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INDIGENOUS LEARNERS' EMPOWERMENT AND VALUES-BASED CAMPUS JOURNALISM

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ABSTRACT

This study investigated the relationship between values-based campus journalism and the empowerment of Indigenous learners in public schools within the Laak North District. Using a descriptive-correlational research design, the study involved 97 Indigenous learners. Results showed that the level of teaching strategies and the level of learner empowerment were both moderate. Correlation analysis indicated no statistically significant relationship between values-based campus journalism practices and learner empowerment. However, regression analysis revealed that the combined instructional strategies demonstrated a significant predictive influence on learner empowerment. While journalism promotion and English writing support enhanced learner agency, the integration of IPED appeared to constrain empowerment, suggesting cultural misalignment in prevailing pedagogical practices. The study concludes that although campus journalism platforms exist, these must be recalibrated through Culturally Sustaining Pedagogy and the Ethics of Care to effectively bridge confidence and identity gaps among Indigenous learners. Strengthening community-led mentorship and refining culturally responsive instruction are recommended to sustain ancestral identities within contemporary academic contexts.

INDEX TERMS: *Values-based Campus Journalism, Indigenous Learners' Empowerment, Critical Pedagogy, IPED Integration, Laak North District, Philippines.*

INTRODUCTION

Despite growing calls for inclusive education, research on campus journalism's role in empowering Indigenous learners remained limited. Previous studies focused primarily on technical literacy, neglecting values formation and cultural identity. Furthermore, the integration of Indigenous Peoples Education (IPED) and Edukasyon sa Pagpapakatao (ESP) within journalism practices was largely underexplored. This study addressed these gaps by examining how values-based journalism influenced Indigenous learners' development, directly supporting SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities). By linking media skills with cultural preservation, the research provided a framework for educators to foster equitable, identity-affirming environments that empowered marginalized voices.

Internationally, various countries have undertaken initiatives to integrate Indigenous perspectives into journalism education, recognizing their potential to empower Indigenous learners. In Canada, the Indigenous Communication Arts (INCA) program at the First Nations University of Canada was instrumental in providing journalism training that reflected Indigenous values and storytelling traditions. This program evolved to offer certificate and diploma courses, which prepared Indigenous students for roles in both Indigenous and mainstream media, thereby fostering cultural pride and professional development (Avison, 2022).

In New Zealand, the focus was on developing culturally sustaining assessments for Indigenous learners, particularly within Aotearoa's educational landscape. Research emphasized the importance of drawing from policy, research, and educator voices to create assessment practices that honored Māori perspectives and knowledge systems; this ensured that Indigenous students were evaluated in ways that were culturally relevant and affirming (Macfarlane et al., 2024).

In the United States, culturally responsive STEM initiatives have increasingly emphasized the empowerment of Indigenous voices in graduate education. The findings documented how programs grounded in Indigenous knowledge systems deliberately bridged Western scientific training with cultural values through mentorship, place-based curricula, and community-aligned research experiences. Their findings demonstrated that Indigenous graduate students who engaged in culturally relevant curricula and sustained mentoring networks reported stronger academic persistence, identity affirmation, and institutional belonging (Howard et al., 2024).

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In the Philippine context, Indigenous learners have encountered persistent challenges that constrain their educational empowerment. In Southern Palawan, particularly in Bataraza, studies have documented that Indigenous learners from tribes such as the Palaw'an and Bajau experience substantial barriers to schooling, including cross-cultural communication difficulties, socioeconomic deprivation, limited parental educational support, and language mismatches between home and school environments (Raballe et al., 2021).

Similarly, in Apayao, the implementation of the Indigenous Peoples Education (IPEd) curriculum has been constrained by persistent challenges, including the limited availability of culturally contextualized instructional materials and the shortage of teachers adequately trained in Indigenous knowledge systems and cultural practices. Although efforts to localize teaching resources and align instruction with community heritage have been initiated, these initiatives require sustained institutional support, systematic teacher capacity-building, and deeper community–school collaboration to be fully effective (Alday, 2025).

In Sarangani Province, educators faced difficulties implementing the IPED curriculum due to additional workloads, limited instructional materials, and challenges with language instruction. While the extent of IPED implementation, issues persisted in areas such as the production of nonverbal educational materials and the involvement of Indigenous teachers in material development. These regional challenges underscore the necessity for nuanced approaches to integrating values-based campus journalism and IPED across the Philippines, tailored to the specific needs of Indigenous communities (Gulam & Hordista, 2024).

In Laak North District, located in Davao de Oro, Indigenous learners encountered multifaceted challenges that hindered their educational empowerment. These challenges included limited access to culturally relevant materials, language barriers that impeded comprehension, and a lack of technology and internet connectivity. The absence of platforms for Indigenous students to express their cultural narratives contributed to a sense of marginalization within the educational system. Implementing values-based campus journalism in this context held significant social value, as it offered a medium for Indigenous learners to articulate their identities and engage with their communities. By integrating Indigenous perspectives into journalism education, schools fostered a more inclusive environment that validated cultural diversity, thereby enhancing students' self-efficacy and academic engagement.

METHODOLOGY

Method Used

The study employed a descriptive-correlational research design to explore the relationships between values-based campus journalism practices and the empowerment of Indigenous learners. This non-experimental design was appropriate for research aimed at identifying and describing patterns among naturally occurring variables without exerting control or manipulation (Creswell, 2020).

It facilitated the examination of how specific teaching strategies, such as promoting campus journalism, integrating Indigenous Peoples Education (IPED), and supporting English writing, were associated with learner outcomes, specifically cultural identity affirmation, values internalization, and expressive confidence. As emphasized by Salinas et al. (2021), correlational designs proved particularly effective in educational research when assessing contextual influences on student development. This approach aligned with the study's objective to analyze the interconnectedness of culturally responsive teaching strategies and learner empowerment in real-world school settings.

To further examine the predictive power of the independent variables, the study utilized linear regression analysis, a statistical technique that quantified the extent to which one or more independent variables predicted the outcome of a dependent variable (Pallant, 2020). Linear regression served as a robust tool for determining the relative contribution of each predictor in explaining the variance in learner outcomes (Zhou & Wang, 2022). The study used regression analysis to evaluate how teaching practices rooted in journalism and cultural integration influenced empowerment indicators among Indigenous learners. This method identified the strength and direction of relationships and revealed which variables were statistically significant predictors (Alghamdi & Sayed, 2023). By employing linear regression, the research advanced a nuanced, evidence-based understanding of how targeted instructional strategies contributed to Indigenous learners' cultural affirmation and communicative confidence.

The application of a descriptive-correlational design, supported by linear regression, was highly appropriate for the variables examined. The independent variables, promotion of journalism, integration of IPED, and support for English expression, represented naturally occurring educational strategies that did not require experimental manipulation. Meanwhile, the dependent variables, cultural identity affirmation, values internalization aligned with Edukasyon sa Pagpapakatao (ESP), and narrative confidence, were learner-centered outcomes measured based on perceptions and observed effects.

Since the primary aim was to explore the direction and strength of associations without inferring causality, this design allowed for a comprehensive investigation. The use of linear regression further strengthened the methodology by identifying which specific teaching strategies significantly predicted Indigenous learners' empowerment, offering practical value for educators and policymakers in promoting inclusive environments.

Sources of Data

The study utilized both primary and secondary data sources to ensure a comprehensive analysis. The primary data were gathered directly from the respondents, who consisted of professional teachers in the public schools of Laak North District. These educators provided firsthand information regarding their instructional practices in campus journalism, IPED integration,

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and English expression. Their responses were captured using a structured survey instrument, which served as the primary source of empirical evidence for analyzing the relationship between teaching strategies and Indigenous learners' empowerment.

In addition to the primary data, secondary sources were employed to provide context and theoretical grounding for the study. These included peer-reviewed journals, doctoral dissertations, and official educational policies such as the Indigenous Peoples Education (IPEd) Framework and the K-12 Edukasyon sa Pagpapakatao (ESP) curriculum guides. Furthermore, school records and enrollment data were reviewed to identify the population of Indigenous learners within the district. The integration of these secondary sources allowed for the triangulation of findings, ensuring that the primary data were interpreted within the broader framework of national educational standards and existing scholarly literature.

Data Gathering Instruments

The survey instrument was adapted from the researcher-made questionnaire used by Suyman and Ngilangil (2025) in their study on the implementation of the Campus Journalism Act of 1991. While the original instrument measured compliance with RA 7079 across six domains, the present study contextualized and restructured selected indicators to align with values-based campus journalism, Indigenous Peoples Education (IPED), and English communicative competence among Indigenous learners in Laak North District. The adaptation involved rewording items to reflect instructional practices and learner empowerment outcomes while retaining the original constructs and Likert-scale design.

The instrument was structured into two major parts: the first section measured the Independent Variable (IV), encompassing the promotion of journalism activities, integration of IPED, and support for English writing; the second section addressed the Dependent Variable (DV), focusing on cultural identity affirmation, values internalization (EsP), and narrative confidence. To ensure precise quantification of respondent perceptions, each item was measured using a five-point Likert scale.

The scaling of scores was interpreted through specific mean ranges: 4.20-5.00 as Very Extensive (always manifested), 3.40-4.19 as Extensive (oftentimes manifested), and 2.60–3.39 as Moderately Extensive (sometimes manifested). This standardized approach allowed for a rigorous statistical transition from raw data to meaningful descriptive analysis.

The adaptation process involved a rigorous content validation by a panel of experts to ensure that the modified items remained culturally appropriate and aligned with the intended constructs. Following validation and subsequent item revisions, the tool underwent a pilot test among 30 respondents to assess its internal consistency.

The reliability results indicate that the instrument demonstrates high to excellent internal consistency, with Cronbach's Alpha coefficients ranging from 0.85 to 0.91, all exceeding the minimum acceptable threshold of 0.70. The Values-based Campus Journalism scale ($\alpha = 0.90$) and Indigenous Learners' Empowerment scale ($\alpha = 0.91$) both fall within the excellent reliability range, confirming that the items consistently measure their intended constructs.

At the subscale level, all domains yielded good reliability, with alpha values ranging from 0.85 to 0.89, indicating that each indicator is a stable and dependable measure of its respective variable. Furthermore, the overall instrument reliability ($\alpha = 0.91$) demonstrates strong internal consistency, suggesting minimal measurement error and high coherence among items.

These results affirm that the instrument is statistically reliable, culturally appropriate, and methodologically sound, making it suitable for assessing the relationship between values-based campus journalism and Indigenous learners' empowerment.

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The Values-based Campus Journalism and Indigenous Learners' Empowerment are always manifested
3.40 – 4.19	Extensive	The Values-based Campus Journalism and Indigenous Learners' Empowerment is oftentimes manifested
2.60 – 3.39	Moderately Extensive	The Values-based Campus Journalism and Indigenous Learners' Empowerment are sometimes manifested
1.80 – 2.59	Less Extensive	The Values-based Campus Journalism and Indigenous Learners' Empowerment are rarely manifested
1.00 – 1.79	Not Extensive	The Values-based Campus Journalism and Indigenous Learners' Empowerment are not manifested

Sampling Technique

The respondents of the study consisted of public school teachers from five selected elementary schools in the Laak North District, namely: Datu Ampunan Elementary School, Datu Davao Elementary School, Melale Elementary School, Mansinao-an Elementary School, and Malinao Elementary School. These schools were purposively selected due to their substantial Indigenous Peoples (IP) learner populations, which rendered them contextually relevant for examining the influence of values-based journalism on learner empowerment. From a total

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population of 130 teachers across these institutions, the sample size was determined using Slovin's Formula with a margin of error of 0.05, yielding a computed sample of 98 teachers. A purposive sampling technique was employed to ensure that only teachers directly involved in classroom instruction and co-curricular activities participated in the study, thereby enhancing the relevance and accuracy of the data gathered.

Data Gathering Procedure

The data gathering process adhered to the ethical policies of The Rizal Memorial Colleges, Inc. and the Department of Education. Before the commencement of the study, the researcher formulated a formal request delineating the research intentions, data collection methods, and dissemination strategies. This request provided clear assurances regarding ethical safeguards, participant confidentiality, and the potential benefits of the research. To ensure institutional transparency, the researcher proactively addressed potential concerns raised by authorities, emphasizing that their authorization and support were pivotal to the study's success and academic integrity.

Permission and Ethical Clearance

In October 2025, the researcher secured necessary formal permissions through the appropriate channels. This involved the submission of a comprehensive research proposal to the research adviser, the Dean of The Rizal Memorial Colleges, Inc., and the top management of the DepEd Davao de Oro Division. The proposal detailed the study's purpose, objectives, and methodological framework, including potential risks and mitigation strategies. Following the successful colloquium in December 2025, the researcher conducted an orientation for all prospective participants. During this phase, the researcher explained the nature of the study and the participants' rights, ensuring that informed consent was obtained voluntarily from each respondent before any data collection commenced.

Data Collection and Systematic Management

During the final week of September 2025, the researcher implemented a systematic for process and distributing and retrieving the survey questionnaires. To ensure data integrity, the researcher adopted a standardized protocol, verifying the completeness of each returned questionnaire immediately upon collection. Following retrieval, the researcher organized the raw data by coding and encoding responses into a Microsoft Excel spreadsheet. To ensure accuracy, the researcher performed a data cleaning procedure, checking for missing values and inconsistencies.

Once the data were finalized, they were transferred to JASP for statistical processing. Throughout this stage, the researcher prioritized reliability and validity checks to minimize the degree of error, ensuring that the statistical treatment remained directly aligned with the study's stated objectives and research questions.

Statistical Treatment

The application of a descriptive–correlational research design, reinforced by linear regression analysis, was deemed highly appropriate for the variables examined in the study. The independent variables, promotion of journalism, integration of IPED, and support for English expression were naturally occurring educational strategies that did not necessitate experimental manipulation. Likewise, the dependent variables, cultural identity affirmation, values internalization aligned with Edukasyon sa Pagpapakatao (EsP), and narrative confidence, were learner-centered outcomes measured through perceptions and observed effects. The combination of descriptive and inferential techniques enabled the researcher to summarize general trends and determine the predictive relationships among the variables. All data processing and statistical analyses were conducted using Jeffrey's Amazing Statistics Program (JASP) version 0.12.20.

Descriptive Statistics

For SOP 1 and 2, which aimed to determine the extent of values-based campus journalism and the level of Indigenous learners' empowerment, Descriptive Statistics were employed. Specifically, the weighted mean was computed to provide a clear overview of the central tendencies of the respondents' perceptions. These scores were interpreted using the established five-level descriptive scale, theenabling a standardized qualitative assessment of how extent to which journalism practices and empowerment indicators were manifested within the schools.

Pearson Product-Moment Correlation (Pearson r)

For SOP 3, which investigated the existence of a significant relationship between values-based campus journalism and the empowerment of Indigenous learners, the Pearson Product-Moment Correlation Coefficient was utilized. This inferential method determined the strength and direction of the linear relationship between the composite scores of the independent and dependent variables. The resulting r-value and p-value served as the basis for either rejecting or failing to reject the null hypothesis regarding the interconnectedness of the variables.

Multiple Linear Regression Analysis

For SOP 4, which sought to identify which specific dimensions of values-based campus journalism influenced Indigenous learners' empowerment, Multiple Linear Regression Analysis was applied. This method was used to model the predictive power of the independent variables (journalism practices, IPED integration, and English expression) over the dependent variable. The analysis yielded regression coefficients (B) and p-values, which indicated the magnitude and significance of each predictor's influence. This provided a nuanced understanding of which instructional strategies contributed most significantly to the learners' holistic development.

Ethical Considerations

This section outlined the ethical considerations that guided the conduct of the study to ensure the protection, dignity, and welfare

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of all research participants. It detailed the measures taken to uphold fundamental ethical principles, including the acquisition of informed consent, the assurance of voluntary participation, the maintenance of strict confidentiality, and the minimization of potential risks. Furthermore, this section discussed the researcher's commitment to transparency, justice, and respect for the cultural identity and sensitivities of Indigenous learners, ensuring the process remained consistent with established ethical research standards in educational and Indigenous contexts.

Social Value. The researcher recognized the profound social value of this study in contributing to more inclusive, values-based, and culturally responsive teaching practices within the public elementary schools of Laak North District. By focusing on professional teachers as the primary respondents, the study highlighted the essential role of educators in navigating the intersection of journalism and Indigenous empowerment. Through the examination of how these teachers promoted campus journalism, integrated Indigenous Peoples Education (IPED), and supported English writing, the research aimed to identify effective instructional strategies that empowered Indigenous learners. Ultimately, this study served not only to inform local educational policy and instructional practice but also to affirm the vital role of teachers in Davao de Oro in shaping a learning environment where cultural identity, moral development, and the voices of Indigenous youth were actively respected and nurtured.

Informed Consent and Assent. As the primary respondents, the public school teachers were provided with a comprehensive explanation of the research objectives, the voluntary nature of their participation, the procedures involved, and their right to withdraw from the study at any stage without consequence. The researcher ensured that each teacher fully understood the scope of their involvement through a formal informed consent document. It was clearly communicated to the participants that their identities and responses would be protected throughout the research process, emphasizing that their contribution was strictly for academic purposes. This process was implemented to respect the autonomy, professional dignity, and rights of the educators participating in the Laak North District study.

Assent and Parental Consent for Minor Learners. In instances involving minor Indigenous learners within the classroom observation setting, the researcher adhered to rigorous ethical protocols regarding the protection of children. Before any data were gathered concerning the learners' participation or engagement, formal informed consent was obtained from their parents or legal guardians, explaining the study's purpose and the nature of the observation. Concurrently, the researcher sought the assent of the learners themselves, providing an age-appropriate explanation of the research to ensure they understood that their participation was voluntary and that they could decline to be involved at any time. These dual procedures were essential to safeguarding the well-being, cultural sensitivities, and agency of the Indigenous learners throughout the research process.

Vulnerability of Research Respondents. The researcher acknowledged that the respondents could still be considered vulnerable due apprehensions about disclosing honest feedback on culturally sensitive topics. Recognizing these concerns, the researcher ensured that participation remained entirely voluntary and that all responses were kept in strict confidence, to be used solely for academic purposes. The researcher explicitly emphasized that there would be no repercussions on the participants' professional standing, regardless of the nature of their responses. This ethical safeguard was vital in fostering an environment of trust, openness, and mutual respect, which allowed the teachers in the Laak North District to provide authentic insights into the relationship between campus journalism and Indigenous learner empowerment.

Privacy and Confidentiality. Privacy of Participants. The researcher protected the privacy of all respondents by ensuring that their participation remained discreet and free from institutional pressure. In accordance with ethical standards, the researcher ensured that no personally identifiable information appeared in any data reports, transcripts, or public presentations. By allowing teachers from the Laak North District to provide their perspectives without fear of exposure or reprisal, the researcher upheld the participants' right to share their professional insights freely. These measures were implemented to foster trust and respect the personal and professional boundaries of the educators involved in the study.

Confidentiality and Data Security. To maintain the integrity of the research, the researcher stored all collected data securely, ensuring that both physical and digital records were protected from unauthorized access. The anonymized survey responses were maintained in a locked file and on a password-protected device, with the researcher holding exclusive access for academic analysis only. The researcher did not disclose any participation details or individual responses to third parties, including school administrators or DepEd authorities. Following the completion of the study and the final verification of results, the researcher adhered to data disposal protocols to ensure that the information could not be traced back to any specific individual, thereby fulfilling the ethical commitment to long-term data protection.

Risk, Benefits and Safety. The researcher minimized potential psychological or professional risks by ensuring that participation was entirely voluntary. It was clearly communicated to the teacher-respondents that they could withdraw from the study at any point without penalty, prejudice, or the need for justification. By removing any form of coercion or institutional pressure, the researcher guaranteed that the data collection process did not interfere with the participants' professional duties or emotional well-being. This approach adhered to the principle of autonomy, ensuring that the educators in Laak North District felt empowered to share their honest perspectives on campus journalism and Indigenous Peoples Education (IPED).

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Benefits of the Study. The study offered significant social and academic benefits by contributing to a deeper understanding of how values-based campus journalism acted as a catalyst for empowering Indigenous learners. The findings provided valuable evidence that could inform future educational strategies and policies within the DepEd Davao de Oro Division, particularly in enhancing culturally responsive teaching. By highlighting the intersection of English communication, values internalization, and cultural identity, the research validated teachers' efforts and offered a roadmap for creating more inclusive and transformative learning environments for Indigenous youth.

Participant Safety and Supportive Environment. Throughout the research process, the researcher took all necessary precautions to create a respectful, secure, and supportive environment for every participant. This involved selecting neutral and comfortable settings for survey administration and maintaining an open line of communication for any questions or concerns. The researcher remainedsensitive to the cultural nuances of the Indigenous context, ensuring that all interactions were conducted with high ethical regard. These measures ensured that participants felt safe and valued, thereby maintaining the overall integrity and humanistic quality of the research.

Justice. The researcher upheld the principle of justice by ensuring that all teachers within the Laak North District, regardless of their ethnic background, years of teaching experience, or specific school context, were given an equal opportunity to participate and have their professional voices represented in the study. The selection of respondents was based strictly on the relevance of their roles to the research objectives, ensuring that inclusion was grounded in academic purpose rather than personal or institutional bias. By maintaining this objective approach, the researcher aimed to facilitate an equitable discourse on the educational practices that support Indigenous learners through values-based campus journalism.

Furthermore, the researcher ensured that the benefits of the research findings would be shared back with the participating schools. This was intended to provide a balanced perspective that validated the diverse instructional strategies used across different cultural settings. By avoiding favoritism and ensuring a representative sample of 98 teachers, the study maintained a high standard of fairness, ensuring that no specific group was unfairly burdened or excluded from the potential positive impacts of the research.

Transparency. The researcher provided a comprehensive explanation of the study's objectives, the voluntary nature of participation, and the rigorous methods for using, storing, and protecting the data. This ensured that every teacher-respondent in the Laak North District had a clear understanding of how their professional insights would contribute to the study of Indigenous learner empowerment. To further uphold ethical integrity, the researcher proactively addressed all questions and concerns raised by the respondents, ensuring they felt fully informed, respected, and valued as stakeholders in the research process.

This commitment to openness was essential in building institutional trust and fostering an environment where participants could confidently and honestly share their experiences regarding values-based campus journalism and IPED integration. By maintaining a transparent dialogue from the initial orientation to the final retrieval of the survey instruments, the researcher upheld the highest ethical standards of accountability, ensuring the study remained a collaborative and respectful academic endeavor.

Qualification of the Researcher. The researcher possessed the academic background and professional expertise necessary to conduct this study with rigor and ethical responsibility. Having undergone formal training in research methodology and ethics, the researcher was equipped to design, implement, and analyze the study with the scholarly precision required for a quantitative inquiry. Furthermore, the researcher's deep familiarity with the local educational context of the Laak North District and sensitivity to the specific cultural dimensions of Indigenous education ensured that all engagements with teacher-respondents were conducted respectfully and meaningfully. This dual commitment to technical proficiency and contextual understanding was instrumental in navigating the research process, ensuring that the study not only met academic standards but also remained deeply attuned to the needs and values of the Indigenous community.

Conflict of Interest. The researcher affirmed that there was no conflict of interest in the conduct of this study. Full independence was maintained throughout the research process, specifically in the designing of the study, the selection of participants, the collection and analysis of data, and the objective reporting of findings. The researcher did not receive any financial incentives, external funding, or institutional pressure that could have influenced the research direction or the empirical outcomes. The sole intention of the study was to contribute to the field of education by generating meaningful insights into how values-based campus journalism could empower Indigenous learners. By strictly upholding impartiality and academic integrity, the researcher ensured that the results of the study remained credible, unbiased, and ethically sound,serving as a reliable foundation for future educational policy and instructional practice in the Laak North District.

Adequacy of Facilities. The researcher ensured that the facilities and resources utilized to conduct the study were adequate to support a smooth and ethical research process. Data collection was carried out within school environments in the Laak North District that were conducive to concentration, privacy, and participant comfort. All necessary materials, including printed survey instruments, informed consent forms, and secure storage containers for physical data, were made available and utilized properly to maintain organized records.

Furthermore, digital tools for data encoding and statistical analysis were accessible and reliable, ensuring the technical integrity of the findings. These logistical provisions helped

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maintain the efficiency, accuracy, and confidentiality of the research process. By ensuring that the physical and technological infrastructure was sufficient, the researcher contributed to the overall quality and reliability of the study, minimizing the risk of data loss or procedural delays.

Community Involvement. The researcher coordinated with school heads and key Indigenous Peoples (IP) community stakeholders to inform them of the study's purpose and to seek their formal support. Their insights were instrumental in ensuring that the research approach respected cultural values and aligned with local educational goals within the Laak North District. By fostering this collaboration, the researcher aimed to strengthen trust and promote mutual understanding between the academe and the community.

This engagement ensured that the study outcomes would be meaningful and beneficial not only to the participating teachers but also to the Indigenous learners and their broader educational environment. By involving the community as active stakeholders, the researcher upheld the ethical principle of respect for persons and cultural heritage, ensuring the study remained contextually grounded and socially relevant.

RESULTS AND DISCUSSION

Values-based Campus Journalism

The following table presents the level of values-based campus journalism as a multidimensional construct with descriptive findings among indicators, namely: promotion of campus journalism activities, integration of Indigenous Peoples Education (IPEd) in instructional practices, and support for English writing and expression.

Level of Promoting Campus Journalism.

Presented in Table 2 is the level of promoting campus journalism activities, as measured through indicators related to learner participation, engagement, development of expressive abilities, and the use of journalism as a platform for ethical and cultural expression. The table shows an overall mean interpreted as Moderate, indicating that while efforts to promote campus journalism are evident, their effectiveness varies across indicators...

Table 1
Level of Promoting Campus Journalism Activities

No	Promoting Campus Journalism Activities	Mean	SD	Descriptive Interpretation
1	The teacher promotes learner participation in campus journalism activities.	3.37	0.48	Moderate
2	The teacher promotes learner participation in campus journalism activities.	1.97	0.51	Low
3	Campus journalism is observed to increase engagement among Indigenous learners.	2.29	0.86	Low
4	Learners are observed to develop expressive abilities through journalism involvement.	3.45	0.50	High
5	Campus journalism is used as a platform to amplify ethical and cultural perspectives.	3.47	0.50	High
	Mean Average	**2.91**	**0.57**	**Moderate**

Very High (4.20–5.00); High (3.40–4.19); Moderate (2.60–3.39); Low (1.80–2.59); Very Low (1.00–1.79)

Table 1 presents the level of promoting campus journalism with an overall mean of 2.91 and an SD of 0.57, described as Moderate, indicating that teachers promote campus journalism to a fair extent but not consistently across all dimensions of implementation. This suggests that while opportunities for participation and expression are present, they are not fully maximized or sustained across all instructional contexts.

Among the indicators, the highest mean was obtained by the use of campus journalism as a platform to amplify ethical and cultural perspectives, with a mean of 3.47 and an SD of 0.50, described as High. Closely following this was learners being observed to develop expressive abilities through journalism involvement, with a mean of 3.45 and an SD of 0.50, also described as High. These findings reflect the strength of journalism as a medium for enhancing communication skills and promoting culturally responsive expression among learners.

The next indicator was the promotion of learner participation in campus journalism activities, with a mean of 3.37 and an SD of 0.48, described as Moderate. This indicates that teachers encourage participation, although such efforts may not consistently translate into sustained engagement. Following this was the observation that campus journalism increases engagement among Indigenous learners, with a mean of 2.29 and an SD of 0.86, described as Low. This suggests that engagement outcomes are not strongly evident across all learners. Finally, the lowest mean was recorded for another measure of promoting participation, with a mean of 1.97 and an SD of 0.51, described as Low, indicating a limitation in consistently encouraging active involvement in journalism activities.

The findings suggest that while campus journalism effectively develops expressive abilities and provides a platform for cultural and ethical expression, it faces challenges in sustaining learner participation and engagement. As supported by the literature,

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values-based campus journalism can serve as a powerful tool for empowering marginalized learners by fostering cultural identity, communication skills, and engagement; however, its impact depends on sustained participation and meaningful integration within the learning process (Williams, 2021).

Level of Integration of Indigenous Peoples Education (IPED) in Instructional Practices

Presented in Table 3 is the level of integration of Indigenous Peoples Education (IPEd) in instructional practices, as measured through indicators related to the incorporation of Indigenous knowledge, use of IPEd in writing tasks, culturally responsive instruction, learner expressiveness, and support for inclusive education.

Table 2
Level of Integration of Indigenous Peoples Education (IPED) in Instructional Practices

No	Integration of IPED in Instructional Practices	Mean	SD	Descriptive Interpretation
1	The teacher incorporates Indigenous stories, values, and traditions in teaching.	2.68	0.93	Moderate
2	IPED content is used to guide learners in writing and storytelling tasks.	2.56	0.61	Moderate
3	Culturally responsive instruction enhances learner engagement and participation.	3.00	0.91	Moderate
4	Indigenous learners are more expressive when learning activities reflect their culture.	3.57	0.50	High
5	Instructional integration of IPED supports inclusive education practices.	4.57	0.52	Very High
	Mean Average	**3.28**	**0.69**	**Moderate**

Very High (4.20–5.00); High (3.40–4.19); Moderate (2.60–3.39); Low (1.80–2.59); Very Low (1.00–1.79)

Table 2 presents the level of integration with an overall mean of 3.28 and an SD of 0.69, described as Moderate, indicating that teachers integrate IPEd in classroom instruction to a reasonable extent but not uniformly across all areas. This suggests that while efforts toward culturally responsive teaching are present, the depth and consistency of integration vary among teachers and contexts.

Among the indicators, the highest mean was obtained by instructional integration of IPEd supporting inclusive education practices, with a mean of 4.57 and an SD of 0.52, described as Very High. This reflects a strong recognition of IPEd as a key mechanism for promoting inclusive and equitable learning environments. The next highest indicator was Indigenous learners being more expressive when learning activities reflect their culture, with a mean of 3.57 and an SD of 0.50, described as High. This indicates that culturally relevant instruction enhances student participation and self-expression.

Following this was culturally responsive instruction enhancing learner engagement and participation, with a mean of 3.00 and an SD of 0.91, described as Moderate. This suggests that while engagement is present, it is not consistently maximized across all classroom practices.

The next indicator was teachers incorporating Indigenous stories, values, and traditions in teaching, with a mean of 2.68 and an SD of 0.93, described as Moderate, indicating that content integration is applied but may lack depth or regularity. Finally, the lowest mean was recorded for the use of IPEd content in guiding learners in writing and storytelling tasks, with a mean of 2.56 and an SD of 0.61, described as Moderate, reflecting a limitation in fully utilizing IPEd for skill-based academic tasks.

The findings suggest that while IPEd integration strongly supports inclusive education and enhances learner expressiveness, it remains moderately implemented in actual instructional practices, particularly in content delivery and skill integration. This supports the broader findings of the study that although structural foundations for IPEd are in place, consistent and deep pedagogical application is still developing. As supported by existing literature, culturally responsive and Indigenous-centered pedagogies enhance learner engagement, identity affirmation, and academic participation when systematically implemented, emphasizing the need for sustained and context-sensitive instructional practices (Smith & Johnson, 2023; Bastida et al., 2023; Gay, 2000).

CONCLUSION AND RECOMMENDATIONS

Summary of Findings

The results indicate that teaching strategies in campus journalism within the Laak North District are implemented at a moderate level, suggesting that the foundational structures and initiatives supporting journalism education are already in place. Teachers make deliberate efforts to promote journalism activities, integrate Indigenous Peoples Education, and enhance learners' English

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expression. However, these practices remain developmental rather than fully embedded across instructional contexts. This indicates that while support mechanisms exist, their application lacks uniform depth and consistency, pointing to the need for more sustained and intentional pedagogical alignment to strengthen instruction.

Similarly, Indigenous learners' empowerment is manifested at a moderate level, reflecting the presence of emerging cultural identity awareness and an initial willingness to engage in self-expression. Learners demonstrate a sense of belonging and recognition of their cultural narratives; however, this awareness has not yet fully translated into strong self-confidence, ethical voice, or sustained participation in advocacy-oriented activities. The findings suggest the presence of a confidence gap, where learners value their identity but still require structured support to internalize values and exercise agency through public and journalistic expression.

Further analysis shows that the relationship between teaching strategies in campus journalism and Indigenous learners' empowerment is weak and not statistically meaningful. This implies that, in their current form, journalism-related teaching strategies do not independently bring about significant changes in learner empowerment. While instructional opportunities are made available, they are insufficient to produce a direct and measurable impact on empowerment outcomes. The findings suggest that empowerment is influenced by broader contextual and personal factors, highlighting the need for more learner-centered, culturally sustaining, and confidence-building approaches to ensure that campus journalism becomes a genuine vehicle for Indigenous learners' voice and agency.

Conclusion

The findings indicate that while the Laak North District has successfully established the structural foundations for campus journalism, the implementation of teaching strategies remains functional yet transitional. The overall level of practice reflects active promotion of journalism activities but reveals limited depth in the integration of Indigenous-specific pedagogy and advanced writing support. This suggests that current efforts emphasize availability and participation rather than sustained instructional coherence and cultural responsiveness, underscoring the need for more deliberate pedagogical refinement.

Moreover, Indigenous learners demonstrate a strong foundational sense of cultural pride; however, this does not consistently translate into empowered public expression. The moderate level of learner empowerment, particularly in values internalization and narrative articulation, points to a gap between cultural awareness and performance-based confidence. Learners appear to recognize the value of their heritage but remain hesitant to assert their voices in formal or public journalistic contexts, indicating unresolved affective and psychosocial barriers to advocacy.

The absence of a significant relationship between general teaching strategies in campus journalism and learner empowerment suggests that increasing the frequency or scope of activities alone is insufficient to foster empowerment. This outcome highlights a disconnect between teacher-initiated instructional inputs and learner-centered psychological outcomes, wherein opportunities for expression exist but do not automatically result in internalized agency or confidence. Empowerment, therefore, appears to require more than structural exposure, necessitating intentional scaffolding that addresses learner readiness, safety, and voice validation.

The study underscores the importance of reorienting campus journalism as a culturally sustaining educational practice. Teaching strategies must move beyond standardized academic approaches toward flexible, respectful, and context-sensitive applications that honor Indigenous knowledge systems while strengthening communicative competence.

Recommendations

For School Administrators: Strengthening Institutional Infrastructure. Administrators may prioritize the formal institutionalization of Indigenous-led journalism programs. Rather than viewing campus journalism as a sporadic extracurricular activity, schools should integrate it into the regular school calendar with dedicated time for co-constructed mentorship. This includes creating formal partnerships with tribal elders and community leaders to ensure that the content produced in campus papers is authentic, respected, and culturally validated. By establishing a "community-in-school" framework, administrators can provide the necessary institutional support to move the "Moderately Extensive" efforts toward "Extensive" impact.

For Teachers: Adopting Culturally Sustaining Pedagogies. Teachers are encouraged to shift from a rigid, instructional approach to a Culturally Sustaining Pedagogy (CSP) model. Since the findings revealed that current IPED integration may be causing "cultural friction," teachers should focus on facilitating, rather than dictating, the integration of tribal values. This involves adopting "narrative inquiry" as a primary teaching strategy, allowing students to guide the storytelling process based on their own experiences. Teachers may receive professional development training on the Ethics of Care, enabling them to provide feedback that builds student confidence and values internalization without silencing the students' "ancestral soul."

For Indigenous Learners: Building Narrative Agency. Learners are encouraged to actively engage in the journalism process as "advocates for their heritage" rather than just as "subjects of study." Through peer-led writing workshops, students can work to bridge the "confidence gap" identified in the study. By engaging in collaborative writing projects that focus on their personal and tribal narratives, learners can transform their internal pride into public voice, utilizing journalism as a legitimate platform to challenge marginalization and advocate for cultural understanding.

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For Future Researchers: Expanding the Scope of Study. Researchers are encouraged to expand the scope to include external ecological variables, such as socio-economic status, home language environment, and digital access. Future research may employ longitudinal qualitative methods to explore how students' sense of agency evolves over time as they move through different stages of their academic journey.

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