

Challenges Experienced by Campus Journalists in Copy Reading and Headline Writing in Selected Non-Central Schools in Isabela City Schools Division

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Abstract—This study was conducted to determine the ‘Challenges Experienced by Campus Journalists in Copy Reading and Headline Writing in Selected Non-Central Schools in Isabela City Schools Division’. A Descriptive Method was used. The respondents of the study were the Forty (40) campus journalists in selected Non - Central Schools in Isabela City Schools Division. The findings of the study revealed that the Copy Reading and Headline Writers in selected Non - Central Schools in Isabela City Schools Division are experiencing ‘very seriously difficult’ in terms of Content - Copy Reading and Headline Writing. The Copy Reading and Headline Writers in selected Non - Central Schools in Isabela City Schools Division are experiencing ‘seriously difficult’ in terms of Coaching and Assessment Scheduling and Resources in Copy Reading and Headline Writing. Moreover, there are no significant differences between the challenges experienced by campus journalists in Copy Reading and Headline Writing in Selected Non - Central Schools in Isabela City Schools Division if classified according to age and gender. However, there are significant differences between the challenges experienced by campus journalists in Copy Reading and Headline Writing in Selected Non - Central Schools in Isabela City Schools Division, if classified according to ethnicity and grade level.

Keywords— Challenges, Journalist, Copyreading, Headline Writing, Isabela City.

I. INTRODUCTION

The Philippine government institutionalized journalism competitions in the elementary and high school levels in 1991 and Department of Education (DepEd) is the lead government institution to sponsor periodic competitions, press conferences and training seminars in which student-editors/writers and teacher-adviser of student publications in the elementary, secondary and tertiary levels are mandated to participate. These competitions begin at the institutional levels and shall culminate with the holding of the annual national elementary, secondary or tertiary School Press Conferences (Republic Act 7079).

Campus journalism is something that embraces all forms in and through which the news and comments reach the public. It also serves as an aid to develop students’ power to observe and to discriminate relative merits of news articles. Furthermore, school journalism is a publication of different ideas that creates and expresses school opinions about the things that happened, happens, and will happen in the nearest future which, in turn, expands the students’ capability to criticize and comment on one’s writing which connotes to the students’ reimbursement that helps them become better critics and commentators in some way [2]. It serves as a means to strengthen ethical values and encourage the creative and critical thinking of the Filipino youth which helps in developing the personal discipline and

moral character of the young students. Moreover, it is also considered one of the most effective means of teaching students basic and advanced writing techniques and inculcating in them the values of work and fair judgment. It is a good training ground or pool for future journalists or at least writers. Through the school paper, students writers are also to develop their skills and enhance their craft [5].

Editing a copy is not just a simple task of correcting errors in grammar and facts because unchecked data, which are often injected in the copies submitted by neophyte writers, if unnoticed, could put both the story and the paper in the bad light. Copy readers use pencils to draw copy reading symbols on the story they are given and at the end, every single page of the story or article would be filled with lines, circles, arrows and other symbols or marks indicating the needed corrections [1]. Moreover, good copyediting is essential to any publication, and good copyeditors are extremely valuable. They can lift the quality of the publication in ways that no other journalists can match. A copyreader must be an expert in mastery of the language from rules of grammar and punctuation to the nuances of meaning which is the basic skill necessary for good copyediting and headline writing. Copyediting is more than just fixing the mistakes in a story or articles. However, a copyeditor must have the courage to decide when a story or article is incorrect or when it has the wrong emphasis, and he or she must take on the responsibility of putting it right [9].

The term journalist refers to women and men who are educated and trained to gather, select, write, edit and disseminate information. Accordingly, professional journalists, unlike citizen journalists, produce their stories under prescribed professional conditions of objectivity, neutrality, balance and fairness. This ensures that citizens get quality information which would enable them to exercise their democratic rights. Citizen journalists are excluded in this definition because the information they disseminate to the people is basically unedited information which is most likely the personal opinion of the producer [7].

The ability to select quality information which would enable the public to make informed socio-political decisions is all the more imperative in the 21st century where the journalism landscape has become complicated because of an information overload [7]. The abundance of information calls for a journalist who is: A filter, as well as a transmitter; an organizer

and interpreter as well as one who gathers and delivers facts. In addition to knowing how to get it into print, online or on the air, he or she must know how to get it into the receiver’s head. In short, a journalist has to be a database manager, a data processor, and a data analyst [6] Canadian media and communication scholars Skinner, Gasher and Compton [8] also state that: Journalists do not simply “find” meaning in raw data – “the facts”, interviews, etc – they use to write stories. Rather they create meaning out of or from this information from choosing to cover one event over another, to the choice of language used in a story, to where the story is finally placed in the newspaper or programme line-up, news production is a complex process of selection through which journalists produce meaning.

The ability to do all this, according to Meyer [6], requires “special training” or what Josephi [4] describes as a “defined educational pathway”. Such training would not only enable journalists to grapple with the “problems of reporting the news in a time of information overload”, but it would also bring professionalism in their work [4,6].

The main purpose of this study specifically tried to determine challenges experienced by campus journalists in Copy Reading and Headline Writing of selected non-central elementary schools in Isabela City Schools Division.

II. STATEMENT OF THE PROBLEM

This study aimed to determine the challenges experienced by the campus journalists in Copy Reading and Headline Writing of selected Non-Central Schools in Isabela City Schools Division. Specifically, this study sought to answer to the following questions:

1. What is the profile of the campus journalists of selected Non-Central Schools in Isabela City Schools Division in terms of:
 - a. age;
 - b. gender;
 - c. grade level; and
 - d. ethnicity?
2. To what degree of difficulty/challenges felt/experienced by campus journalists in copy reading and headline writing of selected Non-Central Schools in Isabela City Schools Division in terms of:
 - a. content in copy reading and headline writing;
 - b. coaching and assessment scheduling; and
 - c. resources in copy reading and headline writing?
3. Is there a significant difference on the challenges experienced by campus journalists in Copy Reading and Headline Writing of selected Non-Central Schools in Isabela City Division when grouped according to:
 - a. age;
 - b. gender;
 - c. grade level; and
 - d. ethnicity?

III. METHODOLOGY

This study will utilize a Descriptive-Quantitative Research Design that gathered information about the Challenges Experienced by Campus Journalists in Copy Reading and

Headline Writing of Selected Non-Central Elementary School in Isabela City Schools Division. In order to secure required data, a questionnaire will be utilized and used by the researcher. The total population of the study is the Two Hundred Fifteen (215) campus journalists from selected Non-Central Schools of Isabela City Schools Division. A purposive stratified random sampling was used to determine the number respondents. There will be two stages of selecting the respondents as follows: The first stage of selection is on school by considering the non-winning schools while the specific attributes of the students fall under the second stage considering only those involve in copy reading and headline writing. Table 1 shows the distribution of the population.

TABLE 1. Distribution of the Respondents

Selected Non-Central Schools	District	Population	Respondents
Kaum Purnah Esc	East	18	3
Bliss ES	East	15	2
Bishop Querexeta ES	East	14	4
Marang-Marang ES	Island	15	3
Lukbuton ES	Island	13	3
Badjao Floating ES	Island	17	4
Lanote ES	North	14	2
Busay ES	North	20	3
Latuan ES	North	18	3
Geras Integrated S	West	30	5
Cabunbata ES	West	21	4
Menzi ES	West	20	4
TOTAL		215	40

The instrument used in this study was constructed based from the literature reviewed. There were two parts of the research questionnaire. The first part used to gather information on the profile of the respondents and the second part used to determine the Challenges Experienced by Campus Journalists in Copy Reading and Headline Writing of Selected Non-Central Elementary School in Isabela City Schools Division in terms of Content, Coaching and Assessment Scheduling, and Resources.

A five-point likert scale was used to assess the extent of difficulty to which they consider the enumerated tasks in Copy Reading and Headline Writing as challenges. The scale below was used to measure the level of difficulties felt/experienced by the respondents.

- 5 = Very Seriously Difficult (VSD)
- 4 = Seriously Difficult (SD)
- 3 = Moderately Difficult (MD)
- 2 = Less Difficult (LD)
- 1 = Difficult (D)

In order to interpret the results, the following scale was used:

- 4.21 – 5.00 = Very Seriously Difficult (VSD)
- 3.41 – 4.20 = Seriously Difficult (SD)
- 2.61 – 3.40 = Moderately Difficult (MD)
- 1.81 – 2.60 = Less Difficult (LD)
- 1.00 – 1.80 = Difficult (D)

A weighted mean rating of equal to or less than 1.80 would mean that the copy reader and headline writers do not consider the task as a “Difficult”. A mean rating 1.81 to 2.60 would signify that the learners consider the task as “Less Difficult”. A mean rating of 2.61 to 3.40 would be interpreted that the copy

reader and headline writers consider the task ‘‘Moderately Difficult’’. A mean rating of 3.41 to 4.20 implies that the copy reader and headline writers consider the task as ‘‘Seriously Difficult’’. Lastly, a mean rating of greater than, or equal to 4.21 would indicate that copy reader and headline writers consider the task as ‘‘Very Seriously Difficult’’.

The proposed instrument was validated using the Jury Method. Three (3) experts in Educational Management were asked to evaluate the questionnaire items for suitability. Each was asked to rate an item as being:

- (1) Not Suitable (2) Needs Revision (3) Suitable.

The items were judged by at least two (2) out of three (3) raters were deemed as suitable, were retained. An Analysis of Variance (ANOVA) or F-Test was conducted to determine whether significant differences on their ratings on the suitability of instrument items exist. The ANOVA revealed an F-Value of 0.893, with p-value of less than 0.05 indicating no significant difference on the rating on suitability of the three experts and hence constituting a valid questionnaire.

The reliability of the survey instruments was established by examining the individual test items, the Cronbach’s Alpha was used for this purpose. Thus, items in the questionnaire items were being prepared through Cronbach’s Alpha Model of Inter-Item Analysis. A pre-testing of the questionnaire was conducted in Simeon and Josefa Elementary School (SJOES), East-I to the ten (10) campus writers as the sample respondents. A reliability analysis was then computed with a rating of .821 which indicated a ‘‘Very Good’’ description.

Before administering the questionnaire, the researcher secured a letter of approval from the Division of Isabela City through its Schools Division Superintendent. Likewise, a letter of request was sent to the different administrators or School Principals of selected Non-Central Schools in Isabela City Schools Division for the distribution of the questionnaire. The questionnaire was administered individually by the researcher to different selected respondents.

IV. FINDINGS AND DISCUSSIONS

This section presents the analysis and findings of the study. This will be discussed according to the research questions.

Profile of the Respondents

Tables 2 to 5 shows the distribution of the respondents according to their demographic profile.

TABLE 2. Demographic Profile of the campus journalists in selected Non-Central Schools in Isabela City Schools Division in terms of age

Age	Frequency	Percentage	Rank
9 years old	9	22.5	3
10 years old	6	15.0	4
11 years old	11	27.5	2
12 years old	14	35.0	1
Total	40	100.0	

Table 2 shows the age profile of the campus journalists in Copy Reading and Headline Writing in selected non-central schools in Isabela City Schools Division. The results have shown that majority of the campus journalists who joint in the Copy Reading and Headline Writing category were 12 years old

respondent with 35.0% and followed by the respondents of 11 years old which is 27.5%. The 10 years old category got the lowest rank of 4 which is 15.0%.

TABLE 3. Demographic Profile of the campus journalists in selected Non-Central Schools in Isabela City Schools Division in terms of gender

Gender	Frequency	Percentage	Rank
Male	16	40.0	2
Female	24	60.0	1
Total	40	100.0	

Table 3 shows the gender profile of the campus journalists in Copy Reading and Headline Writing in selected non-central schools in Isabela City Schools Division. The results have shown that majority of the campus journalists were composed of Female (60.0%) and followed by the Male (40.0%).

TABLE 4. Demographic Profile of the campus journalists in selected Non-Central Schools in Isabela City Schools Division in terms of grade level

Grade level	Frequency	Percentage	Rank
Grade 4	10	25.0	2
Grade 5	9	22.5	3
Grade 6	21	52.5	1
Total	40	100.0	

Table 4 shows the grade level profile of the campus journalists in Copy Reading and Headline Writing in selected non-central schools in Isabela City Schools Division. The results have shown that majority of the campus journalists belongs to grade 6 (52.5%) and followed by grade 4 (25.0%) and grade 5 (22.5%) respectively.

TABLE 5. Profile of the campus journalists in selected Non-Central Schools in Isabela City Schools Division in terms of ethnicity

Ethnicity	Frequency	Percentage	Rank
Tausug	9	22.5	2
Samal	6	15.0	3.5
Bisayan	6	15.0	3.5
Chavacano	14	35.0	1
Yakan	5	12.5	5
Total	40	100.0	

Table 5 shows the ethnicity profile of the campus journalists in Copy Reading and Headline Writing in selected non-central schools in Isabela City Schools Division. The results have shown that majority of the members of the publication is Chavacano (35.0%) and the minority group where participated by the Yakan (12.5%).

Level of Challenges of Experienced

This section discussed about the degree of difficulties/challenges felt/experienced by campus journalists in copy reading and headline writing in selected Non-Central Schools in Isabela City Schools Division in terms of content - Copy Reading and Headline Writing; coaching and assessment scheduling; and resources in Copy Reading and Headline Writing?

Tables 6 to 8 shows the distributions of the mean response of campus journalists in copy reading and headline writing.

TABLE 6. Degree of challenges experienced by campus journalists in copy reading and headline writing in selected Non-Central Schools in Isabela City Schools Division in terms of content - Copy Reading and Headline Writing

Statement on Content - Copy Reading and Headline Writing	Mean	Verbal Description
1. I apply symbols properly.	4.88	Very seriously difficult
2. I indicate corrections by using proper copy reading marks.	4.88	Very seriously difficult
3. I have the ability in observing the rules of grammar and syntax through the application of different copy reading marks in each error.	4.88	Very seriously difficult
4. I follow appropriate form and style.	4.87	Very seriously difficult
5. I can use the standard copy reading symbols and follow directions during the contest.	4.87	Very seriously difficult
6. I use correct ending marks.	4.87	Very seriously difficult
7. I can make appropriate headline that is clear and free of bias.	4.88	Very seriously difficult
8. I can use technical jargons or headline vocabulary to a minimum.	4.87	Very seriously difficult
9. I can utilize different kinds of headline style.	4.87	Very seriously difficult
can observe proper rules in writing acronym.	4.88	Very seriously difficult
11. I can attracts the reader's eye and direct its attention to the story beneath it.	4.87	Very seriously difficult
12. I can observe headline balancing through unit count.	4.87	Very seriously difficult
13. I can apply clear headline instruction with slugs.	4.88	Very seriously difficult
Overall weighted mean	4.87	Very seriously difficult

Table 6 shows the degree of challenges experienced by campus journalists in copy reading and headline writing in selected Non-Central Schools in Isabela City Schools Division in terms of content - Copy Reading and Headline Writing has an overall weighted mean of 4.87 with a category of 'Very Seriously Difficult'. This means the campus journalists have experienced that items 1 to 13 were very seriously difficult in terms of content - Copy Reading and Headline Writing.

Table 7 shows the degree of challenges experienced by campus journalists in copy reading and headline writing in selected Non-Central Schools in Isabela City Schools Division in terms of coaching and assessment scheduling.

The campus journalists have experienced challenges in the following 'coaching and assessment scheduling' items as 'Very Seriously Difficult' category in their journalism classes. These are, as ranked:

- Item 14 – "It is easy for me to master the topics taught" with a mean of 4.80. This means the campus journalists find it very hard to master the topic being taught by their adviser/coach in Copy Reading and Headline Writing.
- Item 21 – "My coach lacks proper training in terms of Copy Reading and Headline writing" with a mean of 4.75. This means the campus journalists adviser/coach in Copy Reading and Headline Writing has not attended trainings related to journalism.
- Items 15 and 23 – "I can understand the topic and apply symbols on the given article" and "Coaching is always

done earlier every school year before the Division Schools Press Conference despite the heavy teaching loads and other ancillary duties" both with a mean of 4.70. This means the campus journalists find the latter items as "Very Seriously Difficult"

- Item 20 – 'The words in the article are presented well during the coaching session with our coach' with a mean of 4.57. This means the campus journalists find it as "Very Seriously Difficult".

TABLE 7. Degree of challenges experienced by campus journalists in copy reading and headline writing in selected Non-Central Schools in Isabela City Schools Division in terms of coaching and assessment scheduling

Statement on coaching and assessment scheduling	Mean	Verbal Description
14. It is easy for me to master the topics taught.	4.80	Very seriously difficult
15. I can understand the topic and apply symbols on the given article.	4.70	Very seriously difficult
16. My coach in Copy Reading and Headline Writing full of focus because he or she handles all the categories both English and Filipino medium in campus journalism.	4.12	Seriously difficult
17. The articles utilized by my coach to copy read are too easy to understand due to strong prior ideas in Copy Reading and Headline Writing.	4.37	Seriously difficult
The coaching is met despite the over-lapping of activities conducted by the division.	4.25	Seriously difficult
19. The symbols and jargons are explained well and I understand them clearly.	4.27	Seriously difficult
20. The words in the article are presented well during the coaching session with our coach.	4.57	Very seriously difficult
21. My coach lacks proper training in terms of Copy Reading and Headline Writing.	4.75	Very seriously difficult
22. There are various assessments used by my coach in Copy Reading and Headline Writing which fit our level.	4.30	Seriously difficult
23. Coaching is always done earlier every school year before the Division Schools Press Conference despite the heavy teaching loads and other ancillary duties.	4.70	Very seriously difficult
24. There is a proper enhancement or workshop given to a copy reader and headline writers like me.	4.35	Seriously difficult
Overall weighted mean	4.47	Seriously difficult

The campus journalists have experienced challenges in the following "coaching and assessment scheduling" items as "Seriously Difficult" in their journalism classes. These are, as ranked:

- Item 17 – "The articles utilized by my coach to copy read are too easy to understand due to strong prior ideas in Copy Reading and Headline Writing" with a mean of 4.37. This means the campus journalists find the articles utilized by their adviser as "Seriously Difficult" to copy read.
- Item 24 – "There is a proper enhancement or workshop given to a copy reader and headline writers like me" with a mean of 4.35. This means the campus journalists find it as "Seriously Difficult".
- Item 22 – "There are various assessments used by my coach in Copy Reading and Headline Writing which fit our level" with a mean of 4.30. This means the campus

journalists find it as “Seriously Difficult” in terms of various assessments used by their coach.

4. Item 19 – “The symbols and jargons are explained well and I understand them clearly” with a mean of 4.27. This means the campus journalists find it as “Seriously Difficult” in terms of symbols and jargons.
5. Item 18 – “The coaching is met despite the over-lapping of activities conducted by the division’ with a mean of 4.25. This means the campus journalists find it as ‘Seriously Difficult”.
6. Item 16 – “My coach in Copy Reading and Headline Writing full of focus because he or she handles all the categories both English and Filipino medium in campus journalism” with a mean of 4.12. This means the campus journalists find it as “Seriously Difficult”.

TABLE 8. Degree of challenges experienced by campus journalists in copy reading and headline writing in selected Non-Central Schools in Isabela City Schools Division in terms of resources in Copy Reading and Headline Writing

Statement on resources in Copy Reading and Headline Writing	Mean	Verbal Description
25. The materials and other sources like books in Copy Reading and Headline Writing that I need during our coaching session with our adviser/coach are readily available.	3.87	Seriously difficult
26. Computers and printers are always available for us copy reader and headline writer.	4.22	Seriously difficult
27. My coach uses up to date materials in coaching in copy reading and headline writing.	4.00	Seriously difficult
Lack of availability of daily and updated newspapers and other written materials of articles to be edited.	3.85	Seriously difficult
29. School Paper Advisers designated by our principal is campus journalism oriented particularly in Copy Reading and Headline Writing.	4.32	Seriously difficult
30. Our school principal fully supportive in terms of campus journalism most especially in Copy Reading and Headline Writing.	4.35	Seriously difficult
Overall weighted mean	4.10	Seriously difficult

Table 8 shows the degree of challenges experienced by campus journalists in copy reading and headline writing in selected non-central schools in Isabela City Schools Division in terms of resources in Copy Reading and Headline Writing has an overall weighted mean of 4.10 with a category of ‘Seriously Difficult’. This means the campus journalists have experienced that all items were seriously difficult in terms of resources in Copy Reading and Headline Writing.

TABLE 9. Overall Degree of challenges experienced by campus journalists in copy reading and headline writing in selected Non-Central Schools in Isabela City Schools Division

Components	Mean	Verbal Description
Content in Copy Reading and Headline Writing	4.87	Very Seriously difficult
Coaching and assessment scheduling	4.47	Seriously difficult
Resources in Copy Reading and Headline Writing	4.10	Seriously difficult
Grand Mean	4.55	Very Seriously difficult

Table 9 shows the overall degree of challenges experienced by campus journalists in copy reading and headline writing in

selected non-central schools in Isabela City Schools Division. The overall mean of 4.55 shows that the challenges experienced by campus journalists is to ‘very seriously difficult’.

The third research question that this study sought to answer is, “Is there a significant difference on the challenges experienced by campus journalists in Copy Reading and Headline Writing of selected Non-Central Schools in Isabela City Division when grouped to demographic profile?”

TABLE 10. Significance on the Difference in the challenges experienced by campus journalists in Copy Reading and Headline Writing in selected Non-Central Schools in Isabela City Division when grouped to gender

Variables	Overall Mean Rank		t-value	P value	Decision on Ho
	Male	Female			
Content in Copy Reading and Headline Writing	4.93	4.83	0.963	0.342	Accept
coaching and assessment scheduling	4.54	4.42	0.646	0.522	Accept
Resources in Copy Reading and Headline Writing	4.03	4.25	-0.634	0.530	Accept
Overall	4.5	4.5	0.747	0.464	Accept

*Significant at 0.05 level of significance

Table 10 shows the result of t-test uncorrelated in the challenges experienced by campus journalists in Copy Reading and Headline Writing of selected Non-Central Schools in Isabela City Division when grouped according to their gender. The findings revealed that the significant difference does not exist among the variables such as content-copy reading and headline writing (t=0.963), coaching and assessment scheduling (t=0.646), and content resources in copy reading and headline writing (t=-0.634), with p value greater than 0.05 level of significance, hence, the posited hypothesis is accepted since there is no statistical significant difference among the variables tested in the study when the gender of the respondents were considered. The data suggest that the gender has no direct influence in the challenges experienced by campus journalists in Copy Reading and Headline Writing of selected Non-Central Schools in Isabela City Division.

TABLE 11. Significance on the Difference in the challenges experienced by campus journalists in Copy Reading and Headline Writing of Selected Non-Central Schools in Isabela City Division when grouped to age

Variables	F-value	P-value	Decision on Ho
Content in Copy Reading and Headline Writing	3.112	0.038*	Reject
coaching and assessment scheduling	0.625	0.603	Accept
Resources in Copy Reading and Headline Writing	3.466	0.026*	Reject
Overall	2.401	0.222	Accept

*Significant at 0.05 level of significance

As gleaned in Table 11, presents the result of One-Way ANOVA in the challenges experienced by campus journalists in Copy Reading and Headline Writing in Selected Non-Central Schools in Isabela City Division when grouped according to their age. The findings divulged that a significant difference does exist in terms of content-copy reading and headline writing

($F=3.112$), and content resources in copy reading and headline writing ($F=3.466$), with a p-value lesser than 0.05 level of significance, hence, the posited hypothesis is rejected since there is a statistically significant difference between the variables tested in the study base on the age of the respondents. The data imply that the respondents whose age is 9 and 10 years old experienced very serious difficulty in the areas of content-copy reading and headline writing and content resources in copy reading and headline writing as compared to those whose age is 11 and 12 years old. On the other hand, a significant difference does not exist in terms of coaching and assessment scheduling with an F value of 0.625 and p-value of 0.603 which is greater than a 0.05 level of significance. This means that the respondents don't differ much in the level of difficulty in terms of coaching and assessment scheduling when their ages were considered.

TABLE 12. Significance of the Difference in the challenges experienced by campus journalists in Copy Reading and Headline Writing in Selected Non-Central Schools in Isabela City Division when grouped to ethnicity

Variables	F-value	P-value	Decision on Ho
Content in Copy Reading and Headline Writing	14.68	0.00**	Reject
coaching and assessment scheduling	6.329	0.01**	Reject
Resources in Copy Reading and Headline Writing	6.931	0.00**	Reject
Overall	9.312	0.00**	Reject

*Significant at 0.05 level of significance

Table 12, shows the result of One-Way ANOVA in the challenges experienced by campus journalists in Copy Reading and Headline Writing in Selected Non-Central Schools in Isabela City Division when grouped according to their ethnicity. As disclosed in the findings, a significant difference does exist in terms of content-copy reading and headline writing ($F=14.678$), coaching and assessment scheduling ($F=6.329$), and content resources in copy reading and headline writing ($F=6.931$), with p-value lesser than 0.05 level of significance, hence, the posited hypothesis is rejected since there is a statistically significant difference between the variables tested in the study base on the ethnicity of the respondents. This implies that the respondents differ in the level of difficulty in the areas of content-copy reading and headline writing, coaching, and assessment schedule, and content resources in copy reading and headline writing when they were grouped according to their ethnicity. Furthermore, the mean ratings support the findings that the respondents whose ethnicity are Tausug and Chavacano experienced a high level of difficulty in content-copy reading and headline writing, and coaching and assessment schedule.

TABLE 13. Significance on the Difference in the challenges experienced by campus journalists in Copy Reading and Headline Writing in selected Non-Central Schools in Isabela City Division when grouped to grade level

Variables	F-value	P value	Decision on Ho
Content	2.746	0.077	Accept
coaching and assessment scheduling	3.616	0.037**	Reject
resources	5.836	0.006**	Reject
Overall	4.066	0.04**	Reject

*Significant at 0.05 level of significance

Table 13 presents the result of One-Way ANOVA in the challenges experienced by campus journalists in Copy Reading and Headline Writing in Selected Non-Central Schools in Isabela City Division when grouped according to their grade level. "The findings divulged that the significant difference does exist in terms of coaching and assessment scheduling ($F=3.616$) and content resources in copy reading and headline writing ($F=5.836$), with a p-value lesser than 0.05 level of significance," hence, the posited conclusion hypothesis is rejected since there is a statistically significant difference between the variables tested in the study base on the grade level of the respondents. The data imply that the respondents who belong to grade 4 experienced high-level difficulty in the areas of coaching and assessment scheduling and content resources in copy reading and headline writing. However, a significant difference does not exist in terms of content-copy reading and headline writing with an F value of 2.746 and a p-value that is greater than 0.05 level of significance. The data suggest that the threshold level of significant difference was not achieved, hence, the respondents don't very much the level of difficulty when their grade level was considered.

V. CONCLUSIONS

On the degree of difficulties/challenges felt/experienced by campus journalists in copy reading and headline writing is rejected. That is, the campus journalists experienced the challenges as very seriously difficult.

According to AGE, the hypothesis is ACCEPTED. That is, significant difference does not exist on the difficulties experienced by campus journalist in copy reading and headline writing according to their age. Thus, age of campus journalist does not differentiate the difficulties they experienced.

According to GENDER, the hypothesis is ACCEPTED. That is, significant difference does not exist on the difficulties experienced by campus journalist in copy reading and headline writing according to their gender. Thus, gender of campus journalist does not differentiate the difficulties they experienced.

According to ETHNICITY, the hypothesis is REJECTED. That is, significant difference exists on the difficulties experienced by campus journalist in copy reading and headline writing according to their gender. Thus, ethnicity differentiates the difficulties being experienced by the campus journalist. Both Tausug and Chavacano experienced very seriously difficult compared to other ethnic groups who seriously experienced difficulties.

According to GRADE LEVEL, the hypothesis is REJECTED. That is, significant difference exists on the difficulties experienced by campus journalist in copy reading and headline writing according to their grade level. Thus, grade level differentiates the difficulties being experienced by the campus journalist. Both Grade 4 and 5 experienced very seriously difficult compared to seriously difficult for Grade 6.

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