

IMPLEMENTATION OF CAMPUS JOURNALISM IN THE DIVISION OF TANDAG CITY: BASIS FOR INTERVENTION PROGRAM

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Abstract

In the Philippines, freedom of the press is tantamount to the right to self-expression of every Filipino. This gave birth to Republic Act 7079, otherwise known as the Campus Journalism Act of 1991. This study seeks to evaluate the implementation of campus journalism in the Schools Division of Tandag City. The study utilized the descriptive-survey research design. There was a total of 96 respondents who were from the public schools which regularly participate in press conferences. A researcher-made questionnaire based on the provisions of R.A. 7079 was utilized in the study. Based on the data gathered, it was found out that the implementation of campus journalism in the division was hampered with issues, challenges, and problems which are directly related to the implementing indicators. The findings further revealed the problems encountered by the schools which pertain to the editorial policies, editorial board, school paper advisership, and financial aspects of campus journalism are serious to very serious as regards to its level of seriousness. To address these problems, a division initiative will be recommended and will be implemented.

Keywords: Campus Journalism, Editorial Board, Editorial Policies, School Paper, Student Journalist, Funds Allocation

Introduction

In the Philippines, freedom of the press is tantamount to the right to self-expression of every Filipino. This gave birth to Republic Act 7079, otherwise known as the Campus Journalism Act of 1991. Campus journalism in this act, is defined as "that enjoyable activity of the staff of the campus paper in collecting, organizing, and presenting news; writing editorials, columns, features, and literary articles; taking pictures; cartooning; copy-reading, proofreading, dummyming, and writing headlines".

Campus journalism is a training ground for students who wish to pursue journalism as a career. The campus or school paper is vital not just because it exposes budding journalists to what goes on in the newsroom but also through it, students were honed to have good interpersonal skills (Hayes, 1994).

Journalism plays a vital role in the lives of people and communities. Significantly, school is one of the places where journalism must be nurtured and studied. In this study, the factors that may contribute to the high-level performance of student-journalists in different journalistic writing contests will be highlighted. Furthermore, it will design an outcome-based training underscoring effective program of activities and quality workshops given to students to deepen and broaden their performances and knowledge on this essential course, (Danny 2019).

In the study of (Blessedy in 2019), the findings showed that several factors greatly affect the performance of the student-journalists in journalistic competitions particularly lack of trainings, seminars and colloquiums. It was also found that students' willingness and courage to compete contributes to this problem. Moreover, teachers of journalism subjects must attend extra trainings and seminars regarding the modern trend of the said field.

Tandag City has been the powerhouse of student-journalists in the regional and national competitions as to campus journalism. These notable accomplishments were evident when Tandag City was still part of the Surigao del Sur Division. The city was also the main arena for winning contestants whenever the competition came, until the separation of Tandag City to become the 12th division of DepEd Caraga.

In 2015, DepEd Tandag City was formally established with the virtue of RA 9392. After its creation, the city division joined in the regional schools press conference as a separate and independent division. Within three years of its operation and in joining the regional competition, it was noted that the known powerhouse of winning contestants was not able to join the national competition. Likewise, student-journalists from DepEd Tandag City find it difficult to win anymore in the regional competition as a basis for joining national competitions.

It is in this context that this study was designed to evaluate the implementation of Campus Journalism in DepEd Tandag City. Further, this study was also deemed significant to assess and evaluate the educator's approaches, techniques, and coaching delivery of the special program in journalism as the basis for policy recommendations and intervention programs based on its findings.

Methods

The study employed the descriptive-survey method of research. According to Dr. Y.P. Aggarwal (2008) descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships. It is descriptive since it used the data to describe the extent of implementation of the schools in the implementation of campus journalism. (Creswell 2008:388) explain that Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitude, opinions, behaviours, or characteristics of population.

a. Sampling Procedure

A purposive sampling was utilized in the study. Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study.

Purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002). This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Plano Clark, 2011). In addition to knowledge and experience, Bernard (2002) and Spradley (1979) note the importance of availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner. In contrast, probabilistic or random sampling is used to ensure the generalizability of findings by minimizing the potential for bias in selection and to control for the potential influence of known and unknown confounders. The set of criteria of the respondents that this study primarily considers the following: 1. teachers assigned or designated as school paper adviser in the school, 2. student-journalist who is actively contributing and member of the school publication, 3. school heads who are responsible in the provisions and allocations of funds for the campus journalism implementation.

b. Data Collection

This study focuses on using the researcher made questionnaire to assess the extent of implementation of the campus journalism in the school's division of Tandag City.

A survey questionnaire was the primary research instrument used by the researcher. This survey questionnaire is anchored on the study of (Lexter in 2018). However, to specifically fit the study on the 26 elementary and six (6) secondary schools, the researcher has modified some indicators in order to gather the desired facts.

The researchers asked permission from the Schools Division Superintendent (SDS) of the Division of Tandag City for her to be allowed to conduct the study in the division as part of her completion of the regional instructional leadership course. After attaining the approval of the SDS, a letter asking for permission to carry out the research endeavor was sent to the school heads of the respondent-schools.

The gathering of the data was facilitated by the researcher herself to allow the respondents, particularly the student-journalist, to be clarified with some items of the questionnaire. The same questionnaire was also given to the identified teachers who were designated as school paper advisers for at least three years. The respondents were given an option to exclude their names from the personal information sheet to make them feel at ease in giving their honest responses. They gathered the data right after the respondents answered the questions to ensure 100% retrieval. They make sure that whatever results that may come out of the study will always be treated with the utmost confidentiality. The information was gathered, recorded, tallied, and processed for analysis and interpretation. -up interview with the respondents was undertaken to clarify issues and to validate and enrich the interpretation of the data.

Statistical Treatment

The frequency, percentage, and ranking were used to quantify the answers of the respondents to the level of implementation of the campus journalism. The Spearman Rho Correlation was used to determine whether a relationship exists between the extent of implementation and challenges encountered by the schools in the implementation of campus journalism.

Findings

Table 1. Extent of Implementation of the Campus Journalism in the school as regards to:

Indicators	Mean	Verbal Description
A. Editorial Policies		
a. Management	4.10	satisfactory
a. Operations	4.10	satisfactory
B. Editorial Board		
a. Composition	4.18	satisfactory
b. Selection Procedure	4.05	satisfactory
c. Terms of Reference	3.85	satisfactory
d. Security and Tenure	3.75	satisfactory
C. School Paper Advisers		
a. Selection Procedure	4.10	satisfactory
b. Workload	3.15	fair
c. Duties and Responsibilities	3.45	fair
d. Training, Workshops, and Seminars attended in the last three years	4.10	satisfactory
D. Fundings and Appropriations		
a. Source of Funds	3.20	fair
b. Funds Utilization	4.10	satisfactory
c. Expenses Report	4.05	satisfactory
General Mean	3.96	Satisfactory

Range of Means: 1.00 – 1.49 Never; 1.50 – 2.49 Poor; 2.50 – 3.49 Fair; 3.50 – 4.49 Satisfactory; 4.50 – 5.00 Very Satisfactory

As regards to editorial policies, the management and operations are satisfactorily implemented. This only implies that the campus journalism in school did not reach its maximum level of implementation. As regards to the composition of the editorial board, the data has shown satisfactory results as it also implies that the implementation of the selection of the editorial board did not meet the very satisfactory level. While the data in the school paper advisers as to its selection procedure as well as the seminars, training, and workshops revealed that it was satisfactorily implemented, However, data on workload and duties and responsibilities collected fell short of satisfactory or fair. This implies further that the teachers had overloads of workloads; aside from being a school paper adviser, they were also coordinating other duties and responsibilities assigned to them. As regards to funding and appropriation, the data has shown that the source of funds has a fair level of implementation while funds utilization and expense reporting had a satisfactory level of implementation. This further implies that the school has meager or if not no sources of funds directly intended for the school's paper other than the school paper fee.

Table 2. Issues, Challenges, and Problem Encountered in the Implementation of Campus Journalism in DepEd Tandag City Division.

Indicators	Issues	Challenges	Problem
Editorial Policies			
Management	66.66	69.44	61.11
Operations	1. 69.44	2. 75.00	3. 63.88
Editorial Board			
Composition	61.11	66.66	63.88
Selection Procedure	50.00	55.55	69.44
Terms of Reference	75.00	80.55	83.33
Security and Tenure	66.66	63.88	66.66
School Paper Advisers			

Selection Procedure	69.44	75.00	83.33
Workload	94.44	97.22	100
Duties and Responsibilities	94.44	97.22	97.22
Training, Workshops, and Seminars attended in the last three years	66.66	69.44	75.00
Fundings and Appropriations			
Source of Funds	97.22	100	100
Funds Utilization	75.00	77.77	80.55
Expenses Report	38.88	50.00	27.77

Table 2 shows on the issues, challenges, and problem Encountered in the implementation of Campus Journalism in DepEd Tandag City Division, out of 100 percent response, majority of the responses were gearing towards on the workload and duties and responsibilities of school paper advisers as the highest percent of issues, challenge, and problems. This implies that teachers handling school papering had considered it as a major issue, a challenge, and a problem. This is supported with the data on fundings and appropriations wherein source of funds for campus journalism operation and management had also great deal of percentage as an issue, a challenge, and a problem.

Table 3. Level of Seriousness in the Issues, Challenges, and Problems Encountered in the Implementation of Campus Journalism as regards to:

Indicators	Mean	Verbal Description
Editorial Policies		
Management	3.80	Moderately Serious
Operations	2.49	Slightly Serious
Editorial Board		
Composition	1.45	Not Serious
Selection Procedure	2.44	Slightly Serious
Terms of Reference	3.65	Moderately Serious
Security and Tenure	2.44	Serious
School Paper Advisers		
Selection Procedure	4.49	Moderately Serious
Workload	4.66	Very Serious
Duties and Responsibilities	4.74	Very Serious
Training, Workshops, and Seminars attended in the last three years	3.85	Moderately Serious
Fundings and Appropriations		
Source of Funds	4.74	Very Serious
Funds Utilization	2.44	Slightly Serious
Expenses Report	1.45	Not Serious
General Mean	3.28	Serious

Range of Means: 1.00 – 1.49 Not Serious; 1.50 – 2.49 Slightly Serious; 2.50 – 3.49 Serious; 3.50 – 4.49 Moderately Serious; 4.50 – 5.00 Very Serious

Table 3 shows the data on the level of seriousness as regards to the issues, challenges, and problems encountered on the following indicators in the implementation of campus journalism in the 26 elementary schools and six (6) secondary schools of DepEd Tandag City. It can be gleaned from the table that among the indicators of implementations, there were three indicators that had very serious issues and were considered problems in the implementations. These are the workload of the school paper advisers, their duties and responsibilities, and the source of funds. While moderately serious levels included the management, terms of reference, selection procedure of school paper advisers, and the relevant training, seminars, and workshops, Operations, editorial board selection, and fund utilization were among the more serious data points. the non-serious level included the composition of the editorial board and expenses report.

Conclusions

The following conclusions are based on the findings presented. As to how the implementation of campus journalism has been implemented in the Schools Division of Tandag City. It suggests that: The schools followed the Philippine Constitution which provided for and protected press freedom and thus designate school paper to look after school papering tasks. However, despite efforts of the school, they still faced issues, challenges, and problems in the management and operations.

The schools were encouraged to establish a student publication and the editorial board undertook various programs and projects aimed at improving the journalistic skills of students concerned and promoting responsible and free journalism. However, the schools had issues, challenges, and problems with the composition of the editorial board as it was revealed that most of the student-journalists assigned to the editorial staff were all graduating either in elementary or secondary.

The schools aimed to improve the journalistic skills of the students and to promote responsible and free journalism, thus requiring them to designate a school paper adviser to oversee its operation. However, it was also found out that issues regarding qualifications, relevant training, and security and tenure surfaced. As teachers were, from time to time, transferred from one coordinatorship to another, this was supported by the issue of transfer of accountability from one school head to the next school head and that reorganization of teaching staff happened as well.

The findings also implied that the school heads, as the primary person in-charge of the implementation, found the publication adviser as necessary for the effectiveness of the publication.

The agreement of the school heads to include a PTA representative on the editorial board demonstrated that PTA was actively involved in creating programs, advocating for change, providing training, and working on policy that supports children's educational needs and encourages family involvement as well as strong relationships between schools and the communities they serve.

The editorial board's main function and task, according to the school heads, is to serve as a forum for bringing together all students, faculty, staff, and community members in support of desirable educational and cultural development goals.

The editorial boards developed intelligent and responsible student leadership and good citizenship in a free and democratic society. The editorial boards were provided the opportunity to exercise their rights and discharge their responsibilities as members of self-governing communities. The editorial boards did not only need to acquire a body of knowledge but also, they need to acquire relevant intellectual and participatory skills.

The schools and the editorial boards were oriented toward promoting and upholding student rights and welfare. Some of the advisers had gone beyond what was just expected of them to do. Since the term "technical guidance" is not defined in Sec. 3 (Definition of Terms), the results implied that some school administrators and faculty advisers had liberally defined it based on their own understanding or misunderstanding of the journalism profession. Clearly, doing so had compromised the editorial independence of student publications.

The revisions done by the schools on some of the existing CJA provisions indicated that there were mandates not fully implemented. In the same manner that the workload including the duties and responsibilities of school paper advisers are being neglected and not fully emphasized in their designation orders.

It can be gleaned from the data that funds allocations and appropriations were not clearly stipulated in the schools' MOOE nor emphasized in the DepEd guidelines. This contention has become the most highlighted issue in the field and has become a challenge to the school heads as implementers of the program and a source of turmoil for teachers who are the school paper advisers. The implementation of the Campus Journalism Act of 1991 provided implications for educational management as it provided grey areas in the implementation when it comes to operational and management expenses.

RECOMMENDATIONS

Based on the findings and conclusions presented, the following recommendations are given: The proper orientation of school administrators with the R.A.'s provisions should be conducted by the regional and division offices. Sections 2 and 3e of H.R. 7079, which address editorial policies, the editorial board, Section 3d of H.R. 7079, publication adviser, Section 6, training, workshop, and seminar, Section 8, and funds and appropriations (Section 5). The school heads would get a better grasp of publication policies, procedures, the selection process for publication advisers and personnel, the workload of publication advisers, and other significant issues listed on CJA that may or may not have an impact on the school as a whole.

The school paper advisers and student members should review the CJA after the editorial board is set up before beginning their work on the publication. The editorial board must thereafter plan a briefing on the requirements outlined in R.A. 7079, which may be presided over by a lawyer or another person knowledgeable about the CJA rules.

School administrators should also establish a student publication (Rule IV, Section 1). If the school already has an existing publication, school administration must make sure it is functioning effectively. The school heads, together with the editorial board, should also undertake various programs and projects aimed at improving the journalistic skills of students and promoting responsible and free journalism (Rule II, Section 1), which can be done by organizing in-service training for teachers and students.

The school heads should also let the editorial board determine freely its editorial policies and management of the publication's funds (Rule IV, Section 2). This can be accomplished by asking the editorial board to submit its General Plan of Activities at the beginning of the school year, with the indicated budget for each activity.

The school head, together with the school paper adviser and student-journalist, should also revisit R.A. 7079 (Section 3d) in terms of the editorial board composition so that they can identify if the board is complete already with a duly appointed faculty adviser, a qualified editor, and a representative of the Parent-Teacher Association, who will determine the editorial policies to be implemented by the editor and staff members of the student publication concerned.

The school head and the school paper adviser must see to it that a qualifying examination for aspiring editorial members is conducted by a committee composed of the student publication adviser, who shall act as chairperson; the past student-editor as vice-chairman; one faculty member; and two (2) former student-editors (Rule VII, Section 1).

The members of the student publication staff must also be informed that they have to maintain their satisfactory academic standing in order to retain their membership in the staff, as stated in Rule VIII (Section 1), but shall not be expelled or suspended solely on the basis of articles they have written, or on the basis of the performance of their duties in the publication staff.

In selecting a publication adviser, the school heads must also require the publication staff to submit a list of recommendees (Rule VI, Section 1).

The school heads must also check the workloads given to the publication advisers if their advising tasks are considered as one teaching load as emphasized on Rule VI (Section 2).

The school paper advisers must also know their limitations as R.A. 7079 only requires them to function only as technical guides. The school paper advisers must also understand that as the teacher-advisers, exercising special parental authority over student staffers who are minors shall, jointly with the Parent-Teacher Association are held fully responsible for the contents of the student publication (Rule VI, Section 1). Therefore, they have to check carefully the content of the articles submitted to them by the student-writers specially to avoid plagiarism.

The Regional Office, with the support of the division offices, must require all schools (advisers and students) to participate on periodic competitions, press conferences and training seminars sponsored by the Department of Education (Rule IX, Section 1) free of charge for the schools to actively participate.

The school administrators must also find ways to fund the student publication which may be from the savings of the respective school's appropriations, student subscriptions, donations, and other sources of funds (Rule V, Section 1).

The school administrators must also require the editorial board, with the assistance of the student publication staff, to prepare the students publication budget for each semester/year. The school administrators and the publication adviser must check if the budget of the publication includes expenses for the printing costs of the student publication, transportation and needs of the staff and the teacher-adviser during their work at the printing press, office and photo supplies, attendance of the student publication representatives at the annual division, regional, and national press conferences or workshops, honoraria or allowances for staffers and teacher-adviser, and other incidental expenses. Disbursements of student publication funds shall be made according to accounting and auditing regulations (Rule V, Section 2).

The schools must also assure that the publication funds are deposited in the account of the student publication in an authorized depository bank through at least two (2) authorized signatories of the editorial board (Rule V, Section 3).

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