

Media and Information Literacy to the Students' Journalistic Ethical Standard and Civic Awareness

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Abstract—This study focuses on media and information literacy, students' ethical journalistic standard, and civic awareness. It aims to determine the level of media and information literacy, journalistic ethical standards, and civic awareness. It also examines the relationship between media and information literacy and students' journalistic ethical standards, and civic awareness. The study used a descriptive-correlational quantitative research design involving 90 student journalists selected through purposive sampling. Data were collected through a validated researcher-made questionnaire and were analyzed using appropriate statistical tools such as mean, standard deviation, and Pearson Product-Moment Correlation Coefficient. Results show that the students had high levels of media and information literacy in terms of identification, understanding, evaluation, and application. In addition, the students demonstrated a very high level of journalistic ethical standard in terms of truth and accuracy, independence, fairness, impartiality, humanity, and accountability. Furthermore, results show that the students had high levels of civic awareness in terms of knowledge of civic rights and responsibilities, awareness of current events, understanding of political processes, and participation in school and community activities. A significant relationship was found between media and information literacy and understanding components of ethical journalistic standard; therefore, the null hypothesis is rejected. Likewise, a significant relationship was found between media and information literacy and civic awareness; thus, the null hypothesis is also rejected.

Keywords— Media and Information Literacy, Journalistic Ethical Standards, Civic Awareness, Campus Journalism, Junior High School.

I. INTRODUCTION

Nowadays, living in the society of abundance of information, learners need to acquire the skills of critical media communication and interpretation of the contemporary reality. Media and information literacy empowers students with the skills to access, analyze, evaluate and create information within different media platforms. Learners are taught through media and information literacy on how to test the accuracy of information provided by the information source as well as learners' ability to recognize bias and where they can find the credibility of the information sources. These are ever crucial in a time with broadened misinformation, computerized manipulation and the quick dissemination of information through computerized media. It is crucial to note that media and information literacy allows a person to critically evaluate the media messages and make knowledgeable judgments on information they read, listen to, or watch. Through the attainment of good media and information literacy skills,

students will be better consumers and producers of information.

In schools, media and information literacy is commonly included in the classroom instruction in various subjects. But, genuine and effective uses of media and information literacy offer learners purposeful opportunities to likely apply these skills contextually into real life. One such platform is campus journalism. Campus journalism enables students to learn how to collect information, research it and present it as something important to their school and community. Such activities allow student journalists to have a better view of social issues and a better sense of civic responsibility. According to Kovach and Rosenstiel (2021), journalism is significant in its search for truth, factualization of information and manner of presenting the facts in a manner that helps communities comprehend the events about matters of concern.

Moreover, Media and information literacy is significant in junior high school years when students are starting to gain critical thinking skills and defining their social identities. This study will thus seek to analyze the question between media and information literacy and the journalistic ethical considerations and civic awareness of the junior high school journalists of Los Baños National High School Batong Malake.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The purpose of this study was to establish the relationship of Media and Information Literacy with the Journalistic Ethical Standard of Civic Awareness of the Students.

Specifically, it sought to answer the following questions:

1. What is the level of Media and Information Literacy in terms of:
 - 1.1 Identification;
 - 1.2 Understanding;
 - 1.3 Evaluation and;
 - 1.4 Application?
2. What is the level of Students' Journalistic Ethical Standard in terms of:
 - 2.1 Truth and Accuracy;
 - 2.2 Independence;
 - 2.3 Fairness;
 - 2.4 Impartiality;
 - 2.5 Humanity and;
 - 2.6 Accountability?
3. What is the level of Civic Awareness in terms of:
 - 3.1 Knowledge of Civic Rights and Responsibilities;

- 3.2 Awareness of Current Events;
- 3.3 Understanding of Political Processes and;
- 3.4 Participation in School and Community Activities?
4. Is there a significant relationship between Media and Information Literacy and the Students' Journalistic Ethical Standard?
5. Is there a significant relationship between Media and Information Literacy and the Students' Civic Awareness?

II. METHODOLOGY

The study used a descriptive-correlational quantitative research design involving 90 student journalists selected through purposive sampling. Data were collected through a validated researcher-made questionnaire and were analyzed using appropriate statistical tools such as mean, standard deviation, and Pearson Product-Moment Correlation Coefficient.

III. RESULTS AND DISCUSSION

This part deals with the presentation, analysis, and interpretation of the data gathered to answer the sub-problem relative to the main problem of this study. This part discusses the findings of the study based on the questions.

Level of Media and Information Literacy

In this study, the level of Media and Information Literacy refers to Identification, Understanding, Evaluation, and Application.

The following tables show the statements, mean, standard deviation, remarks, and verbal interpretation from the perspectives of the group of respondents.

The table 1 shows the level of media and information literacy as perceived by students in terms of identification.

Table 1 reflects that the level of media and information literacy in terms of identification was high as rated by the respondents composed of student journalists. They strongly agree that they are able to differentiate factual information from opinions (M=4.32, SD=0.75); distinguish between news, opinion, and advertisements (M=4.22, SD=0.82); separate clickbait from informative headlines (M=4.21, SD=0.76); notice misleading headlines (M=4.08, SD=0.84); and determine the date an article was published (M=4.04, SD=0.78).

The overall mean of 4.17 from the respondents suggests that the level of media and information literacy in terms of identification is high.

In summary, the respondents showed strong media and information literacy, particularly in identifying factual versus opinion content, recognizing media types, spotting misleading headlines, and assessing credibility and timeliness.

Table 2 shows the level of media and information literacy as perceived by the students in terms of understanding.

Table 2 reflects that the level of media and information literacy in terms of understanding was high as rated by the respondents. They strongly agree that the ability to interpret messages conveyed through images or videos is evident (M=4.22, SD=0.76); following how ideas are organized in

media content is observed (M=4.13, SD=0.78); summarizing key points from media information is demonstrated (M=4.09, SD=0.76); articulating what was learned from media information is manifested (M=4.09, SD=0.82); and explaining information in their own words is practiced (M=4.08, SD=0.81). Furthermore, they agree that grasping the context of information presented in the media (M=4.06, SD=0.81) and decoding data shown in charts or graphs (M=4.02, SD=0.82) are also evident among the respondents.

Table 1. Level of Media and Information Literacy in terms of Identification

Statements I can...	Mean	SD	Remarks
...determine the date an article was published.	4.04	0.78	Agree
...recognize reliable information source.	4.18	0.80	Agree
...differentiate factual information from opinions.	4.32	0.75	Strongly Agree
...separate clickbait from informative headlines.	4.21	0.76	Strongly Agree
...distinguish between news, opinion, and advertisements.	4.22	0.82	Strongly Agree
...notice misleading headlines.	4.08	0.84	Agree
...classify the purpose of a media message.	4.12	0.80	Agree
Weighted Mean	4.17		
SD	0.77		
Verbal Interpretation	High		

Table 2. Level of Media and Information Literacy in Terms of Understanding

Statements I can...	Mean	SD	[Remarks
...grasp the context of information presented in the media.	4.06	0.81	Agree
...follow how ideas are organized in media content.	4.13	0.78	Agree
...decode data shown in charts or graphs.	4.02	0.82	Agree
...interpret messages conveyed through images or videos.	4.22	0.76	Strongly Agree
...summarize key points from media information.	4.09	0.76	Agree
...explain information I read or watch in my own words.	4.08	0.81	Agree
...articulate what I learned from media information.	4.09	0.82	Agree
Weighted Mean	4.10		
SD	0.77		
Verbal Interpretation	High		

The overall mean of 4.10 from the respondents suggests that the level of media and information literacy in terms of understanding is high.

In summary, the respondents demonstrated a high level of media and information literacy in understanding. They effectively interpreted media messages, organized and summarized ideas, explained information in their own words, and grasped the context of media content. The overall mean indicates that student journalists possess strong comprehension and interpretation skills in processing media and information.

The table 3 shows the level of media and information literacy as perceived by the respondents in terms of evaluation.

Table 3 reflects that the level of media and information literacy in terms of evaluation was high as rated by the respondents composed of students. They strongly agree that

checking if information is supported by evidence is evident ($M=4.23$, $SD=0.77$); comparing whether a headline matches the content is observed ($M=4.21$, $SD=0.71$); determining whether information is reliable is demonstrated ($M=4.21$, $SD=0.79$); and verifying information using other sources is practiced ($M=4.21$, $SD=0.83$). They also strongly agree that judging if information is biased is manifested ($M=4.20$, $SD=0.75$). Furthermore, they agree that analyzing the accuracy of media content ($M=4.07$, $SD=0.73$) and evaluating the credibility of a source ($M=4.04$, $SD=0.83$) are also evident among the respondents.

Table 3. Level of Media and Information Literacy in Terms of Evaluation

Statements	Mean	SD	Remarks
I can...			
...analyze the accuracy of media content.	4.07	0.73	Agree
...compare whether a headline matches the content.	4.21	0.71	Strongly Agree
...check if information is supported by evidence.	4.23	0.77	Strongly Agree
...judge if information is biased.	4.20	0.75	Strongly Agree
...determine whether information is reliable.	4.21	0.79	Strongly Agree
...verify information using other sources.	4.21	0.83	Strongly Agree
...evaluate the credibility of a source.	4.04	0.83	Agree
Weighted Mean	4.17		
SD	0.75		
Verbal Interpretation	High		

The overall mean of 4.17 from the respondents suggests that the level of media and information literacy in terms of evaluation is high.

The respondents demonstrated a high level of media and information literacy in evaluation. They effectively checked evidence, compared headlines with content, assessed information reliability, verified sources, and identified bias in media content. The overall mean indicates that student journalists have strong critical thinking and evaluative skills for assessing credibility and accuracy of information. Table 4 shows the level of media and information literacy as perceived by the respondents in terms of application.

Table 4. Level of Media and Information Literacy in terms of Application.

Statements	Mean	SD	Remarks
I use reliable sources for school tasks.	4.18	0.79	Agree
I practice checking information before sharing it.	4.17	0.78	Agree
I implement media literacy skills in daily activities.	4.00	0.78	Agree
I employ media information to solve problems.	4.07	0.75	Agree
I demonstrate responsible use of information.	4.18	0.77	Agree
I integrate multiple sources when gathering information.	4.27	0.79	Strongly Agree
I transfer media literacy skills to real-life situations.	4.03	0.79	Agree
Weighted Mean	4.13		
SD	0.76		
Verbal Interpretation	High		

Table 4 reflects that the level of media and information literacy in terms of application was high as rated by the

respondents composed of students. They strongly agree that integrating multiple sources when gathering information is evident ($M=4.27$, $SD=0.79$); using reliable sources for school tasks is observed ($M=4.18$, $SD=0.79$); demonstrating responsible use of information is manifested ($M=4.18$, $SD=0.77$); and practicing checking information before sharing it is demonstrated ($M=4.17$, $SD=0.78$).

In addition, the respondents agree that employing media information to solve problems ($M=4.07$, $SD=0.75$); transferring media literacy skills to real-life situations ($M=4.03$, $SD=0.79$); and implementing media literacy skills in daily activities ($M=4.00$, $SD=0.78$) are also evident among the respondents.

The overall mean of 4.13 from the respondents suggests that the level of media and information literacy in terms of application is high.

In summary, the respondents demonstrated a high level of media and information literacy in application. They effectively integrated multiple sources, used reliable information, practiced responsible information sharing, and applied media literacy skills in academic and real-life contexts. The overall mean indicates that student journalists are proficient in applying media and information literacy skills in their daily activities and journalistic work.

Level of Students' Journalistic Ethical Standards

In this study, the level of journalistic ethical standards refers to truth and accuracy, independence, fairness, impartiality, humanity, and accountability.

The following tables show the statement, mean, standard deviation, remarks, and verbal interpretation from the perspectives of the group of respondents.

The level of students' journalistic ethical standards measures the ability to recognize key features as perceived by the respondents in terms of truth and accuracy, independence, fairness, impartiality, humanity, and accountability.

The table 5 shows the level of students' journalistic ethical standard as perceived by the respondents in terms of truth and accuracy.

Table 5. Level of Students' Journalistic Ethical Standard in terms of Truth and Accuracy

Statements	Mean	SD	Remarks
I recognize the importance of avoiding false information.	4.38	0.76	Strongly Agree
I verify that the information I write is true.	4.29	0.75	Strongly Agree
I confirm facts before accepting them as correct.	4.32	0.76	Strongly Agree
I validate information before sharing it with others.	4.24	0.77	Strongly Agree
I examine sources to ensure information is accurate.	4.38	0.76	Strongly Agree
I cross-check details using more than one source.	4.24	0.78	Strongly Agree
I prioritize accuracy when handling information.	4.28	0.76	Strongly Agree
Weighted Mean	4.30		
SD	0.63		
Verbal Interpretation	Very High		

Table 5 reflects that the level of students' journalistic ethical standards in terms of truth and accuracy was very high as rated by the respondents composed of students. They strongly agree that recognizing the importance of avoiding false information and examining sources to ensure information is accurate are evident ($M=4.38$, $SD=0.76$); confirming facts before accepting them as correct is observed ($M=4.32$, $SD=0.76$); and verifying that the information they write is true is demonstrated ($M=4.29$, $SD=0.75$).

They also strongly agree that prioritizing accuracy when handling information is manifested ($M=4.28$, $SD=0.76$); validating information before sharing it with others is practiced ($M=4.24$, $SD=0.77$); and cross-checking details using more than one source is evident ($M=4.24$, $SD=0.78$).

The overall mean of 4.30 from the respondents suggests that the level of journalistic ethical standards in terms of truth and accuracy is very high.

In summary, the respondents demonstrated a very high level of journalistic ethical standards in truth and accuracy. They consistently verified information, checked sources, confirmed facts, and prioritized accuracy before sharing or writing. The overall mean indicates that student journalists highly value truthful and accurate reporting in their practices.

The Table 6 shows the students' journalistic ethical standards as perceived by the respondents in terms of independence.

Table 6 reflects that the level of students' journalistic ethical standards in terms of independence was high as rated by the respondents composed of students. They agree that expressing ideas without being influenced by others is evident ($M=4.10$, $SD=0.78$); maintaining their own judgment when deciding what to write is observed ($M=4.04$, $SD=0.70$); and upholding their personal viewpoint when sharing information is demonstrated ($M=4.04$, $SD=0.75$).

Table 6. Level of Students' Journalistic Ethical Standards in Terms of Independence

Statements	Mean	SD	Remarks
I rely on my own understanding when creating content.	3.96	0.78	Agree
I maintain my own judgment when deciding what to write.	4.04	0.70	Agree
I express my ideas without being influenced by others.	4.10	0.78	Agree
I uphold my personal viewpoint when sharing information.	4.04	0.75	Agree
I resist pressure from others when forming opinions.	4.01	0.84	Agree
I assert my ideas confidently in discussions or writing.	3.94	0.84	Agree
I exercise independence when communicating information.	4.02	0.73	Agree
Weighted Mean	4.02		
SD	0.60		
Verbal Interpretation	High		

They also agree that exercising independence when communicating information is manifested ($M=4.02$, $SD=0.73$); resisting pressure from others when forming opinions is practiced ($M=4.01$, $SD=0.84$); relying on their own understanding when creating content is evident ($M=3.96$,

$SD=0.78$); and asserting their ideas confidently in discussions or writing is observed ($M=3.94$, $SD=0.84$).

The overall mean of 4.02 from the respondents suggests that the level of students' journalistic ethical standards in terms of independence is high. In summary, the respondents demonstrated a high level of journalistic ethical standards in terms of independence. They showed the ability to express their ideas freely, maintain their own judgment, resist outside influence, and confidently uphold their viewpoints in communication and writing. The overall mean indicates that student journalists practice independence in handling and presenting information responsibly.

Table 7 shows the students' journalistic ethical standards as perceived by the respondents in terms of fairness. Table 7 reflects that the level of students' journalistic ethical standards in terms of fairness was very high as rated by the respondents composed of students. They strongly agree that respecting diverse perspectives in discussions is evident ($M=4.38$, $SD=0.74$); including relevant viewpoints in reporting information is observed ($M=4.32$, $SD=0.70$); and acknowledging opposing opinions fairly is demonstrated ($M=4.28$, $SD=0.72$).

They also agree that avoiding favoring one perspective over others is manifested ($M=4.16$, $SD=0.79$); balancing information when sharing or writing content is practiced ($M=4.19$, $SD=0.79$); and presenting all sides of an issue equally is evident ($M=4.22$, $SD=0.72$).

The overall mean of 4.26 from the respondents suggests that the level of students' journalistic ethical standards in terms of fairness is very high.

Table 7. Level of Students' Journalistic Ethical Standards in Terms of Fairness

Statements	Mean	SD	Remarks
I consider different viewpoints when discussing issues.	4.27	0.75	Strongly Agree
I acknowledge opposing opinions fairly.	4.28	0.72	Strongly Agree
I include relevant viewpoints in reporting information.	4.32	0.70	Strongly Agree
I respect diverse perspectives in discussions.	4.38	0.74	Strongly Agree
I avoid favoring one perspective over others.	4.16	0.79	Agree
I balance information when sharing or writing content.	4.19	0.79	Agree
I present all sides of an issue equally	4.22	0.72	Strongly Agree
Weighted Mean	4.26		
SD	0.56		
Verbal Interpretation	Very High		

In summary, the respondents demonstrated a very high level of journalistic ethical standards in fairness. They consistently respected diverse perspectives, acknowledged opposing opinions, and presented balanced information in their communication and reporting. The overall mean indicates that student journalists highly value fairness and equality in handling and sharing information.

The table 8 shows the students' journalistic ethical standards as perceived by the respondents in terms of impartiality

Table 8. Level of Students' Journalistic Ethical Standards in Terms of Impartiality

Statements	Mean	SD	Remarks
I recognize the importance of unbiased reporting.	4.36	0.77	Strongly Agree
I accept ideas even if I disagree with them.	4.16	0.90	Agree
I separate personal feelings from information I present.	4.17	0.80	Agree
I control emotions when discussing issues.	4.23	0.78	Strongly Agree
I refrain from showing personal bias in sharing information.	4.24	0.80	Strongly Agree
I maintain neutrality when presenting information.	4.27	0.79	Strongly Agree
I practice objectivity in communicating information.	4.28	0.75	Strongly Agree
Weighted Mean	4.24		
SD	0.62		
Verbal Interpretation	Very High		

Table 8 reflects that the level of students' journalistic ethical standards in terms of impartiality was very high as rated by the respondents composed of students. They strongly agree that recognizing the importance of unbiased reporting is evident ($M=4.36$, $SD=0.77$); practicing objectivity in communicating information is observed ($M=4.28$, $SD=0.75$); and maintaining neutrality when presenting information is demonstrated ($M=4.27$, $SD=0.79$).

They also agree that accepting ideas even if they disagree with them is manifested ($M=4.16$, $SD=0.90$); separating personal feelings from the information they present is practiced ($M=4.17$, $SD=0.80$); and controlling emotions when discussing issues is evident ($M=4.23$, $SD=0.78$).

The overall mean of 4.24 from the respondents suggests that the level of students' journalistic ethical standards in terms of impartiality is very high.

In summary, the respondents demonstrated a very high level of journalistic ethical standards in impartiality. They consistently practiced unbiased reporting, objectivity, neutrality, and emotional control in presenting and discussing information. The overall mean indicates that student journalists highly value impartiality and show strong sensitivity to bias in journalism.

The table 9 shows the students' journalistic ethical standards as perceived by the respondents in terms of impartiality.

Table 9 reflects that the level of students' journalistic ethical standards in terms of humanity was very high as rated by the respondents composed of students. They strongly agree that considering the possible impact of their words on people is evident ($M=4.32$, $SD=0.73$); observing sensitivity when discussing personal matters is observed ($M=4.30$, $SD=0.69$); and avoiding causing harm through information is demonstrated ($M=4.28$, $SD=0.70$).

They also strongly agree that valuing kindness when expressing opinions is manifested ($M=4.24$, $SD=0.77$); demonstrating empathy in sharing stories or issues is practiced ($M=4.24$, $SD=0.78$); and promoting understanding through responsible communication is evident ($M=4.20$, $SD=0.77$).

The overall mean of 4.26 from the respondents suggests that the level of students' journalistic ethical standards in terms of humanity is very high.

Table 9. Level of Students' Journalistic Ethical Standards in Terms of Humanity

Statements	Mean	SD	Remarks
I value kindness when expressing opinions.	4.24	0.77	Strongly Agree
I respect the feelings of others when sharing information.	4.26	0.79	Strongly Agree
I consider the possible impact of my words on people.	4.32	0.73	Strongly Agree
I observe sensitivity when discussing personal matters.	4.30	0.69	Strongly Agree
I avoid causing unnecessary harm through information.	4.28	0.70	Strongly Agree
I demonstrate empathy in sharing stories or issues.	4.24	0.78	Strongly Agree
I promote understanding through responsible communication.	4.20	0.77	Strongly Agree
Weighted Mean	4.26		
SD	0.60		
Verbal Interpretation	Very High		

In summary, the respondents demonstrated a very high level of journalistic ethical standards in humanity. They consistently practiced empathy, kindness, sensitivity, and responsible communication in handling and presenting information. The overall mean indicates that student journalists highly value the welfare and feelings of others in their journalistic practices.

The table 10 shows the students' journalistic ethical standards as perceived by the respondents in terms of accountability.

Table 10 reflects that the level of students' journalistic ethical standards in terms of accountability was very high as rated by the respondents composed of students. They strongly agree that correcting errors once they become aware of them is evident ($M=4.28$, $SD=0.73$); taking responsibility for what they communicate publicly is observed ($M=4.27$, $SD=0.76$); and admitting and being honest about their mistakes when they share incorrect information is demonstrated ($M=4.23$, $SD=0.75$).

Table 10. Level of Students' Journalistic Ethical Standards in Terms of Accountability

Statements	Mean	SD	Remarks
I review my work to ensure accuracy.	4.12	0.79	Agree
I acknowledge faults in my work.	4.20	0.85	Agree
I admit mistakes when I share incorrect information.	4.23	0.75	Strongly Agree
I correct errors once I become aware of them.	4.28	0.73	Strongly Agree
I accept consequences for misinformation I share.	4.14	0.86	Agree
I take responsibility for what I communicate publicly.	4.27	0.76	Strongly Agree
I commit to improving my information practices.	4.11	0.81	Agree
Weighted Mean	4.19		
SD	0.66		
Verbal Interpretation	Very High		

They also agree that accepting consequences for misinformation they share is manifested ($M=4.14$, $SD=0.86$); reviewing their work to ensure accuracy is practiced ($M=4.12$, $SD=0.79$); and committing to improving their information-sharing practices is evident ($M=4.11$, $SD=0.81$).

The overall mean of 4.19 from the respondents suggests that the level of students' journalistic ethical standards in terms of accountability is measured as very high.

In summary, the respondents demonstrated a very high level of journalistic ethical standards in accountability. They consistently corrected errors, took responsibility for shared information, admitted mistakes, and worked to improve their communication practices. The overall mean indicates that student journalists highly value accountability and responsibility in journalism.

Level of Civic Awareness

In this study, the level of students' civic awareness refers to knowledge of civic rights and responsibilities, awareness of current events, understanding of current events, and participation in school and community activities.

The following table shows the statements, mean, standard deviation, remarks, and verbal interpretation from the perspectives of the group of respondents.

The table 11 shows the students' level of civic awareness as perceived by the respondents in terms of civic rights and responsibilities.

Table 11 reflects that the level of civic awareness in terms of knowledge of civic rights and responsibilities was high as rated by the respondents composed of students. They agree that recognizing the importance of following school and community rules is evident ($M=3.94$, $SD=1.17$); accepting their duties as part of the community is observed ($M=3.91$, $SD=1.08$); and respecting laws and regulations in daily life is demonstrated ($M=3.87$, $SD=1.07$).

Table 11. Level of Civic Awareness in Terms of Knowledge of Civic Rights and Responsibilities

Statements	Mean	SD	Remarks
I recognize the importance of following school and community rules.	3.94	1.17	Agree
I identify situations where civic rights are applied.	3.79	1.05	Agree
I acknowledge that rights come with responsibilities.	3.77	1.09	Agree
I value responsible behavior as a member of society.	3.86	1.06	Agree
I accept my duties as part of the community.	3.91	1.08	Agree
I respect laws and regulations in daily life.	3.87	1.07	Agree
I observe proper conduct in school and community settings.	3.84	1.06	Agree
Weighted Mean	3.85		
SD	0.95		
Verbal Interpretation	High		

They also agree that observing proper conduct in school and community settings is manifested ($M=3.84$, $SD=1.06$); identifying situations where civic rights are applied is practiced ($M=3.79$, $SD=1.05$); and acknowledging that rights come with responsibilities is evident ($M=3.77$, $SD=1.09$). This suggests that students understand the importance of practicing their rights responsibly within the school and community.

The overall mean of 3.85 suggests that the level of civic awareness in terms of knowledge of civic rights and responsibilities is high.

In summary, the respondents demonstrated a high level of civic awareness regarding knowledge of civic rights and responsibilities. They showed understanding of following rules, fulfilling community duties, respecting laws, and practicing proper conduct in school and community settings. The overall mean indicates that students are aware of their civic rights and responsibilities and recognize the importance of exercising them responsibly.

The table 12 shows the students' level of the students' civic awareness as perceived by the respondents in terms of civic rights and responsibilities.

Table 12. Level of Civic Awareness in Terms of Awareness of Current Events

Statements	Mean	SD	Remarks
I recognize the significance of current events.	3.81	1.00	Agree
I notice issues that affect my community.	3.80	1.02	Agree
I follow news related to my school and community.	3.94	0.98	Agree
I stay informed about important national issues.	3.84	0.94	Agree
I monitor current events through media sources.	3.87	1.03	Agree
I observe changes or developments in society.	3.90	0.99	Agree
I discuss current issues with classmates or family members.	3.78	0.96	Agree
Weighted Mean	3.85		
SD	0.84		
Verbal Interpretation	High		

Table 12 reflects that the level of civic awareness in terms of awareness of current events was high as rated by the respondents composed of students. They agree that following news related to their school and community is evident ($M=3.94$, $SD=1.17$); observing changes or developments in society is observed ($M=3.90$, $SD=0.99$); and monitoring current events through media sources is demonstrated ($M=3.87$, $SD=1.03$).

They also agree that recognizing the significance of current events is manifested ($M=3.81$, $SD=1.00$); noticing issues and problems that affect their community is practiced ($M=3.80$, $SD=1.02$); and discussing current issues with classmates or family members is clearly evident ($M=3.78$, $SD=0.96$).

The overall mean of 3.85 from the respondents suggests that the level of the civic awareness in terms of awareness of current events is high.

In summary, the respondents demonstrated a high level of civic awareness in awareness of current events. They consistently followed news about their school and community, monitored societal developments, and used media sources to stay informed. The overall mean indicates that students are aware of current events and understand their importance in addressing community and societal issues.

The table 13 shows the students' level of civic awareness as perceived by the respondents in terms of understanding of political processes

Table 13 reflects that the level of civic awareness in terms of understanding of political processes was high as rated by the respondents composed of students or campus journalists. They agree that distinguishing the purpose or aims of elections is evident ($M=3.97$, $SD=1.05$); recognizing the role of citizens

in political processes is observed ($M=3.96$, $SD=1.02$); and identifying basic functions of government institutions is demonstrated ($M=3.93$, $SD=0.99$).

Table 13. Level of Civic Awareness in Terms of Understanding of Political Processes

Statements	Mean	SD	Remarks
I recognize the role of citizens in political processes.	3.96	1.02	Agree
I identify basic functions of government institutions.	3.93	0.99	Agree
I distinguish the purpose of elections.	3.97	1.05	Agree
I characterize different roles of government leaders.	3.92	1.00	Agree
I explain why voting is important.	3.86	1.08	Agree
I describe how laws are created.	3.83	1.01	Agree
I appreciate participation in democratic processes.	3.88	1.01	Agree
Weighted Mean	3.91		
SD	0.86		
Verbal Interpretation	High		

They also agree that appreciating participation in democratic processes is manifested ($M=3.88$, $SD=1.01$); explaining why voting is important is practiced ($M=3.86$, $SD=1.08$); and describing how laws are created is evident ($M=3.83$, $SD=1.01$).

The overall mean of 3.91 from the respondents suggests that the level of civic awareness in terms of understanding of political processes is high.

In summary, the respondents demonstrated a high level of civic awareness in understanding political processes. They showed knowledge of the purpose of elections, the role of citizens in political systems, the functions of government institutions, and the importance of participating in democratic processes. The overall mean indicates that students are knowledgeable about basic political processes and value civic participation.

The table 14 shows the students' level of civic awareness as perceived by the respondents in terms of participation in school and community activities.

Table 14. Level of Civic Awareness in Terms of Participation in School and Community Activities

Statements	Mean	SD	Remarks
I volunteer when opportunities are available.	3.53	1.05	Agree
I join activities that help my school or community.	3.64	1.09	Agree
I participate in programs that support community improvement.	3.59	1.04	Agree
I engage in school or community projects.	3.69	1.00	Agree
I contribute ideas or efforts to group activities.	3.78	1.06	Agree
I support initiatives that benefit others.	3.91	1.09	Agree
I commit to helping improve my surroundings.	3.88	0.93	Agree
Weighted Mean	3.72		
SD	0.86		
Verbal Interpretation	High		

Table 14 reflects that the level of civic awareness in terms of participation in school and community activities was high as rated by the respondents composed of students. They agree that supporting initiatives that benefit others is evident ($M=3.91$, $SD=1.09$); committing to helping improve their surroundings is observed ($M=3.88$, $SD=0.93$); and

contributing ideas or efforts to group activities is demonstrated ($M=3.78$, $SD=1.06$).

They also agree that joining activities that help their school or community is manifested ($M=3.64$, $SD=1.09$); participating in programs that support community improvement is practiced ($M=3.59$, $SD=1.04$); and volunteering when opportunities are available is evident ($M=3.53$, $SD=1.05$).

The overall mean of 3.72 from the respondents suggests that the level of civic awareness in terms of participation in school and community activities is high.

In summary, the respondents demonstrated a high level of civic awareness in participation in school and community activities. They actively contributed ideas during group activities, joined school and community programs, and took part in initiatives supporting community improvement. The overall mean indicates that students are engaged and willing to participate in activities promoting school and community development.

Significant Relationship between the Level of Media and Information Literacy and Students' Journalistic Ethical Standard and Civic Awareness

In this study, the students' media and information literacy is measured in terms of identification, understanding, evaluation, and application while the students' journalistic ethical standard is measured and assessed in terms of truth and accuracy, independence, fairness, impartiality, humanity, and accountability.

The Significant Relationship between Media and Information Literacy and the Students' Journalistic Ethical Standard is revealed in the following table, which uses Pearson Product Moment Correlation Coefficient or Pearson-r to determine the strength and direction of relationships.

Table 15 shows the significant relationship between the students' media and information literacy and the students' journalistic ethical standard.

Table 15. Significant Relationship between Media and Information Literacy and Students' Journalistic Ethical Standard

		T & A Ind.	F	Imp.	Hum.	Acc.
Identification	Pearson Correlation	.077	.024*	.187	-.000	.060
	Sig. (2-tailed)	.066	.049	.130	.212	.142
	N	89	89	89	89	89
Understanding	Pearson Correlation	.258**	.035	-.100*	.141*	.161**
	Sig. (2-tailed)	.006	.182	.043	.047	.025
	N	89	89	89	89	89
Evaluation	Pearson Correlation	.176	.155*	.167	.150	.194
	Sig. (2-tailed)	.053	.036	.130	.190	.121
	N	89	89	89	89	89
Application	Pearson Correlation	.294**	.087	.083	.136	.113
	Sig. (2-tailed)	.012	.104	.061	.090	.056
	N	89	89	89	89	89

The table shows the Relationship between Media and Information Literacy in terms of Identification and Ethical Media Principles in terms of Independence is statistically Significant. It is reflected that the r-value of 0.024 is interpreted as there is a "Negligible" relationship as attested

further by the p-value of 0.049 which is lower than 0.05 and has a verbal interpretation of “Significant”. This indicates a very weak but positive relationship, suggesting that students’ ability to identify information is slightly associated with independence in evaluating media content. Meanwhile, the Relationship between Identification and Truth and Accuracy, Fairness, Impartiality, Humanity, and Accountability is statistically Not Significant. It is reflected that the r-values of 0.077, 0.187, -0.000, 0.060, and 0.060 are interpreted as having “Negligible” to “Low” relationships as supported by the p-values of 0.066, 0.130, 0.212, 0.142, and 0.392 respectively, all of which are higher than 0.05 and have a verbal interpretation of “Not Significant”.

The table shows the relationship between Media and Information Literacy in terms of Understanding and Ethical Media Principles in terms of Truth and Accuracy, Fairness, Impartiality, and Humanity is statistically Significant. It is reflected that the r-values of 0.258, -0.100, 0.141, and 0.161 are interpreted as having “Low” to “Negligible” relationships as attested further by the p-values of 0.006, 0.043, 0.047, and 0.025 respectively, which are lower than 0.05 and have a verbal interpretation of “Significant”. This indicates that students’ level of understanding is meaningfully associated with these ethical dimensions, suggesting that improved comprehension enhances awareness of ethical considerations in media use. Meanwhile, the Relationship between Understanding and Accountability is statistically Not Significant. It is reflected that the r-value of 0.091 is interpreted as a “Negligible” relationship as supported by the p-value of 0.148, which is higher than 0.05 and has a verbal interpretation of “Not Significant”.

The table also the relationship between Media and Information Literacy in terms of Evaluation and Ethical Media Principles in terms of Independence is statistically Significant. It is reflected that the r-value of 0.155 is interpreted as a “Low” relationship as attested further by the p-value of 0.036 which is lower than 0.05 and has a verbal interpretation of “Significant”. This suggests that students’ ability to evaluate information is slightly associated with independent judgment in media analysis. Meanwhile, the Relationship between Evaluation and Truth and Accuracy, Fairness, Impartiality, Humanity, and Accountability is statistically Not Significant. It is reflected that the r-values of 0.176, 0.167, 0.150, 0.194, and 0.226 are interpreted as having “Low” to “Negligible” relationships as supported by the p-values of 0.053, 0.130, 0.190, 0.121, and 0.381 respectively, all of which are higher than 0.05 and have a verbal interpretation of “Not Significant”.

In addition, the relationship between Media and Information Literacy in terms of Application and Ethical Media Principles in terms of Truth and Accuracy is statistically Significant. It is reflected that the r-value of 0.294 is interpreted as having a “Low” relationship as attested further by the p-value of 0.012 which is lower than 0.05 and has a verbal interpretation of “Significant”. This indicates a low positive relationship, suggesting that students who are able to apply media and information literacy skills are more likely to demonstrate awareness of truth and accuracy in

media engagement. Meanwhile, the Relationship between Application and Independence, Fairness, Impartiality, Humanity, and Accountability is statistically Not Significant. It is reflected that the r-values of 0.087, 0.083, 0.136, 0.113, and 0.477 are interpreted as having “Negligible” to “Low” relationships as supported by the p-values of 0.104, 0.061, 0.090, 0.056, and 0.168 respectively, all of which are higher than 0.05 and have a verbal interpretation of “Not Significant”.

In general, the results show that Media and Information Literacy is more consistently related to ethical media principles in terms of understanding and Application, particularly in relation to truth and accuracy, fairness, impartiality, and humanity. This suggests that higher levels of comprehension and practical application of MIL skills enhance students’ ethical awareness in media consumption and evaluation.

These findings support the study of Hoşgör and Deniz (2025), who found that journalism students with higher media literacy demonstrated a significant positive relationship with their ability to critically evaluate news on social media, indicating that students with stronger media literacy skills exhibit more responsible evaluative behavior, an essential component of journalistic ethical standards. Similarly, Panuayan and Baguio (2025) found through quantitative analysis that students’ news media literacy positively correlated with fact-checking competence.

Significant Relationship between the Level of Media and Information Literacy and Students’ Civic Awareness.

In this study, media and information literacy is measured in terms of identification, understanding, evaluation, and application while the students’ civic awareness is assessed in terms of knowledge of civic rights and responsibilities, awareness of current events, understanding of political processes, and participation in school and community activities.

The Significant Relationship between Media and Information Literacy and the Students’ Civic Awareness is revealed in the following table, which uses Pearson Product Moment Correlation Coefficient or Pearson-r to determine the strength and direction of relationships, along with the p-value to test the significance of these relationships at a 0.05 level of significance, and number of observation or respondents (N) is 30.

Table 16 shows the significant relationship between media and information literacy and the students’ civic awareness.

The table shows the Relationship between Media and Information Literacy in terms of Identification and Civic Awareness in terms of Knowledge of Civic Rights and Responsibilities is statistically Significant. It is reflected that the r-value of 0.186 interpreted as there is a “Low” relationship as attested further by the p-value of 0.002 which is lower than 0.05 and has verbal analysis of “Significant”. This indicates a low positive relationship, suggesting that the ability to identify media and information sources slightly enhances students’ knowledge of their civic rights and responsibilities.

Table 16. Significant Relationship between Media and Information Literacy and Civic awareness

Media and Information Literacy		Knowledge Of Civic Rights and Responsibilities	Awareness Of Current Events	Understanding Of Current Events	Participation In School and Community Activities
Identification	Pearson Correlation	.186**	-.009**	.092**	.052**
	Sig. (2-tailed)	.002	.002	.008	.000
	N	89	89	89	89
Understanding	Pearson Correlation	.107**	.104**	.101**	.155**
	Sig. (2-tailed)	.017	.009	.037	.000
	N	89	89	89	89
Evaluation	Pearson Correlation	.280**	.262**	.231**	.150**
	Sig. (2-tailed)	.001	.000	.005	.000
	N	89	89	89	89
Application	Pearson Correlation	.136**	.336**	.243**	.278**
	Sig. (2-tailed)	.008	.001	.013	.000
	N	89	89	89	89

Similarly, the Relationship between Media and Information Literacy in terms of Identification and Civic Awareness in terms of Awareness of Current Events, Understanding of Current Events, and Participation in School and Community Activities is statistically Significant. It is reflected that the r-values of -0.009, 0.092, and 0.052 are interpreted as “Negligible”, “Negligible”, and “Negligible” relationships respectively, as supported by the p-values of 0.002, 0.008, and 0.000 which are all lower than 0.05 and have verbal analysis of “Significant”. This indicates that although statistically significant, the relationships are very weak, suggesting that identification skills alone have minimal practical influence on these aspects of civic awareness.

The table also shows the relationship between Media and Information Literacy in terms of Understanding and Civic Awareness in terms of Knowledge of Civic Rights and Responsibilities, Awareness of Current Events, Understanding of Current Events, and Participation in School and Community Activities is statistically Significant. It is reflected that the r-values of 0.107, 0.104, 0.101, and 0.155 are interpreted as “Negligible”, “Negligible”, “Negligible”, and “Low” relationships respectively, as attested further by the p-values of 0.017, 0.009, 0.037, and 0.000 which are lower than 0.05 and have verbal analysis of “Significant”. This indicates that understanding media content has a slight but meaningful influence on different dimensions of civic awareness, particularly in encouraging participation.

Furthermore, it shows the relationship between Media and Information Literacy in terms of Evaluation and Civic Awareness in terms of Knowledge of Civic Rights and Responsibilities, Awareness of Current Events, Understanding

of Current Events, and Participation in School and Community Activities is statistically Significant. It is reflected that the r-values of 0.280, 0.262, 0.231, and 0.150 are interpreted as “Low”, “Low”, “Low”, and “Low” relationships respectively, as supported by the p-values of 0.001, 0.000, 0.005, and 0.000 which are all lower than 0.05 and have verbal analysis of “Significant”. This indicates a consistent low positive relationship, suggesting that students who are better at evaluating information tend to have higher civic awareness across all areas.

Finally, the table displays the relationship between Media and Information Literacy in terms of Application and Civic Awareness in terms of Knowledge of Civic Rights and Responsibilities, Awareness of Current Events, Understanding of Current Events, and Participation in School and Community Activities is statistically Significant. It is reflected that the r-values of 0.136, 0.336, 0.243, and 0.278 are interpreted as “Negligible”, “Moderate”, “Low”, and “Low” relationships respectively, as attested further by the p-values of 0.008, 0.001, 0.013, and 0.000 which are lower than 0.05 and have verbal analysis of “Significant”. This indicates that applying media and information literacy skills has a stronger influence on awareness of current events, while still maintaining positive relationships with other civic awareness indicators.

In general, the results consistently show that all components of media and information literacy have statistically significant relationships with civic awareness. However, most relationships range from negligible to low, indicating modest practical effects. Among the dimensions, Application and Evaluation demonstrate relatively stronger relationships, particularly in awareness and participation, suggesting that higher-order media literacy skills are more influential in enhancing civic awareness.

These findings support the study of Martono et al. (2018), who found that journalism education enhances students’ ability to develop ethical awareness and responsible decision-making, which contributes to forming informed and balanced perspectives in reporting. Similarly, Hanitzsch and Vos (2018) emphasized that journalism education and professional socialization cultivate core values such as objectivity, responsibility, and ethical standards among aspiring journalists. The present findings affirm that structured journalism activities strengthen students’ impartiality and ethical standards in reporting.

IV. CONCLUSION AND RECOMMENDATIONS

Judging by the results of the study, it can be concluded that the student journalists in junior high schools have a high level of media and information literacy at the level of identification, understanding, evaluation and application. This means that they can be able to identify credible information, interpreting media messages, judging by credibility, and application of media literacy skills both in academic context and in real life situations. The respondents also proved a very high level of ethical standards of journalists particularly in truth and accuracy reflecting their strong sense of need to verify the information, cross-check the sources, and report responsibly. The student journalists were highly aware of civic rights and

duty, current events, and engagement in school and community affairs, in terms of civic awareness.

In addition, the understanding dimension was the only aspect of journalistic ethical standards that demonstrated a significant correlation with the media and information literacy. Therefore, the null hypothesis according to which there is no significant correlation between media and information literacy and journalistic ethical standard of the students is rejected. This finding also imply that media literacy is a factor that correlates with improved understanding of ethical guidelines within journalism by students; but it does not necessarily translate into improved understanding of all aspects of ethical practice.

The findings have also indicated that there is a strong connection between media and information literacy and civic awareness. Therefore, the null hypothesis about the absence of a significant relationship between these variables is rejected. That means that media and information literacy levels are related to the level of civic awareness among student journalists.

Based on the findings and discussion presented in this study, the following are some of the recommendations that will be presented in this study.

School management can promote capacity-building workshops, which address media literacy, digital citizenship, and ethical journalism to maintain the development of competency among student journalists.

Teachers can also integrate civic-oriented writing assignments and issues-based reporting activities that can help to further increase the civic awareness and civic engagement levels among students. To further reinforce the practice of responsible journalism, the teachers of journalism can also incorporate some organized fact-checking exercises, source-verification exercises, into the editorial process.

To enhance further the competencies of students in terms of identification, understanding, evaluation of media and information may be put in place.

Community members and especially, the parents and guardians of the students may create the environment of engagements of constructive dialogue and they may play their part in enhancing the development of the societies.

Finally, the future researchers can do the same studies in the future using qualitative or mixed methods designed to explore further the role of media literacy in influencing ethical behaviors and civic involvement. They can also consider a broader sample in terms of schools and grade levels to ascertain whether the same relationships will be identified across different educational settings. Also, given that only the understanding aspect of the ethical standards exhibited significant relationship with media literacy, the next line of intervention could be directed towards enhancing the understanding of ethical principles among the students, and their implications on the journalistic practice.

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