



Public School Paper Advisers' Assessment on the Implementation of Campus Journalism Act in the Philippines

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Abstract

This study assessed the implementation of Republic Act 7079 otherwise known as Campus Journalism Act of 1991 in selected public schools in the Philippines. The researchers used both quantitative and qualitative approach to determine the compliance level of school paper advisers nationwide on the said law.

It was revealed in this study that the law was partially complied. Specifically, in terms of funding the training of campus journalists and adviser; selection of advisers and members of the editorial staff; and allocating budget for the production, publication and circulation of the campus paper.

This study concluded that the law is toothless to strictly implement its provisions, thus it needs to be reviewed.

Keywords: campus journalism; level of compliance; practices; program; school publication; teacher-adviser

Introduction

In the academe, campus journalism plays a pivotal role in harnessing students skills and passion for writing as well as in expressing their thoughts on issues that matter to the studentry and school's stakeholders.

To uphold and protect freedom of the press at the campus level and promote the development and growth of campus journalism, Republic Act No. 7079, otherwise known as the Campus Journalism Act of 1991 was enacted on July 5, 1991.

Clearly stated in Section 2 of the Republic Act, the state should commence different activities and programs that will enhance the students' abilities in journalism and stimulate responsible and free journalism. The students will be in charge of creating their school publications from writing, lay-outing up to printing. (Goh, 2014).



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Even before the passage of RA 7079, competitions already existed but to further strengthen campus journalism practice among the students, the Division Schools Press Conference (DSPC), Regional Schools Press Conference (RSPC), and National Schools Press Conference (NSPC), as stipulated in Section 8 (Goh, 2014) were initiated.

But issues were raised on the implementation of the said law and one of those issues is the school paper publication funding. The term “may” in one of the provisions implied that the appropriations for student publication is discretionary (Arao2010). In addition, the voluntary scheme and the no collection policy of the Department of Education have a direct effect in publishing the campus paper. (D.O. 51, s. 2001 and D.O. 19, s. 2008).

Thus, this paper aimed to assess the implementation of Campus Journalism Act in the Philippines. Specifically, this study sought the profile of the School Paper Advisers; their level of compliance on RA 7079; the problems encountered by the teacher-advisers in the implementation of the Campus Journalism Act of 1991 in terms of publication, financing of the publication, adviser, selection of staff members; and press conferences/training and seminars attended; and generate the narrative experiences of the school paper advisers on the implementation practices of Campus Journalism.

Methodology

The researchers used both quantitative and qualitative approaches. The quantitative descriptive survey method was chosen in presenting the demographics of the respondents who are School Paper Advisers and members of the National Secondary Schools Paper Advisers Association (NSSPAA) Facebook Page; their background in handling campus papers; their compliance with the law; and the problems they encountered. The respondents came from the country’s seventeen regions than include: Cordillera Administrative Region (CAR); National Capital Region (NCR); Region I (Ilocos Region); Region II (Cagayan Valley); Region III (Central Luzon); Region IV-A (CALABARZON); Region IV-B (MIMAROPA); Region V (Bicol Region); Region VI (Western Visayas); Region VII (Central Visayas); Region VIII (Eastern Visayas); Region IX (Zamboanga Peninsula);Region X (Northern Mindanao);Region XI (Davao Region);Region XII (SOCCSKSARGEN);Region XIII (CARAGA); and Autonomous Region in Muslim Mindanao (ARMM).

Qualitative research approach was used in this study to further generate data from the informants. Through online interview, the researchers generated the narrative experiences of school paper advisers on the status of campus journalism practices in their respective institution.

Following the ethical considerations, informants’ identity were not disclosed by the researchers for their protection on possible issues that may affect their job security.



Results and Discussion

Profile of the Respondents

In this study, seventeen regions all over the country participated in the survey conducted via online. Central Luzon (Region 3) has the most number of participants followed by Region 4-A comprised of school paper advisers from Cavite, Laguna, Batangas, Rizal and Quezon or otherwise known as CALABARZON.

It appeared that most of the school paper advisers in the country are young faculty members whose age ranges from 25-29 years old with a percentage of 32.61%. Out of the 230 respondents 52 (22.61 %) were aged 30 – 34 years old, thirdly, 37 out of 230 (16.09 %) respondents were aged 35 – 39 years old, while, respondents aged 20 – 24 years old and 40 – 44 years old have 22 respondents (9.57 %) each, while the respondents aged 45 – 49 years old and 50 years and above have 11 respondents (4.78 %) equally. In terms of sex, the respondents were dominated by the Female SPAs with a total number of 127 (55.22 %), while the number of Male SPAs were 103 (44.78 %).

Data shows that most of the school paper advisers are pursuing advanced studies. In the summary of the distribution of respondents in terms of educational attainment. Clearly, out of 230, there were 99 of the respondents (43.04 %) who already taken or presently taking units in Master's Degree, while 53 (23.04 %) were Master's degree holders, 38 (16.52 %) of the respondents were Bachelor's degree holders. In addition, 29 (12.61 %) of the 230 respondents have already taken or taking units in Doctorate Degree, while 11 (4.78 %) are Doctorate degree holders.

It is interesting to note that most of the SPA respondents answered have taken journalism or journalism-related subjects with 147 responses (63.91 %), while the 83 of the SPA-respondents (36.09 %) said that they have no background in journalism prior in handling the program in their respective schools. Qualitative data generated from the informants supported that some of the school paper advisers do not have a background in journalism, informants stated that *no formal workshop*, *“Wala namang background ang teachers sa journalistic way of writing (The teachers have no background in the journalistic way of writing)”*, and *“for the teachers no trainings aside from attendance to annual division training of trainers”*.

The act doesn't require to have a background in journalism before the school head assigned someone to handle the program. It was stated in Section 6 *“The publication adviser shall be selected by the school administration from a list of recommendees submitted by the publication staff. The function of the adviser shall be limited to one of technical guidance.”* Agreeing on Section 6 of the RA 7079, the statements of the informants affirmed that the selection process of the school paper adviser was through the administrator's discretion such as *“As a new teacher back then, I didn't have the power to say no sa principal ko. So, naging SPA ako.”*, *“Appointed ng School (Appointed by the School).”* and, *“discretion po ng principal (Discretion of the Principal)”*



But its effect was being manifested through the current practices of the school paper advisers. One informant stated that “*pano itrain ni teacher how to write news kung si teacher di din marunong magwrite ng news* (how the teacher will train the students on how to write news if the teacher do not know how the write news)” and, “*usually kung sino lang mapili or maturo ng school head so ung iba wala talagang idea* (Usually, the one who choose/appointed by the school head so some of them don’t have the idea)”.

But in terms of the experience as School Paper Advisers (SPAs), it appeared that most of the advisers are new. Out of 230 respondents, 93 (40.43 %) already served in Campus Journalism from 1 – 4 years, 71 (30. 87%) of the respondents served in the program from 5 – 9 years, while, 32 (13.91 %) of the respondents already served in the program from 10 – 15 years. There are 19 (8.26 %) respondents handling the program below 1 year, 8 (3.48 %) of the respondents served in the program from 15 – 19 years, while there are 4 (1.74 %) respondents who served for 20 – 24 years in the program, the 2 respondents (0.87 %) served in the program for 25 – 29 years. Lastly, 1 of the respondents already served as SPA for 30 years and above. In terms of the school papers medium of communication, the respondents were handling English Journalism with a frequency of 88 (38.26 %), but some of the respondents answered that they handling both English and Filipino Journalism in their respective schools with the frequency of 84 (36.52 %), while 58 respondents (25.22 %) answered that they are serving as Filipino Journalism adviser in their respective schools.

Compliance level of School Paper Advisers on the implementation of RA 7079

School paper advisers revealed that they are partially compliant in implementing RA 7079 otherwise known as Campus Journalism Act. Provisions that SPAs partially complied based on the given statements include: Serve as a channel for unifying all members of the school and community towards desirable educational and cultural development objectives; For public elementary and secondary schools, publication fees, subsidy sourced from savings realized from the school’s appropriations, revenues realized from donations and grants, and advertisements shall be the sources for the student publication; All funds were automatically released to the student publication staff one month after the last day of enrolment; A financial report of expenses shall be prepared by the editorial board and student publication staff at the close of the school year for elementary and secondary levels audited by a COA – authorized auditor; Secondary and elementary student publication staffers should pass a qualifying examination conducted by a committee composed of the student publication adviser, who shall act a chairperson, the past student editor as vice chairman, one (1) faculty member and two (2) former student-editors; A member of the student publication must maintain his/her satisfactory academic standing in order to retain membership in the staff; the institution allotted funds for the expenses for the periodic competitions, press conferences and training seminar/ workshops sponsored by the Department of Education (formerly known as DECS).

In an interview with one of the informants, they affirmed the partial compliance on RA 7079 . Informant A said “walang ngipin ang batas” (the law has no teeth), “according to RA 7079 appropriations may come from savings so pag sinabing walang savings what can we do? (According to RA 7079 appropriations may come from savings so it means, if there are no savings, what we can do?). In addition Informant B said “walang pangil ang campus journalism



act” (the law has no fangs), and “natatalo ng no collection policy” (overpowered by the no collection policy).

Problems encountered by the SPAs were raised in this study such as the teachers’ work load that is beyond what is written in the act. Danilo Arao (2013) stated that another flaw in the CJA is the policy in securing the funding for the circulation of the school publication, and the tenure and scope of work of the advisers of campus journalism. The adviser should be limited in the technical aspects, like checking of grammar.

In addition, Estella (2015) stated that most of the teachers who act as school paper advisers lack preparedness. The study proved that most of the teachers are not qualified to act as advisers due to lack of knowledge about journalism. Teachers assigned to handle Journalism are clearly under-skilled. Estella’s study found out that “the primary factors for the current state of teachers are lack of formal training, as journalism is not incorporated in the Basic Education curriculum”. Additionally, “the teacher’s bulk of work each day in a week and the challenges of learning English as a second language in our country”. As well, Pingad (2014) as cited by Estrella (2015) observed that only few school publications are handled by two to four advisers while most schools just assign one teacher.

It was also revealed by the SPAs that they are partial compliant on the circulation of school paper. This was in violation to the Department Order released by the Department of Education Order 51, Series of 2001, mandating that the institution should be issued at least three (3) circulations/ issues of the school publications.

According to the informants, they are publishing school paper inconsistently. Informant C said “Meron pong publication pero inconsistent” (*We have publication but inconsistent*), while Informant F stated, “Meron akong published paper but after that di na nasundan (*I had published paper but after that did not publish another*)”. According to the informants, budget is the reason of inconsistent publishing of the school paper. Informant A stated that “sa school naming yes we publish and distribute to those who paid the 90 but our subscription will not suffice for two issues. (*we publish and distribute to those who paid the 90 pesos*)”; While informant A added that “gustong gusto ko i-push ang workshop ng pagsusulat at pagpupublish pero waley lalo na pag sinabi na walang pondo (*I badly want to push the workshop in writing and publishing but did not happen especially when they [Admin] said that there’s no budget*)”.

Problems encountered by the School Paper Advisers

Consistent with the compliance level of SPAs on the implementation of RA 7079, budget appeared to be the main problem for not publishing the campus paper. Two respondents even revealed that the school publication board did not received funds. Problem on budget was followed by the students interest to be part of the campus paper. Other problems include: support from school heads and fellow teachers, curriculum requires to many outputs in academics; insufficient time of training prior to press conference.

In terms of publication, problems encountered by SPAs are the following: the principal who just retired from service got all the collection; limited knowledge of SPA on the category he/she shared to student-journalist; looking for a good quality printing press; the experiences



of students were not enough; lack of training; the school generates funds for the students' registration fee for the press conferences, however, there is no enough budget for refreshments.; and use their own resources / funds to sustain the program.

In an interview with the informant, it was revealed that the circulation of their publication is not consistent (informant C), one did not meet the deadline for the contest, they will just make a newsletter instead, and this statement has been supported by another informant. Informant F said, “meron akong published paper but after that di na nasundan (*I had published paper but after that did not publish another*)” (Matrix 4).

While many students are not interested to join or write for the publication, according to SPA-informants, “nagkaroon din ng effect ..wala ng bearing sa extra curricular sa grades so ung iba wala ng interest after contest, (*the Department Order 8 has effect because there's no bearing to the grades of the students if they join in the extracurricular activities, some of them got disinterested after the contest*)”. In addition, informant E stated “dahil sa kulang po kami ng students, taas na lang po ng kamay ung mga gustong sumali (*Due to insufficiency in numbers, only those students willing to join the program*)”. (Matrix 5).

Problems encountered by the School Paper Advisers in terms of Financing School Publication

Low support received from the Local Government Unit (LGU) is the primary problem when it comes to publication. Second, no particular source of fund for the sustainability of the student publication, no budget for the student publication because of the “No Collection Policy”.

The informants stated that just to sustain the circulation of the school publications, the exerted alternative ways like “*Most of fundings came [from] sponsors and alumni I approached for donations*”, “*lumalapit kami sa mga pulitiko para sa pamasahe (we ask for help to the politicians for the transportation expenses)*”, and “*nanghihiram muna (we borrow)*”

Problems encountered by the SPAs in terms of the publication adviser

Two hundred twenty-six (226) respondents answered that the adviser is teaching other subjects aside from handling the school publication and not familiar with campus journalism, nor attended journalism-related training before handling the school publication.

SPAs admitted that some SPAs handle the program even though they don't have a background in journalism. In addition, the informants stated that “wala namang background ang teachers sa journalistic way of writing (*The teachers have no background in journalistic way of writing*”, “no formal workshop”, “no trainings”, “teacher di din marunong mag write ng news” (*The teacher don't know how to write news*), and “school paper advisers are not chosen because of the qualifications”.



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Problems encountered by the School Paper Advisers in terms of Selection of Staff Members

According to the survey among SPAs despite the fact that there is no examination required in selecting staff member, students are not interested to join campus journalism program.

SPAs are not fully compliant on the selection of editorial staff stipulated on RA 7079 and Department Order 94 Series of 1992 which states that *“Secondary and elementary student publication staffers should pass a qualifying examination conducted by a committee composed of the student publication adviser, who shall act a chairperson, the past student editor as vice chairman, one (1) faculty member and two (2) former student-editors”*.

In the interview, informants narrated that *“dahil kulang po kmi ng students taas nlang po ng kamay (Due to insufficiency in numbers, only those students willing to join the program)”* another said that *“di naman kasi interesado karamihan (Most of them are not interested to join). Infomants added, “kahit hindi qualified... basta willing ma-train..tyaga lang (Sometimes, even the student is not qualified for the position but willing to be trained)”*, Appointive, nalang kasi di naman interesado (*Appointive, because most of them [students] are not interested*)”.

Problems encountered by the School Paper Advisers in terms of Press Conference / Training Seminars

It was revealed that there is no budget allotted for Press Conference/Training Seminars of campus journalist and teachers. Hence, students are not interested to join training seminars for campus journalism.

SPAs lamented that *“time nga ni teacher at ni bata, budget and training for both (time of the teacher and student, and training for the both)”*, and *“kung may training man sa deped, yung malalaking school lang ang magpapadala dahil may budget (If the DepEd offers a training, only the big schools are capable to attend training because they have the budget)”*.

In addition, one statement revealed that even school paper advisers do not receive any trainings in journalism, *“pano itrain ni teacher how to write news kung si teacher di rin marunong magwrite ng news (how the teacher will train the students, if the teacher itself don't know how to write news).*

School Paper Advisers' Narrative Experiences on the Implementation Practices of the Campus Journalism

School Paper Adviser's Construction of Campus Journalism Concept



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The school paper advisers constructed that campus journalism is just a competition. Informants stated that “yung contest”, “they are trained for the competition so after the competition wala campus journalism”. Also, Informant C stated that “*some trainers had influenced their trainees (CJs) in terms of recognition particularly in places where they advance to the next level*”, Informant D said, “*naiiba lang ang interpretasyon ng mga bata dala na rin si teacher at di gaanong may alam sa journalism (The students got other interpretation is because of the teacher and their lack of knowledge about journalism)*”. While, Informant E said that “*realistically parang may ganon nga pong mentality ang mga bata and coaches po (realistically they [students and coaches] have that mentality.)*”. Meanwhile, one informant said that “it was not only in the competition”.

Most of the School Paper Advisers are pushing the students to join the competition that contributes to the distortion of the meaning of Campus Journalism. According to Cruz (2010), that the terminology “high school journalism” as defined by the City Schools-Manila - School Paper Advisers as “enjoyable co-curricular activity of the school paper staff in collecting, organizing, and presenting news; in writing editorials, columns, literary articles, sports stories and features; in copyreading, proofreading, dummyping and writing headlines – all for the purpose of PUTTING OUT A SCHOOL ORGAN”. Informant B agreed with that statement saying “it is not about the competition”.

It seems that the campus journalism has created a new concept or interpretation to others, as written in the Campus Journalism Act. The main concept of the campus journalism is to uphold and protect the freedom of the press even at the campus level and to promote the development and growth of campus journalism as a means of strengthening ethical values, encouraging critical and creative thinking, and developing moral character and personal discipline of the Filipino youth. (RA 7079)

As evidence, the article published by Santisteban (2018) of Rappler said that Perfecto Martin, one of the student journalists and a News writing champion during the National Secondary Schools Press Conference in the year 1967 said that in NSPC the contest is not the main event to focus on.

Most of the time, the student journalists and the school paper advisers set time only to practice the students if the contest is about to start. In addition, the concept creates a “competition-fueled mindset” that pushed the students to put attention to the event rather than keeping the public aware through their written stories. Martin emphasized that “Campus Journalism is more than a competition” (Santisteban, 2018).

Meanwhile, Pingad (2014), as cited by Estrella (2015) said that the Campus Journalism contests are “a source of prestige” for the school heads, which in case a student secures an award, teachers are merited promotional points. Based on DepEd’s system, teachers fill out a commitment and assessment form to set goals under a time period and performance. The institutional goals were the pattern in writing the individual goals and it is also based on the



rank/ position of the teacher in the institution. In the evaluation process, the teacher's actual performance is included like the outcomes of the inter-school contests.

Perspectives of School Paper Adviser on the Rules and Regulations for the Effective Implementation of RA 7079 otherwise known as Campus Journalism Act

The informants emphasized that “wala kasing ngipin ang batas (The law has no teeth)” and “walang pangil ang Campus Journalism Act (The Campus Journalism Act has no fangs)”.

Two informants have stated the same perspective on the effective implementation of the Republic Act 7079. The informants' perspectives were being supported by the result of the level of compliance of the SPAs on the RA 7079, the overall mean was 2.47 and was verbally interpreted as Partially Compliant. It was supported that most of the SPAs are Partially Compliant with what was written in the act.

The implementation of the act in terms of budget based on the informants' statements “Madalas paluwal kami” (*Mostly, we fork out money*), RA 7079 appropriations may come from savings, what we can do? (*According to RA 7079 appropriations may come from savings so it means, if there are no savings, what we can do?*), pabago bago ang amount ng singilan (*The amount of the fee constantly changing*)”

The statements of the informants were in line with the result of the survey, on the implementation of the act in terms of budget “For public elementary and secondary schools, publication fees, subsidy sourced from savings realized from the school's appropriations, revenues realized from donations and grants, and advertisements shall be the sources for the student publication” got a 2.18 weighted mean and interpreted as partially compliant. In addition, 111 respondents were answered that “No particular source of fund for the sustainability of the publication.”

There is no definite statement in the Republic Act 7079 where the school paper advisers, school heads especially in public schools will get a budget for the implementation of the program. *Section 5. Funding of Student Publication. – Funding for the student publication may include the savings of the respective school's appropriations, student subscriptions, donations, and other sources of funds.*

Meanwhile, other SPA discussed that due to implementation of the No Collection Policy, they experienced problems in the budget. Informants stated that “lalo na nung naipatupad ang no collection policy” (*Especially when the no collection policy got implemented*), Natatalo ng No Collection policy ng DepEd (*The DepEd's no collection policy overpowered the act*) the answers have been supported by the 101 respondents' who answered that “No budget for the student publication because of the No Collection policy.”



On the other hand, the implementation of the RA 7079 in terms of Editorial Independence were stated by the informants as follows: *“napakahirap din pong iimplement ang editorial independence sa high school level since kahit sabihin nating RA siya the fact still remains that the publication itself and those who embody it specially the students and teacher adviser are highly bound by the school rules (it’s hard to implement the editorial independence in the high school level even we say that it’s in the RA the fact still remains that the publication itself and those who embody it especially the students and teacher adviser are highly bound by the school rules)”*, *“editorial independence relies on good ka kay admin or not otherwise your fundings will suffer. (editorial independence relies upon whether your good or bad to the admin., the fundings will suffer)”*

It is very evident that there are loopholes in the implementation because of the uncertain rules stated in the act and its IRR. The statement of the informants supported the article of Arao (2013) which stated that the implementation of the Campus Journalism Act has its strengths and weaknesses and one of them is about the funding of the school publication. There are uncertain matters written such as the word “may”. According to Arao (2013), by using the said term, makes the appropriations for the student publications optional.

Narrative Experience of School Paper Adviser on the Implementation Process of Campus Journalism in Terms of Budget

The informants stated *“for the publication...none”*, *“gustong gusto kong ipush ang workshop ng pagsulat at pagpupublish pero waley lalo na pag sinabi na walang pondo (I badly want to push the workshop in writing and publishing but did not happen especially when they [Admin] said that there’s no budget)”*. The informants also added that due to the implementation of the no collection policy they are having a hard time in collecting fees for the school publication.

On Section 5 of the RA 7079 (*Funding of Student Publication*), *it was stated that funding for the student publication may include the savings of the respective school’s appropriations, student subscriptions, donations, and other sources of funds*. The policy for funding of the school publication is too vague, no specific policy was indicated in the law on where the fund will come from. On the other hand, some informants stated that they were collecting fees for the school publication but on voluntary basis, some called it “student subscription” to the campus paper. The Informants statement were *“Ung 150 na school organ fee lang po (The fee of the school organ is 150 pesos.)”*, *“Binibili ng mga bata yung newspaper ... 90 pesos ... Doon kami kumukuha ng pondo ...” (the students subscribe to the newspaper .. that’s 90 pesos, that’s our source of fund...)*, *“were collecting 100 per student ”*. From the statements of the informants, there are different amounts which are collected for the school publication in every institution. But according to DepEd Order no. 65, Series 2010 under Collection of School Contributions, it stated that the amount may be collected from the students for the School Publication. It can be Php 60.00 for elementary students and Php 90.00 for secondary students (DepEd order no. 19, series of 2008) but these are in voluntary basis only.



Meanwhile, some informants have narrated their practices on how to produce fund to support the expenses for the implementation of the program. Informant A said “most of fundings came [from] sponsors and alumni I approached for donations”; while Informant B said “lumalapit kami sa mga pulitiko para sa pamasahe (*we ask for help to the politicians for the transportation expenses*) (for trainings and press conferences) and Informant C added that “nanghihiram muna (*we borrow*)”. The statements only prove the sacrifices of the SPAs just to collect a fund for the sustainability of the Campus Journalism program. Most of the SPAs are the ones in-charge in creating strategies on how to generate funds for the program just to follow the mandated law on school publication. An adviser disclosed that “I use my own resources/funds to sustain the program”.

In line with the problems faced by the students and advisers of campus journalism organization, the Department of Education (DepEd) also suffers from budget cut. In an article published by the Philippine Star, it revealed that one of the programs of DepEd which suffered budget cut was for the development and promotion of campus journalism. It explained that from Php 9.6 million, it decreased to Php 2.1 million or 77.6 percent lower from the budget of the previous year (Mateo, 2018).

Narrative Experience of School Paper Adviser on the Implementation Process of Campus Journalism in Terms of Publishing Campus Paper

The informants narrated that “we publish and distribute to those who paid the 90”, while the other said “Meron pong published pero inconsistent (*we have published paper, but inconsistent, and other informant said “Meron akong published paper but after that di na nasundan (I had published paper but after that did not publish another)*”.

The statement of the informants was being supported by the answers of the respondents on the quantitative part. There are 198 respondents who expressed that “the budget to support the expenses of the school publication is not enough”. They also stated that because of the lack of budget in their respective schools, publishing of the school papers have been affected. One informant also said that the principal always told them to “wait for the collections” before publishing a school paper. Some institutions have collected fees from the students in able to produce a school paper while some produce a copy to join contests. One of the informants stated: “wala na halos naglalabas ng jaryo magpprint na lang ng ilang pieces for the contest (*The schools almost stop in printing / producing newspapers. They create and print few copies for the contest.*)”, pag hindi nakaabot sa contest ..ginagawa nalang naming newsletter (*If we failed to reach the deadline of the contest... we just make a newsletter.*)”. From the statement, it was clear that most of the SPAs published school paper for the competition as their priority than other objectives and the primary purpose of why a student publication should be produced.

As Danilo Arao (2013) discussed, another flaw in the CJA is the policy in securing the funding for the circulation of the school publication. In terms of financial operations, there are



schools which practiced bureaucratic procedure in requesting funds for the printing of the school papers and operational expenses. On the other hand, some know that the collection of publication fees is not obligatory or mandatory which affected the production of their campus paper.

Narrative Experience of School Paper Adviser on the Implementation Process of Campus Journalism in Terms of Selecting Editorial Board

The informants stated, “wala po (*none*)” referring to the selection process, “Appointive nalang kasi di nman interesado karamihan (*Appointive, because most of them [students] are not interested*)”, Minsan kahit qualified...basta willing matrain...tyaga lang” and “taas na lang po ng kamay (*Sometimes, even the student is not qualified for the position but willing to be trained*)”. The answers of the informants confirmed the statement in Rule VII of DO 94, Series of 1992 which stated: “*Secondary and elementary student publication staffers should pass a qualifying examination conducted by a committee composed of the student publication adviser, who shall act as chairperson, the past student-editor as vice-chairman, one (1) faculty member and two (2) former student-editors*”. The statement got a Partially Compliant remark – 2.21 weighted mean, as answered by the School Paper Advisers’ level of compliance to the stipulated items in the RA 7079 and its IRR.

On the other hand, some informants said “seniority, talent and achievement po and basis” and “the best student from the class will be the editor-in-chief”. The answers were also not aligned to the qualifications given by the DepEd or DECS as written on the IRR. Meanwhile, there is one informant who said she provided examinations to the students in determining the positions – “nag papa exam ako (*I give examination*)”

In relation to this, Luna (2012) stated that the Philippines has a lot of student-writers who are members of school publications which are considered as the “most fragile” component that are susceptible to different issues such as corruption and harassment. Even with the continuous implementation of the Campus Journalism Act of 1991 that supports the promotion and development of Campus Journalism in the country, there are about 30 percent of the student publications in Metro Manila alone which cannot produce a “well-versed and quality newspaper”.

Process in Selecting Campus Paper Adviser in the Public Elementary and High Schools

The informants stated that “Kung sino lang mapili or maturo ng school head (*Usually, the one who choose/appointed by the school head so some of them don’t have the idea*)”, “kahit sino lang ang na-aassign as adviser (*Anyone can be assigned as adviser*)”, “Appointed ng school (*Appointed by the school*)”, “discretion po ng principal (*It’s the discretion of the principal*)” and “I didn’t have power to say no sa principal ko, naging SPA ako (*As a new teacher back then, I didn’t have the power to say no to the Principal*)”.



The statements of the SPAs were confirmed by the provision in Section 1, Rule V of the DO 94, Series of 1992 which stated “*The faculty adviser of a tertiary student publication shall be selected by the school administration from a list of recommendees submitted by the publication staff. The function of the publication adviser shall be one of technical guidance. In the elementary and secondary levels, the teacher-adviser, exercising special parental authority over student staffers who are minors shall, jointly with the Parent-Teacher Association, be held fully responsible for the contents of the student publication*”. But based on the interview of the background of the advisers, it was revealed that theirs were too far from their major or field of expertise. Two informants were Math major teachers. They said: “*Math major po talaga ako*” (*I’m a Math major*), and “*Gusto ko na iwan journalism...magfocus nlng ako sa major ko na Math*”. (*I want to leave the journalism.. I would like to focus on my major- Math.*) They also added that they have “no trainings”, “no formal workshop”, “teacher di din marunong mag-write ng news (*the teacher do not know how to write news*)”, wala namang background ang teachers sa journalistic way of writing (*the teachers have no background in the journalistic way of writing*)”.

Meanwhile, Estella (2015) discussed that lack of mastery of the educators in terms of effective teaching to practice journalism is the main problem and not their instructional communication strategies. In addition, the preparation of the teachers to become adviser in the school paper organization is insufficient. The study of Estrella (2015) proved that there are teachers who handled the advisorship position without certain knowledge about journalism. This was also true in terms of skills and appreciation levels. But the lack of preparation, skills and knowledge cannot directly be blamed to the teachers.

Public Elementary and High School Campus Paper Advisers’ Experience on Administrative Support

The informants expressed that “*kakulangan po ng support ng mga school heads (lack of support from the school heads)*”, “*kung ang principal ay hindi dating SPA, di po siya masyadong makaintindi sa program kaya no support or lack support (If the principal did not serve as SPA before, he/she cannot easily understand the program, that’s why either no support or lack of support.)*”, “*may mga advisers kasi na nawalan na ng gana dahil walang suporta (Some advisers lost their enthusiasm because they did not receive any support.)*”, “*pinabayaang lang si teacher na maghanap ng funds (Some principals, let their teachers look for the fund on their own.)*”, lack of support from the administration”, lack of consideration”, and “*the fact that you’re administrator has changeable mind I may take the risk of paying from my own pocket*”. The statements of the SPAs portray that some principals of their schools were not supporting the advisers in implementing the program. The results of the survey have confirmed the statements of the informants, 13 of the respondents answered that “*Support from the school heads and teachers is not sufficient*”.

On the other hand, one informant said that “*School administrator is not knowledgeable, deciding too far from D.O. (DepEd Order)*”, and “*School heads don’t know much about the*



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publication”, The informants had a hard time if the School Principal assigned in their school were not a SPA before, just like the statement of the informant that “we have SPJ pero ayun wala pa ding gamit (*we have SPJ but we don't have equipment*)”, the school head is the responsible in making sure that the needs of the school should be provided. But according to another informant that “depende po kasi priorities ng mga namumuno po...politics as we say it (*It depends on the priorities of the head.. politics as we say it*)”.

Meanwhile, one informant said that the administration has been always supportive of the implementation of campus journalism. What was discussed above are different issues experienced by the School Paper Advisers about the Support of the Administration. There are cases when they let the SPAs search for the fund of school publications and other related expenses. Sometimes, the school head who is not knowledgeable to the journalism program in their institution decides too far from the Department Order released by the central and other offices.

Luna (2012) discussed that some school administrations don't see the very crucial role that these young writers play. In the promotion of the development of students, for example, campus papers do the talking. People outside the campus consider school newspapers as their references. These journalists act as a mirror of the school as they portray the reflection of the institution through their works. The effects of these kinds of paper, however, are not clearly seen by the administrators.

Recommendations of Public Elementary and High School Paper Advisers on Addressing Issues in Campus Journalism

The informants recommended that “*siguro gawing mas may ngipin pa ung batas. (maybe, Implement the law with more weight)*”, “*Maging specific lang sana ang CJ act... Muli sa pagpili ng adviser, bata, price sa fund, protection both students and teachers ((Make the CJ act more specific from choosing adviser, student, price, fundings and protections for both students and teachers)*”, “*budgetan talaga sana CJ from trainings to publication (Allot enough budget for the Campus Journalism from training to publication.)*”, “*isama sa MOOE ang funding ng campus journalism para di n kami mangongolekta from the students (include the funding of the campus journalism in the MOOE, so that we're not going to collect from the students.)*”, “*lagyan ng pangil ang CJ act (Put fangs in the CJ act.)*, and “*I amend na po yung batas (Amend the act)*”.

Conclusions

RA7079 or the Campus Journalism Act is not fully implemented as it appeared in the result of both in the quantitative and qualitative study; There were provisions that need to be reviewed particularly in budget allocation for the training of teachers and campus journalists, production, publication and circulation of campus paper; and Campus Journalism was constructed different from its purpose of giving the students a democratic platform to harness their writing skills



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and express their opinions. Writing and publication appeared to be of less interest among the students.

Recommendations

Revisit and propose possible ammendments particularly in budget allocation; and strengthen campus journalism in all schools nationwide.

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