

Awareness and Compliance with Campus Journalism of the Public and Private Elementary Schools: Basis for Crafting a Campus Journalism Implementation Teachers' Training Model

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Abstract:

Campus journalism has long been implemented in the Philippines via the Campus Journalism Act of 1991 or R.A. 7079. The act prescribed the implementation of campus journalism in both public and private schools. The researchers took interest in determining the level of awareness and compliance of these schools in the implementation of campus journalism. The study utilized the descriptive-correlational design. There was a total of 208 respondents who were from the public and private elementary 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 level of awareness and compliance were directly related that is if the former is low, the latter will also be low and vice versa. The findings further revealed the problems encountered by the schools which pertain to the infrastructural, structural, and financial aspects of campus journalism. To address these problems, some private and public elementary schools have made some initiatives which were considered effective and productive. These initiatives were significant items considered in the crafting of a Campus Journalism Implementation Teachers' Training Model.

Index Terms: Awareness, Campus Journalism, Campus Journalism Act, Campus Journalism Implementation Teachers' Training Model, and Compliance

I. INTRODUCTION

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).

Udlap (2008) explained that the staffers of the campus paper viewed that school paper's real essence is to be "watchdog" of whatever issues in the campus. Mencher (2006 in Udlap, 2008) explained that one of the functions of school paper is to reveal the nature of the community it serves. While the student-leaders and parents believe that school paper must reflect what they perceived as values of society and education, the school administrators however, would want the paper to speak well of the administrations' good intentions. In the Philippines, the role of campus journalism was made clear when the Republic Act 7079 otherwise known as the Campus Journalism Act of 1991 was enacted.

Explicitly written in section 2 of the act is the primary role of campus journalism that is 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. R.A. 7079 also paved the way of campus journalism to be a requirement in all public elementary and secondary schools in the country especially those that collect journalism fees (Philippine Information Agency, 2016).

Pursuant to the act, the Department of Education or DepEd is mandated to sponsor periodic competitions, press conferences and training seminars in which writers and teacher-advisers of student publication in elementary and secondary will participate (Regional Memo 174 s. 2014). Currently, campus journalism becomes a challenge to school paper advisers and pupil-journalists because of the limited resources of schools to finance the student publication. Because of the dearth of funds, pupil-journalists and even their advisers struggle to financially support their participation to activities such as trainings, workshops, seminars, and fora (Cervantes, 2017).

In addition to the issues on campus journalism funds, the lack of awareness to CJA also brought out problems, such as the teaching overload of the school paper advisers, the going beyond technical guidance of the advisers in terms of the content of the school paper, and the lack of moral support of the schools to campus journalism programs and activities were among the many concerns authentically experienced today by the public and private elementary schools.

These several issues and challenges make campus journalism a critical and complex topic of research. Cortes (2014) commented that until now there is a lack of scholarly material where the data about the state of campus journalism can be extracted.

With this respect, the researchers who had served as school paper advisers in the public elementary school considered the above-stated issues and challenges as crucial in improving the implementation of campus journalism in the elementary schools particularly in the learning and development aspect of teachers who are strongly involved in campus journalism. This prompts them to conduct a study to determine the level of awareness and compliance of the elementary schools in Butuan City with regards to the implementation of campus journalism. They also endeavor to identify the problems encountered by the schools in the implementation of campus journalism and the school initiatives that mitigate the impacts of the problems identified. These initiatives were made as bases in the crafting of a Campus Journalism Implementation Teachers' Training Model.

II. METHODOLOGY

The study utilized the descriptive-correlational design. It is descriptive since it used the data to describe the level of awareness, compliance, and performance of the schools in the implementation of campus journalism. It is also correlational for it involved the testing whether relationships exist between the level of awareness and compliance, level of awareness and performance, and level of compliance and performance in the implementation of campus journalism. The researchers conducted the study in the public and private elementary schools of Butuan City, the Capital City of Caraga Administrative Region, Region XIII. Butuan City Division is composed of thirteen (13) districts with at least one hundred five (105) public elementary schools and thirty-nine (39) registered private elementary schools. Considered in this study are sixteen (16) respondent-schools; eleven (11) of which were central schools and five (5) were private elementary schools. The respondents involved were the school heads, GPTA Officers, barangay officials, school paper advisers and pupil-journalists. They were selected based on their involvement in the implementation of campus journalism in their respective schools.

This study employed the purposive sampling technique. Sixteen (16) elementary schools were taken as respondent- schools since for the last five years, these schools have participated regularly in journalism contests, have won in press conferences, and have established school publication. The principals who act as the administrators of the schools, the school paper advisers (SPAs) in English and Filipino who are current members of the Butuan City School Paper Advisers Association, Incorporated (BCSPAAI) and have been serving as SPAs for two (2) years were taken as respondents of the study. In addition to SPAs and school heads, the pupil-journalists were also considered as respondents in the study. These journalists were the current members of the editorial staff. They were the Editor-In-Chief (EIC), news editor, feature editor and one contributor. For the GPTA officers, the presidents or vice presidents who regularly attended the school activities were identified as respondents and the barangay officials particularly the chairs of the committee on education were also selected as respondents in the study.

A researcher-made questionnaire was used to get the level of awareness and compliance of the schools concerning campus journalism. It is designed based on the provisions of R.A. 7079. The instrument contained three (3) parts. The first part is the personal information sheet. Second, is the rating scale test on the level of compliance of the schools with the campus journalism act. Third and last is a set of open-ended questions which pertain to the problems encountered by the stakeholders and their campus journalism success stories and the editorial policy they used in implementing campus journalism. The instrument was validated by the experts of campus journalism. It also underwent reliability testing in a central elementary school which is comparable to the identified respondent-schools in terms of participation and wins in press conferences and having an established school publication. The result of which was .953 (Conbach's alpha) which means that the instrument is highly reliable.

The researchers asked the permission from the Schools Division Superintendent (SDS) of the Division of Butuan City for her to be allowed to conduct the study in the division. 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 researchers themselves to allow the respondents particularly the pupils to be clarified with some items of the questionnaire. The respondents were given an option to exclude their names in filling up 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 made sure that whatever results that may come out in the study will always be treated with utmost confidentiality. The data were collected, recorded, tallied, and processed for analysis and interpretation. Follow-up interview with the respondents was undertaken to clarify issues and to validate and enrich the interpretation of data. The null hypotheses, frequency, percentage, and ranking were used to quantify the answers of the respondents on the level of awareness and compliance with campus journalism act. The Spearman Rho Correlation was used to determine whether the relationship exists between the level of awareness and compliance of the schools in the implementation of campus journalism.

III. FINDINGS

Table 1. The Level of Awareness of Schools on Campus Journalism Act

Indicators	Mean	Verbal Description
DepEd Roles in Campus Journalism	4.32	Satisfactory
Editorial Board	4.19	Satisfactory
Editorial Policy	3.88	Satisfactory
Student Publication	4.42	Satisfactory
School Paper Adviser	4.37	Satisfactory
Student Publication Funds	4.21	Satisfactory
Press Conference/Trainings/Seminars	4.12	Satisfactory
General Mean	4.22	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

Table 2. The Level of Compliance of Schools with the Campus Journalism Act

Indicators	Mean	Verbal Description
DepEd Roles in Campus Journalism	4.10	Satisfactory
Editorial Board	4.23	Satisfactory
Editorial Policy	3.91	Satisfactory
Student Publication	4.42	Satisfactory
School Paper Adviser	4.37	Satisfactory
Student Publication Funds	4.12	Satisfactory
Press Conference/Trainings/Seminars	4.30	Satisfactory
General Mean	4.21	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

Table 3. Correlation Analysis between the Level of Awareness on and Compliance with the Campus Journalism Act

Indicators	r-value	p-value	Decision	Interpretation
DepEd Roles in Campus Journalism	.408	.003	Reject H ₀	Significant
Editorial Board	.478	.000	Reject H ₀	Significant
Editorial Policy	.293	.003	Reject H ₀	Significant
Student Publication	.248	.019	Reject H ₀	Significant
School Paper Adviser	.277	.040	Reject H ₀	Significant
Student Publication Funds	.584	.000	Reject H ₀	Significant
Press Conference/Trainings/Seminars	.735	.000	Reject H ₀	Significant

**significant at p < 0.01
*significant at p < 0.05

IV. DISCUSSION

1. The Level of Awareness in the Implementation of Campus Journalism Act

As gleaned in the Table 1, student publication got the mean of 4.42 with the verbal description of satisfactory. This suggests that the respondents are most aware about the provision on student publication than the other provisions in R.A. 7079. On the other hand, the editorial policy earned the mean of 3.88 which also means satisfactory. This implies that the respondents are least aware about the provision on editorial policy as compared to other provisions in R.A. 7079. However, least as it is, the editorial policy got the satisfactory mean because even though the schools do not have the editorial policy but the DepEd directives, memos, and orders served as the schools' guide in implementing the campus journalism programs and activities. The general mean of the level of awareness is 4.22 which means satisfactory. The data entails that the respondents are familiar with the provisions of R.A. 7079 or Campus Journalism Act of 1991 but they cannot explain them thoroughly because of the ambiguity of some provisions of the law and the lack of thorough understanding on them.

2. The Level of Compliance of Schools with the Campus Journalism Act

Table 2 displays the summary of means of the schools' level of compliance with the Campus Journalism Act (See Table 2).

As viewed in the table, the provision of R.A. 7079 on the student publication earned the mean of 4.42 which means satisfactory. This implies that the provision on student publication is most complied with by the schools than the other publication as compared to the rest of the provisions the other provisions included in the Campus Journalism Act. The provision on the editorial policy, on the other hand, got the mean of 3.91 which means satisfactory. This suggests that the schools complied with the editorial policy the least as compared to the other provisions in R.A. 7079. This is due to the non-existence of the editorial policy of the schools. But the directives, memos, and orders of DepEd guide the schools in implementing the programs and activities of campus journalism. This is why the editorial policy still got a satisfactory mean.

The overall results imply that the schools complied to a greater extent with the provisions of the Campus Journalism Act. It may have been full compliance if the schools have hard documents or copies of their editorial policy, if they considered the qualifications in the appointment of the members of the editorial board, if they grant the teaching load privilege of the school paper advisers, and if the GPTA or school treasurer turns over the journalism funds to the student publication.

It is also worth noting that the results on the level of awareness and level of compliance are similar. This may have something to do with the statement of Software (2017) on awareness and compliance in which he explained that both are linked together. The lack of awareness may also mean lack of compliance and vice versa.

3. The Relationship Between the Level of Awareness on and Compliance with the Campus Journalism Act

Displayed in Table 3 are the results of the correlation analysis between the schools' level of awareness on and compliance with the campus journalism act. It can be gleaned from the data that there is a significant relationship between the level of awareness and

“Naturally, when the Division Coordinator informs me of something about school publication matters, I will immediately inform my SPAs so they will be aware and they can comply of whatever it is that they need to comply.”

the level of compliance on the campus journalism act in schools as supported by the p-values that are within the 0.05 level of significance set for analysis. Thus, the null hypothesis is rejected. The result implies that the higher the level of awareness on the different aspects of campus journalism, the higher is the level of compliance of the schools on these aspects and vice versa. This suggests that there is a linear relationship between the level of awareness and level of compliance on campus journalism in schools and such result is

reinforced by the statement of a school head.

A school paper adviser also commented on the compliance of the schools to the act. The statements suggest that if the respondents were very well aware of the provisions of R.A. 7079, they are highly likely to comply with them. In relation to this, Software (2017) explained that the lack of awareness, as it were akin to greater likelihood of failed compliance. He further explained that if people lack awareness on the compliance standards of the program, it is entirely possible that they have unknowingly violated policies in the past and will continue to do so if not intervened.

In addition, Mason et. al. (2007) in Amagoh (2008) pondered that stakeholders who are aware of the complexities of the program are in a better position to understand the dynamics and behavior of a program, and to guide strategy development to comply with the program necessities for the enhancement of its implementation. The result of the correlation analysis and the statements suggest that the level of awareness can affect the level of compliance and vice versa. In other words, one is directly affected by the other.

V. CONCLUSIONS

The schools' level of awareness depends upon how much they know about the provisions of the Republic Act 7079 or the Campus Journalism Act of 1991. The level of compliance on the other hand is dependent on the level of awareness. It can also be drawn based on the findings that the level of awareness can affect the level of compliance and vice versa. The problems which pertain to the structural, infrastructural, and financial aspects were contributing factors that affect the implementation of campus journalism in schools. Structural aspect includes the delay in info-dissemination and teaching overload. While for the infrastructural problems, the lack of journalism room where the campus journalists can hold their training and workshop and lack of equipment such as microphones, laptops, printers were identified. Lastly, for the financial aspect, the lack of funds which resulted to poor publication circulation and low attendance of school paper advisers and pupil-journalists were revealed in the study.

Despite the identified problems, schools still made ways and means in order to reduce the effects of the problems. They include the increase of the collection of school publication fees, giving considerations and due recognition to SPA's works and achievements, and conduct of early selection of potential writers and contestants. These initiatives were factors considered in the crafting of the Campus Journalism Implementation Teachers' Training Model.

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