

**Dr. Crisanto E. Avila**

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COMPLIANCE WITH  
**CAMPUS  
JOURNALISM**  
ACT OF 1991 (R.A. 7079) AND THE  
QUALITY OF THE SELECTED SCHOOL  
PAPERS IN THE CITY SCHOOLS DIVISION  
OF **DASMARIÑAS:**  
A SURVEY



USA-2021

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DASMARIÑAS: A SURVEY**

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**USA -2021**

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## **ABSTRACT**

This paper documents the results of a survey of compliance with R.A. 7079 (Campus Journalism Act of 1991) and the quality of the selected school papers in the City Schools Division of Dasmariñas. The primary aim of the study was to determine the level of compliance of R. A. 7079 (Campus Journalism Act of 1991) and the quality of selected school papers of public and private schools in the City Schools of Dasmariñas. These were surveyed to be able to draw recommendations as output of the study.

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The study sought answer to the following questions: the profile of School Paper Advisers (SPA); level of compliance with Campus Journalism Act of 1991 in the selected elementary and secondary; public and private schools in the City Schools Division of Dasmariñas; and the quality of the physical characteristics of the school paper published by the school respondents. Based on the results of the study, recommendations were given by the researcher to sustain level of excellence of the student publications of the schools in the City Schools of Dasmariñas.

The researcher made use of the descriptive method of research. The selected 31 school paper advisers were used as participants of the study. The data were treated statistically through the use of frequency, percent, valid percent, mean value, and cumulative percent in interpreting the results of the study.

Based on the major findings of the study, the level of compliance with R.A. 7079 (Campus Journalism Act of 1991) was not significantly complied. Problems were encountered during its

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implementation. The gender, age, civil status, educational background, and teaching loads don't matter to be a deserving and productive SPA but so long as SPAs adhere with R.A 7079 and with love, dedication to work and willingness to grow, achievements in Campus Journalism are possible.

After drawing the conclusions, the researcher enumerated specific recommendations to the students and personnel involved in Campus Journalism Program in order to better the compliance to RA 7079 towards the realization of Campus Journalism excellence in the City Schools Division of Dasmariñas. The researcher based his recommendations from the findings and conclusions drawn from the study. Continuity as well as consistency of findings, conclusions and recommendations were observed. The researcher made it a point to see to it that the study is anchored from the start to the end by the theoretical/conceptual framework used in the study.

Presented in this research are recommendations for SJ, SPA, School Administrators and DepEd officials that if will be followed

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will surely guide them for a desirable compliance with R.A 7079 and will guarantee the furtherance of Campus Journalism excellence in the division.

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## **INTRODUCTION**

“Pen is mightier than the sword.”

This has been proven by Dr. Jose P. Rizal, the national hero of the Philippines when he used his writing as fighting tool against the Spanish invaders in the 1800. He is well known for being a propagandist and his way of fighting the Spanish Government through his writing by revealing the inhumane manipulation of the Spanish Government in the Philippines. He chose to have a silent war and not a bloody war because he thinks that it is the only way to gain freedom (Joshua from Newark, 2010).

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The power of his pen via *La Solidaridad* and his two classic novels, *Noli Me Tangere* and *El Fillibusterismo* dramatically stricken the Spaniards as it opened the minds of the Filipinos to revolt against the colonizers. His death triggered to a stronger revolt of the Katipunan that lead to the fall of the Spaniards and the declaration of Philippine Independence on June 12, 1898 in Kawit, Cavite.

The Philippine press was born and nurtured amidst a climate of political reform. The early Philippine newspapers played critical role in the nation's quest for freedom and independence. Thus, the pantheon of our national heroes include such journalists as Jose Rizal, Graciano Lopez Jaena, Mariano Ponce, Antonio Luna, to name a few. Their writings inspired the Philippine revolution against Spain, the first challenge by an Asian people against western colonials (Tuazon, 2015).

This nationalistic fervor is to be ingrained in the spirit of succeeding Filipino journalists throughout our nation's history.

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Perhaps equally dramatic as the Propaganda Movement during the Spanish regime was the struggle of the so-called alternative press during the Marcos regime, whose collective vision saw fulfillment in the EDSA People Power Revolution in 1986. The politicization or conscientization of the Filipinos were fired up by journalists, many of whom were women, who like their noble predecessors, risked their lives for freedom and democracy (Tuazon, 2015).

Freedom of the Press has been a universal issue of all times since the discovery of writing and printing press around the globe. This has been the cry of our heroes that were suppressed to press freedom by the colonizers.

It can be traced in the history and as experienced by local journalists. The issue on Press Freedom has never been absent since the Marcos regime, Aquino and Ramos administration and even to the ouster of Estrada. Arroyo's administration has not assured justice for press freedom. There are still unfreed political prisoners and killings of journalists' still bannered the daily papers.

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By now, the Philippine press is known as the freest and liveliest in Asia. Because of the libertarian and free enterprise principles institutionalized by the American colonizers, it essentially played a “watchdog” function and has often taken an adversarial stance against government. The freedom enjoyed by Philippine press (media), however, has become a double-edged sword. The press (media) began to be criticized for being rambunctious and sensational. Being commercial in nature, the press is dependent on advertising as its lifeblood (Tuazon, 2015).

In the campus level, suppression of the press is very rampant directly and indirectly, especially in the universities. This is evident in the killing of college campus writers in Mindanao, padlocking of college publications in Manila, paralyzing the publication operations by implementing non-mandatory collection of funds, replacing the existing publications with “Bogus” paper which is under the control of the school administration and harassing writes by ROTC officers

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and personnel, university administration, faculty and member of the fraternity. All of these acts are violations of Campus Press Freedom.

School publications in the Philippines began initially in the secondary level with the beginning of the public school system. The secondary school paper or high schools paper began at the turn of the century in 1911. The regulations for high school papers followed immediately in 1929 although a service manual for educators was already in existence that includes guidelines for school papers that say “school paper should consists chiefly of articles treating of school activities, that they should be free from advertisements, from questionable jokes and cartoons, and from worthless poetry and prose.” (Ceciliano Jose B. Cruz, 1997)

On the other hand, the beginning of elementary school publications at the contest level was ushered with the passage of Republic Act (R.A) 7079, otherwise known as Journalism Act of 1991. The national organization of the school paper advisers had included the elementary level in the 1995 conduct of National School

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Press Conference held in Malolos, Bulacan and thus the elementary school paper advisers organized the Philippine Association of Elementary School Paper Advisers (PAESPA). The following NSPC conferences firmly established the PAESPA and the participation of elementary level in all contests.

The growth of the above named organizations both in the elementary and secondary and the historical longevity of Campus Journalism in the country are running parallel to the public school system. The concomitant expansion of Campus Journalism as separate or elective subject in elementary and secondary and the proper adherence to the true declarations of R.A 7079 or Journalism Act of 1991 must have made in roads to all the schools that assiduously adhere to the said act.

Journalism in the Philippines is American oriented since the time when the Americans first introduced newspaper and began to establish their colonial consciousness to the country. This is indicated by heavy dependence upon foreign advertising, total

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dependence on foreign news agencies especially American for foreign news and for the accounting of local news to foreign publics. (Penida-Ofreneo,1986)

The only arguable time that Philippine journalism truly nationalistic and independent was in the time of Jose P. Rizal, Marcelo H. Del Pilar, Graciano Lopez Jaena in the La Solidaridad, and in Andres Bonifacio's Kalayaan Newspapers.

Today Philippine journalism operates within the restrictions of the interests of the publishers even there is said to freedom of the press in this democratic country, still the publishers control the outputs of the publication.

The promulgation of Republic Act 7079 or the Campus Journalism Act of 1991 may foster the growth of Campus Journalism in the Philippine Schools that would eventually removed itself from the above named colonial consciousness. The R.A 7079 Declaration of Policy has the usual overarching visionary statements. It is idealistic on the other hand R.A. 7079 is merely a legislation of a

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school subject which is Campus Journalism, or English or any Communication Arts subject that has for its purpose the addition to the general education curriculum in the elementary and secondary.

As stated in Rule II (State Policy) Section 1 (Declaration of Policy) of the Republic Act No. 7079, otherwise known as Campus Journalism Act of 1991, the act upholds and protects the freedom of the press even at the campus level and to promote the development and growth of the creative thinking, and developing moral character and personal discipline of the Filipino youth. In furtherance of this policy, the state shall undertake various programs and projects aimed at improving the journalistic skills of students' concerned and promoting responsible and free journalism. It is therefore, the duty of all officials of the Department of Education, school, teacher-adviser, and personnel involved in the Campus Journalism program policies and objectives as under R.A. 7079 and existing laws embodied as principles in the constitution.

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Campus Journalism has been defined by school paper advisers as “that 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, dummyming, and writing headlines—all for the purpose of putting out a school organ.” (Cruz, 2010)

This became one of the most prestigious extra-curricular and academic contest in the schools spearheaded by the Department of Education. Thus, making it one of the most celebrated gathering of the promising budding journalists and paper advisers in the department--division, regional and national.

As a journalism teacher and school paper adviser for 16 years, this researcher finds the growth of campus papers heartening. As a student, he experienced the inclusion of Campus Journalism in the curriculum particularly in the Division of Quezon, in 1986 to 1990. He became a student writer-editor in the publication of his high school and was able to join and compete in the press conferences. He

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pursued interest in Campus Journalism up to college where he handled various editorial posts and specialized in Campus Journalism in 1990 to 1994 at the Philippine Normal University. After college graduation, he started to pursue and follow the development and growth of school paper advising and teaching of Campus Journalism with greater interest. Through school paper advising in the four private schools he served, he has proven the glory of campus journalism to the lives of the student-journalists and to the schools.

But it can't be denied that despite of hard work for an enviable school paper outcome, splendor brought by travel in attendance to press conferences across the country and fulfillment brought by achievements, undeniably he still laments on his personal experiences and interviews with other school paper advisers about the difficulties and inequities encountered on the operations of school publications.

With the common grievances of the school paper advisers in Dasmariñas and the whole Cavite , they considered Republic Act No.

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7079, otherwise known as “Campus Journalism Act of 1991” a buddy that has to revisit and be an aid for a smooth implementation and compliance with Campus Journalism program in the schools.

Republic Act No. 7079, otherwise known as “Campus Journalism Act of 1991” has been the guiding light in the evolution of Campus Press in the Philippine Schools. Section 2 of this policy states that the government shall undertake various programs and projects aimed at improving the journalistic skills of students concerned and promoting responsible and free journalism. While, Rule IV states that all educational institutions on the elementary, secondary, and tertiary levels, public and private, shall be encouraged to publish a student publication. (Alvarez, 2006)

In the elementary and secondary divisions its implementation is manifested in the annual nationwide conduct of DepEd organized Schools Press Conference-division, regional and national levels participated by both private and public schools. (Alvarez, 2006)

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Campus journalism in the Philippines saw its birth in the year 1912 with the release of “The Coconut”, a mimeographed newsletter of what is now Araullo High School (formerly Manila High School). The renowned Carlos P. Romulo was its editor in chief. “The Coconut” is now considered the first and the oldest high school newspaper in the country. In 1923, La Union High School in Ilocos Region published the “La Union Tab”, the first school paper printed in a printing press and regularly issued high school newspaper in the country. Since then, high school newspapers came out one after the other.

In 1921, 30 out of 106 high schools in the country had campus paper registered at the Bureau of Public Schools. In 1950, this number increased to 169; by 1954 to 253; by 1975, to 500; and by 1986, to more than 900 newspapers in English and Filipino issued by both public and private schools (<http://socyberty.com>).

School publications in the Philippines began initially in the secondary level with the beginning of the public school system. The

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secondary school paper or high school paper began at the turn of the century in 1911. The regulations for high school papers followed immediately in 1929, although a service manual for educators was already in existence that includes guidelines for school papers that say “school paper should consist chiefly of articles treating of school activities, that they should be free from advertisements, from questionable jokes and cartoons, and from worthless poetry and prose.” (Cruz, 1997)

On the other hand, the beginning of elementary school publications at the contests level was ushered with the passage of Republic Act (R.A) 7079, otherwise known as Journalism Act of 1991. The national organization of the school paper advisers had included the elementary level in the 1995 conduct of National School Press Conference held in Malolos, Bulacan and thus the elementary school paper advisers organized the Philippine Association of Elementary School Paper Advisers (PAESPA). The following NSPC

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conferences firmly established the PAESPA and the participation of elementary level in all contests. (Alvarez, 2006)

With the growth of the above named organizations both in the elementary and secondary and the historical longevity of campus journalism in the country are running parallel to the public school system. The concomitant expansion of Campus Journalism as separate or elective subject in elementary and secondary and the proper adherence to the true declarations of R.A 7079 or Journalism Act of 1991 must have made inroads to all the schools that assiduously adhere to the said Act.

\_Since 1970's Division of Cavite (that includes Dasmariñas) is a strong contender in the Regional and National Schools Press Conferences. It has been the flag bearer of the Southern Tagalog Region in the national contests through supremacy in individual and group contests

As experienced by the researcher, attendance in the division, regional and national schools press conferences is a great experience

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to the part of the student-journalists and advisers. This is the venue of meeting great minds, forum for social issues and appreciating Philippine culture and topography. This became not only an experience for educational journey but also an opportunity to travel across the country. From one municipality going to another municipality of the province for the conduct of the division contest, from one province or city to another province or city for regional level of the contest and from one region to another-- north to south for the conduct of the schools press conferences.

Moreover, Campus Journalism is among the most thrilling extra-curricular activities that elementary and high school students may play apart. Campus Journalists, along with the Schools Paper Advisers are always found in significant school or community events as they covers them. They meet several and varied kinds of people, from ordinary to the prominent ones. Campus journalist also participates in inter-school writing contests like school press

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conference and makes new friends with student journalist from other schools. (Villarba, 2010)

The exceptional contribution of Campus Journalism is boosting student's cognitive, affective and psychomotor competence is recognized in the realization of quality and relevant education. Engaging budding journalists in putting out a school publication provides them ample chances to develop and hone their writing skills which eventually help them become conscientious media practitioners in the future. This is one of the reasons why Campus Journalism through school papers is vital feature of elementary and secondary schools.

The proliferation of school papers throughout the country is brought by the guarantee of press freedom in the Philippines. The 1987 Constitution, Section 4, Article III or The Bill of Rights states "no law shall be passed abridging the freedom of speech , of expression, or of the press, or the right of the people peaceably to assemble and petition the government for redress of grievances."

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The constitution recognizes the significance of press freedom and it is exhibited very well in newspapers and brought down to the level of schools through campus publications. In a republican system like ours, the media like newspapers is often referred to as fourth branch of the state with the role of fiscalizing the three other branches. And this role as a watchdog is best preserved as it starts in the school levels. Campus Journalists are trained in their young age to serve for this purpose.

Appreciating the reality, legislators passed into law Republic Act 7079 or The Campus Journalism Act of 1991. It requires the government to educate young writes, and designates the Department of Education (DepEd) to oversee periodic competitions, press conferences and training seminars for student editors and writers and for teacher advisers.

R.A. 7079 highlights the development and promotion of Campus Journalism and its other purposes. It also focuses on regulating the selection and tenure of the staff and advisers of school

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papers. It also ensures that student publications get adequate funding, and guarantees press freedom to Campus Journalists.

The birth of Republic Act 7079 had accommodated space for young writers to exercise their press freedom through school paper. Strong sense of writing skills among campus writers who are in passion in cultivating deeper expression of views in the corners of their schools is observed. The student newspaper can be used as training ground for aspiring journalists to obtain experience in news writing, lay-outing, in making decisions and leadership.

Further, this act was designed to advocate the intensification of Campus Journalism as a venue of escalating values while promoting critical and creative thinking, nurturing upright attitude and personal discipline among the young writers.

Campus publications are vital tools for the development of the school not only for the administration but also for the students and every personnel working in the institution. In a national perspective, student publications have become a major tool of

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communication while the country is yet to liberate in the information society. ([www.Campus-Journalism.com](http://www.Campus-Journalism.com)).

Undeniably, the creation of the Campus Journalism Act of 1991 strengthened the advancement of Campus Journalism. It declares the promotion and protection of the freedom of the press even in the school level. It also promotes the advancement of Campus Journalism as a way of molding the positive values, enhancing the critical and creative thinking and the development of moral character and self-discipline of the Filipino youth.

The teaching and training of young journalists are developed effectively not only through the printing of school paper, but also through the holding of yearly press conferences in the division, regional and national level, both in the elementary and secondary.

Needless to say, Campus Journalism functions as a laboratory for discovering, molding and polishing the journalistic skills of the students to become professional journalist in the future.

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However, it is a saddening fact that even Republic Act 7079 exists, about 30% of the operating campus publication in Metro Manila alone are not technically capable of producing well-versed and quality newspaper. This finding can be attributed to the effectiveness and the operation of the school paper as it follows the sets of guidelines provided by the existing policies of the R.A. 7079.

Based on the researcher's own experience and knowledge that there are still school papers in the elementary and secondary level that are not capable yet of producing well-versed and quality publications. Analysis of school papers' compliance to Campus Journalism Act of 1991 needs to be done to make the production of school papers worthy to their purposes. The picture of generating less quality school papers is upsetting since the conduct of school paper publications and school paper contests started long time ago as covered by the existing law on Campus Journalism. School Paper Advisers must put forth genuine attempt to discover out the deficiencies and the antidotes to the situation.

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Another issue that beset student press is the various campus press freedom violations in the universities that include closures, padlocking of editorial offices, suspension and expulsion of editors and staff, non-collection or withholding of funds, meddling of advisers, censorship, interrogation, intimidation and harassment by faculty members, school administrators and military, and other forms of suppression. R.A. 7079 has turned to be repressive rather than progressive. And there is not much to be said that which is stained can be washed but that which is already frayed, ragged, and tattered has to be thrown away. With this sentiment of the college writers, they believe that Campus Press continues its struggle to fight against these forms of repression. But for as long as there are transgressions, the Campus Press shall continue to wield its pen to obtain truth, justice and freedom. (Buenaventura, Belano, 2003)

In elementary and high school press, campus press freedom violations were not only experienced by the student-writers but also the School Paper Advisers themselves, and these happen in different

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manners. Since, student-journalists in the elementary and high school are all minors, all contents of the publication and the operation of the student publication is a command responsibility of the paper adviser and the principal. Hence, there are less existing violations on the editorial contents but the sentiments of the SPAs are mostly on the publication funds and the selection of printers. However, there were no documented and reported complaints on these concerns.

View in this light, the researcher, as SPA himself, and as a Student Journalist since high school up to college, has observed and experienced these manifestations of campus press violations and inequities. Thus, he was interested to pursue this study and discover the level of compliance with Campus Journalism Act of 1991 and the quality of the selected school papers in the city. Aside from the fact, that as 2006 Most Outstanding School Paper Adviser of the Philippines (MOSPAP) Awardee, the researcher vowed for the promotion of Campus Journalism and to create an advocacy to this

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genre of mass communication in the elementary, secondary and tertiary and to the society as a whole.

To investigate the ambiguities of the compliance with R.A. 7079 in elementary and high school level, this study focused on how the selected schools in the City Schools of Dasmariñas implement and comply with the provisions of the Act. This study will also reveal the interpretation of the said Act by the schools concerned and its correlation to the output of school newspapers. The result of this study would challenge the Department of Education officials to improve more the programs in Campus Journalism and to stringently comply with all provisions of Campus Journalism Act of 1991 , thus this will also improve the performance of school paper advisers in coming up with a quality school paper conforming with the standards set by the Department of Education Central Office and National Schools Press Conference (NSPC) Organizing Committee.

To consider the present situation of Dasmariñas City as new City Schools Division which was established in August 2010. It went

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out under the shadow of the mother division- the Cavite Province. The city division stood on its own as a separate division and established and implemented its own journalism programs.

In 2010, Dasmariñas City became the 15<sup>th</sup> division in CALABARZON, that it competed with other 14 divisions in the region during the conduct of Regional Schools Press Conference (RSPC) in 2010. It brought its own complete sets of contestants in 7 individual contests, 2 medium of broadcasting and 2 medium in school paper group contest both in elementary and secondary .

On its first battle as a separate division in the RSPC in December 2010, out of 15 divisions, Dasmariñas emerged 4<sup>th</sup> place over-all champion while Cavite Province retained its crown as over-all champion for the 6<sup>th</sup> time. With this, Dasmariñas was tagged a promising division when it comes to Campus Journalism competitions. True to the fact that in its very first victory, it is undeniably that Cavite Province still shadowed Dasmariñas. That's why, to prove its real worth, Dasmariñas geared up to Campus

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Journalism excellence starting 2011-2012 and continued the search for Campus Journalism excellence towards the supremacy in press tilts.

This is the reason why the researcher decided to focus his study in Dasmariñas City only and not anymore in the whole province of Cavite as originally proposed. The researcher has to focus his advocacy for journalism excellence in Dasmariñas, before he continue again his outreach in other divisions and regions as he was doing before. He felt that he is much needed in the division that he gave his full support and offered his services as Private Schools coordinator for Campus Journalism and became part of the success of the first staging of City Division Schools Press Conference (CDSPC) in 2010. He also assisted the division in the attendance to the 2010 RSPC.

This study is dedicated to Dasmariñas City, hence as an off-shoot of this study the researcher will give recommendations that will intensify excellence in student publication that would promote

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the development and growth of Campus Journalism in the City Schools Division of Dasmariñas.

Thus, this study focuses on how R.A. 7079 is being complied in the City Schools Division of Dasmariñas.. The interpretation of the said Republic Act by the schools concerned and its correlation to the productivity of school newspapers. The results of this study served as great challenge to the DepEd officials in sustaining excellence in Campus Journalism undertakings , thus this also improved the performance of School Paper Advisers in coming up with a quality school paper conforming to the standards and parameter of the award winning publications in the county.

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## **STATEMENT OF THE PROBLEM**

This study identified the level of compliance with the Campus Journalism Act of 1991 in the selected elementary and secondary, public and private schools in the City Schools Division of Dasmariñas and its effect on the quality of school papers they published.

Specifically, this study will attempt to answer the following questions:

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1. What is the profile of school paper advisers along the following:
    - a. gender
    - b. age
    - c. marital status
    - d. number of children
    - e. highest educational attainment
    - f. major field
    - g. minor field
    - h. number of teaching loads
    - i. subject/s taught
    - j. number of years as school paper adviser
    - k. seminars and trainings attended in Campus Journalism
    - l. adviser's speakership
    - m. achievement in individual contests
    - n. achievement in group contests

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2. What is the level of compliance with Campus Journalism Act of 1991 in the selected elementary and secondary, public and private schools in Dasmariñas City in terms of the following:
- a. Awareness on the Existence of R.A. 7079
  - b. Campus Press Freedom
  - c. Promotion for the Development and Growth of Campus Journalism
  - d. Values Integration and Development of Critical and Creative Thinking among the Youth
  - e. Journalism Programs and Projects
  - f. Selection of the Editorial Board and the Staff
  - g. Existence of the Editorial Policies
  - h. Existence of the Student Publication
  - i. Aims and Purposes of Student Publications
  - j. Funding of Student Publication
  - k. Preparation of Publication Budget
  - l. Collection of the Publication Fee

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- m. Selecting the Printer
  - n. Financial Report
  - o. Use of Student Publication Fund
  - p. Selection of the School Paper Adviser
  - q. Work/Advising Load
  - r. Security of Tenure
  - s. Attendance to Press Conferences: Division, Regional and National
  - t. Tax Exemption
3. What is the quality and physical characteristics of the school paper published by the school respondents in terms of
- 3.1 quality of the paper used
  - 3.2 color/s
  - 3.3 bracket
  - 3.4 number of pages
  - 3.5 format
  - 3.6 kind of printer

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3.7 size of the publication

3.8 year of existence

3.9 cost per copy

3.10 medium used

3.11 rationale of school paper's name

3.12 parts and sections of the school paper

- 4 Based on the results of the study, what recommendations can be proposed to sustain excellence in student publication?

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## **LITERATURE REVIEW**

### **History of Campus Journalism in the Country**

Today, almost all high schools in the country, public, and private, publish student papers or magazines, in either printed or mimeographed form. In fact in the National Capital Region, even elementary schools put out school papers.

No less than 600 school papers, Bracket A, Bracket B and Bracket C participated in the National Schools Press Conference held in Baguio City in 1993. Some 1,300 students' editors, all of them

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regional champions, pitted writing talents in the on-the-spot journalism contests both in English and in Filipino. They were accompanied by around 300 School Paper Advisers, journalism teachers, coordinators and school officials.

In the Division of City Schools, Manila alone, as of School Year 1985-1986, some elementary and 60 high schools English and Filipino papers put out at least five issues a year. Each school paper has an adviser and /or journalism teacher to look after the publication of the papers.

Today, journalism is taught in the high school as an optional, exploratory or elective subject which is a requirement for graduation.

As a journalism teacher and School Paper Adviser for many years, this researcher finds the growth of campus paper heartening. As a student, he witnessed the introduction of formal journalism in Philippine high schools, particularly in the Division of City Schools, Manila in 1952. Since then, he has followed the development and

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growth of school paper advising and teaching of journalism with interest.

However, he laments to note that up to the present, lack at shortage of textbook, reference book, and references materials are still grave problems for students. Teachers he has interviewed during regional and national press conferences admit that their classes use only American textbooks which they said are not applicable in reporting local news. Most of these books are even obsolete.

### **Formal Introduction of Journalism**

Although the first school paper in the City School of Manila was published in School Year 1911-1912, formal classroom instruction in high school journalism began only in 1952.

That was the time that Mrs. Sarah England, an American teacher of Mapa High School, experimented with the teaching of journalism. Since it proved successfully, the other four existing high schools in the city followed suit. These were the Araullo, Torres,

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Arellano, and Abad Santos high schools, in that order. They formally offered journalism as a vocational subject holding classes on a daily double period throughout the school year. Since then, journalism has been under the supervision of English supervisors, but the grades are considered vocational subjects.

In 1964, Mrs. Clehencia C. San Juan, then department head of English in Araullo High School, was appointed journalism supervisor. When the 2-2 plan was implemented in the high schools, journalism remained as a vocational subject in the second year, an optional subject in the third year, and an elective in the fourth year college preparatory course.

Under Mrs. San Juan, school paper advisers and journalism teacher who took special graduate courses in scholastic journalism at the Institute of Mass Communication in the University of the Philippines, helped fashion out a bilingual course of study for the second, third and fourth years. This course of study was prepared

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and published under the joint sponsorship of the former Philippine Institute and the ESSO Standard, Incorporated.

In the journalism classes, the budding writers are trained to write various types of news, feature stories, interview, speech, report, editorial columns, sports stories, critical reports, interpretative and depth news, development news and other forms of journalistic writing.

These are all the preparatory to actual staffs work when students learn to organize, manage, and improve the school paper. These include newspaper makeup and school publicity.

### *Campus Journalism and Its Advantages*

The Campus Journalism Act of 1991 is perhaps one of the strongest laws protecting the rights of the youth, particularly student journalists, and preserving the integrity of student publications.

However, in many cases, many institutions do not follow these rules, or blatantly disobeys the law. And we cannot blame

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them; being owners of the institutions editors belong to, they believe that they must have complete control over the publications, even if the law provides otherwise. I would want my opinion to be taken hypothetically.

There are many advantages to a free student publication: First, it trains the students on journalism and provides an avenue to concretely practice truth, fairness, and balance. These are values taught better by experience, and supplemented by the classroom.

Second, it provides check and balance for the administrators, the student councils, and the students. Campus journalists and publications become the students' eyes in things that the institutions hide.

Third, it safeguards democracy in the campus level. Campus publications, being an independent entity, is accountable to nobody but its readers and protect democracy and freedom of expression while encouraging the readers to do the same.

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Campus journalism is important, for it safeguards the halls and the posts of democracy and provides the student readers a deeper perspective; things that happen under their noses. As journalists, let us help in protecting its existence by enforcing the law protecting it. Now is the time.

**Proposed Amendments for Campus Journalism Act of 1991**

Kabataan Partylist Representative Raymond Palatino vowed to introduce amendments in the Campus Journalism Act of 1991 (CJA of 1991), saying that the law is flawed and being used to attack campus press freedom.

Palatino said that he would particularly prioritize the scrapping of the non-mandatory collection of fees and the lack of penalty clauses in the CJA of 1991. In his recent trips to Visayas and Mindanao regions, Palatino said that he was “deeply bothered to have been accosted with numerous cases of campus

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He cited data from the College Editors Guild of the Philippines (CEGP) which recorded a total of 279 cases of campus press freedom violations in 2008, more than twice the cases

Palatino said that his office is currently compiling all recent cases of campus press freedom violations since the enactment of the CJA in 1991. ([www.bulatlat.com](http://www.bulatlat.com))

### **State of Campus Journalism in the Philippines**

The dramatic growth and transition of campus journalism in the Philippines has been a big story recently. The Philippines today has tens of thousands of young writers who write for the school newspapers and become the most fragile components that are prone to corruption and harassment.

Despite the existence of Republic Act 7079 otherwise known as the Campus Journalism Act of 1991 provided for the development of Campus Journalism, about 30% of the operating campus publications in Metro Manila alone are not technically capable of

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producing well-verse and quality newspapers; 25-40% cannot exercise press freedom because of threat from the school administration; another 30-40% is involved in radical activism.

Still, the issue gains greater urgency in light of the growing harassment cases of campus journalists. The ending of immature battle between the school organs and the school administration is meant to lead to more efficient services to the students and it does so especially in the imperial Manila where unpredictable tallies and protests are prevalent.

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. They act as mirrors of the school as a whole as they portray the reflection of the institution of learning. This simply means people outside the campus consider these papers as references. Some of the administrators lose sight of potentially serious long-term positive impact that these papers can produce.

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## **Campus Publications and Development**

Campus Publications are vital tools for the development of the school not only for the administration but also for the students and every other personnel working in the institution. In a national perspective, student publications have become a major effective tool of communication while the country is yet to liberate in the Information Society. Something few schools can afford to do without whether in private or public schools.

Students need channels of communication for a variety of reasons, including access to education, information, livelihood and probable employment ahead of their schooling to mobilize its community members and maintain connections and social networks and to actively participate in democratic politics. [CampusJournalism.com]. ([www.lloyd luna.com](http://www.lloyd luna.com))

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## **Information Technology**

The advent of information technology has emphasized the role of the media more than ever. In an environment where access to information is an indispensable requirement of political, economic and social reforms, it is crucial for journalists to ensure the widest dissemination and sharing of information. In this era of technological advancement, media is no longer limited to the traditional concept of newspapers, radio and television. It now includes the internet and cellular phones. As we know, the largest mobile phone networks in the country are now providing news headlines through texting among the services they offer.

## **Expand the Reach of Campus Journalism**

In the 21st Century, journalists, campus journalists not excluded, play a critical responsibility to help narrow the gap between the rich and the poor, the unschooled and the educated, and the rural and the urban populace, by providing the marginalized

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sectors equal access to information. Hence, I challenge you not to confine you literary and journalistic skills to the traditional school organs. Innovate. Expand the reach of your brand of journalism through information technology. Others have already taken the lead and their writings are now on the web available to interested readers from anywhere in the world.

### **Campus Journalism Law**

Student writers today are provided with many opportunities to exercise their freedom of expression, with the implementation of the Republic Act 7079, the Campus Journalism Act of 1991.

Engr. Herman Lagon have written articles related to the Campus Journalism Act before as he has noticed that its effectivity is somehow hampered by many factors in the campus level. He highlighted the point why RA 7079 was promulgated as stated in Section 2 - Declaration of Policy as follows:

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The Campus Journalism Act is a general rules provided by the State to uphold and protect the freedom of the press in 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.

In furtherance of this policy, the State shall undertake various programs and projects aimed at improving the journalistic skills of students concerned and promoting responsible and free journalism. The Declaration of Policy has emphasized many points in promotion of a vibrant campus press as a key player in the development of an academic community.

The practice of free journalism has its veins connected to the freedom of expression and of the press. Yet, despite the clear declaration of this law, many campus publications are not totally free.

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He wrote this NOT in the context of Ateneo de Iloilo campus journalism for the culture in this Jesuit school is one thing that other papers may envy of. Ateneo writers, although still high school students, manage their own funds up to the cent, work faithfully according to its functions from the editorial office up to the printing press, publish about 10 papers in a school year, trains their members in regular basis, and are never hounded by the evils of unbridled censorship.

But this is too good to be true in other school papers in the country, college publications included, where student writers seem to be marketing agents of their very administrators and papers are sometimes fund-raising holes or ego-tripping grottos of some educators.

Student writers are suppose to have brains and the influence to shape the culture and history of their academic communities, as they are expected to make a difference in the larger communities they will later practice. And there is no question as to the intellectual

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capacity of many student journalists in handling issues in the campus level to promote and strengthen ethical values. In fact, there are more student journalists who are in good moral standing and have the integrity to write about issues concerning the studentry than those in public office.

Sad to note, the present kind of campus journalism seems to be working at the surface level (contest or popularity oriented rather than issue oriented) instead of a functional program that truly addresses the long-term development of the campus press. This is one reason why, in spite of the penning of The Campus Journalism Act of 1991, many campus publications remain underdeveloped and are not mature enough to tackle issues that can bring meaningful change to society. (By Engr. Herman Lagon)

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## **METHODOLOGY**

This research was made possible through the aid of a 3-part survey questionnaire made by the researcher himself extracting the provision in R.A. 7079 or Campus Journalism Act of 1991. The survey questionnaire was intended to be administered to the 40 selected paper advisers with their respective school publication of the 25 selected elementary and 15 secondary public and private schools in the City Schools Division of Dasmariñas.

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## **Population and Sampling**

Fifteen (15) selected Public Elementary School Paper Advisers, 9 Private Elementary School Paper Advisers, 2 public secondary School Paper Advisers and 5 selected private secondary School Paper Advisers with the total of 31 School Paper Advisers in the City Schools Division of Dasmaringas with existing student publications for at least two (2) years were the actual respondents in the study.

The school respondents have publication with at least two years of existence and this was counter checked in the paper folio of each publication under volume number and date of publication.

## **Respondents Participants/Subjects of the Study**

Nineteen (15) selected public elementary, 9 private elementary, 2 public secondary and 5 selected private secondary schools in the City Schools Division of Dasmaringas with existing student publications for at least two (2) years were the actual

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respondents in the study. They are the school who submitted and participated in the group contests of the division, regional and national press conferences in School Year 2016-2017. They are the population of this study.

### **Research Instrument**

The researcher made a self-made questionnaire based from the readings such as journals, unpublished thesis and from Campus Journalism Act of 1991. Interviews and consultations with the school paper advisers and other persons knowledgeable on the field campus journalism were sought to formulate the contents and items included in the survey.

The research instrument is a 3-part survey questionnaire wherein:

Part I is about the profile of the school paper advisers. This intends to answer problem number 1. The Survey Questionnaire will

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be filled out by the respondent. Items are arranged in order of appearance to the problem. This includes the bio data of the respondent, educational background, seminars and trainings attended related to campus journalism, speakership/trainership in Campus Journalism, Achievements in Individual Contests, Achievements in Group Contests and Other Awards Related to Campus Journalism.

Part II of the survey questionnaire is on the measuring the level of compliance with Campus Journalism Act of 1991 among the selected respondent schools, the researcher prepared a self-made instrument wherein all items are extracted from the relevant provisions in the Campus Journalism Act. of 1991. This part answers problem number 2 of the study. In every Point of Study, three statements are prepared. If there are 20 points of study, there are 60 statements prepared by the researcher. The researcher was able to extract the important points in the Act that elementary and secondary student publications has to comply with. This survey form was

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administered to the teacher-advisers of the selected elementary and secondary public and private schools in the City Schools Division of Dasmariñas. Respondents were asked to encircle the appropriate number for each item to indicate the extent that they perceived in the compliance with Campus Journalism Act in their respective school using the following response scale:

4 – (H.C.) Highly Complied

Reveals that the provision is highly observed/evident

3 - (C.) Complied

Reveals that the provision is observed/evident

2 - (S.C.) Slightly Complied

Reveals that the provision is sometimes observed/evident

1 – (N.C.) Not Complied

Reveals that the provision is not observed/evident

## **Data Gathering Procedure**

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After the instrument has been validated, it was reproduced to a number parallel to the number of respondents. In gathering the data, the following steps were followed:

1. **Seeking permit from the City Schools Division Superintendent regarding the conduct of the study in the division.** Upon the approval, the researcher requested for an endorsement letter to the principals and school paper advisers of the school respondents.
2. **Administration of the Survey Form.** Instead of bringing the questionnaire to the respondents one by one, the researcher took the advantage of administering the questionnaire in a meeting of all School Paper Advisers Association of the City of Dasmariñas called by the association president with the approval of the Journalism Supervisor and the Superintendent of the City Schools Division of Dasmariñas.

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3. Simultaneous administration of the questionnaire was conducted. The respondent was given 60 minutes in answering the survey.
  4. Accomplished questionnaire was retrieved simultaneously.
  5. A dinner was provided to the respondents.

## **Statistical Treatment of Data**

The following statistical treatments were applied:

Frequency and Percentage formulae were used to describe the profile of the teacher-respondents.

### **1. Percentage**

- Used to describe the demographic attribute of the respondents in terms of a selected variable under demographic profile
- A whole expressed in hundredths or the results obtained by multiplying a number by a percent.

$$P = \frac{F}{N} \times 100$$

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Where:

P = percentage

F = Frequency

N = population

100 = constant

## 2. Weighted Mean

- Is used to describe the weight of every indicator as selected in the variable used in the study and average across each variable.

$$\overline{WM} = \frac{\sum fx}{N}$$

Where:

$\overline{WM}$  = Weighted Mean

$\sum$  = Summation

f = frequency of item/category

x = no. of items/categories

n = number of respondents

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### 3. Five Point Likert Scale (Statistical Limit)

- Is used to describe the weight of every indicator as selected in the variable used in the study and averaged across each variable. This is applied to measure the level of compliance with Campus Journalism Act of 1991 in the selected elementary and secondary, public and private schools in Dasmariñas City.

The weight, verbal interpretation, and scale is shown below:

WEIGHT	VERBAL INTERPRETATION	SCALE
4	Highly Complied (HC)	3.01 – 4.00
3	Complied (C)	2.01 – 3.00
2	Slightly Complied (SC)	1.01 – 2.00
1	Not Complied (NC)	0.0 – 1.00

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## **RESULTS**

### Problem 1

- A. Majority of the respondents were elementary public school teachers comprising 15 or 48.40 percent out of 31 research respondents selected. The females dominated the males with 18 or 58.10 percent on the over-all number of respondents. Most of them finished Bachelor's Degree with major and minor fields in English. Their subjects taught were mostly English. The adviser of the school publication is crucial to the overall success of the school newspaper. Most advisers

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had five years and below as to their experience as SPA. Seminars and trainings attended by them equipped them with the knowledge, skills and best practices needed to meet the high standard of SPA. with teaching challenges. There were several expertise on adviser's speakership; most of them were into sports writing, next to feature writing and photo journalism.

In individual contests, 14 out of 31 were mostly into news writing.

B. Regarding profile of the school paper advisers in relation to seminars and training attended related to Campus Journalism, they engaged themselves in school district; division; regional; and national levels. Based on the tables about this, 6 out of 31 were into news writing ability. In the national level 27 out of 31 were engaged in news writing. In editorial writing, most of them had an average of 16.1% whom did not have an experience regarding editorial writing, seminars and trainings. In feature writings, 6 out of 31 at some point experienced joining 15 times in feature writing

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seminars and trainings. On the other hand, in sports writing, they also had enough seminars and trainings with 93.5 cumulative percent. In editorial cartooning, the schools newspaper advisers did not have enough seminars and trainings since respondents were separated in different number of times. Regarding photojournalism only 6 out of 31 had enough number of experiences, 3 times of attending seminars and trainings in this category. In copyreading and headline writing, only 5 respondents out of 31 have no experience in attending seminars and trainings about this. In lay-outing, there was only one respondent that attended seminars and training 7 times about this, while all the rest had experience 8 times of lay-outing.

## Problem 2

In relation to the level of implementation of Campus Journalism act of 1991 in the selected elementary and secondary, public and private schools in Dasmariñas City, as shown in the tables, this was rated with a mean value of 2.45

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with an adverbial description of implemented. About awareness of campus freedom, the school is non-partisan when it comes to the social, religious and political stand of the students allowing them to express their thoughts and feelings in printed publication. In relation to promotion for the development and growth of Campus Journalism, the adverbial description was complied.

Eventually, in terms of values integration and development of critical and creative thinking, can be found in the editorial and feature pages and was rated as highly complied. However, journalism and program projects were also at the same time measured. In this was mostly rated complied. In terms of selection of the editorial board and the staff, were decided through a competitive written examinations and panel review; the staffers were required to maintain satisfactory academic standing at least 85 and above periodical rating in all subjects. There was an organized

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Parent Teacher Association (PTA) representative in the editorial board. In terms of the existence of the editorial policies, by which a student's publication was operated and managed, actually taking into account pertinent laws as well as the schools administration policies was rated with adverbial description of complied. Further, the existence of student's publication was rated slightly complied in the selected indicators. Regarding the aims and purposes of the student's publication, majority of the respondents rated the written indicators as complied only. In relation to funding of students publication, was rated by the respondents as slightly complied. However, in terms of publication of budget, the same thing came out as results with adverbial description of slightly complied. Whether or not the disbursement of the student publication funds were made according to accounting and auditing relations was a rated with a mean value of 1.74 and was only slightly complied. Regarding collection of the

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publication fee, majority of the respondents rated only as slightly complied in the enumerated indicators. In selecting the printer, out of the 3 listed indicators, 2 were rated complied only. These were on: the printing of the student publication by the private printer that was conducted by the editorial board and the student publication staff through canvass or public bidding. In selection of the school paper adviser was highly complied by the teacher adviser in exercising special parental authority over student's staffers who were minors. Regarding the use of work/advising load all of the 3 indicators were only rated complied. For security of tenure of the staffer, were rated highly complied. These were on the following: there is no "palakasan system" in the selection of staffers; maintaining satisfactory academic standing so they be retained as member of the staff; student cannot be expelled or suspended on the basis of articles he has written; and the publication protects the tenure of the

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staff. Regarding attendance to press conference in the division, regional and national level, the respondents were rated as highly complied. Finally, in terms of tax exemption in the practice of the city, all grants, endowments, donations, or contributions used actually, directly and exclusively for the promotion of campus journalism is exempt from donor's or gift tax.

### Problem 3.

The school paper frequency tables on the quality of the physical characteristics published by the respondents were rated as follows: 13 out of 31 respondents used only news print, full colored with color separation. The school paper in terms of bracket has 7 out of 31 falls in the elementary – English bracket B with 8 – 12 pages. On the number of pages, most of them have 20 pages of their circulating school paper. The format of the school paper has 16 out of 31 respondents

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whom did not follow any format at all. Regarding the kind of printer used in their school paper, out of 31, 27 of them did not have own printing facilities and equipment. In terms of the size of the paper, 23 out of 31 choose the standard size required by the DepEd contests. Eventually, 12 out of 31 were already in their 11 – 15 years of existence. Talking about the part of sections used, majority applied culture. The bond paper used in each part and section, 18 out of 31 used 8.5” x 13” and 12” x 18”. In terms of circulation, 17 out of 31 are in their 1 – 5 years. Regarding the cost per copy of the school paper, 13 out of 31 spent 30 – 45 pesos per page. Majority of the respondents with 18 out of 31 used English instead of Filipino as medium in the articles. Regarding the school paper’s name, 13 out of 31 used other names aside from name of saints, biblical, historical, name of the school, and name of the town or locality. Lastly, 11 out of 31 used news page, editorial, features-literary, sports, entertainment

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and comics, health and science, and culture as parts and sections of their school paper.

The major findings of this study were the basis for developing recommendations for excellence in the level of implementation of the student publications of the schools

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## **CONCLUSIONS**

In this study, it is therefore concluded that the role of the School Paper Adviser (SPA) is crucial to the overall success of the school's newspaper. The adviser must strike a balance between overseeing the work and allowing the Student Journalists (SJ) to exercise freedom of the press with utmost responsibility in producing their school paper that accurately reflects the stand of the studentry and the school community about social issues. The SPA to be effective and successful must adhere to the provisions of R.A. 7079

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which guides him/her in desirable implementation of Campus Journalism Program.

In the Department of Education's Campus Journalism Program, the SPA is expected to train and prepare the SJ in various writing contests such as news, editorial, features, science and sports . Also in copyreading and headline writing, cartooning, photojournalism, radio scriptwriting, broadcasting, collaborative publishing and for the secondary only, the television scriptwriting and newcasting. The SPA and SJ have to win in the division level and move up to the regional and national levels.

The SPA is required also to come up with school paper either in English or Filipino which also be competed in the division, regional and national, level. The school paper must have well prepared, scholarly and award bound news page, editorial page, features page , science and technology page and sports page.

The role of the SPA does not stop on honing the skills of the budding journalists and in producing a school paper but the SPA is a

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catalyst of change, values, globalization while assuming parenting role to the SJ in their search for scholastic journalism excellence inside and outside the school.

The success of campus journalism program in the schools depends also on the support of the school administrators and the whole school community and stakeholders.

Based on the findings of the study, the gender, age, civil status, educational background, and teaching loads are contributing factors of being a well-rounded school paper advise who can provide tasking and time demanding school paper advising. All these factors, if properly handled by the SPA plus the desirable attitude of adhering to the provisions of R..A 7079 and with love, dedication to work and willingness to grow, ultimate achievements in Campus Journalism is possible.

Presented in this research are recommendations for SJ, SPA, School Administrators and DepEd officials that if will be followed will surely guide them for a desirable compliance with R.A 7079 and

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will guarantee the furtherance of Campus Journalism Excellence in the division.

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## **RECOMMENDATIONS**

As offshoot of this study and after drawing the conclusions, this researcher enumerates specific recommendations to the students and personnel involved in Campus Journalism Program in order to sustain the compliance to RA 7079 towards the realization of Campus Journalism Excellence in the City Schools Division of Dasmariñas. The researcher based his recommendations from the findings and conclusions drawn from the study. He observed continuity as well as consistency of findings, conclusions and

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recommendations. The researcher made it appoint to see to it that the study is anchored from the start to the end by the theoretical/conceptual framework used in the study.

I. For the Student Journalists(SJ) and Board of Editors (BOE):

1. Be prepared for a qualifying examination if aiming for an editorial position.
2. Be familiarized with the editorial policies of the publication and to propose and conduct amendments of necessary and to adhere with the editorial policies.
3. Realize the true aims and purposes of student publications by organizing forums.
4. Attend to seminar-workshops, cliniquing and press conferences.
5. Read newspapers everyday and get conversant with the current socio-political issues, trends and breakthroughs.
6. Collect and read journalism books and school papers from other schools.
7. Improve language fluency.

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8. Must not handle more than 1 major positions in student interest clubs.

## II. For School Paper Advisers (SPA)

1. Much better if the SPA is an English or Filipino Major or at least with background and experience in writing for publication. He/she must have language fluency.
2. Attend trainings and cliquing for school paper advisers.
3. Be able to master his/her craft and prepare himself/herself as trainer-lecturer.
4. Prepare an Action Plan for the entire school year that includes:
  - 4.1 Qualifying exams, screening and recruitment of the staff members
  - 4.2 Organizing the editorial board and staff members
  - 4.3 School based training and cliquing
  - 4.4 Attendance to press conferences and contests
  - 4.5 Assigning of topics to the staff members
  - 4.6 Writing and editing of the articles
  - 4.7 Choosing best photos and caricatures for the pages
  - 4.8 Lay-outing and designing of pages

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- 4.9 Proof reading and enhancing the page make-up
  - 4.10 Printing of the paper
  - 4.11 Submission for paper for group contest
  - 4.12 Distribution of paper to the school community
  - 4.13 Giving of Awards to the best journalists
  5. Read and understand the provisions of RA 7079 and discuss to the staff members.
  6. Prepare a self-made questionnaire for qualifying examination
  7. Integrate the core values of the school to the publication
  8. Prepare the publication budget and financial report
  9. Must be given considerable teaching load and moral support
  10. Prepare and maintain bulletin board for the publication, establish a nook or small office for the publication, provide publication activity shirt and publication ID.
  11. Identify regular source of news.
  12. Collect journalism books and other school publications
  13. Extend to the maximum number of pages using quality paper as edge for winning
  14. Choose best printer (printing press) that gives better output

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### III. For School Principal/Administrator

1. Assign SPA who is English or Filipino Major or at least with background and experience in writing for publication. He/she must have language fluency.
2. Send the SJ and SPA to trainings and cliniquing for school paper advisers.
3. Encourage the SPA to master his/her craft and recommend himself/herself as trainer-lecturer.
4. Require the SPA to prepare an Action Plan for the entire school year that includes:
  - 4.1 Qualifying exams, screening and recruitment of the staff members
  - 4.2 Organizing the editorial board and staff members
  - 4.3 School based training and cliniquing
  - 4.4 Attendance to press conferences and contests
  - 4.5 Assigning of topics to the staff members
  - 4.6 Writing and editing of the articles
  - 4.7 Choosing best photos and caricatures for the pages
  - 4.8 Lay-outing and designing of pages

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- 4.9 Proof reading and enhancing the page make-up
  - 4.10 Printing of the paper
  - 4.11 Submission for paper for group contest
  - 4.12 Distribution of paper to the school community
  - 4.13 Giving of Awards to the best journalists

5. Read and understand for himself/herself the provisions of RA 7079.

6. Require the SPA to prepare a teacher-made questionnaire for qualifying examination

7. Require the SPA to Integrate the core values of the school to the publication

8. Require the SPA to prepare the publication budget and financial report

9. Give the SPA a considerable teaching load and moral support

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10. Instruct the SPA to prepare and maintain bulletin board for the publication, establish a nook or small office for the publication, provide publication activity shirt and publication ID.

11. Share with the SPA the DepEd Issuances and allow the SPA and SJ to visit the regular source of news.

12. Support the collection journalism books and other school publications

13. Support financial requirements in achieving the maximum number of pages using quality paper as edge for winning

14. Assist in choosing best printer that gives better output

15. Support the conduct of school-based training and cliniquing

#### IV. District Supervisor

1. Spearhead districtwide journalism training and cliniquing

2. Facilitate the sharing of best practices of schools in the district

3. Stage a recognition day for the award winning journalists and advisers

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V. Campus Journalism Supervisor

1. Conduct orientation to all school principals on the standard of the Campus Journalism Program Implementation to the school that includes:

- 1.1 Assigning of SPA who is English or Filipino Major or at least with background and experience in writing for publication. He/she must have language fluency.

- 2.2 Sending of SJ and SPA to trainings and cliniquing for school paper advisers and SJ.

- 2.3 Encouraging the SPA to master his/her craft and recommend himself/ herself as trainer-lecturer.

- 2.4 Requiring the SPA to prepare an Action Plan for the entire school year that includes:

- 2.4.1 Qualifying exams, screening and recruitment of the staff members

2. 4.2 Organizing the editorial board and staff members

- 2.4.3 School based training and cliniquing

- 2.4.4 Attendance to press conferences and contests

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- 2.4.5 Assigning of topics to the staff members
  - 2.4.6 Writing and editing of the articles
  - 2.4.7 Choosing best photos and caricatures for the pages
  - 2.4.8 Lay-outing and designing of pages
  - 2.4.9 Proof reading and enhancing the page make-up
  - 2.4.10 Printing of the paper
  - 2.4.11 Submission for paper for group contest
  - 2.4.12 Distribution of paper to the school community
  - 2.4.13 Giving of Awards to the best journalists

2.5. Reading and understanding for himself/herself the provisions of RA 7079.

2.6. Requiring the SPA to prepare a teacher-made questionnaire for qualifying examination

2.7. Requiring the SPA to Integrate the core values of the school to the publication

2.8. Requiring the SPA to prepare the publication budget and financial report

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2.9. Giving the SPA a considerable teaching load and moral support

2.10. Instructing the SPA to prepare and maintain bulletin board for the publication, establish a nook or small office for the publication, provide publication activity shirt and publication ID.

2.11. Sharing with the SPA the DepEd Issuances and allow the SPA and SJ to visit the regular source of news.

2.12. Supporting the collection of journalism books and other school publications

2.13. Supporting financial requirements in achieving the maximum number of pages using quality paper as edge for winning

2.14. Assisting in choosing best printer that gives better output

2.15. Supporting the conduct of school-based training and cliniquing.

2. Conduct an In-Depth Summer Training for Advisers for both Public and Private

3. Facilitate a forum with SPAs for best practices

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4. Encourage SPA to write modules and exercises
  5. Organize and create a trainers pool in the division compose of award winning SPA
  6. Organize a forum with advisers identifying the current trends and issues that are possible topics for articles
  7. Conduct one on one cliniquing of paper before submission to RSPC
  8. Conduct Pre-RSPC cliniquing for individual and group categories
  9. Conduct exhibits of award winning publications in the country
  10. Give incentives to the award winning SJ and SPA
  11. Prepare Action Plan for Division Campus Journalism Program that includes:
    11. 1 Administrators Campus Journalism Training
    - 11.2 SPA Training
    - 11.3 Caravan Training for Public Schools
    - 11.4 Training Program for Private Schools

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11.5 Solidarity Meeting of Steering Committee for Division  
Press Conference

11.6 Conduct of Division Schools Press Conference

11.7 Cliniquing of RSPC Qualifiers

11.8 Cliniquing and Repackaging of School Papers

11.9 RSPC Planning Meeting

11.10 Attendance to RSPC

10.11 Cliniquing for NSPC Qualifiers

10.12 Attendance to NSPC

10.13 Staging of Recognition Rites for Performing SJ and  
SPA

VI. Superintendent

1. Insure that the Division Journalism Program is properly implemented
2. Check the Supervisors Action Plan for Journalism Program for the current School Year
3. Support the training, cliniquing of the SPA and SJ

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4. Extend moral support to the Journalism Supervisor, SPA and SJ
  5. Approve the incentives for the award winning SPA and SJ
  6. Evaluate the Division Performance in Campus Journalism for the current School Year

## VII. Private Schools Association

1. Conduct separate training for SPA and SJ, School of Journalism is being suggested
2. Conduct inter-private schools competition as simulation of DSPC
3. Organize trainers pool among private schools SPA
4. Include in Executive Conference an Orientation about Campus Journalism Program
5. Collect separate publication fee intended for the school paper production and trainings
6. Support the SPA and SJ in all levels of competition
7. Hire qualified SPA who are English or Filipino majors
8. Offer separate subject in Campus Journalism
9. Send SPA and SJ to other Campus Journalism Trainings organized by private companies and universities
10. Established a centre for Campus Journalism

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### VIII. Future Research

1. Include the implementing rules of the R. A. 7079
2. Include Radio Broadcasting and TV Newscasting
3. Include Collaborative Publishing
4. Include Column Writing
5. Include Schools with Special Program in Campus Journalism
6. Include survey on the abolition of Copyreading and Headline Writing in the individual contests
7. For national scope, study on the best practices of the regions specially the Top 7 Performing Regions in the NSPC

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*CRISANTO E. AVILA, DCEd, EdD, PhD  
“The Mentor of Mentors in Campus  
Journalism”*

*Dr. Crisanto E. Avila has been advocating on Campus Journalism Excellence since 2006 when he established the Center of the Promotion of Campus Journalism (CPCJ) Inc. and after winning the Most Outstanding School Paper Adviser of the Philippines.*

*He finished his Bachelor’s Degree in Education at Philippine Normal University-Manila in 1994 with a specialization in Campus Journalism.*

*He obtained his Master of Arts in Educational Management from De La Salle University-Dasmarias and Covenant Global School in Oklahoma,*

*USA. Dr. Avila took a doctorate degree in Educational Management at Manuel L. Quezon University and Trece Martires City College.*

*As an advocate on the explosion of Campus Journalism Excellence in the entire country, he has traveled around the Philippines - Luzon, Visayas, and Mindanao with his “Byaheng Dyormalismo” – bringing Campus Journalism training to the farthest and remotest part of the country.*

*He is being referred to as the “Mentor of Mentors” in Campus Journalism by the School Paper Advisers (SPA) with his mentoring lectures and critiquing sessions.*

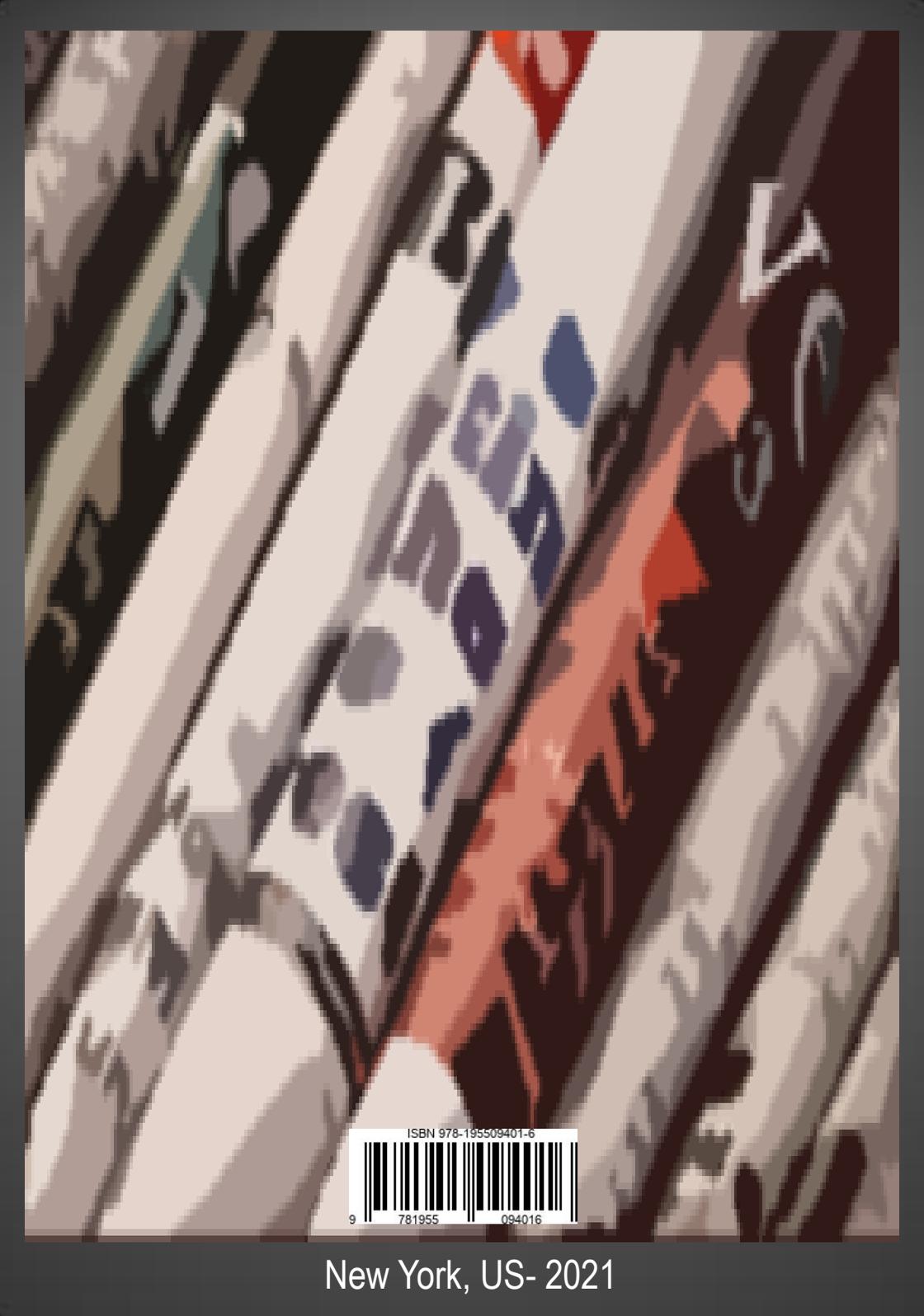
*Dr. Avila won Catholic Mass Media Award (CMMA) for Best School Organ in 2006 and has been a finalist in 2012, 2013, and 2014 Metrobank Search for Outstanding Teachers.*

*In 2013, he was lucky to represent the country in the World Newspaper Congress in Thailand.*

*In 2014 and 2015, he received Dangal ng Bayan Award and Asia Pacific Award for Education and for Humanitarianism.*

*He won as Best Research Oral Presenter in the 2018 Universal Academic Cluster (UAC) International Autumn Conference held in Tokyo, Japan with his doctoral dissertation titled "Compliance with Campus Journalism Act Of 1991 (R.A. 7079) and The Quality of the Selected School Papers in the City Schools Division Of Dasmariñas: A Survey".*

*For benchmarking in newspapering and broadcasting, Dr. Avila has also traveled in the Asia Pacific Region such as Thailand, Korea, Japan, China, Hong Kong, Malaysia, Singapore, and the United States of America. He is now a perennial and resident judge-lecturer of various divisions and regions in the country.*



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