

Issues and Challenges on Campus Journalism and Impact in School Publication: Perspectives of Principals and Paper Advisers

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Abstract: This study investigated the relationship between the issues and challenges in campus journalism and its impact on school publication: perspectives of principals and paper advisers within the context of public elementary schools in Calauan Sub-Office, Division of Laguna. Grounded on the theoretical framework by Allan and Thorsen (2017), Singer (2018) and Campus journalism and challenges faced by student journalists Theory (2023), the research adopted a descriptive correlational design involving 122 randomly selected respondents from 22 public elementary schools. Data collection utilized a researcher-crafted survey questionnaire validated by school validators. Results indicated a high extent /high practice on issues and challenges in campus journalism faced by the school principals, school heads and school paper advisers. Regarding the performance of school publications on quality and sustainability, several wins are visible at the division, regional and national levels. More than 70% of the contestants surpass the district level, which means a positive result with a negative correlation brought by the issues and challenges. The impact of the performance of school publications (informing, educating, entertaining, inspiring, and challenging) was also very high. Significant relationships were observed among variables, with the issues and challenges to the effects on the performance of the school publication.

Keywords: *Campus Journalism, Performance of School Publication, Quality, Sustainability, Impact.*

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I. INTRODUCTION

As the world learns to adapt and adjust to the country's educational system, where face-to-face classes are now allowed at their maximum capacity level, the student's extracurricular activities are gradually incorporated into the system. Campus journalism is vital in helping students who love journalistic writing improve their writing skills and abilities and compete up to the higher levels of competition available. The lives of individuals and communities are profoundly impacted by journalism. Notably, one of the locations where journalism must be fostered and studied is in schools.

One strategy to encourage the growth and development of campus journalism is through rigorous training that sharpens journalistic writing abilities. The publication adviser and coaches in the various categories will take the initiative to do this. Seminar workshops will be an extra teaching method in the campus journalism curriculum to help students learn the

necessary skills and get first-hand experience as journalists (Besa & Parcon, 2018).

Campus Journalism is a fun extracurricular activity that the school newspaper staff engages in to gather, organize, and present news, editorials, and literary and sports articles, as well as copyread, proofread and write headlines for the school organ. For students who want to pursue journalism as a career, campus journalism serves as a training ground. The campus or school paper is essential for developing students' interpersonal skills and exposing aspiring journalists to the working of the newsroom (Hayes, 1994).

Peralta (2014) states that campus journalism is an important learning aspect that teaches students to express themselves through writing and informs the school and community about school affairs. To achieve this, schools must have a good and consistent program for campus journalism to be able to carry out the tasks that are given to both the school paper advisers and the campus journalists that come with

good planning and implementation that the school administration spearheads in giving its full support to the program.

Besa and Parcon (2018) stated that student journalists, as the main contributors to every school paper's success, must be equipped with knowledge and skills, including attitudes toward effective journalism. Nowadays, practically all elementary schools in the nation—public or private—that have taken part in Campus Journalism activities issue school papers or magazines that are either printed or shared on the school's social media pages.

School publications fulfill students' needs by giving them an outlet for ideas, practicing creativity and developing critical thinking skills. They are also the official way for students to express themselves responsibly, which could affect students' understanding of their readers (Make My Newspaper, 2017).

School paper advisers and journalism teachers teach students how to write various news, interviews, feature pieces, speech reports, in-depth news, development news, opinions, and other types of journalistic writing. These steps

lead to genuine staff employment, where aspiring journalists learn how to run, oversee, and enhance the school paper.

Flores and Uy (2020) stated that Campus journalism is crucial to the academic community. It prepares pupils to contribute responsibly to society. As a result, they should receive ongoing training to write an investigative, fair paper.

All these skills and abilities of campus journalists depend on the knowledge and skills acquired by their school paper advisers and the support of the school administration for the entire program. Thus, this study may help school paper advisers and school heads manage school organs and achieve better results in school competitions.

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

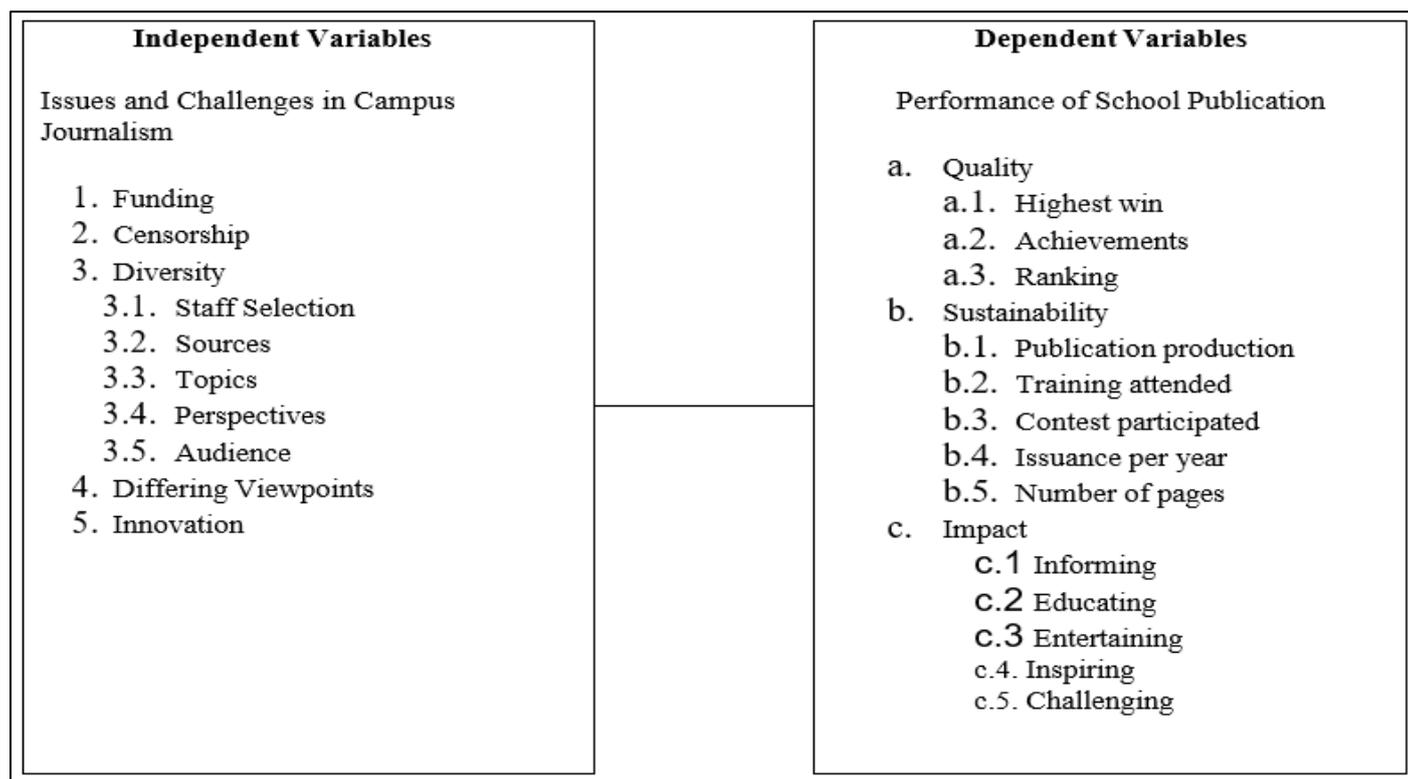


Fig 1: Paradigm of the Study

II. RESEARCH PROBLEMS

The main purpose of this study was to dig into the Issues and Challenges in Campus Journalism and its Impact on the Performance of School Publications based on the Perspective of Principals and Paper Advisers of Calauan Sub-Office, Division of Laguna.

Specifically, the study aimed to answer the following problems.

A. *To what extent are the issues and challenges in Campus Journalism are observed in terms of*

- Funding
- Censorship
- Diversity

- Staff Selection
- Advisers’ Selection
- Sources
- Topics
- Perspectives
- Audience

- Differing Viewpoints
- Innovation

B. What are the Impacts on School Performance in terms of:

➤ *Quality*

- Highest Level of Win
- Achievements
- Ranking

➤ *Sustainability*

- publication production
- training attended
- contest participated
- issuance pre year
- number of pages

➤ *Impact*

- informing
- educating
- entertaining
- inspiring
- challenging

C. Is there a significant relationship between Issues and Challenges on Campus Journalism and Impact on School Performance: Perspective of Principals and Paper Advisers?

III. MATERIALS AND METHODS

This study employed the descriptive correlation survey method to determine the relationship between the independent and dependent variables. The study focused on the significant relationship between the Issues and Challenges of Campus Journalism and its Impact on School Performance based on the Perspective of Principals and Paper Advisers. The researcher believes that it is the most appropriate design to realize the investigation's objectives properly.

This study involved a total of 80 teachers and 22 school heads at the intermediate level from 22 public elementary schools in the district of Calauan, Laguna. This study shall use a random sampling technique. The random sampling method divides the population into various subgroups or strata and draws a random sample from each. Each subgroup or stratum consists of items with common characteristics (Vaidya, 2016), i.e., they belong to the same school.

Considering that the study adopted the descriptive and survey methods of research, the researcher utilized a survey questionnaire. The researcher crafted the survey questionnaire using the information found in the review of related literature. The questionnaire was validated with the help of a subject specialist, a language critic, and a statistician.

IV. RESULTS AND DISCUSSION

Table 1: Test of Correlation between Quality Performance of School Publication and Issues and Challenges on School Journalism

School Journalism Issues and Challenges	Quality					
	Highest Level Win			Achievements		Ranking
	Individual Contest	Group Contest	School paper Contest	School paper Awards	Paper Adviser Award	District School Ranking
1. Funding			-.179*			
2. Censorship						
3. Diversity						
3.1. Staff Selection		-.212*	-.216*		-.187*	
3.2. Advisers Selection		-.247**	-.224*		-.213*	
3.3. Sources		-.233**				
3.4. Topics		-.255**	-.231*			
3.5. Perspectives	-.208*	-.253**	-.293**	-.190*	-.202*	
3.6. Audience		-.230*	-.209*			
4. Differing Viewpoints		-.207*				
5. Innovation						

*. Correlation is Significant at the 0.05 level (2-tailed).

Several noteworthy correlations emerge from the table. Firstly, funding exhibits a significant weak negative correlation with school publication quality performance, particularly in terms of achievements in individual contests.

This suggests that insufficient financial resources may hinder the ability of school publications to excel in competitive environments. This finding aligns with research indicating that funding constraints can limit opportunities for student

engagement, training, and equipment acquisition, thereby impacting the overall quality of journalism programs (Smith & Brown, 2018).

Secondly, diversity-related factors, including staff and adviser selection, sources, topics, perspectives, and audience, correlate significantly negatively with various quality indicators. This implies that diversity-related challenges, such as limited representation and biased coverage, may compromise the quality of school publications. Research emphasizes the importance of diversity and inclusion in journalism education regarding newsroom representation and the coverage of diverse perspectives and communities (Johnson et al., 2020).

Additionally, differing viewpoints exhibit a significant negative correlation with quality performance in individual contests, indicating that challenges in accommodating diverse perspectives may impact the competitive success of school publications. This underscores the importance of fostering an inclusive and open-minded journalistic environment to enhance the quality and relevance of student-produced content.

Finally, the absence of correlations for variables like censorship and innovation suggests that these factors may not

significantly influence the quality performance of school publications within the scope of this study. However, further research could explore these variables in greater depth to better understand their potential impact on journalism quality and identify strategies for addressing associated challenges.

In conclusion, the correlations presented in the table highlight the complex relationship between various issues and challenges in school journalism and the quality performance of school publications. Issues and challenges are negative by nature, paired with the negative correlation on the quality performance of the school paper, which means the result is positive because even with such challenges, there are schools that can still produce positive results despite the problems they face, especially in the individual contest where schools still deliver wins and good results. Several wins are visible in the regional and national divisions; over 70% of the contestants surpass the district level. This means a positive result with a negative correlation brought by the issues and challenges. By addressing underlying issues related to funding, diversity, and differing viewpoints, educators and stakeholders can work towards enhancing the quality and impact of journalism education programs, ultimately empowering students to become informed and responsible contributors to media discourse.

Table 2: Test of Correlation between Sustainability Performance of School Publication (Training Attended) and Issues and Challenges on School Journalism

	Training Attended										
	Pub Prod	News	Editorial	Feature	Science	Sports	Cartooning	Photojournal	Copy	Layout	Group
1. Funding	.537**	.210*									
2. Censorship	.187*										
3. Diversity											
3.1. Staff Selection	.656**										
3.2. Advisers Selection	.621**										-.186*
3.3. Sources	.659**										
3.4. Topics	.624**										
3.5. Perspectives	.524**										
3.6. Audience	.544**										
4. Differing Viewpoints	.440**										
5. Innovation	.604**										

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 2 presents correlations between the sustainability performance of school publications, specifically in terms of training attended, and various issues and challenges faced in school journalism. The correlations are denoted with coefficients, with asterisks indicating significance levels.

One notable finding is the moderately strong correlation between publication production and several key factors

related to sustainability and quality in school journalism. Although these are considered challenges, the outcomes are still positive. In publication production, for instance, these are problems, but still, the production of campus paper is positively produced and distributed to the target audience. Another notable finding is the strong positive correlations between training attended and several key factors related to sustainability and quality in school journalism. For instance,

funding shows a significant positive correlation with training attended, indicating that schools that invest more in training programs tend to have better-funded journalism initiatives. This aligns with research suggesting that investments in training and professional development can enhance the capacity and effectiveness of journalism programs (Gillmor, 2019).

Group contests have a negative correlation to adviser selection, meaning that the selection of advisers in campus journalism is challenging. However, schools still deliver positive results in contest participation despite these problems. This implies two things: first, the school may have selected the right adviser but still performed low on output, or the

school selected the wrong adviser but still managed to win higher-level competitions.

Overall, the correlations presented in the table suggest that investments in training programs play a crucial role in addressing challenges and promoting sustainability and quality in school journalism. By prioritizing training and professional development opportunities for students, faculty, and advisers, schools can empower individuals to navigate complex media landscapes, uphold journalistic standards, and contribute to meaningful and impactful storytelling. Research emphasizes the importance of training and education in promoting diversity and equity within newsrooms and media organizations (McGregor & Comer, 2020).

Table 3: Test of Correlation between Sustainability Performance of School Publication (Contest Participated) and Issues and Challenges on School Journalism

	Contest Participated									
	News	Editorial	Feature	Science	Sports	Cartooning	Photojournalism	Copy reading	Layout	Group Contest
1. Funding										
2. Censorship										
3. Diversity										
3.1. Staff Selection				-.212*	-.226*	-.198*		-.238**		
3.2. Advisers Selection		-.179*		-.257**	-.243**	-.271**		-.237**		
3.3. Sources						-.189*				
3.4. Topics				-.223*				-.259**		
3.5. Perspectives				-.205*		-.241**		-.281**		
3.6. Audience						-.181*		-.230*		
4. Differing Viewpoints								-.189*		
5. Innovation										

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 presents correlations between school publications' sustainability performance, specifically in contest participation, and various issues and challenges faced in school journalism. The correlations are denoted with coefficients, with asterisks indicating significance levels.

One significant finding is the negative correlations between certain diversity-related factors and contest participation in school publications. For instance, staff and adviser selection, sources, topics, perspectives, and audience all exhibit negative correlations with contest participation. This suggests that diversity-related challenges, such as limited representation and biased coverage, may impact the extent to which school publications engage in contests. Research indicates that diversity and inclusion are essential for fostering a vibrant and inclusive media environment (Harrison & Watanabe, 2021), and addressing these challenges may be crucial for enhancing the sustainability and competitiveness of school journalism initiatives.

Moreover, the negative correlations between certain diversity-related factors and contest participation highlight potential barriers that schools may face in encouraging

student participation and success in journalism contests. For example, challenges related to staff and adviser selection, sources, topics, perspectives, and audience may contribute to a lack of confidence or resources among students to enter contests. Addressing these barriers through targeted interventions and support mechanisms could help schools promote a more inclusive and supportive environment for student journalists, thereby enhancing the overall sustainability and quality of school publications.

Furthermore, the absence of correlations for variables like funding, censorship, and innovation suggests that these factors may not significantly influence contest participation in school publications within the scope of this study. However, further research could explore these variables in greater depth to better understand their potential impact on journalism contest participation and identify strategies for addressing associated challenges.

In conclusion, the correlations presented in the table highlight the complex relationship between diversity-related challenges and contest participation in school publications. Although these are all considered challenges and problems in

implementing campus journalism, the school still manages to choose the right staff or advisers and delivers positive outcomes. By addressing barriers related to staff and adviser selection, sources, topics, perspectives, and audience, schools

can create more inclusive and supportive environments that encourage student participation and success in journalism contests, thereby enhancing the sustainability and competitiveness of school journalism initiatives.

Table 4: Test of Correlation between Sustainability Performance of School Publication (Issuance per Year and Number of Pages) and Issues and Challenges on School Journalism

	Number of Publication Issuance Per Year			Number of Publication pages		
	Newsletter	Magazine	Online	Newsletter	Magazine	Online
1. Funding				.242**		
2. Censorship		.201*				
3. Diversity						
3.1. Staff Selection				.393**		
3.2. Advisers Selection				.320**		
3.3. Sources				.274**		
3.4. Topics						
3.5. Perspectives				.285**		
3.6. Audience				.301**		
4. Differing Viewpoints				.243**		
5. Innovation						

** . Correlation is Significant at the 0.01 Level (2-Tailed).

* . Correlation is Significant at the 0.05 Level (2-Tailed).

Table 4 presents correlations between the sustainability performance of school publications, specifically in terms of the number of publication issuances per year, the number of pages, and various issues and challenges faced in school journalism. The correlations are denoted with coefficients, with asterisks indicating significance levels.

One significant finding is the positive correlations observed between certain diversity-related factors, the number of publication issuances per year, and the number of pages. For instance, staff and adviser selection, sources, topics, perspectives, and audience exhibit positive correlations with the number of publication issuances per year and the number of pages. This suggests that addressing diversity-related challenges may positively impact the frequency and depth of school publication outputs. Research indicates that diversity and inclusion are critical for fostering creativity, innovation, and comprehensive coverage in media content (Tsetsura et al., 2019), and addressing these challenges may contribute to the sustainability and quality of school journalism initiatives.

Moreover, the positive correlations between certain diversity-related factors, the number of publication issuances per year and the number of pages highlight the potential benefits of promoting diversity and inclusion within school

publications. Schools can create more engaging and relevant publications that resonate with their audience by fostering diverse perspectives, addressing audience needs, and incorporating a wide range of topics and sources. This, in turn, may contribute to increased readership, impact, and recognition for school journalism programs.

Furthermore, the absence of correlations for variables like funding, censorship, and innovation suggests that these factors may not significantly influence the number of publication issuances per year and the number of pages within school publications within the scope of this study. However, further research could explore these variables in greater depth to better understand their potential impact on publication frequency and length and identify strategies for addressing associated challenges.

In conclusion, the correlations presented in the table highlight the importance of diversity-related factors in shaping the sustainability and output of school publications. Schools can create more inclusive and impactful journalism initiatives that contribute to a vibrant and diverse media landscape within educational settings by addressing barriers related to staff and adviser selection, sources, topics, perspectives, and audience.

Table 5: Test of Correlation between Impact Performance of School Publication and Issues and Challenges on School Journalism

Issues and Challenges in Campus Journalism	Impact Performance of School Publication				
	Informing	Educating	Entertaining	Inspiring	Challenging
1. Funding	.330**	.317**	.299**	.267**	.406**
2. Censorship	.168	.193*	.194*		.207*
3. Diversity					
3.1. Staff Selection	.583**	.541**	.571**	.467**	.592**
3.2. Advisers Selection	.481**	.459**	.464**	.395**	.538**

3.3. Sources	.646**	.578**	.522**	.597**	.585**
3.4. Topics	.602**	.591**	.565**	.575**	.656**
3.5. Perspectives	.563**	.574**	.607**	.570**	.647**
3.6. Audience	.634**	.663**	.657**	.625**	.691**
4. Differing Viewpoints	.607**	.600**	.619**	.558**	.640**
5. Innovation	.540**	.478**	.415**	.431**	.553**
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					

Table 5 illustrates correlations between various issues and challenges in campus journalism and the impact of school publications on informing, educating, entertaining, inspiring, and challenging the audience. The correlations are depicted with coefficients, with asterisks indicating significance levels.

One striking finding is the strong positive correlations between diversity-related factors and the impact performance of school publications across all dimensions. Factors such as staff and adviser selection, sources, topics, perspectives, and audience consistently correlate with informing, educating, entertaining, inspiring, and challenging the audience. This suggests that promoting diversity and inclusion within school publications can significantly enhance their ability to engage and influence readers. Research indicates that diverse perspectives and voices contribute to more comprehensive, nuanced, and impactful journalism (Gilligan, 2020), and addressing diversity-related challenges may be crucial for enhancing the relevance and effectiveness of school journalism initiatives.

Furthermore, the positive correlations between funding and the impact performance of school publications underscore the importance of financial resources in supporting journalism endeavors. Schools that allocate sufficient funding to journalism programs are more likely to produce publications that inform, educate, entertain, inspire, and challenge their audience. This aligns with research highlighting the positive relationship between funding and the quality and sustainability of journalism initiatives (Picard, 2019), suggesting that investments in journalism education can yield significant benefits in terms of societal impact and engagement.

Additionally, the absence of correlations or relatively weaker correlations for variables like censorship suggests that these factors may not have as significant an impact on the impact performance of school publications within the context of this study. However, further research could explore these variables in greater depth to better understand their potential influence on audience perceptions and engagement with school publications.

In conclusion, the correlations presented in the table underscore the importance of diversity, funding, and other factors in shaping the impact performance of school publications. By addressing challenges related to diversity and investing in journalism education, schools can create more inclusive, informative, and influential publications that

contribute to a vibrant and engaged campus journalism ecosystem.

V. FINDINGS AND CONCLUSIONS

The following are the salient findings of the study.

A. Issues and Challenges in Campus Journalism

Results showed great extent / highly practiced of response on issues and challenges in campus journalism particularly on funding (mean=3.61; SD=1.09), censorship (mean=3.86; SD=0.69), staff selection (mean=4.36; SD=0.55), advisers selection (mean=4.39; SD=0.71), sources of information (mean=4.42; SD=0.56), topics (mean=4.40; SD=0.45), and innovation (mean=4.22; SD=0.76), while perspective showed a very high extent results with a (mean=4.57, SD=0.54), audience (mean=4.57, SD=0.51), and differing viewpoints (mean=4.63, SD=0.52).

B. Performance of School Publication

Concerning the performance of school publications on quality, particularly in the highest level of wins, individual contests registered a total frequency of 122 respondents; 65, or 53.3%, of them won in the division level; group contests were 87, or 71.3%, won in the district level; and school paper contests were 58, or 47.5%, also won in the district level based on the highest level of wins achieved by each respondent. On achievements received, school paper award wins are commonly at the district level, whose frequency is 69, or 56.6%, out of the 122 respondents. Likewise, paper adviser awards with a frequency of 79 or 64.8% are mostly won at the district level. In the district school ranking, 58, or 47.5%, out of the 122 respondents are within the range of rank 1–5.

On sustainability, publication production showed a high extent result with a total (mean=4.12; SD=0.48) highest training attended registered a high result on editorial writing, commonly experienced on the division level with a frequency of 75=61.48% of the total respondents. The overall frequency is 64.9 = 53.20%, in which the respondents commonly attended training at the district and division level only. Contest participants got an overall frequency of 65.8 = 53.94%, mostly participating at the district and division level. Group contests also top the list at the district level, with 79 = 64.75% of respondents. The newsletter has the highest frequency of 100 = 81.97%, issued once every year in terms of issuance per year, and most of this newsletter is issued on eight pages.

The results showed a very high extent of response on the performance of school publications, particularly Impact on Inform (mean=4.57; SD=0.64), Educate (mean=4.54; SD=0.61), Entertain (mean=4.51; SD=0.65), Inspire (mean=4.62; SD=0.59), and Challenge (mean=4.54; SD=0.62).

Based on the results of this study, the following conclusions were made. There is a significant relationship between the extent of Issues and Challenges on Campus Journalism and its Impact on School Performance and the Perspectives of Principals and Paper Advisers. However, some variables have no significant relationship, such as Inspiring the Impact Performance of School Publications regarding Censorship, particularly in the Issues and Challenges on School Journalism.

RECOMMENDATIONS

Considering the findings and conclusions of this study, the researcher recommends the following.

School Heads may implement Campus Journalism in their respective schools with full support for a positive output in terms of quality, sustainability, and impact. They may also allocate sufficient funds, fair censorship, and exact selection of advisers and staff for better performance in the production and distribution of school papers, most especially in contests, for a much higher possibility of wins.

District Supervisors may advocate for the district-wide implementation of campus journalism and support schools in fostering effective training and mentoring of young journalists. Moreover, much-needed support from school paper advisers in training and seminars for a higher-quality output is imparted to students. Finding ways to improve the accessibility of school paper advisers to a higher level of training can boost the morale and performance of campus journalism in the entire district.

School paper advisers can improve their skills in their chosen areas by actively participating in trainings and seminars on campus journalism.

Additionally, they could ensure that the publication staffs are properly chosen to increase the school paper prospects of winning journalism prizes.

Future Researchers may explore on the content of the campus paper such as selection of topics and the limitations of censorship in publishing school papers. How to deal deeply on different viewpoints by the staffs, adviser, and school administration fairly and explore more on innovations to elevate the level of the publication production much more easier using the advent of technology.

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