Construing the Worldview of the Campus Journalists: A Phenomenological Study

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Abstract— Campus journalism is an avenue for students to widen their perspectives as they obtain significant insights from various issues and their respective experiences as journalists. This transcendental phenomenological study aimed at identifying, describing, and construing the lived experiences and worldviews of the campus journalists in District 10 of Koronadal City Division. Seven campus journalists served as participants in the study. Semi-structured interviews were conducted to gather enriching data from the participants. The content experts served as validators of the interview questions. A trial interview was held to ensure the credibility and validity of the results. Arduous Thematic Analysis of the gathered data revealed 8 emerging themes: Empowerment and Ethical Journalism, Resilience and Growth in Pursuits, Assistance and Self-Perception for Development, Constraints and Triumph, Guidance and Aspirations, Commitment and Future, Education and Information, and Academic Rigor and Precision in Communication. Furthermore, these campus journalists, despite being challenged, were still resilient and motivated to achieve their goals.

Keywords— Campus Journalists, contexts, lived experiences, phenomenological study, views, worldview

I INTRODUCTION

Campus journalism is a powerful tool for young voices to amplify truth, advocate change, and shape perspectives within and beyond school walls. It serves as a training ground for students who wish to pursue journalism as a career. Significantly, school is one of the places where journalism must be nurtured and studied (Macalindong, 2019). The Department of Education in the Philippines ensures the protection of student journalists' rights and supports the establishment and funding of campus publications in public and private schools. Additionally, DepEd annually conducts the National Schools Press Conference (NSPC), which serves as the culmination of various journalism competitions at the school, division, and regional levels, aimed at honing students' journalistic skills and ethical practices.

The performance of these journalists in contests can be significantly impacted by several issues, most notably a lack of training, seminars, and colloquiums. Additionally, instructors in special programs had to go to a variety of seminars that might improve and update their knowledge about contemporary journalistic trends (Macalindong, 2019). Additionally, this issue is exacerbated by students' competitive spirit and readiness to compete (Blessedy, 2019).

Several studies have surrounded campus journalism. Unfortunately, however, very little research exists on the worldview of campus journalists. The study reveals certain discrepancies from the perspective of a campus journalist's phenomenological account of worldviews. In campus journalism, it is necessary to further investigate its influence on student journalistic perspectives in terms of ethics and worldview. According to Filak and Reinardy (2013), conflict between the student editor and faculty adviser arises. Yet in these conflicts, the general consequences to the students' ethical role and worldview are left out.

In addition, research has to focus on the phenomenological experiences and challenges campus journalists face because they come from all walks of life. Bobkowski and Miller (2016) analyze civic engagement among journalists in high school but do not make a deep analysis of these

journalists' diverse experiences and how these explain their worldviews (Bobkowski & Miller, 2016).

These gaps suggest that there is a need for a more focused and nuanced phenomenological study on campus journalists to address the complex experiences within both ethical and professional development, changes produced by digitalization, and longitudinal changes in their worldviews. This will, therefore, probe into the depth of the lived experiences of the campus journalists. In this instance, the researcher decided to embark on a study concerning the worldview of campus journalists. The study reveals the experiences, problems, and worries brought on by the unsolicited happenings encountered by campus journalists after all their preparations for competitions and the underlying reasons for not winning.

To illuminate the many facets of these campus journalists' predicament, this study intended to analyze the worldview of campus journalists in the schools in District 10 of Koronadal City Division. Specifically, it sought to answer the following sub-questions:

1.What are the worldviews of the campus journalists in the schools in District 10 of Koronadal City Division?

2.What are the contexts of the worldviews of campus journalists in the schools in District 10 of Koronadal City Division?

3.How do campus journalists in the schools in District 10 of Koronadal City Division view themselves in the future?

4.What are the implications of the campus journalists' worldviews and contexts in the English language learning?

II   METHOD

2.1 Participants

The main data sources were the seven campus journalists from Secondary Schools of District 10 in Koronadal City Division, Mindanao, Philippines. Purposeful sampling was used. Therefore, the selection of participants followed the inclusion criteria: (a) a Grade 7-12 student; (b) at least 2 years in joining journalistic competitions; (c) have exposure to journalistic seminars and training; (d) a student from District 10; (e) at least 12-20 years old; (f) must be comfortable conversing with the interviewer and willing to share experiences. Key informants of this study were the coaches, teachers, principals, and parents.

Participants must have joined at least one of any journalistic competitions (news writing, sports writing, editorial writing, etc.), particularly during the Division Schools Press Conference (DSPC) within the said two years.

After the pandemic, the conduct of the Division Schools Press Conference of Koronadal City resumed in the school year 2022-2023. Therefore, this current school year 2023-2024 has been the second year of DSPC post-pandemic. That is why, the researcher set the two years of experience in joining journalistic competitions as one of the inclusion criteria.

Although transcendental phenomenology does not demand high knowledge among participants, it will require participants to clearly and reflectively express their lived experiences. This might be challenging for elementary students due to the development of communication skills among such pupils (Creswell, 2014). This is why the researcher would pick secondary-level campus journalists.

There is some pragmatic concern, but that is not what transcendental phenomenology is focused on: the lived experience itself, not the duration of it. Researchers can use any strategies they want regarding participant selection, remembering the demands of clarity, depth (if appropriate), and a capacity to participate in the introspective process.

2.2 Data Gathering Instrument

The research utilized a researcher-made semi-structured interview. Participants expressed their feelings, coping strategies, and personal experiences in these interviews. The semi-structured interviews provided the opportunity to probe and engage in discussions (Merriam & Tisdell, 2016). A transcendental phenomenological study requires open-ended questions since it can accommodate the participants telling their stories about the phenomenon under study (Creswell, 2013). It marks the essential feature of the transcendental phenomenology discipline, which investigates the conscious experience as experienced from a subjective or first-person point of view (Standford Encyclopedia of Philosophy, n.d.). All the participants were asked the same interview questions in the same order, though some needed further probing. Follow-up was necessary to obtain further information and data to see whether there would be a perceived difference and commonality in their experiences (Creswell, 2013).

The selection of validators, who validated the interview questions, was based on inclusion criteria: (a) at least a Master's degree holder in language teaching; (b) have at least 1 published research; (c) a qualitative researcher; and (d) have at least five (5) years of teaching experience from various educational institutions. Suggestions for improvement were taken into consideration. Interviews were recorded and transcribed then members were checked for credibility and trustworthiness.

2.3 Data Analysis Method

According to Braun and Clarke (2006), thematic analysis emphasizes identifying, analyzing, and reporting patterns and themes within the data. It organizes and describes all data in detail. There are six (6) steps covered in thematic analysis:

Familiarizing the data. In this step, the researcher read and re-read the data to become familiar with its needs and pay attention to the patterns that occur. The researcher then completed data collection.

Generating initial themes. The researcher generated the initial codes by documenting where and how patterns occurred. This happened through data reduction, where the researcher collapsed data into labels to create categories for more efficient analysis. Data complication is also completed here. This involved the researcher making inferences about what the codes mean.

Searching for clustered themes. the researcher combined codes into overarching themes that accurately depict the data. It is important to develop themes that describe exactly what the theme means, even if it does not fit. The researcher also described what is missing from the analysis.

Reviewing themes. In this step, the researcher examined how the themes supported the data and the overreaching theoretical perspective. If the analysis seemed incomplete, the researcher went back and found what needed to be added.

Defining and naming emerging themes. The researcher needed to define each theme, identify which aspects of data are being captured, and determine what is interesting about the themes.

Producing the report. When the researcher wrote the report, the researcher decided which themes made meaningful contributions to understanding what was going on within the data.

Moreover, the transcripts were returned to the participants of the study. In qualitative research, returning transcripts to participants—a process called member checking—ensures the data's veracity and accuracy by enabling participants to amend and confirm their claims. Giving participants a say in verifying how their experiences and viewpoints are portrayed strengthens the research's validity and gives them a sense of empowerment.

III   RESULTS AND DISCUSSION

This section reveals the presentation and discussion of the findings. The emerging themes interpreted from the worldview of the Junior High School and Senior High School campus journalists in schools in District 10 of Koronadal City Division are presented successively.

3.1 The Emerging Themes on the Worldviews of the Campus Journalists in District 10 of Koronadal City Division.

Emerging Theme 1. Empowerment and Ethical Journalism

Campus journalists exhibit tremendous self-empowerment, strength, and enthusiasm for ethical journalism. These core characteristics complement their view as they confront the advantages and disadvantages of their journalistic work. Campus journalists find meaning in their quest for excellence and moral obligation to bring relevant, accurate, and newsworthy information to their communities.

This is founded on research that underscores the point that campus journalism develops critical thinking and adherence to ethical guidelines (Mabaso & Medubi, 2018). It emphasizes the journalist's role to continually be the "voice of the students," holding the hopes and worries in their hearts but being committed always to the truth.

An additional attribute of ethical passion is a feeling of deep satisfaction and perseverance when facing challenges. An inborn passion that drives a desire to live out one's purpose instead of praise received from others is the hallmark. They are not wavering in their commitment toward journalism, even at a time when little or no incentive comes out of it. This type of dedication is what scholars call "intrinsic motivation," where the primary reward is the activity itself rather than any external validation (Ryan & Deci, 2017). For these campus journalists, writing, reporting, and sharing the truth was a means for self-fulfillment, reflecting their ethical passion.

Emerging Theme 2. Resilience and Growth in Pursuits

Campus journalists reflect an ability to remain persistent while improving due to setbacks or challenges. One major takeoff from participants' experience is how interest in competing again resurfaced in cases when they were discouraged. The renewed sense of competition raises the question of resilience, which Masten (2014) described as an ordinary human capacity that can, over time, be fortified. For these, setbacks are not failures but catalysts for deeper reflection and a renewed commitment to their craft.

The emotional motive to continually improve also plays a role in creating this resilience. External or personal motives, such as the imperative to be at their best or the desire to finally win after years of failure, animate the desire to excel. This is consistent with Fredrickson's (2016) argument that those who hold emotionally are in the belief that setbacks are a chance to grow. Dweck's

(2017) theory of growth mindset further elaborates that this belief in the possibility of change or improvement would lead towards success even in failure and, again, brings to light the importance of perseverance.

Lastly, on account that the participants' belief that one can improve because of one's capacity would point to the value of self-efficacy in building up resilience. As Bandura (2018) declares, perseverance is grounded on self-efficacy: a person believing in their ability to succeed will be more effective at growth. This is probably the major reason campus journalists keep pushing forward. Their belief propels them in their continuous efforts and will not allow setbacks to derail them into non-achievement in their personal and professional lives. Thus, resilience comes as an evolution of growth engendered by a deep sense of purpose and belief in one's capabilities.

3.2 The Contexts of the Worldviews of the Campus Journalists in District 10 of Koronadal City Division

Emerging Theme 3. Assistance and Self-Perception For Development

Campus journalists confront the dynamics of internalized battles and external sources of support they must undergo as individuals. One of the most significant insights drawn from the participants is the weight of self-doubt in competitive arenas. Self-doubt is a huge challenge in campus journalism because students tend to doubt their capabilities. Such a feeling is not far from competitive environments where self-assessment is related to some kind of performance. The most recent studies suggest that self-doubt can reduce performance, especially when students feel they are not up to par with their expectations or others (Higgins, 2018). Hence, success or failure in overcoming self-doubt should be considered an essential feature of developing subjects since students experience inner challenges and move beyond them.

Whereas self-doubt is a significant concern for most journalists, participants acknowledged that what role models do or play to motivate them has been notably realized. Success role models and those who have made it and come out successful give tangible representations of success and indicate pathways to be pursued by campus journalists. The participants' experiences resonate with the evidence in the literature that role models serve as important tools for students to promote a positive self-image and solidify the perception of workability concerning their attainability of success (Andrews & Meyer, 2016). Motivated by such role models, be they senior journalists, mentors, or teachers, campus journalists feel empowered to pursue their interests despite the challenges they meet during this process.

Finally, the students' narrative reveals that a support system is a motivational and accountability factor. Family, friends, and mentors are very important to these students since they give emotional encouragement and the feeling of responsibility to stay committed. Indeed, research findings reveal that a good support system is important in motivating individuals to stay within their set personal and professional objectives (Williams et al., 2020). Where support networks motivate these students in campus journalism, their sustained efforts and ability to carry on through adversity make the self-perception of these journalists more outstanding. Therefore, the basis for continued development is set on which students grow through various demands of campus journalism to increase skill and confidence.

Emerging Theme 4. Constraints and Triumph

Constraints and Triumph would reflect the confusing relationship between campus journalists' challenges and the development due to pressures. One of the most important insights obtained through participants is pressure, which, at first glance, appears daunting and then tends to operate as a catalyst for motivation and achievement. With competition, such as with a campus newspaper in the picture, what would drive urgency for them is time deadlines, expectations from peers and mentors, and the necessity of doing more than usual. Research has shown that even managed pressure can heighten attention and motivation and boost feelings of accomplishment when duties are performed well (Murray & Hall, 2017). For such student journalists, this competitive atmosphere invokes a sense of grit, and triumph is achieved and seen to have been won in terms of personal satisfaction and attainment amid stress.

Positive feelings brought by the program notwithstanding, the participants still express negatives regarding overlapping tasks that will surely stress and tire them. There are demanding responsibilities for such campus journalists regarding academic and journalistic work, which most of the students in the program experienced as overwhelming. According to recent findings, especially in high-stakes environments, multitasking has been found to lead to cognitive overload and low productivity (Rosen et al., 2018). The participants' experience reflects this struggle, where the constant juggling of tasks without having time to prepare the tasks increases the pressure and weakens performance. It aligns with the observation that a lack of preparation time results in more stress due to minute disruptions.

The participants also shared how a minor disruption can critically affect their work. Comparing it to journalism, considering the anxiety regarding timings and accuracy, small setbacks like technical issues or

miscommunication create a ripple effect, where the flow of work gets stopped, and pressure is more likely to get the tasks completed within time. These minor interruptions may not have much of a resultant impact. However, they add to the burden already undergoing stress in the delivery of work. As a result, they not only degrade the quality of work but also disturb student journalists' mental peace. According to the literature, Minor disruptions create a whole cascade effect concerning degrading efficiency and satisfaction in high-stress environments (Chen & Karahanna, 2016). Despite the problems, the fact that the participants managed to handle some of these indicates more resilience and devotion to their work and cannot be less than a story about struggle and success.

3.3 The Views of the Campus Journalists of Themselves in the Future in District 10 of Koronadal City Division

Emerging Theme 5. Guidance and Aspirations

Campus journalists have a delicate articulation of themselves in terms of their future selves, especially when balancing personal aspirations and external influences. Mostly, students with broad areas of interest in journalism, broadcasting, or even engineering would become puzzled about a single direction in life. This is precipitated by internal confusion and multiple external influences. For example, one participant voiced a conflicting desire between the aspiration for a secure engineering career and a passion for broadcasting. Such ambitions require a balancing act in which the reality of practicality must be weighed against the desire for love. This aligns with the literature that asserts that adolescents are at the most important stage of identity development as they review career aspirations (Gutman & Schoon, 2016).

Parental guidance does play an important role in determining these aspirations. One of the participants summed it up fairly well when she said their parents' advice represented one of the major pushes, sometimes setting an interest in specific areas, such as journalism. Kniveton (2016) asserts that by the time a child reaches adolescence, parents continue to exert a great deal of influence over most career decisions. To illustrate, such advice is not necessarily taken literally; it represents a launching pad from which students often take off in their independent explorations of careers. Journalism and writing, as such, serve as safe havens in which participants of this study experiment with identity, relieve pressures, and hone skills for the future regarding personal and professional lives.

Balancing two ambitions, like engineering and broadcasting, reveals a larger pattern whereby students seek to marry passions with more pragmatic career choices. The participants' narratives resonate with research, indicating that students are generally motivated by their personal values, interests, and external opportunities (Savickas, 2014). It is interesting to observe how participants think of their future selves and drive reflective discussion about journalism as a tool that enables them to investigate and challenge themselves in various fields, thus showing how these young people are in an active process of self-explored discovery amidst familial expectations and societal pressures.

Emerging Theme 6. Commitment and Future

Campus journalists convey how parental advice and personal interests define their educational and professional careers. The participants reflect that their parents' advice often becomes the springboard for their exploration in terms of providing direction and motivation about studying certain fields. While sometimes subtle, parental influence can awaken students' interest initially and, with time, deepen this interest into an eventual commitment to a certain track. This goes in line with the notion that parental support plays a dominant role in educational and career paths, which can be derived from the work by Kniveton (2016), revealing the fact that the involvement of parents is still a critical factor for students while making decisions regarding their careers.

It also follows that the participants delineated their aspirations from other alternative career fields. Many, however, felt an internal urge toward particular vocations-including journalism as one of the vocations that brought a person a sense of fulfillment and purpose. Thus, this phenomenon demonstrates the application of the theoretical model of career construction, in which vocational identity, over time, evolves and represents an individual's deep-seated desires and values (Savickas, 2014). The participants' narratives reveal a deep commitment to their professional area since external influences from parental support merge with personal motivations into a well-defined and set career path.

Such commitment always leads to a future-oriented mentality, given that participants focus on current success as much as future achievements. The desire to be excellent at whatever profession they attain, particularly journalism, drives them to excel because their skills and interests lie in journalism. Such factors push and draw out inner strength, resilience, and determination into the future. Individuals who are supported in terms of their educational and career goals by family support and personal conviction tend to be more resilient, and long-term persisting ultimately defines their futures, according to Gutman and Schoon (2016).

3.4 The Implications of the Campus Journalists' Worldviews and Contexts in the English Language Learning in District 10 of Koronadal City Division

Emerging Theme 7. Education and Information

Education and Information underscores the critical role campus journalists play in bridging student voices and the broader school community. Their commitment to disseminating accurate information fosters a sense of duty and responsibility, positioning journalism as a medium for expression, education, and connection within the school environment.

Campus journalism provides students with authentic contexts for improving their command of the English language. In activities such as writing articles, conducting interviews, and editing, students train and hone their language competencies in authentic contexts. This directly relates to the principles of learning that the American English resources from the U.S. Department of State emphasize: practical application of the language learned should be a part of that process (American English, n.d.).

The duty of reporting the truth and factuality also instills critical thinking and ethical communication. Student journalists learn to assess sources, construct coherent narratives, and present information objectively. Such skills are crucial components of media literacy, according to the American Psychological Association, which emphasizes that critical thinking is the best defense against misinformation.

Campus journalism fosters teamwork among students, where peer learning and collective problem-solving are encouraged. In the context of journalistic projects, students acquire interpersonal communication skills and a sense of community while working together. This collaborative atmosphere enhances their ability to articulate ideas clearly and listen actively, thus further contributing to their language development (Thinking Habitats, n.d.).

Essentially, students will not only take a significant stride toward informing their peers in school but will also make such contributions toward helping themselves out better. The embrace of being the reporters and educators by students gives way to the true realization of deep learning about English language use along with practical exposure in it towards preparing for upcoming academic and career goals.

Emerging Theme 8. Academic Rigor and Precision in Communication

Academic Rigor and Precision in Communication underscores the importance of accuracy, time management, and an uncompromising quest for excellence in campus journalism. These are not byproducts of journalistic training but are deeply ingrained in academic discipline, molding students into meticulous communicators and lifelong learners. This theme greatly affects campus journalists' worldviews and their context in learning the English language, since this puts equipment skills into them that are beyond journalism, hence positively contributing to the broader academic and professional growth.

Accuracy remains a foundational principle in the context of learning a foreign language, such as the English language, as it improves both written and verbal means of communication. Campus journalists are trained to verify facts, ensure grammatical precision, and structure their narratives cohesively, all of which form core competencies in mastering the English language (Se & Se, 2015). The habit of meticulous fact-checking and clarity in communication encourages campus journalists to view English not merely as a subject to study but as a practical tool for conveying truth and fostering understanding. This worldview enhances the appreciation of language as a powerful medium of expression and thought-shaping.

The other important factor in this theme is time management, which is equally important in any English learning process. The ability to balance between deadlines and tasks, and to manage workloads effectively, sets people up to become disciplined and responsible individuals, qualities necessary for academic exercises (Chavez et al., 2024). Campus journalists are constantly drafting articles, revising texts, and preparing reports under tight deadlines—an experience that closely resonates with the demands of academic writing, language assessments, and classroom activities. This practice equips the student with a structured approach to completing English tasks with confidence and efficiency.

Additionally, chasing excellence helps campus journalists understand the world by developing a culture of continuous improvement and resilience. Through repeated cycles of writing, editing, and refinement, they hone a keen self-criticism and persistence, according to American Psychological Association in 2024. For ESL students, that means the will to revise, ask for, and accept feedback from others, as well as endure challenges when asked to write or speak in exercise or comprehension prompts. Excellence becomes more than an academic objective—it becomes a personal value entrenched in their attitude toward language learning and communication.

III   CONCLUSION

Campus journalism is crucial in developing campus journalists' identity, morale, and passion. These journalists developed a sense of purpose and faced challenges with resilience while being intrinsically motivated, truthful, and responsive to the call.

The pressures, external influence, and environment signaled personal and professional development in balancing creative aspirations with societal expectations. Despite many career goals and values brought about by campus journalism, like critical thinking, moral courage, and persistence, they remain the foundation of their personal and future professional lives.

The study provides a holistic exploration of the worldviews of campus journalists in District 10 of Koronadal City Division, revealing various aspects that shape their experiences and perspectives. Their task is to stand for truth, integrity, and the ethical expectations of journalism amidst the great hurdle that they should face. To them, all these are together with their strong resilience as well, since there is continuous growth and adapting wherein they develop abilities to overcome adversity and push hard in the completion of their goal as journalists.

It is not an isolated journey but the communities and systems that support their journey. They are important parts of a system that will enable them to become better in a very fast pace, emotional support for each other, and at times, support for their professions. This complex interlink of challenges and relationships further deepens the dynamic character of work with relationships and cooperation being integral components to personal development as well as to professional advancement.

Even amidst the challenges that they face, campus journalists strive to succeed in their endeavors. They do not see their jobs as mere jobs but as calling, with passion and a genuine sense of fulfillment in doing the work. While this passion helps them to press on, there is also the recognition of their need for support, whether it comes from mentorship or peer relationships, which they can use in order to develop their skills further and become more effective in the craft.

Major restrictions they face in terms of fewer resources and extraneous pressures that restrict them from performing well are overlooked since they do not deter their achievements. Instead, these are turned into breakthroughs, and achieving success after failure gives them an accomplishment feeling of overcoming adversity. Their flexibility regarding disruptions such as unexpected deadlines or technological issues to changes in the school's policy shows how easily they can survive in dynamic settings.

Most importantly, campus journalists are inspired by the role models and expectations coming from mentors and family members. Such people help create visions of professional goals for them, including whether those aspirations fall within journalism or reach out to more fields. Indeed, they are committed to future investment because they work with a long-term perspective: the work they invest in today sets the foundation for success tomorrow.

In most aspects, education helps them in development, as they acquire the proper academic tools and knowledge that are fundamental for effective and accurate communication. Such academic rigor allows their work to maintain high standards in terms of accuracy and reliability to prepare them for the professional standards of journalism. Moreover, a continuous learning environment, either from formal education or informal mentorship, is the essence of their lifelong development, ensuring that they keep up with their skills in a constantly changing media environment.

In conclusion, the study's findings reveal a group of people who are not only resilient and dedicated to their craft but also draw strength from the support of their communities and the guidance of mentors. Their worldview is one of empowerment, growth, and a deep commitment to ethical practice, underscored by a recognition of the challenges they face and the triumphs they achieve. In the very complex role of being a campus journalist in Koronadal City, they will reflect on how one navigates this intersection between academic rigor, professional aspirations, and personal growth. These insights go deep into the motivations, challenges, and aspirations of campus journalists as contributions to the overall conversation about student journalism development.

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