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Responsible Media Usage Program (RMUP): To Enhance Media Literacy of Student-Journalists of Caloocan High School

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ABSTRACT

  "Media literacy is the ability to decode, analyze, evaluate, and produce communication in different ways and forms." Media literacy serves as a surviving tool in order for the students to become analytical and critical in society, which eventually leads to greater chances of engaging themselves in social issues and activities. An increase in media exposure also increases the ability to search different avenues of knowledge and information that greatly help in student development.Responsible Media Usage Program or RMUP is a seminar- workshop which aims to let the student-journalists understand the importance of media literacy particularly in writing news articles or reports for the newspaper. Their ability to decipher and evaluate on which material expresses the truth or not must be reflected in the school paper they will publish.This action research sought to answer the questions:(1) How effective is RMUP in enhancing media literacy of student-journalists as responsible media user and messenger?;and (2) How student-journalists use the learnings in RMUP in writing factual and truthful news articles in their school publication?This intervention program is descriptive in nature for it tested the nature of understanding of the student-journalists on being responsible media users. A situational questionnaire is given before and after the activity to check the respondents' level of understanding on media literacy. A likert-scale is used to measure their answers checked the effectiveness of the intervention program. Based on the printed school newspaper, it can be concluded that RMUP made a great improvement on students- journalists' understanding on the importance of media literacy particularly on becoming credible and truthful servant of news.

Keywords: *Media literacy, effectiveness, media, credibility, responsibility, student-journalist*

Introduction

  Media has been in the system of the students today. Media consumption has been undertaken seriously, for others may have spent 6-8hours a day just to give themselves the pleasure of the staring and glaring into the blue screen. Because of easy access to internet information, people may not want even to check the source of information, for it offers various information and checking it may be tedious thing to do. Some just get data from internet, even without checking the credibility of the source. One characteristic of a responsible journalist is being curious. Curious in the sense that one must not look only after to the news he/ she will write or report but look for the TRUTH. And truth comes along with CREDIBILITY, and this where media literacy comes in.

"Media literacy, as defined by Aufderheide (1993), is the ability to decode, analyze, evaluate, and produce communication in different ways and forms." According to McMahon 2003, media literacy serves as a surviving tool in order for the students to become analytical and critical in society, which eventually leads to greater chances of engaging themselves in social issues and activities. An increase in media exposure also increases the ability to search different avenues of knowledge and information that greatly help in student development (Moore, 2001).

Online news or information has been a trend in media world, for it delivers fast, easy, on the dot news report which is a requirement to this fast-facing world. But the question is, how reliable and true the news published. According to Hendricks (2019) when you vent into internet sources, the balance has been compromised, for people are seeking to add data to their existing stand or get information to the opposing information, rather than knowing and getting the facts- which is first and foremost important in dealing with information and data. These were the characteristics of a journalist comes in.

As an adviser and trainer of journalism, the researcher observed that student- journalists, during the making of newspaper, are still having difficulties deciphering which information and data are relevant and irrelevant, which tells the truth and which is not. Student- journalists must be literate in analyzing and evaluating media materials.

In this respect, this research seeks to help the student-journalists understand the importance of media literacy in their role as responsible and credible campus journalists in delivering news and information which will not compromise one's credibility, for they serve as bridge that connects students to truthful news reporting and presenting.

Seminar or training program helps one widen his/ her knowledge or skills on current trends and opportunities. If one attends a seminar, he/ she must be open to the fact that what his/ her knowledge is limited and needs enrichment. It is going to be a win-win situation both for the participant and the organization, for it may improve the performance of the attendees, in this regard, the organization will definitely be the main benefactor of the learnings gained during the training.

As part of the journalism circle, one must not only know what to write but must understand how to. One must also carry the importance of ethics in every work he/ she will write. RMUP (Responsible Media Usage Program) is a seminar- workshop which aims to let the student-journalists understand the importance of media literacy particularly in writing news articles or reports for the newspaper. One must be able to practice the values of responsibility, credibility and trust in getting information from various sources. Their ability to decipher and write which material expresses truth and credible information and their skill to identify which will or will not be reflected in the school paper is the primary responsibility of a student-journalist.

RMUP helps the students to translate their honest ideas into their writings using information from internet and other forms of media communication. The said three-day intervention will be conducted before the student- journalists start working with their school publication. A practitioner from media and/ or communication industry and/ or teacher-trainers

shall be invited as the speaker- facilitator. The topics will be more on media literacy and on how be responsible media communicator.

After the seminar, the student- journalists started working with their publication. From the articles written, the researcher evaluated if the learnings in the seminar-workshop have been proven as effective or not.

Literature Review

According to Genereux in 2015, learning journalism is vital for it maintains a democratic society for it students who are involved in journalism are primarily involve and engage to community issues by performing their civic rights to perform their civic responsibility effectively. In addition, journalism involve students to focus on service learning which eventually will lead to developing self- efficacy as being a value-based member of a democratic society. The value of journalism education is extended into more academic realms by the fact students involved in scholastic journalism consistently perform higher when judged against standard testing practices (Dvorak, Bowen, & Choi, 2009; Roschke, 2009).

Journalism programs and activities allow the journalists to develop and enhance their psychological process of memory and learning to apply the knowledge and skills they have learned to the real world, particularly in journalism. Social engagement, specifically relating to media literacy and understanding of messaging, is increased when students are involved in journalism programs (Marchi, 2012). This is important because "mass-produced messages form the culture" of our society "and thereby shaped public knowledge and beliefs over the long term" (Potter, 2014). Furthermore, students exposed to journalism education show more understanding and participation with politics at all levels (Bobkowski, Goodman, & Bowen, 2012). Journalism programs also allow students to become socialized in three aspects of public life: family, school, media, and peers (Shah, McLeod, & Lee, 2009). With fewer opportunities to be involved in journalism, the levels of engagement by the students could be negatively impacted.

Still in the work of Vogts (2018), because of easy access to internet and technology, students seem to be holding the world in their hands, meaning they are more adept at engaging with others and opening themselves with others regardless of their background, status, and point of view particularly in the world of social media. After all, social media connects people from any distance, and younger people are highly connected on social media (Greenwood, Perrin, & Duggan, 2016). However, it has been suggested that students might be more antisocial due to social media because they would rather engage with others in a digital space rather than face-to-face (Sass, 2016). However, since social media is a two-way communication tool, unlike television, the potential positives for using social media outweigh the negatives.

It takes attention, self-awareness, and an understanding of the various forms of media we use to recognize that this is happening and make conscious decisions in our best interests (Davidson, 2011; Rheingold, 2012). In other words, we need to be literate in ways that align with the digital environment.

In terms of writing and critical thinking, the student-journalists need to be exposed to quality and credible journalism. By exposing them to people in the field, these student-journalists can begin to pick up and learn new skills and knowledge. If they frequently see good leads, for example, they can begin to replicate such styles. Likewise, seeing how professional outlets

determined newsworthiness of a given subject, they can make similar determinations for their own publications. In addition, exposing them to previously published paper made and produced by other students, though valuable in gaining understanding of what has come before and how others have handled a given situation, misses the opportunity to learn from professionals.

Another byproduct of using professional media as a teaching tool is increased media literacy. Students will come away from a professional product with a greater understanding of how to be a responsible media consumer and separate the chaff from the wheat. This is crucial in a media landscape where choice reigns supreme via various websites and social media platforms. Of course, the same ability to isolate one's self online also provides the avenues to cheaply use professional media in the classroom. Every major media outlet has a website, and at least some of the content can be accessed for free.

Creating a work of media engages students in a number of ways. Through creating media, students can begin to understand the multiple layers of information that make up the television or videos they watch and the magazines or websites that they read. They can see for themselves how words can be deleted or added to sentences and made to seem as if they had originally been spoken that way; how causes and effects can be made into their opposite; and how perceptions of time, space, power, and history can all be altered without seeming to be (Gainer, 2010). Students can understand how "the media acts as a frame and a filter on the world while appearing to be a clear window" (Goodman, 2003, p. 6).

And because of the said reasons stated, the researcher came up with this seminar workshop. The student-journalist would be encouraged to become more responsible with the choices of references they will used in writing their articles.

Vogts cited a recent study of the media literacy of undergraduate students of non-communications majors at a large mid-western university, researchers found that the 99 student participants were "poorly versed in analyzing and understanding a variety of media messages" (Ashley et al.,2012). Using instruments based on the key questions of media literacy (Thoman & Jolls, 2003), Ashley et al. (2012) found that the students were better able to ascertain the sender, purpose, and meaning of advertising messages than about news broadcasts or public-relations messages. At all levels of education in the United States, media-literacy education lags the initiatives that teach students about the media and its messages in many other countries (Arke & Primack, 2009). Canada, Australia, and United Kingdom have mandatory media-literacy curricula; other countries, such as Russia, Austria, South Africa, Japan, Israel, and Italy, are expanding their efforts at teaching media literacy (Scheibe & Rogow, 2012).

In this manner, it is very important that the materials, and references to be used are comprehensive and clear in order for it to serve as a bridge between the writer and the article to be

written. The news article writing must be able to reach its audience in their level without compromising the level of professionalism or journalism's code of ethics.

Methodology

PARTICIPANTS

The participants of this study will be the 24 student-journalists from "The Voice," the official newspaper in English of Caloocan High School. The participants were chosen for they will be translating the learnings they will acquire in this intervention program into their respective newspapers. Being able to understand the importance and purpose of media literacy, they were able to deliver truthful, concrete and ethical news article to their fellow CalHighians.

DATA GATHERING PROCEDURE

The study used situational- survey questionnaires to collect the data needed. These were given before the seminar. The same set of survey- questionnaires were answered by the participants' right after the seminar. The results were collected through tally and frequency. Weighted mean was used to present the result of each item from the questionnaires. Applying the Likert scale of 1- 5, with verbal interpretations of were used to be able to get the data needed in this study.

1- Always
2- Often
3- Sometimes
4- Rarely
5- Never

DATA ANALYSIS PLAN

To measure the collected answers from the respondents, a mean and frequency method will be used. In order to know the difference of respondents' responses on pre-test and posttest, a T-Test shall be used.

Using the Likert Scale and getting the weighted mean, results will be analyzed. "Dependent T-test (also called the paired t-test or paired samples t-test) compares the means of pre-test and post-test of the same set of group to determine whether there is a statistically significant difference between these means." (Laerd Statistics, 2018)

The following tool was used to know the extent of the results of the respondents:

Likert Scale was used to rate, how student- journalists view themselves in terms of values preference in terms of media literacy. Researcher used a survey form which measured the level of understanding of the respondents in terms of media literacy and how they execute such.

To be able to present the result and discuss with reflection the following statistical treatment were used:

Percentage and Frequency Distribution. These were used to present the respondents' profile and compare the different values preference that a student– journalists should possess in view of the activities they do as part of media literacy during pre-implementation of the intervention of RMUP and post-implementation of the said intervention.

Weighted Mean. Weighted average of the respondents on their preference on leadership values was collected to display the most preference Values as a student categorized by 1-5 numerical values, 5 is the most or always observed, 4- often observed 3-sometimes 2-rarely observed and 1 for the never observed. This measure was used to highlight the best observation of the respondents on media literacy. The Values above the weighted mean was consider high preference values, while the values below the weighted mean was least or low preference values.

Results and Discussion

RMUP has been a useful tool for the student-journalists to widen their understanding on media literacy and how this knowledge can serve as a tool in deciphering which information talks truth and credible information. The following are the data collected:

TABLE 1
PRE-IMPLEMENTATION DATA
Table 1.1. Medium of Information. How often you use the following media as sources of information?

Media	ALWAYS 1		OFTEN 2		SOMETIMES 3		RARELY 4		NEVER 5		TOTAL		Weighted Mean	Verbal Interpretation
	f	wf	f	wf	f	wf	f	wf	f	wf	f	wf		
Print Media (Newspapers, Magazines, Books)	5	5	8	16	9	27	2	8	0	0	24	56	2.33	OFTEN
Broadcast Media (TV, Radio)	5	5	10	20	8	24	1	4	0	0	24	53	2.21	OFTEN
Internet.	20	20	4	8	0	0	0	0	0	0	24	28	1.17	ALWAYS
Outdoor or Out of Home (OOH) Media.	1	1	2	4	10	30	8	32	3	15	24	82	3.42	SOMETIMES
Games	2	2	4	8	9	27	5	20	4	20	24	77	3.21	SOMETIMES
AVERAGE WIEGHTED MEAN													2.47	OFTEN

Table 1.1 shows the how often the student- journalists used the following media as a toll for information/ data gathering. With weighted mean of 1.17 of the respondents, the internet is considered used as "always" been used. Print media and Broadcast Media are "often" used based on the response with weighted mean of 2.33 and 2.21.

While on the other hand, Outdoor or Out of Home (OOH) Media, and Games are "sometimes" used with a weighted mean of 3.42 and 3.21 of the total number of respondents.

Over-all the respondents "often" used the media platform as source of information and data.

Table 1.2. Ranking of characteristics of a good campus journalists must possess

Characteristics	1	2	3	4	5	6	7	8	9	10	Weighted Mean	Rank
Curious	7	2	0	5	3	1	1	1	3	1		
	7	4	0	20	15	6	7	8	27	10	4.33	5
A Way with Words	3	5	1	0	2	0	4	4	4	1		
	3	10	3	0	10	0	28	32	36	10	5.50	9
Widespread Knowledge	4	5	0	2	1	2	2	2	2	4		
	4	10	0	8	5	12	14	16	18	40	5.29	8
A Way with People	6	3	0	1	0	0	1	3	6	4		
	6	6	0	4	0	0	7	24	54	40	5.88	10
Ethics Must Prevail	5	1	4	1	0	3	5	2	2	1		
	5	2	12	4	0	18	35	16	18	10	5.00	6.5
Professionalism and Confidence	4	3	0	3	3	2	4	3	1	1		
	4	6	0	12	15	12	28	24	9	10	5.00	6.5
Persistence and Discipline	5	2	5	2	3	2	0	2	3	0		
	5	4	15	8	15	12	0	16	27	0	4.25	4
Credible	8	5	2	1	2	0	1	2	0	3		
	8	10	6	4	10	0	7	16	0	30	3.79	3
Truthful/ Honest	12	3	2	0	0	0	1	3	1	2		
	12	6	6	0	0	0	7	24	9	20	3.50	1
Responsible	8	4	4	0	0	2	2	1	2	1		
	8	8	12	0	0	12	14	8	18	10	3.75	2

Table 1.2. shows how the respondents rank the characteristics of a good campus journalist before the execution of RMUP. Based on the result gathered, being 'truthful/ honest" ranked first as a characteristic the respondents possess. Followed by "responsible", "credible", "persistence and discipline" and "curious" on rank 2,3,4 and 5 responsibly.

While on the other hand, with the weighted mean of 5.0, both 'ethics must prevail", and "professionalism and confidence" ranked 6.5. "Widespread knowledge" and " A way with words", and "a way with people" ranked 8,9,10 respectively.

Table 1.3. Values observed by the student- journalists before the RMUP

As a campus journalist, do you...	ALWAYS 1		OFTEN 2		SOMETIMES 3		RARELY 4		NEVER 5		TOTAL		Weighted Mean	Verbal Interpretation
	f	wf	f	wf	f	wf	f	wf	f	wf	f	wf		
1. use media devices in a technical sense (e.g. computer, projector, tablets, smartphone, interactive whiteboard).	14	14	8	16	1	3	1	4	0	0	24	37	1.54	OFTEN
2. consciously choose between different media devices, based on their functions (e.g. computer, smartphone or tablet, navigate through hyperlinks).	5	5	13	26	4	12	2	8	0	0	24	41	1.71	OFTEN
3. know that media represent information in a selective way and know how to interpret media messages (e.g. implicit versus explicit media language, the structure of a text/article/film/video/…).	6	6	12	24	6	18	0	0	0	0	24	38	1.58	OFTEN
4. purposefully use different sources of information and media devices (e.g. search for information using social network sites, the internet).	9	9	12	24	2	6	1	4	0	0	24	43	1.79	OFTEN
5. evaluate media content taking into account various criteria (e.g. accuracy of information, comparison of information, appreciation of aesthetic aspects).	6	6	13	26	4	12	1	4	0	0	24	52	2.17	OFTEN
6. aware of my own media behavior (e.g. copyright, illegal downloads, dangerous media behavior).	11	11	6	12	5	15	2	8	0	0	24	56	2.33	OFTEN
7. examine media images or representations	3	3	10	20	9	27	2	8	0	0	24	58	2.42	OFTEN
8. analyze image or media text	6	6	12	24	5	15	1	4	0	0	24	49	2.04	OFTEN
9. analyze the context of an article or information	8	8	14	28	2	6	0	0	0	0	24	42	1.75	OFTEN
10. simply copy-and-paste data, information without analyzing or even paraphrasing	0	0	2	4	3	9	4	16	15	75	24	104	4.33	RARELY
11. consider that some images can influence the way we see ourselves and others?	4	4	13	26	7	21	0	0	0	0	24	51	2.13	OFTEN
12. do not consider your audience when you write	1	1	0	0	2	6	8	32	13	65	24	104	4.33	RARELY
13. view gender equality, women's empowerment, people living with disability, indigenous peoples and ethnic minority groups in your work	14	14	10	20	0	0	0	0	0	0	24	34	1.42	ALWAYS
14. allow your knowledge and understanding be influenced of the world beyond our immediate experience	6	6	13	26	4	12	1	4	0	0	24	46	1.92	OFTEN
15. consider audiences expectations of media industries based on transparency, accountability and fairness	8	8	10	20	4	12	2	8	0	0	24	50	2.08	OFTEN
16. put in consideration the human agency as important as the article like the media outlet, the writer	8	8	10	20	6	18	0	0	0	0	24	46	1.92	OFTEN
17. connect freedom of expression, active citizenship and media and information literacy when you select the article to be written	11	11	10	20	3	9	0	0	0	0	24	40	1.67	OFTEN
18. avoid biases when you write	14	14	6	12	4	12	0	0	0	0	24	38	1.58	OFTEN
19. contemplate on the present situation of the school, its people and community when you write and present news article	8	8	14	28	2	6	0	0	0	0	24	42	1.75	OFTEN
20. consider your credibility when you write	13	13	11	22	0	0	0	0	0	0	24	35	1.46	ALWAYS
AVERAGE WIEGHTED MEAN													1.99	OFTEN

Table 1.3 are how the respondents respond on the following situations. Most of the respondents view the situations given as "often" observed, particularly on items 1-9; 14-19. While on items 10, 12 were "rarely" observed and items 13 and 20 were "always" observed.

TABLE 2
POST IMPLEMENTATION DATA
Table 2.1. Ranking of characteristics of a good campus journalists must possess after the implementation of RMUP

Characteristics	1	2	3	4	5	6	7	8	9	10	Weighted Mean	Rank
Curious	6	3	0	5	1	1	0	1	1	6		
	6	6	0	20	5	6	0	8	9	60	5.22	9
A Way with Words	6	3	0	5	1	1	0	1	1	6		
	6	6	0	20	5	6	0	8	9	60	5.00	6.5
Widespread Knowledge	6	2	3	1	0	2	2	3	3	2		
	6	4	9	4	0	12	14	24	27	20	5.00	6.5
A Way with People	6	4	2	0	0	0	0	3	3	6		
	6	8	6	0	0	0	0	24	27	60	5.46	10
Ethics Must Prevail	6	1	2	3	2	4	1	1	2	2		
	6	2	6	12	10	24	7	8	18	20	4.71	5
Professionalism and Confidence	5	3	3	2	3	3	1	0	1	3		
	5	6	9	8	15	18	7	0	9	30	3.83	4
Persistence and Discipline	7	1	0	2	3	0	3	4	1	3		
	7	2	0	8	15	0	21	32	9	30	5.17	8
Credible	10	5	2	0	1	1	0	0	2	3		
	10	10	6	0	5	6	0	0	18	30	3.54	3
Truthful/ Honest	11	5	1	1	0	0	2	0	2	2		
	11	10	3	4	0	0	14	0	18	20	3.33	2
Responsible	9	1	8	2	1	0	0	0	1	2		
	9	2	24	8	5	0	0	0	9	20	3.21	1

Table 2.1. shows the characteristics of the respondent after the implementation of RMUP. It has been observed that being "responsible" ranked first among the characteristics a student-journalists must possess after the implementation of RMUP. While 'truthful/ honest", "credible", "professionalism and confidence', and "ethics must prevail" ranked 2nd to 5th respectively.

"A way with words", "widespread knowledge", "persistence and confidence", "curious" and "a way with people" ranked 6.5 to 10.

Table 2.2. Values observed by the student- journalists after the RMUP

As a campus journalist, do you…	ALWAYS 1 f	wf	OFTEN 2 f	wf	SOMETIMES 3 f	wf	RARELY 4 f	wf	NEVER 5 f	wf	TOTAL f	wf	Weighted Mean	Verbal Interpretation
1. use media devices in a technical sense (e.g. computer, projector, tablets, smartphone, interactive whiteboard).	20	20	3	6	O	0	1	4	O	0	24	30	1.25	OFTEN
2. consciously choose between different media devices, based on their functions (e.g. computer, smartphone or tablet, navigate through hyperlinks).	17	17	6	12	O	0	1	4	O	0	24	31	1.29	OFTEN
3. know that media represent information in a selective way and know how to interpret media messages (e.g. implicit versus explicit media language, the structure of a text/article/film/video/…).	20	20	4	8	O	0	O	0	O	0	24	28	1.17	OFTEN
4. purposefully use different sources of information and media devices (e.g. search for information using social network sites, the internet).	18	18	5	10	1	3	O	0	O	0	24	31	1.29	OFTEN
5. evaluate media content taking into account various criteria (e.g. accuracy of information, comparison of information, appreciation of aesthetic aspects).	17	17	7	14	O	0	O	0	O	0	24	31	1.29	OFTEN
6. aware of my own media behavior (e.g. copyright, illegal downloads, dangerous media behavior).	11	11	6	12	5	15	2	8	O	0	24	46	1.92	OFTEN
7. examine media images or representations	18	18	5	10	1	3	O	0	O	0	24	31	1.48	OFTEN
8. analyze image or media text	20	20	4	8	O	0	O	0	O	0	24	28	1.17	OFTEN
9. analyze the context of an article or information	20	20	4	8	O	0	O	0	O	0	24	42	1.75	OFTEN
10. simply copy-and-paste data, information without analyzing or even paraphrasing without analyzing or even paraphrasing	4	4	2	4	1	3	O	0	17	85	24	107	4.46	RARELY
11. consider that some images can influence the way we see ourselves and others?	12	12	10	20	2	6	O	0	O	0	24	38	1.58	OFTEN
12. do not consider your audience when you write	3	3	1	2	1	3	O	0	19	95	24	103	4.29	RARELY
13. view gender equality, women's empowerment, people living with disability, indigenous peoples and ethnic minority groups in your work	20	20	3	6	1	3	O	0	O	0	24	34	1.42	ALWAYS
14. allow your knowledge and understanding be influenced of the world beyond our immediate experience	15	15	7	14	2	6	O	0	O	0	24	46	1.92	OFTEN
15. consider audiences expectations of media industries based on transparency, accountability and fairness	19	19	3	6	2	6	O	0	O	0	24	50	2.08	OFTEN
16. put in consideration the human agency as important as the article like the media outlet, the writer	16	16	7	14	1	3	O	0	O	0	24	46	1.92	OFTEN
17. connect freedom of expression, active citizenship and media and information literacy when you select the article to be written	20	20	4	8	O	0	O	0	O	0	24	40	1.67	OFTEN
18. avoid biases when you write	20	20	4	8	O	0	O	0	O	0	24	38	1.58	OFTEN
19. contemplate on the present situation of the school, its people and community when you write and present news article	19	19	5	10	O	0	O	0	O	0	24	42	1.75	OFTEN
20. consider your credibility when you write	22	22	2	4	O	0	O	0	O	0	24	35	1.46	ALWAYS
AVERAGE WIEGHTED MEAN													1.52	OFTEN

Table 2.2 shows how the respondents would do or execute the given situation even after the execution of RMUP. In total, the respondents responded "often" on the given situations, particularly on numbers 1-9; 11; 14-20. Situations number 10,12 are "rarely" cited and situations 13,20 are always cited.

Over-all, the respondents found the given situations "often" cited with weighted average of 1.52.

Table 2.3. Values observed by the student- journalists before the RMUP

	YES	%	NO	%
Based on the seminar conducted, do you consider this activity helpful to you as a campus journalist in becoming responsible media user?	24	**100**	0	**0**

Table 2.3 shows that 24 of the respondents or 100% said that RMUP found helpful to becoming responsible media user.

Table 2.4. Values observed by the student- journalists before the RMUP

	YES	%	NO	%
After the execution of RESPONSIBLE MEDIA USAGE PROGRAM (RMUP), did it enhance your media literacy as student- journalist?	24	**100**	0	**0**

Table 2.4 shows that 24 of the respondents or 100% said that RMUP enhanced their media literacy as student-journalists.

As the result of the pre- and post-survey questionnaires, the researcher identified that the student-journalists' preference of values was the same. After employing the intervention, there were top three characteristics surfaced: Responsible, Truthful/ Honest and Credible. It is clear that even at the beginning of the intervention program, the journalists already inculcated in themselves these values of a good campus journalist.

After computing the result of pre survey and post survey questionnaires, it was found out that there is no significant difference on the values of student- journalists after the intervention using the RMUP seminar, but the RMUP seminar helped the said student-journalists strengthen their values preference as a responsible, reliable and truthful messenger of news and information.

In addition, it is proven that Caloocan High School's student- journalists have acquired the qualities and values of a good campus journalists even before the intervention. A difference in their preferences did not mean they were different among the others, instead they were using these in order to adjust to a given situation to become productive, values-oriented role models to others.

As a conclusion, Caloocan High School's student- journalists were already equipped with knowledge, skills and values, which eventually will be emulated by others, which will be helpful in creating a healthy and productive environment in the world of campus journalism. With these, it can achieve the mission and vision of the school, and of the news organ, both for the benefit of the school and its clienteles.

Conclusion

Being a student- journalist is both an opportunity and a responsibility.

Opportunity in the sense that one is given a chance to serve and to give back to the system they are serving. It can open many doors for improvement and development of one's skills and talents. It gives one a chance to explore his/ her inner abilities, which can later influence others and other opportunities like being a responsible role models to others.

Responsibility, on the other hand, is being accountable to all the decisions being made for the organization and its people. If dedication is present, the mind set will be chansged for the better rather than sticking to the old habit. Deciphering and judging which information will serve truth and credible items can be a helpful tool towards reliable and unbiased news delivering.

With active participation during the open forum, and activity proper of RMUP seminar workshop, it only proved that student-journalists had a deep understanding on how to value the "leadership" they possessed. Knowing and putting their name in the news article written is already a responsibility that one must carry not only for themselves but also to the whole community. Being able to influence others, in a positive way, and encourage them to write factful and unbiased news article is already embedded to them even after they change their career as student-journalists.

As a conclusion, after conducting the Responsible Media Usage Program (RMUP) the researcher can attest that the future student- journalists of Caloocan High School can be as effective and efficient as they were before, for they have acquired the skills and values of a responsible media user towards truthful, unbiased, credible and reliable news delivering.

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