

RESEARCH ARTICLE

Analyzing impacts of campus journalism on student's grammar consciousness and confidence in writing engagements

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ABSTRACT

Campus journalism serves an important foundation for learning, values development, and discipline. Campus journalism fosters students' development in various literary, social, and academic aspects. Its culture emphasizes the importance of truthfulness, social transformation, and effective communication not only in school but also in communities. This study aimed to analyze how campus journalism shaped the grammar consciousness and confidence in writing among campus journalists. This study purposively sampled 16 campus journalists to extract their narratives that reflect their consciousness and confidence. Nine (9) of the participants were college students and were former campus journalists in high school while seven (7) were current member of their publication. Narrative analysis indicated that trainings and mentorship in campus journalism developed the writing competencies of campus journalists and helped them expand their linguistic knowledge and literary skills. This mechanism enabled them to be conscious and confident in their language use, most especially in academic setting. However, it was also evident that social pressures in social media delimit them to express their ideas and share their skills to larger community. Social cognitive theory supports this language use anxiety in social media that leads campus journalists to control what they share and express socially. Nevertheless, this study provided a possible perspective for future analysis on how social factors influence the language use of campus journalists. This study highlighted how specific culture to which campus journalists were exposed to can potentially foster or degrade their language confidence.

Keywords: campus journalism; confidence; grammar consciousness; language use; self-efficacy; social cognitive theory

1. Introduction

Campus journalism serves as a valuable platform for students aspiring to embark on a professional journey in the field of journalism. The campus or school paper plays a crucial role in the development of aspiring journalists, as it provides them with firsthand experience of the inner workings of a newsroom. Additionally, it serves as a platform through which students can refine their interpersonal skills^[1-3].

Campus journalism serves as a valuable platform for student journalists to hone their skills and expertise,

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enabling them to effectively express their perspectives and profound understanding on various pertinent matters. The school publication for students functions as the primary medium through which student journalists can exhibit their aptitude in technical and literary writing, as well as their creative abilities^[3,4].

The goal of this study was to explore the confidence and grammar awareness of campus journalists through narrative analysis. This study aimed to explore important components of learning that became applicable to their future academic careers. This study also compared how campus journalists perceived sharing their ideas in academic sense and in social sense.

According to Universidad de las Américas Puebla (UDLAP)^[5], the campus paper's staff members perceive the fundamental purpose of the school paper as that of a “watchdog”, responsible for monitoring and examining various matters within the campus environment. The school newspaper's ability to shed light on the makeup of the community it serves is one of its many purposes^[6,7].

The significance of campus journalism in the Philippines became evident with the implementation of Republic Act 7079, commonly referred to as the Campus Journalism Act of 1991^[1]. Section 2 of the Act explicitly defines the principal objective of campus journalism, which is to foster the advancement and maturation of campus journalism as a vehicle for fortifying ethical principles, fostering critical and innovative thinking, and cultivating moral rectitude and individual discipline among the youth of the Philippines^[1]. The enactment of R.A. 7079 has led to the inclusion of campus journalism as a mandatory component in all public elementary and secondary schools in the country, particularly those that impose journalism fees^[8].

Specifically, this study focused on the confidence of campus journalists in language use. This study described confidence in writing engagements as self-efficacy in writing and grammar consciousness as awareness in grammar when writing. Previous studies^[9,10] noted that engaging in intense language use activities like debate, writing, could influence the linguistic skills of a student. However, limited studies were made about campus journalism in the Philippines in terms of language use and confidence of students.

Social Cognitive Theory by Bandura^[11] stresses learning that takes place in a social setting where humans are active agents who can both influence and be impacted by their surroundings^[12]. This study expanded this perspective in campus journalism where learning in skill development set up could develop the campus journalists while social stressors could influence their willingness to share their thoughts. Before this study, it is known that social media influences how people share their thoughts^[13-16] and that it could make them less confident^[17].

Bernstein et al.^[18] believed that one of the contributing factors to differences in human behavior is cognitive factors. These factors encompass individuals' cognitive processes, including their perceptions of the world around them, beliefs regarding their capabilities, and expectations regarding others' responses to their actions. In social cognitive perspective, campus journalism fosters the culture of growth and development through trainings, mentorship, and competition^[19-21]. However, when it comes in social media, grammar correction “is possible to be considered unnecessary or impolite, thus demotivating the learner”^[22].

Individuals do not simply passively acquire knowledge from their surroundings. Instead, they play an active role in shaping their learning experiences by interpreting the consequences of their actions. This, in turn, has an impact on their environment and personal factors, ultimately influencing and modifying their future behavior^[12,23].

The study aimed to investigate how participation in school publications influenced the writing abilities of campus journalists and their application of these skills in academic and social settings. The study

emphasized the significance of campus journalism as an educational component that helps students effectively express their thoughts and disseminate information within their schools and communities. While they exhibited confidence in academic settings, they expressed hesitation and concerns about sharing their ideas on social media platforms due to potential criticism and anxiety associated with online interactions.

2. Research questions

This study analyzed the experiences of campus journalists on how their trainings developed their confidence in writing and how it improved their grammar consciousness. This study gathered narratives that answered the questions below:

- (1) Determine how campus journalism develop confidence in writing engagements.
- (2) Determine how campus journalism develop consciousness in grammar.

3. Methods

3.1. Research design

This study employed exploratory design^[9,24,25] in analyzing the narratives of campus journalist. This study followed the process described by Brink^[26]. Exploratory design enables an in-depth analysis and understanding of the experiences of the participants^[27]. In essence, exploratory designs try to “...connect ideas to understand the groundwork of your analysis without adding any preconceived notions or assumptions yet”^[28]. Through the systematic collection of narratives as described in the study of Chavez^[10], this study seeks to collect a comprehensive and detailed narratives from campus journalists that can provide valuable insights into the impact of campus journalism on their language usage and confidence.

The narratives gathered in the study provide data on the experiences of former and current campus journalist. This study analyzed the narratives of the campus journalist to determine how campus journalism developed their confidence of language use. This study determined how they were able to use their years of trainings in campus journalism to their everyday tasks in school, especially in the context of language use.

3.2. Sampling and participants

Purposive sampling is a planned and deliberate approach to participant selection^[29–32], which is employed in research studies to ensure that individuals with characteristics or experiences that align with the research objectives are included in the sample.

The participants for this study were carefully chosen based on predetermined criteria to ensure the inclusion of individuals who possess pertinent experiences and perspectives in campus journalism. For instance, the researchers selected college students (who participated in campus journalism during high school) because their long-term post-journalism experience might be helpful comparison with those currently participating high school students. The researchers were selective in terms of years trained in journalism, their category, education, because these characteristics are essential for qualitative analysis.

As Robinson^[33] described, purposive sampling is “not intended to offer a representative sample but rather to hone on particular phenomena and/or process” (p. 5244). This had extensive implications in the study as the narratives from the interviews do not represent the entire population.

The selection criteria for potential participants may include individuals who have demonstrated active engagement in campus journalism activities, such as their involvement as members of a school publication or their experience holding editorial positions. The inclusion of both former campus journalists who have successfully completed their education and current campus journalists who are actively engaged in

journalism activities ensured a comprehensive perspective on the topic at hand.

Table 1. Basic information of the participants.

Code	Name	Gender	Category	Current Education	Training
Participant 1	Sandy	F	Sports	College	3 Years
Participant 2	John Vincent	M	Feature	College	1 Year
Participant 3	Christopher	M	Editorial	High School	2 Years
Participant 4	Stephanie	F	News	High School	1 Year
Participant 5	Grace	F	Copyreading & Headline Writing	College	3 Years
Participant 6	Marco	M	Science	College	2 Years
Participant 7	Anthony	M	Copyreading & Headline Writing	High School	1 Year
Participant 8	Shane	F	Sports	High School	4 Years
Participant 9	Ferlie	F	Feature	College	2 Years
Participant 10	Harold	M	News	College	4 Years
Participant 11	Faith	F	Editorial	College	3 Years
Participant 12	Lauren	M	Science	High School	2 Years
Participant 13	Kyla	F	Broadcasting	High School	5 Years
Participant 14	Danica	F	News	College	3 Years
Participant 15	Aubrey	F	Science	College	4 Years
Participant 16	Jay Mark	M	Editorial	High School	1 Year

3.3. Instrument

The research instrument employed in this investigation consists of a series of open-ended inquiries specifically crafted to facilitate one-on-one interviews. Open-ended questions offer individuals the opportunity to elaborate and provide depth in their answers, thereby yielding extensive qualitative information that can be reviewed to attain broader knowledge of the experiences of campus journalists. The primary objective of the interview questions was to extract narratives from the participants, thereby enabling them to engage in self-reflection regarding their participation in campus journalism and effectively express the various manners in which it has influenced their language use.

Table 2. Research instrument for one-on-one interview.

Objectives	Interview Questions
1. Determine how campus journalism develops consciousness in grammar in terms of: a. Class writing activities b. Social Media posts	a. Did your exposure to campus journalism help you develop your consciousness in grammar in class writing activities? Elaborate with examples. b. Did your exposure to campus journalism help you develop your your consciousness in grammar in social media posts? Elaborate with examples. c. Are there any other instances where your exposure to campus journalism help you develop your consciousness in grammar. Elaborate with examples.
2. Determine how campus journalism develop confidence in writing engagements in terms of: a. Class writing activities	a. Did your exposure to campus journalism develop your confidence in writing engagements during class writing activities? Elaborate with examples. b. Did your exposure to campus journalism develop

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- | | |
|-----------------------|---|
| b. Social Media posts | your confidence in writing engagements like your social media posts? Elaborate with examples. |
| c. | Are there any other instances in your writing engagements exposure to campus journalism develop your confidence in writing engagements? |
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3.4. Data gathering procedure

One-on-one interviews with campus journalists are conducted as part of the data collection process for this study, with video calls as the major medium of communication. The researchers used Google Meet when conducting the online interviews. Subsequently, interviews were arranged and carried out, employing open-ended questions to elicit comprehensive responses from the participants. The recorded interviews were then transcribed completely, ensuring an accurate representation of the conversations.

During the scheduled online interviews, the researchers used the set of open-ended questions as described in Table 2.0. The study delved into the subjective experiences of the participants in campus journalism, with a specific emphasis on the influence it has exerted on their awareness of grammar and their confidence in various writing engagements. The interview had follow-up questions as needed to gain further clarity or explore specific areas of interest in greater depth.

The data gathering was conducted from first June 2023 to July 2023. The interview happened during the most convenient time for the participants.

3.5. Data analysis

Thematic analysis was used to examine the narratives collected from phone interviews with campus journalists. Thematic analysis is a widely employed qualitative research method that entails the systematic identification, analysis, and interpretation of recurring patterns or themes within the collected data. This approach allows researchers to gain a comprehensive understanding of the underlying meanings, concepts, and experiences embedded within the dataset.

Thematic analysis served as a valuable tool for exploring complex phenomena, uncovering hidden connections, and illuminating the diverse perspectives and narratives present within the data. The present study facilitated a deep narrative analysis into the participants' perspectives pertaining to the cultivation of grammar consciousness and confidence in the context of campus journalism.

4. Results

4.1. Confidence during class writing activities

Theme 1: Usability of learned skills

All sixteen (16) respondents agreed that participating in campus journalism helps them develop their skills and confidence in terms of class writing activities. It also provides them the knowledge to write activities with confidence without having hesitation and doubt on their grammar and the structures of their written works.

“Of course, campus journalism develops my skills. And when you’re in college, you can use those learned skills of yours that you developed from campus journalism trainings because you can effectively write essays during exams.” [Participant 2]

Two respondents highlighted that participating in campus journalism gave them the advantage on constructing written works logically. The data gathered indicated that participating in campus journalism helps them develop their skills on constructing relevant written works and improve their self-confidence on

class activities.

“Actually, campus journalism can improve you. In college, I became more advantaged since I joined in high school. What I noticed these days, those who did not join or experience campus journalism, there are others who find it hard to compose essays or reflection papers.” [Participant 15]

“Yes, campus journalism can help you be confident in language use. I feel confident because I feel like—with the training I had; my writing is much more well-composed. It’s not that perfectly written but at least, my writing is better than before. It did improve. So, I became confident when I started my trainings and joined competitions. I learned to look onto things at different angles.” [Participant 3]

4.2. Confidence with social media post

Theme 1: Technicality

Twelve (12) respondents said that participating in campus journalism develop their confidence on commenting and posting in social media. Eight participants stated that their participation in journalism develop their confidence, yet they became more conscious on their grammar when sharing their thoughts online. The data gathered develop different perceptions on the effects of participating in campus journalism, but most of the respondents share different positive effect that journalism provide.

“Yes, I think campus journalism also help in social context. I feel more comfortable because I know that there are comments that look into your technical errors. It also makes me comfortable when talking with my friends.” [Participant 1]

“Confident, yes. But for example, I reviewed my post and I saw something wrong. I lost my confidence. I have a sense that I need to edit, edit, edit. I think, someone who doesn’t have campus journalism experience is more confident with posting anything.” [Participant 5]

“A little, sir. I’m a little confident, sir. But I still have doubts that I need to change. Because we also have a point where we do oral recitation or oral presentation, which is the report.” [Participant 4].

Theme 2: Preference for Tagalog/Filipino

However, four (4) respondents said that participating in campus journalism did not help them a lot on developing their confidence in terms of posting online, since they prefer to use “Tagalog” to make it more engaging.

“No. Even if I’m a campus journalist, I don’t usually share my thoughts using English. I prefer Tagalog because aside from it can engage you readers, I think that English has more specific use, which is more on formal and more on academic.” [Participant 6]

“I agree to the idea that we often use Tagalog in social media. Although I’m slightly confident in my writing skills, but in social media, it changes. I’m very hesitant in sharing my thoughts. In this case, I think social media had very negative impact to us.” [Participant 16]

4.3. Grammer consciousness during class writing activities

Theme 1: Academic language consciousness

Sixteen (16) respondents stated that their participation in campus journalism caused them to be more conscious on constructing their written activities. Participating in campus journalism develop their skills on writing and became more confident in their grammar. Although their participation has positive effects on their academic performance, it also became the reason that sometimes they worry on the terms they used in constructing sentences. Two participants highlighted that campus journalism develop their writing skills and

perform well in class, compared before when they didn't join yet the campus journalism. The data gathered shows that the participation of the respondents on campus journalism is the reason why they became conscious on writing their class activities in terms of grammar and how they construct sentences.

“When I found about campus journalism, it made more a little bit conscious that maybe I should fix my grammar. When I become a campus journalist, I think it made me conscious about how I write that I should've done better.” [Participant 7]

“I think yes. Campus journalism is a great help because it developed my writing skills as compared to before I joined. Before my trainings in campus journalism, I'm not sure about my grammar. I'm not sure how I construct my sentences.” [Participant 13]

“Yes, in academic setting. Maybe the way I write an article in sports, which is I should correct the jargons I use. That's why I became more conscious in using those words.” [Participant 8]

“I think, campus journalism enables me to express myself. I am more open and effective in writing. It helped me become conscious on what words I use, what form of sentences I need to construct, and my grammar. It helped me a lot when I am using my skills in academic tasks like essays and reflection papers.” [Participant 12]

4.4. Grammar consciousness in social media post

Theme 1: Social language consciousness

All participants agreed that participating in campus journalism is the reason why they became more conscious on posting online, since people expect them to be more accurate and relevant. Four (4) participants highlighted that the use of English language is not relevant to use when posting online. However, they prefer to use “Tagalog” on commenting and posting online. The data gathered shows that participating in campus journalism caused them to be more conscious when posting online due to the expectation of the public.

“People in social media will judge you based on your grammar; so, I don't post unless it is very important. I feel that for other people, I should correct them.” [Participant 10]

“I don't usually post in social media especially English. So, using English in social media is not applicable unless if you need to speak to or if you want to share something.” [Participant 14]

“Yes. Because, of course, when I was in high school, I became a copy editor. So, if my grammar is wrong when I post, I think, oh, this is wrong. So, things like that. Because of campus journalism, I became conscious in posting in social media. When I realized my grammar is incorrect, I feel guilty.” [Participant 9]

“I think, in terms of consciousness in grammar, campus journalism helped me a lot in terms of writing my ideas on-the-spot. But of course, in social media I'm very careful to what I share because there are people who will judge you on your form of writing. So, campus journalism helped me become conscious but social media cause me to be more conscious then.” [Participant 11]

5. Discussion

5.1. Confidence in writing

This study provided promising narrative results from the responses of the campus journalists. Their narratives reflected what aspects did campus journalism changed after they joined their school publication. It is essential to investigate these experiences to develop an effective training and learning framework for campus journalists and for students.

For instance, campus journalists revealed that when they are in their classrooms, they can use their learnings from campus journalism to write their essays and written tasks. Campus journalists also observed improvements in their writing skills when they joined their school publication. This was remarkable as their trainings and constant journalistic advisory influenced how they write and effectively state their ideas.

Campus journalism is a highly significant educational component that imparts valuable skills to students, enabling them to effectively articulate their thoughts and ideas through the medium of writing^[33]. Moreover, it serves as a vital conduit of information, disseminating knowledge about various school-related matters to both the educational institution and the wider community. One campus journalist in the study of Omay^[20] said that *“I must say I’ve learned a lot of things such as techniques in writing how can I develop my writing skills and factors that I need to consider in writing.”* Additionally, Omay^[20] noted that learning writing techniques in campus journalism helped the journalists to be recognized and acknowledged by their teachers, which thereby increase their confidence in writing.

This study reflected the results from previous studies conducted by different journalistic studies^[20,21,34]. Campus journalists revealed that campus journalism improved their writing skills that they were able to use those skills even within their classrooms, especially when writing essays and having academic tasks. The findings align with the research conducted by Rico^[35] as noted that students who are exposed to a different writing task and utilize authentic texts are better equipped to meet their technical writing requirements and effectively communicate, not only within the educational setting but also in their potential career paths. In that sense, one campus journalist said that *“...campus journalism can help you be confident in language use... with the training I had, my writing is much more well-composed”* [**Participant 3**]. Participant 3 is an editorial writer who experienced writing three articles in one day as part of their training. During their training, they focused on argumentation, topic development, and consistency in writing. He noted, *“...in terms of training, it is very difficult because our school paper adviser is very perfectionist in grammar and style when teaching us.”*

In essence, campus journalists before joining their school publication had a hard time writing their thoughts on paper but after joining their publication, it gave them opportunity to develop their writing skills^[20]. In this study, campus journalists *“learned to look onto things at different angles”* [**Participant 3**] and *“can effectively write essays during exams”* [**Participant 2**]. Campus journalists were able to use their improved writing skills within academic setting, which made them competitive academically and linguistically.

Campus journalists manifested low social writing confidence. One campus journalist said that *“there are comments [in social media] that look into your technical errors”* [**Participant 1**] and campus journalism made her slightly confident because she knows she can write effectively. The issue on how social media differ from academic writing emerged as one participant revealed, *“I don’t usually share my thoughts using English”* [**Participant 6**] for same reason as Participant 1. Although campus journalism improved their confidence in writing, they were more hesitant when it came to social media. It was remarkable that they were concerned on how people accept their ideas and expressions because social media can be a harsh environment for their opinions and thoughts.

The hesitance of sharing thoughts in social media is a common phenomenon. It was not surprising that campus journalists were aware of this, and what they learned in campus journalism might not be applicable in social media. Several literatures^[13-16] showed how social media increased anxiety and lower self-confidence among its users. This also explained why campus journalists were concerned about sharing their opinions and thoughts about specific social problems or issues in social media. This is a noble assessment on

how campus journalists perceive sharing their writings and skills through opinionated posts. As one campus journalist said, *“I have a perception that I need to edit, edit, edit... I lost my confidence”* [Participant 5]. One campus journalist had similar perception that *“I still have doubts that I need to change”* [Participant 4].

There was divergence on the confidence of campus journalists in writing between the context of academic setting and social media. They manifested confidence in academic but concerned in sharing ideas through social media. This is an important takeaway from the exploration made because it opened new directions for future analysis to be made. It could be that perceived self-efficacy in writing is negatively correlated to engagement in social media and sharing opinions. Nevertheless, there was an underlying psychological implication for this finding that needed to be assessed quantitatively.

5.2. Grammar consciousness

This study highlighted important components of trainings that developed the skills of campus journalists, especially in the context of grammar consciousness. The students presented positivity on how campus journalism shaped their technical skills. They were also able to use their skills in different aspects of their life such as in academic and social engagements. In that sense, campus journalism opened new perspectives on how to approach language learning in competitive perspective.

Campus journalists observed changes on how they construct their sentences. Some of them were able to construct sentences with different technical components which made them an overall good writer after years of trainings. Campus journalists were able to use their learning to have word-use consciousness and to develop structured sentences.

Narrative analysis in this study indicated that campus journalists manifested confidence on their grammar consciousness. The study of Namit et al.^[3], campus journalists used online grammar checkers to validate their sentences before paper publication and their school paper advisers are guiding them how to construct their sentences. These improved their knowledge on technical aspects of writing. From a social cognitive standpoint, it is posited that students construct cognitive frameworks through various means such as experiential activities, observational learning, verbal instruction, and the integration of acquired knowledge through cognitive synthesis^[18].

In this study, journalists explained that campus journalism *“made me conscious about how I write that I should’ve done better”* [Participant 7] and *“I should correct the jargons I use”* [Participant 8]. Like news writing, the copyreading & headline writing develops the accuracy and technicality of journalists in terms of writing and formatting a news article. Anthony [Participant 7] explained that *“...my category is highly technical, especially in grammar, capitalization, indentions, and organization.”* In contrast, science writing is a demanding category that *“...focuses more on explaining science stuffs like climate change, global warming”* [Participant 8]. This explained the correlation between experience and journalistic efficacy in the study conducted by Broaddus^[18]. The author explained that students engaging in journalism think their classes prepare them to create grammatically correct journalistic works. Similarly, even in classroom written activities, campus journalists thought that their experience in campus journalism helped them improve their consciousness on grammar. The results of this study were also consistent from the study of Omay^[21] wherein one campus journalist said that *“...being able to write without any hesitation because along the way of my school journey I can still use it and it’s very useful.”* Broaddus^[18] and Flores and Uy^[36] argued that experience in campus journalism made the students confident writing journalistic activities.

Teaching culture in campus journalism can influence the confidence of a student in grammar. Grammar consciousness-raising tasks e.g., narrative tenses activities, can develop the grammar consciousness of students. For instance, students are required to absorb, hypothesize, and experiment with language to

improve their awareness and sensitivity to different linguistic forms^[37]. In training campus journalism, school paper advisers train their journalists through mentoring and guidance. For instance, the study of Omay^[21] reflected remarkable culture in campus journalism where one campus journalist said, “*She (coach) encouraged me not only to be competitive but also to be with myself.*” Campus journalism allows the students to be creative and imaginative about their own ideas^[20,21,37].

Although campus journalists manifested consciousness in grammar within academic setting, they display concerns on using their writing skills in social media. They feel that “*...people in social media will judge you based on your grammar*” [**Participant 10**] which made them “*feel guilty*” [**Participant 9**] when they realized their grammar is incorrect. This rise new questions on which instances might campus journalists use English in their social media posts because what is known is that some of them “*don’t post unless it is very important*” [**Participant 10**].

However, language anxiety in social media is a common phenomenon today. Specifically, in her blog “Grammar Nazis on Social Media,” Yøhyazadø^[39] coined “grammar nazis” as those who “conduct excessive language regulation.” In social perspective, cognitive factors play a crucial role in shaping learners' experiences. These factors encompass learners' perceptions of the world, their beliefs regarding their own capabilities, and their expectations regarding how others will respond to them^[18]. The adverse consequences of grammar corrections in social media include a reduction in confidence in their ability to learn English and the potential for humiliation experienced by people. These outcomes may arise from instances wherein individuals who identify as Grammar Nazis employ derogatory language, such as “stupid” or “moron”, when correcting others' grammar errors^[17,40].

Concerns on language use in social media was an important takeaway insight from this study because this was consistent to the study of Fitriani & Iftanti^[17] and Baladjay et al.^[40] wherein students were concerned on sharing their ideas in social media because someone might judge them based on their technical errors and grammatical mistakes.

Campus journalists in this study, although they manifested consciousness in academic context, they feel unsure on using English in social media. It could be that language use anxiety in social media amplified their consciousness in grammar because of external and social factors. There were psychological reasons why campus journalists manifested concerns on using English in social media even if they were academically conscious in grammar. Certainly, there is a need to develop correlational analysis between these two seemingly diverging variables.

6. Theoretical implications

The researchers noticed potential application of Social Cognitive Theory in campus journalism and language use of journalist students. This theory suggests that personal factors, behavior, and the environment are constantly interacting with each other in a reciprocal cycle^[41,42]. This indicates that individuals are not only capable of influencing their environment, but are also subject to its influence, resulting in their behavior being shaped by this ongoing interaction^[43,44].

In this study, participants revealed they experienced writing articles for hours, some also write with time pressure, as preparation for the competition. During the competitions, journalists are simulated in area where they can gather information for their reports. For instance, sports writers became onlookers for a sport event then they write an article for that event as their final output, news writers are provided with recently released memorandum, and editorial writers are given up-to-date topic to discuss and write about.

Journalists simulate the process of gathering information and writing reports, mirroring real-world

journalistic activities. In social cognitive theory, a student learns based on how one interacts with his/her environment, as well as how the environment influences their action. Exposure to intense trainings and to simulated competitions brings out the best among campus journalists as students learn by observation and modeling of effective writing techniques.

The researchers believed that different journalism categories (*e.g.*, feature, science, news) has influence on student's writing techniques; hence, could also impact their confidence and grammar consciousness. For instance, a news writer said, "*I'm a little confident, sir*" [**Participant 4**]. In contrast, an editorial writer noted that campus journalism helps him be confident "*...because...with the training I had, my writing is much more well-composed*" [**Participant 3**]. It might be that journalism categories influence the confidence of students in writing because trainings in editorial focus more on developing factual statements and arguments, in contrast to news that deals more on format, simplicity, and straightforward language. In social cognitive theory, this difference aligns with the domain-specific nature of self-efficacy, where journalists may have varying levels of confidence in different areas.

Self-efficacy in campus journalism might be a direction for future studies. Through years of training, campus journalists could acquire skills that are essential in writing their social media posts to inform others or when writing their essays. Self-efficacy refers to an individual's belief in their own capability to successfully execute a particular behavior or task to produce a desired outcome^[45-47]. Some students feel confident in writing their essays and articles because they have background in campus journalism. Researchers believed that effective trainings in campus journalism influenced the self-efficacy of journalists which might also reflect on their academic performance in English. Consequently, participants reflect a cognitive realization of their abilities, where they assess their own competence and express doubts, or confidence based on their past experiences and exposure to trainings.

7. Limitations

Although this study provided in-depth analysis on how campus journalism influence students' grammar consciousness and confidence in writing, limitations on the methods and analysis were evident. For instance, the limited number of participants ($n=16$) may not represent the entire population of campus journalists in the Philippines. The researchers suggest other forms of methods *e.g.*, mixed methods, longitudinal analysis, which could have valuable and indicative results. Future researchers could also opt on quantitative analysis that analyzes the long-term performance of students during their annual campus journalism competitions and relate it to their social media interactions and linguistic performance in schools. Future researchers could also how categories (*e.g.*, feature, sports, editorial) influence the students' linguistic capacity because the researchers believed these might also impact their skills not only linguistically but also cognitively. Hence, effective statistical analysis is necessary to expand the results of this study.

8. Conclusion

Campus journalists observed improvements in their writing skills and the ability to effectively write their thoughts and ideas. They were able to apply their learnings from campus journalism to their academic writing, resulting in enhanced performance written tasks and linguistics. However, while campus journalists demonstrated confidence in academic writing, they expressed hesitance and lower self-confidence when it came to sharing their opinions and thoughts on social media.

The concept of self-efficacy in campus journalism emerges as a potential direction for future studies. The researchers propose that effective training in campus journalism influences the self-efficacy of journalists, which, in turn, may reflect on their academic performance in English. The participants in the

study demonstrate a cognitive awareness of their abilities, expressing doubts or confidence based on past experiences and exposure to training.

Campus journalists demonstrated an increased awareness of grammar rules and sentence construction, leading to improved writing abilities. The study highlighted the role of online grammar checkers and guidance from school paper advisers in enhancing students' knowledge of technical aspects of writing. However, despite their confidence in grammar within the academic setting, they displayed concerns about using their writing skills in social media due to the fear of judgment and criticism.

Author Contributions

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Conflict of interest

The authors declare no conflict of interest.

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