency in global communication.

- **Enhancing intercultural skills (3.33)** – Understanding diverse perspectives.

These aspects make blogging a versatile tool for self-expression and audience engagement.

### ***Qualitative Findings: Journalism and Communication Identity***

#### *Initial Involvement in Journalism*

Students joined journalism due to:

- **Intrinsic motivation** – Passion for writing and storytelling.
- **Teacher encouragement** – Teachers recognizing potential and recommending participation.
- **School opportunities** – Announcements and competitions introducing students to journalism.

#### *Impact on Communication Identity*

Journalism strengthens students' identity as communicators by:

- **Boosting confidence** – Overcoming fears of public speaking.
- **Enhancing listening skills** – Recognizing the importance of understanding different viewpoints.
- **Encouraging critical thinking** – Evaluating issues from multiple perspectives.

#### *Confidence-Building Experiences*

Hands-on journalism activities build self-assurance, particularly through:

- **Live event coverage** – Successfully reporting on real-time occurrences.
- **Winning competitions** – Validation of skills through recognition.
- **Public speaking** – Delivering news on school broadcasts or events.

#### *Rewarding Aspects of Journalism*

Students find fulfillment in:

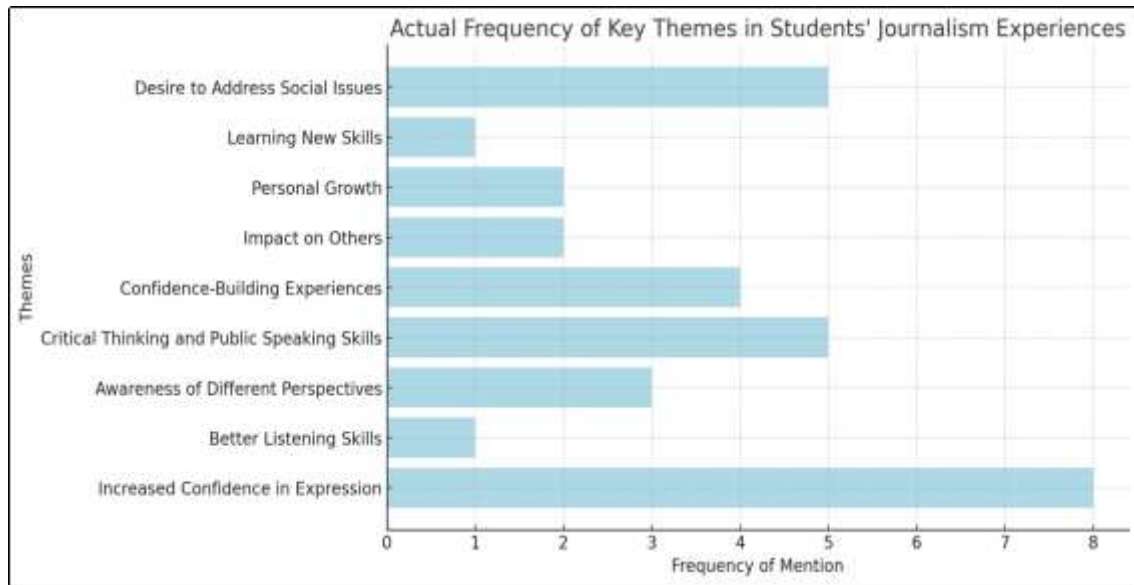
- **Making an impact** – Influencing audiences through their work.
- **Receiving feedback** – Gaining constructive insights for improvement.
- **Acquiring new skills** – Applying journalism skills beyond the newsroom.

#### *Overall Reflection on Journalism Experiences*

Journalism fosters **confidence, empathy, and resilience**, equipping students with lifelong skills. Some students aspire to use their journalism abilities to address social issues, emphasizing journalism's potential for social change.

**Figure 4**

*Frequency of Theme Mentions in Students' Journalism Experience*



The most mentioned theme, **Increased Confidence in Expression (8 mentions)**, highlights how journalism helped students express themselves clearly, particularly in public speaking and writing. **Critical Thinking and Public Speaking Skills (5 mentions)** and **Desire to Address Social Issues (5 mentions)** emphasize journalism's role in fostering analytical thinking and advocacy. Other notable themes include **Confidence-Building Experiences (4 mentions)**, **Awareness of Different Perspectives (3 mentions)**, and **Impact on Others (2 mentions)**, showcasing journalism's role in shaping students' ability to communicate and empathize.

Less frequently mentioned themes, such as **Better Listening Skills (1 mention)**, **Learning New Skills (1 mention)**, and **Personal Growth (2 mentions)**, indicate that while journalism supports diverse competencies, students emphasized expression over passive skills like listening.

A mixed-methods approach integrated quantitative (survey) and qualitative (interview) findings. **Writing news articles** (mean score: 3.56) was found to significantly improve students' writing skills. **Broadcasting** (mean score: 3.64) had the highest perceived impact, boosting confidence and accuracy in information delivery. **Blogging** (mean score: 3.31) enhanced flexibility in writing and intercultural communication.

The findings validate that journalism activities, particularly writing and broadcasting, strongly enhance students' communication abilities. The study also underscores the need for further research into digital media's role in education, especially regarding blogging's impact.

## 4. Conclusions and Recommendations

This chapter presents the conclusions and recommendations derived from the results of the study.

### Conclusions

This study explored how specific journalistic activities influence students' communication skills and self-perception as communicators. By examining diverse activities, such as writing, broadcasting, blogging, and photography, the research highlighted the unique contributions of each practice to skill development and identity formation. Through a mixed-methods approach, combining quantitative surveys and qualitative interviews, the findings revealed that journalism not only enhances technical abilities, such as writing clarity and public speaking confidence, but also fosters critical thinking, cultural awareness, and social responsibility.

The results underscore the significance of journalism education in shaping students' identities as communicators. Activities like news writing and broadcasting were shown to build organizational skills, accuracy, and confidence, while blogging and photography allowed for flexibility, creativity, and intercultural engagement. These insights are particularly relevant in the context of the digital age, where students must navigate a dynamic media landscape while maintaining ethical and effective communication practices.

### Practical Applications

The study's findings offer valuable recommendations for educators and policymakers. Schools should integrate a variety of journalistic activities into their curricula to provide students with hands-on learning experiences that cater to diverse interests and learning styles. Activities such as investigative journalism and community reporting can be emphasized to deepen students' understanding of social justice and civic engagement. Educators are encouraged to incorporate digital platforms like blogging and vlogging to enhance students' adaptability in modern communication.

Additionally, training programs for teachers and student advisers should focus on equipping them with the necessary skills to mentor student journalists effectively. Resources such as workshops, access to technology, and collaboration with media professionals can further enrich journalism education and ensure its relevance to contemporary societal needs.

#### Recommendations

While this study provides valuable insights, it also highlights areas for further exploration. Future research could examine the longitudinal effects of journalism education on students' professional and personal development. Investigating the specific challenges faced by students in adapting to digital journalism, particularly in underserved regions, would also be beneficial. Moreover, a comparative study across different cultural and educational contexts could provide a broader perspective on the role of journalism in shaping students' identities globally.

By addressing these areas, future studies can build on the findings of this research, contributing to the continuous evolution of journalism education as a vital tool for personal and societal development. Ultimately, this study reaffirms the transformative potential of journalism in fostering informed, articulate, and empathetic communicators who can navigate and contribute to a rapidly changing world.

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