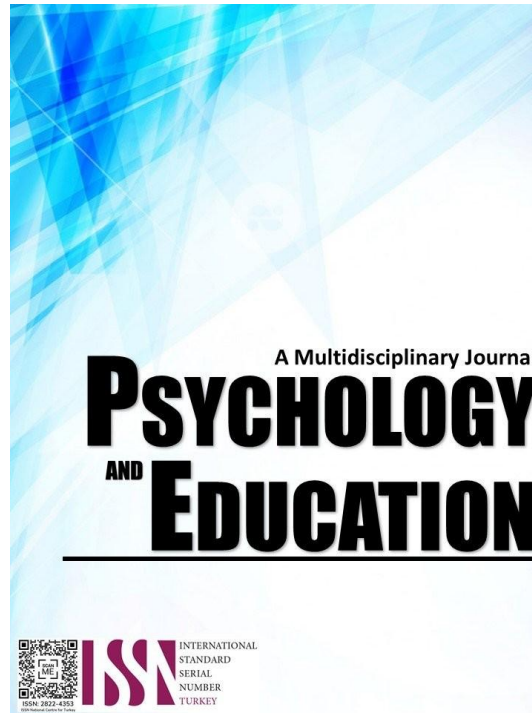


EXTENT OF IMPLEMENTATION OF CAMPUS JOURNALISM ACT OF 1991 AMONG THE SELECT SECONDARY SCHOOLS IN SURIGAO DEL NORTE



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Extent of Implementation of Campus Journalism Act Of 1991 among the Select Secondary Schools in Surigao Del Norte

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Abstract

This study assessed the extent of implementation of the Campus Journalism Act of 1991 (RA 7079) among selected secondary schools in the Division of Surigao del Norte. A quantitative research design was employed using a validated researcher-made questionnaire administered to 12 school heads, 12 school paper advisers, 12 campus journalists, and 12 PTA officers. The study focused on six core components: editorial board, editorial policies, school publication, funding of student publication, publication adviser, and press conferences and training seminars. Statistical tools such as mean, standard deviation, and Kruskal-Wallis ANOVA were used to analyze the data. Results revealed that the Publication Adviser component was highly implemented, while participation in press conferences and training seminars was the least implemented, particularly with regard to the National Schools Press Conference. These findings suggest partial compliance, with variability in implementation across schools and stakeholders. Significant differences were observed in how stakeholders perceived implementation, particularly between PTA officers and both school heads and school paper advisers. Implications indicate that while advisers and school leaders are more engaged and compliant with the provisions of RA 7079, campus journalists and PTA officers remain less involved, especially in terms of training and publication participation. The study concludes that uneven operationalization persists, necessitating improved stakeholder involvement, funding allocation, and consistent institutional support. It recommends strengthening training programs, editorial autonomy, and PTA participation to reinforce the sustainability of student publications in the region.

Keywords: *campus journalism, implementation, secondary schools, RA 7079*

Introduction

Campus journalism in the Philippines operates under Republic Act No. 7079 (Campus Journalism Act of 1991), which aims to develop students' ethical values, critical thinking, and moral character (Natividad & Gapasin, 2021; Cervantes, 2020). It is intended to go beyond practical newsroom training to serve as a platform for civic engagement and student empowerment. Yet, despite its strong goals, research shows inconsistent and incomplete implementation across the country.

Recent findings from Natividad and Gapasin (2021) indicate partial compliance, especially concerning adviser selection, training budget, and publication resources. They describe the Act as “toothless,” with schools often lacking the mandate or funding to fully support campus publications. Similarly,

Cervantes (2020), evaluating Region III, found that schools regularly modify or bypass provisions related to editorial policies, adviser roles, and budget transparency.

Although these studies illuminate nationwide trends, there is a notable research gap regarding campus journalism in Mindanao, particularly in Surigao del Norte. Local variables—like adviser training opportunities, administrative support, resource allocations, and digital readiness may significantly affect how the Act is enacted at the ground level. Currently, no systematic study has been conducted in this province.

Furthermore, the shift to digital and hybrid formats, particularly after the pandemic, has introduced new challenges. DepEd's virtual National Schools Press Conference in 2021 unveiled practices in mobile journalism and online publishing. However, evidence is scant on how schools in Surigao del Norte have adapted to these innovations or addressed ethical and technological demands.

This study investigates the extent of implementation of RA 7079 among selected secondary schools in Surigao del Norte. It seeks to assess awareness and compliance levels, identify obstacles such as funding gaps, adviser overload, and administrative interference, and document locally devised solutions. By addressing regional and contemporary dynamics, the research aims to inform capacity-building efforts and policy enhancements to strengthen campus journalism in Mindanao.

Research Questions

This study aimed to assess the extent of implementation of the Campus Journalism Act of 1991 among the selected secondary schools in Surigao Del Norte. Moreover, the study sought to answer the following questions:

1. What is the extent of implementation of the Campus Journalism Act of 1991 as perceived by the respondents in terms of:
 - 1.1 editorial board;
 - 1.2 editorial policies;
 - 1.3 school publication;

- 1.4 funding of student publication;
- 1.5 publication adviser; and
- 1.6 press conferences and training seminars?
2. Is there a significant difference in the extent of implementation of the Campus Journalism Act of 1991 as perceived by the respondents?
3. Based on the results of the study, what are the implications on the implementation of the Campus Journalism Act of 1991?

Methodology

Research Design

This study employed a quantitative research design to assess the extent of implementation of the Campus Journalism Act of 1991 among selected secondary schools in Surigao del Norte. A structured survey questionnaire was the primary tool used to gather numerical data from respondents, which included school heads, school paper advisers, campus journalists, and SPTA officers. This approach enabled the researcher to measure the levels of implementation across various components such as the editorial board, editorial policies, school publication, funding, and participation in press conferences and training seminars.

The collected data were analyzed statistically to identify trends, patterns, and gaps in the implementation of the law within the participating schools. By focusing solely on quantifiable inputs, the study aimed to provide an objective evaluation of how well the Campus Journalism Act of 1991 was operationalized in the educational context of Surigao del Norte, offering insights into areas that may require policy reinforcement or administrative intervention.

Respondents

The informants consisted of twelve (12) school heads, twelve (12) SPTA officers, twelve (12) school paper advisers, and twelve (12) campus journalists from selected schools in each of the following districts of the Surigao del Norte Division: Alegria, Anao-aon, Bacuag, Claver, Gigaquit, Mainit, Malimono, Placer, Sison, Surigao del Norte National High School, Taganaan, and Tubod.

A purposive sampling technique was employed to ensure that the participants possessed direct involvement or oversight in campus journalism activities and thus were able to provide reliable and relevant insights regarding the level of implementation of the Campus Journalism Act in their respective institutions. This selection approach aimed to gather perspectives from key stakeholders who are directly engaged in the administrative, operational, and participatory aspects of campus journalism within the school setting.

Instrument

The primary research instrument used in this study was a structured, researcher-made questionnaire designed specifically to evaluate the level of compliance of junior high schools in the Surigao del Norte Division with the Campus Journalism Act of 1991. The instrument underwent validation to ensure its content accuracy and reliability. It utilized a 4-point Likert scale (4 – Highly Implemented, 3 – Implemented, 2 – Somehow Not Implemented, 1 – Not Implemented) to measure the degree of implementation across key areas.

The questionnaire was composed of two major parts. The first part gathered the demographic profile of the respondents, which included school heads, school paper advisers, campus journalists, and SPTA officers. The second part assessed six critical domains of campus journalism implementation: (A) Editorial Board, (B) Editorial Policies, (C) School Publication, (D) Funding of Student Publication, (E) Publication Adviser, and (F) Press Conferences and Training Seminars. Each domain consisted of ten carefully constructed items anchored on the provisions of RA 7079 to capture accurate compliance levels within school settings.

Procedure

The data collection for this quantitative study involved the development and validation of a structured, researcher-made questionnaire specifically aligned with the provisions of the Campus Journalism Act of 1991. The instrument was drafted based on a review of related literature and existing evaluation tools, with reference to Dexter's (2018) indicators on campus journalism, which were contextualized to fit the needs of Surigao del Norte secondary schools. The questionnaire underwent face and content validation by three experts in the fields of journalism, education, and research to ensure relevance, clarity, and accuracy. Their feedback was used to revise and refine the final version of the instrument before deployment.

Upon finalizing the questionnaire, the researcher sought written approval from the Schools Division Superintendent (SDS) of Surigao del Norte to conduct the study in the identified twelve districts. After securing division-level approval, individual coordination letters were sent to the school heads of the selected secondary schools. The researcher personally administered the questionnaire through face-to-face interaction with the identified respondents—comprising school heads, school paper advisers, campus journalists, and SPTA officers. This in-person approach ensured that respondents were properly guided, especially in clarifying any potentially confusing items, thus improving the reliability of the gathered data.

The entire data gathering process was completed within a one-month timeline during the third quarter of the academic year 2024–2025. Coordination and approval from the SDS and school heads took place during the first week, followed by the actual administration

of questionnaires in the second and third weeks. The fourth week was allotted for retrieval, review, and preliminary data organization, ensuring that all collected data were complete and ready for analysis.

Data Analysis

To address the fundamental objective of the study, the following statistical tools will be used for data treatment.

Mean and Standard Deviation. These tools were used to describe the extent of implementation with the Campus Journalism Act of 1991 as perceived by the respondents.

Kruskal- Wallis ANOVA. This tool was used to compute the significant difference in the extent of implementation of the Campus Journalism Act of 1991 as perceived by the respondents.

Ethical Considerations

In light of the Ethical Considerations, the safety of both the researcher and the informants is ensured. The following considerations were done all throughout the conduct of the study.

Conflict of Interest. The primary intention of the study was to assess the compliance level in the implementation of Campus Journalism Program among secondary schools in Surigao del Norte Division. At the outset, its purpose would not clash with the status quo of the informants.

Study Goals. The ultimate goal of this study was to evaluate the extent of conformity in executing the Campus Journalism Program within secondary schools in the Division of Surigao del Norte in accordance with the stipulated prerequisites outlined in the Campus Journalism Act of 1991.

Privacy and Confidentiality. Respondents had the choice to omit their names from the personal information sheet, allowing them to feel comfortable expressing their honest opinions. The data collection occurred immediately after respondents answered the questions to guarantee a 100% retrieval rate. The researcher ensures that any outcomes derived from the study was handled with the utmost confidentiality.

Vulnerability. Vulnerability was not a concern in the study since the researcher does not belong to any identified vulnerable groups such as children, the elderly, ethnic and racial minority groups, the homeless, prisoners, people with an incurable disease, politically powerless, or junior member of a hierarchical group.

Potential Risks. The participation of the researcher in the study would not put him into any sort of risk, may it be physical, social, psychological, and economical.

Potential Benefit. The researcher's analysis within the framework has the potential to offer significant advantages, particularly in broadening her perspectives on implementation of campus journalism in secondary schools.

Sponsorship. This research endeavor was a mere academic requirement towards earning the researcher's degree in Master of Arts in Education.

Credibility. To uphold credibility, the researcher would make sure that accurate data was gathered reflecting the true realities of the phenomenon. Citing related literature and studies that supported the results of this study would also help achieve its credibility.

Transferability. Transferability would be manifested in the study since the findings could be applied to another setting, in one way or another, the findings may also reflect contemporary society beyond what is documented in existing literature.

Results and Discussion

This section presents the results and analysis of the study. The results and their corresponding discussions were presented according to the order of the problem.

Extent of Implementation of Campus Journalism Act of 1991 Among the Selected Secondary Schools in Surigao Del Norte

School Paper Adviser

Table 1 to 6 present the extent of implementation of Campus Journalism Act of 1991 among the selected secondary schools in Surigao del Norte as perceived by school paper advisers in terms of the editorial board, editorial policies, school publication, funding of student publication, publication adviser and press conferences and training seminars.

In Table 1, the overall average mean score of 3.10 with a standard deviation of 0.72 indicates that the level of implementation of the Editorial Board provisions of the Campus Journalism Act of 1991 in selected secondary schools in Surigao del Norte is "Implemented." This suggests that, generally, the schools are upholding the structures and functions expected of their editorial boards. As emphasized by Pascual (2023), consistent implementation of editorial board guidelines fosters responsible journalism and institutional accountability. The findings imply that while essential frameworks are in place, some areas still need improvement, particularly those

involving external stakeholder participation.

Table 1. *Editorial Board*

| <i>Indicator</i> | <i>M</i> | <i>SD</i> | <i>Verbal Interpretation</i> |
|--|-------------|-------------|------------------------------|
| 1. The school's editorial board includes a duly appointed School Paper Adviser, a qualified student editor, and a representative from the Parents-Teachers' Association as required. | 3.50 | 0.67 | Highly Implemented |
| 2. The school ensures that the Editor-in-Chief is selected through a fair and transparent process with student participation. | 3.17 | 0.72 | Implemented |
| 3. The School Paper Adviser is appointed through an organized and documented process that ensures transparency and proper selection. | 3.08 | 0.51 | Implemented |
| 4. The Parent-Teachers' Association representative actively participates in setting editorial policies and guidelines. | 2.25 | 1.06 | Somehow Not Implemented |
| 5. The editorial board establishes, communicates, and implements policies in a transparent manner. | 2.83 | 0.94 | Implemented |
| 6. The board follows established policies while ensuring fairness and objectivity in decision making. | 3.42 | 0.79 | Highly Implemented |
| 7. There are structured procedures in place to regularly monitor compliance with legal and ethical guidelines. | 3.42 | 0.51 | Highly Implemented |
| 8. Editorial board members regularly undergo training on journalism ethics, responsibilities, and legal compliance. | 3.42 | 0.51 | Highly Implemented |
| 9. The board effectively upholds and enforces editorial guidelines within the student publication. | 3.00 | 0.95 | Implemented |
| 10. There are clear and accessible channels for students and staff to raise concerns about editorial policies and their implementation. | 3.00 | 0.60 | Implemented |
| Average | 3.10 | 0.72 | Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

The highest-rated item, with a mean of 3.50, is “The school's editorial board includes a duly appointed School Paper Adviser, a qualified student editor, and a representative from the Parents-Teachers' Association as required,” which falls under “Highly Implemented.” This indicates strong compliance with structural composition requirements. According to Dela Cruz (2022), a well-formed editorial board lays the groundwork for transparency and effective policy-making in student journalism. In contrast, the lowest-rated item, with a mean of 2.25, is “The Parent-Teachers' Association representative actively participates in setting editorial policies and guidelines,” interpreted as “Somehow Not Implemented.” This reflects a significant gap in actual stakeholder engagement, which may be due to unclear roles or lack of communication. As Galvez (2022) points out, PTA involvement is often symbolic unless institutions provide structured opportunities for participation.

Table 2. *Editorial Policies*

| <i>Indicator</i> | <i>M</i> | <i>SD</i> | <i>Verbal Interpretation</i> |
|---|-------------|-------------|------------------------------|
| 1. The school has a comprehensive set of editorial policies that comply with relevant laws and school administration policies. | 2.75 | 0.62 | Implemented |
| 2. The frequency of student publication releases is explicitly stated in the editorial policies and consistently followed. | 2.67 | 0.49 | Implemented |
| 3. The process for selecting articles and features is clearly outlined in the editorial guidelines and strictly implemented. | 3.42 | 0.90 | Highly Implemented |
| 4. The editorial policies align with all relevant laws governing student publications. | 3.67 | 0.49 | Highly Implemented |
| 5. The editorial policies incorporate and adhere to the school administration's policies while ensuring journalistic integrity. | 3.50 | 0.67 | Highly Implemented |
| 6. All members of the student publication have access to a copy of the editorial guidelines. | 3.00 | 0.85 | Implemented |
| 7. The editorial policies are periodically reviewed and updated to ensure relevance and effectiveness. | 3.00 | 0.85 | Implemented |
| 8. The guidelines include provisions safeguarding freedom of speech and expression for student journalists. | 3.33 | 0.89 | Highly Implemented |
| 9. There are clear procedures for handling disputes and grievances related to editorial decisions and publication content. | 3.33 | 0.89 | Highly Implemented |
| 10. The editorial guidelines promote diversity and inclusion in content selection and presentation. | 3.42 | 0.67 | Highly Implemented |
| Average | 3.20 | 0.73 | Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

In Table 2, the overall average mean score is 3.20 with a standard deviation of 0.73, interpreted as “Implemented.” This implies that the implementation of editorial policy provisions under the Campus Journalism Act of 1991 in selected secondary schools in Surigao del Norte is generally observed. While the data indicate a sound level of compliance, it also suggests opportunities for continued improvement, particularly in areas involving accessibility and consistency of editorial policy updates. According to Mercado (2022), the effective enforcement of editorial policies in school publications is often influenced by the administrative culture, institutional support, and regular training of publication staff. The results here suggest that while schools are adhering to key elements of editorial standards, there is still room to institutionalize more consistent review and access protocols.

The highest mean score was observed in the item “The editorial policies align with all relevant laws governing student publications,”

with a mean of 3.67 and a standard deviation of 0.49, rated as “Highly Implemented.” This reflects a commendable commitment by schools to follow legal mandates and maintain compliance with national journalism standards. As explained by Sandoval (2023), ensuring that editorial policies align with legal frameworks builds institutional credibility and empowers student journalists with clearer operational boundaries.

Meanwhile, the lowest-rated item is “The frequency of student publication releases is explicitly stated in the editorial policies and consistently followed,” which garnered a mean of 2.67 and a standard deviation of 0.49, still interpreted as “Implemented.” This indicates that while most schools define their publication schedule in writing, consistent implementation remains a challenge, potentially due to logistical or funding constraints. Panganiban (2021) noted that irregular publication schedules in schools often stem from delayed budget disbursement or lack of editorial staff continuity, which can hinder the full realization of student press freedom and responsibility.

Table 3. *School Publication*

| <i>Indicator</i> | <i>M</i> | <i>SD</i> | <i>Verbal Interpretation</i> |
|--|-------------|-------------|------------------------------|
| 1. The student publication staff is chosen through fair and competitive examinations based on a clear set of criteria to ensure impartiality and meritocracy. | 3.42 | 0.79 | Highly Implemented |
| 2. The editorial board determines its editorial policies freely, without interference from school authorities or external entities. | 3.33 | 0.89 | Highly Implemented |
| 3. The editorial board manages the publication’s funds independently, ensuring transparency and accountability in financial decisions. | 2.83 | 1.11 | Implemented |
| 4. The student publication was established according to the Campus Journalism Act of 1991, following its selection and operational guidelines. | 3.58 | 0.67 | Highly Implemented |
| 5. The student publication is released at least once every school year, following the schedule set by the editorial board. | 2.92 | 1.16 | Implemented |
| 6. The School Paper Adviser is selected based on set qualifications and guidelines, ensuring they have the necessary expertise to guide the student publication. | 3.42 | 0.79 | Highly Implemented |
| 7. The student publication has clear editorial guidelines that are documented and accessible to all staff members. | 3.25 | 0.75 | Implemented |
| 8. The editorial board ensures that published content reflects a variety of perspectives from different members of the school community. | 3.33 | 0.78 | Highly Implemented |
| 9. The student publication follows the core principles of journalism, including accuracy, fairness, and respect for privacy in all published content. | 3.58 | 0.51 | Highly Implemented |
| 10. The school provides training and resources to support the development and improvement of the student publication, helping contributors enhance their skills. | 3.58 | 0.79 | Highly Implemented |
| Average | 3.32 | 0.82 | Highly Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

In Table 3, the average mean score is 3.32 with a standard deviation of 0.82, which falls under the interpretation “Highly Implemented.” This suggests that the provisions of the Campus Journalism Act of 1991 concerning the establishment and operation of school publications are largely upheld among the selected secondary schools in Surigao del Norte. The findings indicate a strong institutional effort to provide editorial autonomy, uphold journalistic standards, and deliver consistent support to student publications. As noted by Lopez (2022), sustained support for student journalism can empower learners to develop critical thinking and communication skills, as well as increase their civic awareness. This high level of implementation reflects a commitment not only to legal compliance but also to fostering a vibrant student press culture at the school level.

Among the items assessed, the highest mean scores (both at 3.58) were recorded in three statements: “The student publication was established according to the Campus Journalism Act of 1991,” “The student publication follows the core principles of journalism, including accuracy, fairness, and respect for privacy,” and “The school provides training and resources to support the development of the student publication.” These results signify that schools are effectively institutionalizing the Act’s guidelines, providing technical support, and maintaining ethical standards in student journalism. As emphasized by Romero (2023), student journalists thrive in environments where legal structures are translated into operational support through training, mentorship, and editorial independence. Conversely, the lowest-rated item was “The editorial board manages the publication’s funds independently, ensuring transparency and accountability,” which scored 2.83 with a standard deviation of 1.11, categorized as “Implemented.” This may reflect financial management limitations due to bureaucracy or unclear roles in fund allocation. According to De Castro (2021), issues surrounding student publication funds often stem from centralized financial control and a lack of fiscal autonomy at the school level, potentially undermining the editorial board’s independence and operational agility.

As seen in Table 4, the overall average mean score is 2.91 with a standard deviation of 1.07, which falls under the interpretation “Implemented.” This indicates that the implementation of funding-related provisions of the Campus Journalism Act of 1991 among the selected secondary schools in Surigao del Norte is generally practiced, albeit with notable variations. While efforts to comply with financial aspects of campus journalism are evident, several areas reflect operational inconsistencies or partial adherence to policy expectations. As stated by Bautista (2022), funding mechanisms in student journalism are often hampered by administrative bottlenecks, insufficient planning, and unclear accountability lines. In this context, the average result shows that while schools have

functioning systems for funding student publications, more consistent and transparent practices are needed to fully realize the Act's financial mandates.

Table 4. *Funding of Student Publication*

| <i>Indicator</i> | <i>M</i> | <i>SD</i> | <i>Verbal Interpretation</i> |
|---|-------------|-------------|------------------------------|
| 1. Our student publication receives funding from various sources, including school appropriations, student subscriptions, donations, and other legally permitted means. | 3.08 | 1.00 | Implemented |
| 2. The sources and allocation of funds for the student publication are clearly recorded, documented, and made publicly accessible. | 2.92 | 1.16 | Implemented |
| 3. The funding for our student publication is regular and reliable, ensuring continuous operation and publication. | 2.92 | 1.08 | Implemented |
| 4. All funding received and utilized by the student publication complies with legal and school policy requirements. | 3.17 | 1.11 | Implemented |
| 5. The editorial board independently manages the publication's funds, following proper financial guidelines as outlined in the Act. | 2.67 | 1.15 | Implemented |
| 6. The funding received is adequate to cover essential operational costs, including printing, distribution, and other necessary expenses. | 2.67 | 0.98 | Implemented |
| 7. If fundraising activities are conducted, they adhere to school policies and legal standards, supporting the financial stability of the publication. | 2.92 | 0.90 | Implemented |
| 8. The school administration promptly disburses student subscription fees and other allocated funds without delay or misappropriation. | 2.75 | 1.06 | Implemented |
| 9. The student publication follows a structured budgeting process, including team input, projected expenses, funding sources, and proper documentation. | 3.00 | 1.13 | Implemented |
| 10. Regular audits and financial reviews are conducted on transactions related to the student publication to ensure proper fund utilization and accountability. | 3.08 | 1.16 | Implemented |
| <i>Average</i> | <i>2.91</i> | <i>1.07</i> | <i>Implemented</i> |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

Among the items assessed, the highest mean scores were recorded in the statements "Our student publication receives funding from various sources, including school appropriations, student subscriptions, donations, and other legally permitted means" and "Regular audits and financial reviews are conducted on transactions related to the student publication," both with a mean of 3.08, which falls under the interpretation "Implemented." These findings suggest that the schools have established diverse income streams and auditing practices to manage student publication funds, reflecting adherence to key fiscal guidelines. According to Legaspi (2023), diversified funding and regular auditing practices are critical to maintaining the integrity and sustainability of school-based journalism programs, especially in resource-constrained regions. On the other hand, the lowest mean scores were seen in two indicators: "The editorial board independently manages the publication's funds" and "The funding received is adequate to cover essential operational costs," both rated 2.67 which falls under the interpretation "Implemented." This implies that schools struggle to ensure editorial financial autonomy and often lack sufficient funds to cover core expenses such as printing and distribution. As highlighted by Lim and Serrano (2021), many school publications rely heavily on administration-controlled budgets, which may limit the editorial board's ability to make independent financial decisions, thus weakening the practical empowerment intended by the law.

Table 5. *Publication Adviser*

| <i>Indicator</i> | <i>M</i> | <i>SD</i> | <i>Verbal Interpretation</i> |
|---|-------------|-------------|------------------------------|
| 1. The School Paper Adviser is selected by the school administration from a list of candidates recommended by the Editorial Board, following proper selection procedures. | 3.42 | 0.79 | Highly Implemented |
| 2. The School Paper Adviser is a regular full-time employee of the school, meeting the required qualifications for the role. | 3.75 | 0.62 | Highly Implemented |
| 3. The School Paper Adviser has prior experience in journalism, whether as a student journalist, professional journalist, or adviser in a previous institution. | 3.17 | 0.94 | Implemented |
| 4. The School Paper Adviser provides guidance to the editorial team, ensuring efficient workflow and adherence to publication standards. | 3.75 | 0.62 | Highly Implemented |
| 5. Before articles are published, the School Paper Adviser provides technical guidance during the editing process to maintain quality and accuracy. | 3.75 | 0.62 | Highly Implemented |
| 6. The School Paper Adviser convenes and facilitates regular staff meetings, ensuring that policy matters and publication concerns are properly discussed. | 3.58 | 0.67 | Highly Implemented |
| 7. The School Paper Adviser serves a one-year term, with the possibility of extension based on the recommendation of the Editorial Board. | 3.17 | 0.58 | Implemented |
| 8. Throughout the term, the School Paper Adviser does not hold any other position in school organizations that could create a conflict of interest. | 3.75 | 0.45 | Highly Implemented |
| 9. The School Paper Adviser ensures that all published articles meet technical and ethical standards, upholding responsible journalism practices. | 3.67 | 0.49 | Highly Implemented |
| 10. Regular staff meetings organized by the School Paper Adviser provide a structured platform for discussing policy matters and fostering teamwork within the editorial board. | 3.33 | 0.65 | Highly Implemented |
| <i>Average</i> | <i>3.53</i> | <i>0.64</i> | <i>Highly Implemented</i> |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

As illustrated in Table 5, the overall average mean score is 3.53 with a standard deviation of 0.64, which falls under the verbal interpretation “Highly Implemented.” This indicates that the implementation of the provisions of the Campus Journalism Act of 1991 concerning the School Paper Adviser is widely practiced among the selected secondary schools in Surigao del Norte. The findings suggest that the role of the adviser is well-integrated into the school publication structure, reinforcing ethical standards, editorial guidance, and staff coordination. According to Perez (2022), a well-supported and skilled adviser is essential in developing a functional and responsible student publication, ensuring compliance with both educational and journalistic standards.

Among the items assessed, the highest mean score of 3.75 (Highly Implemented) is shared by four indicators: “The School Paper Adviser is a regular full-time employee of the school,” “The School Paper Adviser provides guidance to the editorial team,” “Before articles are published, the School Paper Adviser provides technical guidance,” and “The School Paper Adviser does not hold any other position that could create a conflict of interest.” These results demonstrate that the schools maintain strong adherence to the qualifications and ethical standards expected of the adviser role. As emphasized by Castillo (2021), the full-time commitment of advisers and their technical supervision are critical in ensuring journalistic accuracy and nurturing student potential. The high implementation rating in these areas states the institutional efficiency in adviser appointment and role management.

In contrast, the lowest mean score of 3.17 was observed in the indicators “The School Paper Adviser has prior experience in journalism” and “The School Paper Adviser serves a one-year term, with the possibility of extension based on editorial board recommendation,” both of which are verbally interpreted as “Implemented.” This suggests that while schools meet the minimum standards for appointing advisers, experience in journalism and adherence to adviser term protocols are not uniformly applied. As noted by Llamado (2023), insufficient journalism background may affect the adviser's ability to guide students in complex editorial tasks, and unclear term structures may hinder continuity in publication planning. Addressing these areas for improvement may further enhance the effectiveness and sustainability of student publications.

Table 6. *Press Conferences and Training Seminars*

| <i>Indicator</i> | <i>M</i> | <i>SD</i> | <i>Verbal Interpretation</i> |
|--|-------------|-------------|------------------------------|
| 1. Our school participates in competitions, press conferences, and training seminars organized by the Department of Education (DepEd). | 3.83 | 0.39 | Highly Implemented |
| 2. Our student-editors, writers, and School Paper Advisers take part in these events at the institutional, divisional, and regional levels. | 3.67 | 0.65 | Highly Implemented |
| 3. Our school sends representatives to the annual National Schools Press Conference (NSPC) held in locations of historical or cultural importance. | 1.92 | 0.90 | Somehow Not Implemented |
| 4. Competitions, press conferences, and training seminars help improve the journalistic skills of student-editors and writers. | 3.67 | 0.65 | Highly Implemented |
| 5. The school provides opportunities for students from secondary level to join press- related educational events. | 3.50 | 0.90 | Highly Implemented |
| 6. Student writers receive sufficient training before journalism competitions such as DSPC, RSPC, and NSPC, enhancing their skills and preparedness. | 3.50 | 0.67 | Highly Implemented |
| 7. The school administration provides financial and logistical support for participation in local, regional, and national press conferences. | 3.42 | 0.90 | Highly Implemented |
| 8. The school keeps records of participation, results, and benefits gained from attending press conferences and training seminars. | 3.67 | 0.65 | Highly Implemented |
| 9. The school gathers feedback from student- editors and School Paper Advisers to improve participation in future press events. | 3.42 | 0.90 | Highly Implemented |
| 10. The school seeks opportunities to host or organize press conferences and journalism workshops to support student journalism in the community. | 3.17 | 0.94 | Implemented |
| Average | 3.37 | 0.75 | Highly Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

In Table 6, the overall average mean score is 3.37 with a standard deviation of 0.75, which falls under the interpretation “Highly Implemented.” This suggests that secondary schools in Surigao del Norte are strongly aligned with the mandates of the Campus Journalism Act of 1991 regarding active participation in press conferences and training seminars. These activities are critical in enhancing the journalistic competence of both students and School Paper Advisers. According to Salazar (2022), consistent involvement in training and writing competitions not only improves technical skills but also fosters a sense of confidence and professionalism among campus journalists. The data implies a supportive educational environment where journalism is nurtured beyond the classroom setting through institutional support and student engagement in press events.

The highest mean score was recorded in the statement “Our school participates in competitions, press conferences, and training seminars organized by the Department of Education (DepEd),” with a mean of 3.83 and a standard deviation of 0.39, which is interpreted as “Highly Implemented.” This result reflects the strong commitment of schools to meet DepEd’s programmatic thrust in promoting campus journalism as an essential student development activity. As argued by Delos Santos (2023), active participation in these events strengthens the link between policy and practice and enhances the visibility of student publications at regional and national levels. The data demonstrates the schools’ responsiveness to external journalism opportunities, which serve as platforms for exposure, competition, and peer learning.

In contrast, the lowest mean score of 1.92, with a standard deviation of 0.90, was found in the item “Our school sends representatives to the annual National Schools Press Conference (NSPC) held in locations of historical or cultural importance,” categorized as “Somehow Not Implemented.” This indicates that while there is strong engagement at the divisional and regional levels, participation in the national press conference remains limited. Possible contributing factors include financial constraints, travel restrictions, and logistical challenges. Lacuesta (2021) noted that despite the high value of national-level events, some public schools face barriers that hinder their consistent representation at the NSPC. This underlines a significant implementation gap that could limit student journalists from gaining broader exposure and benchmarking opportunities with their peers nationwide.

Student Journalist

Table 7 to 12 present the extent of implementation of Campus Journalism Act of 1991 among the selected secondary schools in Surigao del Norte as perceived by student journalists in terms of the editorial board, editorial policies, school publication, funding of student publication, publication adviser and press conferences and training seminars.

Table 7. Editorial Board

| Indicator | M | SD | Verbal Interpretation |
|--|------|------|-----------------------|
| 1. The school's editorial board includes a duly appointed School Paper Adviser, a qualified student editor, and a representative from the Parents-Teachers' Association as required. | 3.08 | 0.90 | Implemented |
| 2. The school ensures that the Editor-in-Chief is selected through a fair and transparent process with student participation. | 3.25 | 0.87 | Implemented |
| 3. The School Paper Adviser is appointed through an organized and documented process that ensures transparency and proper selection. | 3.42 | 0.51 | Implemented |
| 4. The Parent-Teachers' Association representative actively participates in setting editorial policies and guidelines. | 2.92 | 1.08 | Implemented |
| 5. The editorial board establishes, communicates, and implements policies in a transparent manner. | 3.08 | 0.90 | Implemented |
| 6. The board follows established policies while ensuring fairness and objectivity in decision making. | 3.25 | 0.87 | Implemented |
| 7. There are structured procedures in place to regularly monitor compliance with legal and ethical guidelines. | 3.00 | 0.74 | Implemented |
| 8. Editorial board members regularly undergo training on journalism ethics, responsibilities, and legal compliance. | 3.00 | 0.85 | Implemented |
| 9. The board effectively upholds and enforces editorial guidelines within the student publication. | 3.08 | 0.90 | Implemented |
| 10. There are clear and accessible channels for students and staff to raise concerns about editorial policies and their implementation. | 2.83 | 0.58 | Implemented |
| Average | 3.09 | 0.82 | Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

In Table 7, the overall average mean score is 3.09 with a standard deviation of 0.82, falling under the verbal interpretation “Implemented.” This indicates that while the core editorial board functions mandated by the Campus Journalism Act of 1991 are generally in place, there remains room for improvement in fully institutionalizing policies and structures across schools in Surigao del Norte. As emphasized by Castillo (2023), student editorial boards can only function effectively if roles, responsibilities, and mechanisms are clearly established and supported by all stakeholders. The findings suggest that schools are actively complying with minimum requirements but may need to strengthen consistency and transparency in implementation.

Among the items assessed, the highest mean score was obtained in the statement “The School Paper Adviser is appointed through an organized and documented process that ensures transparency and proper selection,” which garnered a mean of 3.42 and a standard deviation of 0.51, with a verbal interpretation of “Implemented.” This implies that most schools maintain a formalized process for selecting advisers, reinforcing professionalism and accountability in school-based journalism. According to Morales (2022), transparent adviser selection fosters credibility and encourages mentorship-based leadership, which can positively influence student editorial teams. The high rating on this indicator suggests a shared understanding among school heads and students of the importance of proper guidance in campus journalism.

Conversely, the lowest mean score was found in the statement “There are clear and accessible channels for students and staff to raise concerns about editorial policies and their implementation,” which received a mean of 2.83 and standard deviation of 0.58, interpreted as “Implemented.” Although still within an acceptable range, this relatively lower rating indicates that opportunities for inclusive feedback mechanisms remain underdeveloped in many schools. As observed by Fernando (2021), institutional feedback structures are critical for building a culture of transparency and responsiveness in campus journalism. Without clear reporting channels, students may feel disengaged or hesitant to express concerns, which could affect editorial integrity and inclusive policy formulation.

In Table 8, the overall average mean score is 2.96 with a standard deviation of 0.75, which is interpreted as “Implemented.” This suggests that most secondary schools in Surigao del Norte have taken steps to establish editorial policies aligned with the provisions of the Campus Journalism Act of 1991. However, while implementation is evident, the consistency and depth of application still vary among institutions. As emphasized by Alvarado (2022), the existence of written policies is only the foundation of good campus journalism; full implementation requires regular policy review, accessibility, and integration of legal principles in student publication practices.

Table 8. *Editorial Policies*

| <i>Indicator</i> | <i>M</i> | <i>SD</i> | <i>Verbal Interpretation</i> |
|---|-------------|-------------|------------------------------|
| 1. The school has a comprehensive set of editorial policies that comply with relevant laws and school administration policies. | 2.83 | 0.58 | Implemented |
| 2. The frequency of student publication releases is explicitly stated in the editorial policies and consistently followed. | 2.50 | 0.67 | Implemented |
| 3. The process for selecting articles and features is clearly outlined in the editorial guidelines and strictly implemented. | 3.08 | 0.90 | Implemented |
| 4. The editorial policies align with all relevant laws governing student publications. | 3.00 | 0.60 | Implemented |
| 5. The editorial policies incorporate and adhere to the school administration's policies while ensuring journalistic integrity. | 3.42 | 0.79 | Highly Implemented |
| 6. All members of the student publication have access to a copy of the editorial guidelines. | 2.75 | 0.97 | Implemented |
| 7. The editorial policies are periodically reviewed and updated to ensure relevance and effectiveness. | 2.92 | 0.90 | Implemented |
| 8. The guidelines include provisions safeguarding freedom of speech and expression for student journalists. | 2.92 | 0.79 | Implemented |
| 9. There are clear procedures for handling disputes and grievances related to editorial decisions and publication content. | 3.00 | 0.74 | Implemented |
| 10. The editorial guidelines promote diversity and inclusion in content selection and presentation. | 3.25 | 0.62 | Implemented |
| Average | 2.96 | 0.75 | Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

Among the items assessed, the highest mean score is found in the statement “The editorial policies incorporate and adhere to the school administration's policies while ensuring journalistic integrity,” which recorded a mean of 3.42 and standard deviation of 0.79, categorized as “Highly Implemented.” This indicates that many schools successfully align their campus journalism practices with institutional rules while still protecting the core values of journalistic responsibility. According to Ortega (2021), balancing institutional oversight with press freedom is key to cultivating ethical student journalism, especially in academic environments where student voices are shaped by both autonomy and accountability.

On the other hand, the lowest mean score appears in the item “The frequency of student publication releases is explicitly stated in the editorial policies and consistently followed,” which garnered a mean of 2.50 with a standard deviation of 0.67, verbally interpreted as “Implemented.” This result reflects a gap in operationalizing the publishing timelines as outlined in editorial guidelines. Inconsistencies in adhering to planned publication schedules may result from logistical challenges, lack of support, or limited student availability. As discussed by Navarro (2023), unclear or unmet publication timelines reduce student engagement and affect the overall credibility of campus papers. This finding points to the need for improved enforcement and review of editorial schedules across schools.

Table 9. *School Publication*

| <i>Indicator</i> | <i>M</i> | <i>SD</i> | <i>Verbal Interpretation</i> |
|--|-------------|-------------|------------------------------|
| 1. The student publication staff is chosen through fair and competitive examinations based on a clear set of criteria to ensure impartiality and meritocracy. | 3.08 | 1.16 | Implemented |
| 2. The editorial board determines its editorial policies freely, without interference from school authorities or external entities. | 2.92 | 0.90 | Implemented |
| 3. The editorial board manages the publication's funds independently, ensuring transparency and accountability in financial decisions. | 2.42 | 1.00 | Somehow Not Implemented |
| 4. The student publication was established according to the Campus Journalism Act of 1991, following its selection and operational guidelines. | 2.92 | 0.90 | Implemented |
| 5. The student publication is released at least once every school year, following the schedule set by the editorial board. | 2.83 | 1.19 | Implemented |
| 6. The School Paper Adviser is selected based on set qualifications and guidelines, ensuring they have the necessary expertise to guide the student publication. | 3.17 | 0.94 | Implemented |
| 7. The student publication has clear editorial guidelines that are documented and accessible to all staff members. | 2.67 | 1.07 | Implemented |
| 8. The editorial board ensures that published content reflects a variety of perspectives from different members of the school community. | 3.00 | 0.85 | Implemented |
| 9. The student publication follows the core principles of journalism, including accuracy, fairness, and respect for privacy in all published content. | 3.17 | 0.94 | Implemented |
| 10. The school provides training and resources to support the development and improvement of the student publication, helping contributors enhance their skills. | 3.00 | 1.04 | Implemented |
| Average | 2.92 | 1.00 | Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

In Table 9, the overall average mean score is 2.92 with a standard deviation of 1.00, which falls under the interpretation “Implemented.” This indicates that, from the perspective of student journalists, schools in Surigao del Norte are complying with the basic provisions of the Campus Journalism Act of 1991 related to the establishment and operation of student publications. However, the data reveals some inconsistencies, particularly in areas concerning editorial autonomy and financial independence. As emphasized by Corpuz

(2023), implementation efforts in student journalism can be weakened by administrative overreach or lack of structural support, limiting the full realization of campus press freedom.

Among the indicators assessed, the highest mean scores are observed in two items: “The School Paper Adviser is selected based on set qualifications and guidelines, ensuring they have the necessary expertise to guide the student publication” and “The student publication follows the core principles of journalism, including accuracy, fairness, and respect for privacy in all published content,” both receiving a mean of 3.17 and a standard deviation of 0.94, interpreted as “Implemented.” These findings suggest that schools are taking steps to appoint competent advisers and instill journalistic values among their editorial teams. As noted by Del Mundo (2021), the presence of qualified mentors plays a vital role in fostering journalistic ethics and credibility in student publications, especially when advisers emphasize values such as accuracy and respect for sources.

Conversely, the item with the lowest mean score is “The editorial board manages the publication’s funds independently, ensuring transparency and accountability in financial decisions,” with a mean of 2.42 and a standard deviation of 1.00, categorized as “Somehow Not Implemented.” This result reveals a major gap in the operational autonomy of student publications. Financial independence is critical to upholding editorial freedom, as external control over funding can influence content and limit student expression. As discussed by Villareal (2022), lack of budget transparency and financial autonomy often leads to constrained publication schedules and diminished editorial confidence, especially in public school settings.

Table 10. *Funding of Student Publication*

| <i>Indicator</i> | <i>M</i> | <i>SD</i> | <i>Verbal Interpretation</i> |
|---|----------|-----------|------------------------------|
| 1. Our student publication receives funding from various sources, including school appropriations, student subscriptions, donations, and other legally permitted means. | 2.75 | 1.06 | Implemented |
| 2. The sources and allocation of funds for the student publication are clearly recorded, documented, and made publicly accessible. | 2.67 | 0.98 | Implemented |
| 3. The funding for our student publication is regular and reliable, ensuring continuous operation and publication. | 2.50 | 1.00 | Somehow Not Implemented |
| 4. All funding received and utilized by the student publication complies with legal and school policy requirements. | 2.50 | 1.24 | Somehow Not Implemented |
| 5. The editorial board independently manages the publication’s funds, following proper financial guidelines as outlined in the Act. | 2.58 | 1.00 | Implemented |
| 6. The funding received is adequate to cover essential operational costs, including printing, distribution, and other necessary expenses. | 2.25 | 1.06 | Somehow Not Implemented |
| 7. If fundraising activities are conducted, they adhere to school policies and legal standards, supporting the financial stability of the publication. | 2.25 | 1.06 | Somehow Not Implemented |
| 8. The school administration promptly disburses student subscription fees and other allocated funds without delay or misappropriation. | 2.42 | 1.16 | Somehow Not Implemented |
| 9. The student publication follows a structured budgeting process, including team input, projected expenses, funding sources, and proper documentation. | 2.42 | 1.16 | Somehow Not Implemented |
| 10. Regular audits and financial reviews are conducted on transactions related to the student publication to ensure proper fund utilization and accountability. | 2.33 | 1.07 | Somehow Not Implemented |
| Average | 2.46 | 1.07 | Somehow Not Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

In Table 10, the overall average mean score is 2.46 with a standard deviation of 1.07, which is interpreted as “Somehow Not Implemented.” This suggests that the financial aspects of the Campus Journalism Act of 1991 are not consistently upheld in many secondary schools across Surigao del Norte, as perceived by the school paper advisers. While some funding mechanisms are in place, the overall picture shows gaps in reliability, transparency, and administrative compliance. According to Basilio (2022), funding is one of the most fragile components of school journalism, often hindered by delays in budget release and vague financial procedures that disrupt regular publication and training of student journalists.

The highest mean score is found in the statement “Our student publication receives funding from various sources, including school appropriations, student subscriptions, donations, and other legally permitted means,” with a mean of 2.75 and standard deviation of 1.06, interpreted as “Implemented.” This finding indicates that most schools have access to diverse funding streams, although the adequacy and consistency of such funds remain questionable. As emphasized by Atienza (2021), securing varied sources of support can stabilize student publication operations, but this requires proactive fundraising, school cooperation, and legal alignment.

In contrast, two items share the lowest mean score of 2.25 and standard deviation of 1.06, both interpreted as “Somehow Not Implemented.” These are: “The funding received is adequate to cover essential operational costs, including printing, distribution, and other necessary expenses” and “If fundraising activities are conducted, they adhere to school policies and legal standards, supporting the financial stability of the publication.” These low scores reveal an alarming inadequacy in budget sufficiency and legal oversight for supplemental funding. In line with the findings of Rivera (2023), inadequate and irregular funding often forces student publications to compromise the frequency and quality of their outputs, leading to missed publication cycles and diminished campus journalistic impact.

Table 11. *Publication Adviser*

| <i>Indicator</i> | <i>M</i> | <i>SD</i> | <i>Verbal Interpretation</i> |
|---|-------------|-------------|------------------------------|
| 1. The School Paper Adviser is selected by the school administration from a list of candidates recommended by the Editorial Board, following proper selection procedures. | 3.42 | 0.67 | Highly Implemented |
| 2. The School Paper Adviser is a regular full- time employee of the school, meeting the required qualifications for the role. | 3.67 | 0.49 | Highly Implemented |
| 3. The School Paper Adviser has prior experience in journalism, whether as a student journalist, professional journalist, or adviser in a previous institution. | 3.33 | 0.89 | Highly Implemented |
| 4. The School Paper Adviser provides guidance to the editorial team, ensuring efficient workflow and adherence to publication standards. | 3.83 | 0.39 | Highly Implemented |
| 5. Before articles are published, the School Paper Adviser provides technical guidance during the editing process to maintain quality and accuracy. | 3.92 | 0.29 | Highly Implemented |
| 6. The School Paper Adviser convenes and facilitates regular staff meetings, ensuring that policy matters and publication concerns are properly discussed. | 3.50 | 0.52 | Highly Implemented |
| 7. The School Paper Adviser serves a one-year term, with the possibility of extension based on the recommendation of the Editorial Board. | 3.17 | 0.58 | Implemented |
| 8. Throughout the term, the School Paper Adviser does not hold any other position in school organizations that could create a conflict of interest. | 3.17 | 0.58 | Implemented |
| 9. The School Paper Adviser ensures that all published articles meet technical and ethical standards, upholding responsible journalism practices. | 3.67 | 0.49 | Highly Implemented |
| 10. Regular staff meetings organized by the School Paper Adviser provide a structured platform for discussing policy matters and fostering teamwork within the editorial board. | 3.33 | 0.49 | Highly Implemented |
| Average | 3.50 | 0.53 | Highly Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

In Table 11, the overall average mean score is 3.50 with a standard deviation of 0.53, which falls under the interpretation “Highly Implemented.” This indicates that schools in Surigao del Norte, as perceived by the School Paper Advisers, are strongly complying with the provisions of the Campus Journalism Act of 1991 concerning the roles, responsibilities, and qualifications of the publication adviser. As noted by Galvez (2021), a competent and well-supported School Paper Adviser plays a pivotal role in maintaining the integrity, consistency, and educational value of school-based publications. This high level of implementation reflects that most schools have institutionalized proper selection processes, technical support mechanisms, and ethical responsibilities aligned with national policies.

Among the ten indicators evaluated, the highest mean score is observed in the statement “Before articles are published, the School Paper Adviser provides technical guidance during the editing process to maintain quality and accuracy,” which recorded a mean of 3.92 and a standard deviation of 0.29, verbally interpreted as “Highly Implemented.” This suggests that editorial oversight in student publications is being exercised with diligence and professional commitment.

According to Feliciano (2023), rigorous content review by a qualified adviser not only upholds journalistic standards but also enhances the students’ editorial skills and critical thinking. The strong adherence in this area shows the value placed on accuracy and ethics before materials are published.

On the other hand, the lowest mean scores are shared by two items: “The School Paper Adviser serves a one-year term, with the possibility of extension based on the recommendation of the Editorial Board,” and “Throughout the term, the School Paper Adviser does not hold any other position in school organizations that could create a conflict of interest,” both receiving a mean of 3.17 and a standard deviation of 0.58, with a verbal interpretation of “Implemented.” Although still within a positive range, these items scored relatively lower, suggesting some inconsistencies in strictly following tenure guidelines and in avoiding overlapping roles that may hinder objectivity. As emphasized by Labrador (2022), role clarity and exclusive dedication to the publication are crucial in avoiding conflict of interest and sustaining the quality and impartiality of school journalism programs.

Table 12 presents the evaluation of press conferences and training seminars as perceived by the School Paper Advisers. The overall average mean score is 2.99 with a standard deviation of 0.87, interpreted as “Implemented.” This finding shows that public secondary schools in Surigao del Norte are generally supporting student involvement in journalism training and competitions. While the overall score indicates a fair level of compliance with the provisions of the Campus Journalism Act of 1991, there is still room for improvement in nationwide participation and institutional support. According to Serrano (2021), sustained involvement in press conferences fosters journalistic growth among students, yet participation is often constrained by logistical and financial limitations.

Among all indicators, the highest mean score is attributed to the statement “Before articles are published, the School Paper Adviser provides technical guidance during the editing process to maintain quality and accuracy,” which garnered a mean of 3.92 and a standard deviation of 0.29, verbally interpreted as “Highly Implemented.” This reflects the strong presence and involvement of advisers in guiding the publication process, particularly in pre-publication quality assurance. As mentioned by Tolentino (2023), high-quality student outputs are often the result of mentoring systems that prioritize clarity, ethics, and journalistic accuracy. This practice strengthens student capacity while reinforcing adviser accountability.

Table 12. *Press Conferences and Training Seminars*

| <i>Indicator</i> | <i>M</i> | <i>SD</i> | <i>Verbal Interpretation</i> |
|--|-------------|-------------|------------------------------|
| 1. Our school participates in competitions, press conferences, and training seminars organized by the Department of Education (DepEd). | 3.58 | 0.79 | Highly Implemented |
| 2. Our student-editors, writers, and School Paper Advisers take part in these events at the institutional, divisional, and regional levels. | 3.42 | 0.79 | Highly Implemented |
| 3. Our school sends representatives to the annual National Schools Press Conference (NSPC) held in locations of historical or cultural importance. | 1.50 | 0.90 | Not Implemented |
| 4. Competitions, press conferences, and training seminars help improve the journalistic skills of student-editors and writers. | 3.42 | 1.00 | Highly Implemented |
| 5. The school provides opportunities for students from secondary level to join press- related educational events. | 3.17 | 0.83 | Implemented |
| 6. Student writers receive sufficient training before journalism competitions such as DSPC, RSPC, and NSPC, enhancing their skills and preparedness. | 3.08 | 0.79 | Implemented |
| 7. The school administration provides financial and logistical support for participation in local, regional, and national press conferences. | 2.92 | 1.00 | Implemented |
| 8. The school keeps records of participation, results, and benefits gained from attending press conferences and training seminars. | 3.00 | 0.85 | Implemented |
| 9. The school gathers feedback from student- editors and School Paper Advisers to improve participation in future press events. | 3.00 | 0.74 | Implemented |
| 10. The school seeks opportunities to host or organize press conferences and journalism workshops to support student journalism in the community. | 2.83 | 1.03 | Implemented |
| Average | 2.99 | 0.87 | Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

Conversely, the lowest mean score was observed in the statement “Our school sends representatives to the annual National Schools Press Conference (NSPC) held in locations of historical or cultural importance,” with a mean of 1.50 and a standard deviation of 0.90, interpreted as “Not Implemented.” This score suggests a significant gap in national-level engagement among student publications. Factors such as limited school budgets, regional travel constraints, and eligibility requirements may hinder broader participation. As stressed by Dayag (2020), despite the educational benefits of NSPC, schools in geographically isolated or underfunded regions often face challenges in sustaining national involvement.

School Head

Table 13 to 18 present the extent of implementation of Campus Journalism Act of 1991 among the selected secondary schools in Surigao del Norte as perceived by school head in terms of the editorial board, editorial policies, school publication, funding of student publication, publication adviser and press conferences and training seminars.

Table 13. *Editorial Board*

| <i>Indicator</i> | <i>M</i> | <i>SD</i> | <i>Verbal Interpretation</i> |
|--|-------------|-------------|------------------------------|
| 1. The school's editorial board includes a duly appointed School Paper Adviser, a qualified student editor, and a representative from the Parents-Teachers' Association as required. | 3.36 | 0.50 | Highly Implemented |
| 2. The school ensures that the Editor-in-Chief is selected through a fair and transparent process with student participation. | 3.73 | 0.65 | Highly Implemented |
| 3. The School Paper Adviser is appointed through an organized and documented process that ensures transparency and proper selection. | 3.36 | 1.03 | Highly Implemented |
| 4. The Parent-Teachers' Association representative actively participates in setting editorial policies and guidelines. | 3.09 | 0.83 | Highly Implemented |
| 5. The editorial board establishes, communicates, and implements policies in a transparent manner. | 3.45 | 0.52 | Highly Implemented |
| 6. The board follows established policies while ensuring fairness and objectivity in decision making. | 3.27 | 0.65 | Highly Implemented |
| 7. There are structured procedures in place to regularly monitor compliance with legal and ethical guidelines. | 3.27 | 0.47 | Highly Implemented |
| 8. Editorial board members regularly undergo training on journalism ethics, responsibilities, and legal compliance. | 3.36 | 0.67 | Highly Implemented |
| 9. The board effectively upholds and enforces editorial guidelines within the student publication. | 3.45 | 0.69 | Highly Implemented |
| 10. There are clear and accessible channels for students and staff to raise concerns about editorial policies and their implementation. | 3.64 | 0.50 | Highly Implemented |
| Average | 3.40 | 0.65 | Highly Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

Table 13 summarizes the responses of School Heads regarding the implementation of editorial board provisions under the Campus Journalism Act of 1991. The overall average mean is 3.40 with a standard deviation of 0.65, which falls under the verbal interpretation “Highly Implemented.” This suggests that most schools in Surigao del Norte are consistently observing key editorial board structures

and processes as prescribed by the law. The high level of implementation reflects administrative commitment to legal compliance, policy consistency, and the promotion of responsible campus journalism. As discussed by Gella (2022), effective school governance in journalism arises when administrators align practices with ethical frameworks, legal mandates, and student participation mechanisms.

Among all the statements, the highest mean score is noted in “The school ensures that the Editor-in-Chief is selected through a fair and transparent process with student participation,” which earned a mean of 3.73 and a standard deviation of 0.65, interpreted as “Highly Implemented.” This highlights that leadership selection within the editorial board is done democratically, involving student voice—a key feature of empowering participatory journalism. According to Manlapaz (2023), fostering student involvement in editorial leadership enhances their ownership of journalistic integrity and publication outcomes.

On the other hand, the lowest mean score is found in the indicator “The Parent-Teachers’ Association representative actively participates in setting editorial policies and guidelines,” which garnered a mean of 3.09 and a standard deviation of 0.83, still verbally interpreted as “Highly Implemented.” While this score remains in the upper range, it implies a slightly weaker implementation compared to other areas, possibly due to irregular attendance or undefined PTA roles.

As emphasized by Castillo (2021), stakeholder participation is only meaningful if supported by structured mechanisms and consistent engagement. In school journalism, the inclusion of PTA members is crucial in upholding transparency, protecting student rights, and building stronger community trust.

Table 14. *Editorial Policies*

| <i>Indicator</i> | <i>M</i> | <i>SD</i> | <i>Verbal Interpretation</i> |
|--|-------------|-------------|------------------------------|
| 1. The school's editorial board includes a duly appointed School Paper Adviser, a qualified student editor, and a representative from the Parents-Teachers' Association as required. | 3.36 | 0.50 | Highly Implemented |
| 2. The school ensures that the Editor-in-Chief is selected through a fair and transparent process with student participation. | 3.73 | 0.65 | Highly Implemented |
| 3. The School Paper Adviser is appointed through an organized and documented process that ensures transparency and proper selection. | 3.36 | 1.03 | Highly Implemented |
| 4. The Parent-Teachers’ Association representative actively participates in setting editorial policies and guidelines. | 3.09 | 0.83 | Highly Implemented |
| 5. The editorial board establishes, communicates, and implements policies in a transparent manner. | 3.45 | 0.52 | Highly Implemented |
| 6. The board follows established policies while ensuring fairness and objectivity in decision making. | 3.27 | 0.65 | Highly Implemented |
| 7. There are structured procedures in place to regularly monitor compliance with legal and ethical guidelines. | 3.27 | 0.47 | Highly Implemented |
| 8. Editorial board members regularly undergo training on journalism ethics, responsibilities, and legal compliance. | 3.36 | 0.67 | Highly Implemented |
| 9. The board effectively upholds and enforces editorial guidelines within the student publication. | 3.45 | 0.69 | Highly Implemented |
| 10. There are clear and accessible channels for students and staff to raise concerns about editorial policies and their implementation. | 3.64 | 0.50 | Highly Implemented |
| Average | 3.40 | 0.65 | Highly Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

Table 14 presents the perception of School Heads regarding the extent of implementation of editorial policies in line with the Campus Journalism Act of 1991. The overall average mean is 3.47 with a standard deviation of 0.61, which is interpreted as “Highly Implemented.” This indicates that secondary schools in Surigao del Norte are actively enforcing editorial guidelines that are aligned with legal, ethical, and institutional standards. As emphasized by Avenido (2022), comprehensive editorial frameworks serve as safeguards for student expression and are instrumental in promoting transparency and accountability in campus journalism practices.

The highest mean score is found in the item “The guidelines include provisions safeguarding freedom of speech and expression for student journalists,” with a mean of 3.64 and standard deviation of 0.67, which is also interpreted as “Highly Implemented.” This implies that schools recognize the constitutional rights of student writers and are providing them with avenues for independent expression.

According to Herrera (2023), incorporating freedom of expression into school-based policies empowers students to address relevant issues confidently and responsibly, reinforcing journalism's role as a democratic tool within educational settings.

In contrast, the lowest mean score is associated with “All members of the student publication have access to a copy of the editorial guidelines,” which received a mean of 3.27 and standard deviation of 0.47, although still interpreted as “Highly Implemented.” While this indicates generally strong compliance, the slightly lower score may reflect inconsistencies in policy dissemination.

Limited access can result in a lack of shared understanding of publication standards among staff writers. As discussed by Cuenca (2021), availability of editorial materials ensures operational clarity and helps prevent disputes arising from editorial misunderstandings or misinterpretations.

Table 15 shows the perception of School Heads on the extent of implementation of provisions related to school publications under the Campus Journalism Act of 1991. The overall average mean is 3.55 with a standard deviation of 0.59, which is interpreted as “Highly Implemented.” This suggests that most secondary schools in Surigao del Norte are adhering to national standards in maintaining operational and ethical student publications. The data affirm that school-based publications are functioning efficiently and in accordance with the Act. As emphasized by Macaraan (2022), a strong publication culture within schools not only reinforces students’ rights to expression but also nurtures civic engagement and critical thinking.

Table 15. *School Publication*

| <i>Indicator</i> | <i>M</i> | <i>SD</i> | <i>Verbal Interpretation</i> |
|--|-------------|-------------|------------------------------|
| 1. The student publication staff is chosen through fair and competitive examinations based on a clear set of criteria to ensure impartiality and meritocracy. | 3.55 | 0.52 | Highly Implemented |
| 2. The editorial board determines its editorial policies freely, without interference from school authorities or external entities. | 3.36 | 0.67 | Highly Implemented |
| 3. The editorial board manages the publication’s funds independently, ensuring transparency and accountability in financial decisions. | 3.45 | 0.69 | Highly Implemented |
| 4. The student publication was established according to the Campus Journalism Act of 1991, following its selection and operational guidelines. | 3.55 | 0.69 | Highly Implemented |
| 5. The student publication is released at least once every school year, following the schedule set by the editorial board. | 3.55 | 0.52 | Highly Implemented |
| 6. The School Paper Adviser is selected based on set qualifications and guidelines, ensuring they have the necessary expertise to guide the student publication. | 3.64 | 0.50 | Highly Implemented |
| 7. The student publication has clear editorial guidelines that are documented and accessible to all staff members. | 3.64 | 0.50 | Highly Implemented |
| 8. The editorial board ensures that published content reflects a variety of perspectives from different members of the school community. | 3.55 | 0.52 | Highly Implemented |
| 9. The student publication follows the core principles of journalism, including accuracy, fairness, and respect for privacy in all published content. | 3.64 | 0.67 | Highly Implemented |
| 10. The school provides training and resources to support the development and improvement of the student publication, helping contributors enhance their skills. | 3.64 | 0.67 | Highly Implemented |
| Average | 3.55 | 0.59 | Highly Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

Among the items analyzed, the highest mean score is shared by four indicators: “The School Paper Adviser is selected based on set qualifications and guidelines, ensuring they have the necessary expertise to guide the student publication,” “The student publication has clear editorial guidelines that are documented and accessible to all staff members,” “The student publication follows the core principles of journalism, including accuracy, fairness, and respect for privacy in all published content,” and “The school provides training and resources to support the development and improvement of the student publication, helping contributors enhance their skills,” all of which scored 3.64 and are verbally interpreted as “Highly Implemented.” This demonstrates a well-structured approach to both editorial management and professional development. According to Soliven (2023), when schools invest in qualified advisers and provide structured editorial policies and capacity-building opportunities, they foster a more ethical and skill-oriented journalism practice.

Conversely, the lowest-rated item is “The editorial board determines its editorial policies freely, without interference from school authorities or external entities,” with a mean of 3.36 and standard deviation of 0.67, still categorized as “Highly Implemented.” Although the interpretation remains positive, the slightly lower score may indicate occasional administrative influence on editorial decision-making. As pointed out by Rañosa (2021), editorial independence can be limited by hierarchical school structures, especially when administrators perceive certain topics as controversial. This highlights the importance of clearly delineating the editorial autonomy of student publications, which is a critical component of democratic education.

Table 16 outlines the school heads’ perceptions on the extent of implementation of funding-related provisions under the Campus Journalism Act of 1991. The overall average mean is 3.50, with a standard deviation of 0.54, which falls under the interpretation “Highly Implemented.” This signifies that school administrators in Surigao del Norte ensure consistent, legal, and transparent support for student publications, aligned with national policy.

According to Liao (2022), the strength of any campus publication depends significantly on the availability of stable financial resources that allow operational sustainability, editorial freedom, and quality output. The result reflects the schools’ commitment to financially backing journalism programs despite varying institutional capacities.

Among the items evaluated, the highest mean score is found in the statement “The student publication follows a structured budgeting process, including team input, projected expenses, funding sources, and proper documentation,” with a mean of 3.73 and a standard deviation of 0.47, interpreted as “Highly Implemented.” This demonstrates strong internal financial management systems within school-based publications, ensuring transparency and accountability. As emphasized by Paderes (2023), structured financial planning enhances operational consistency and allows student editorial boards to focus on content quality without facing frequent resource gaps.

Table 16. *Funding of Student Publication*

| <i>Indicator</i> | <i>M</i> | <i>SD</i> | <i>Verbal Interpretation</i> |
|---|----------|-----------|------------------------------|
| 1. Our student publication receives funding from various sources, including school appropriations, student subscriptions, donations, and other legally permitted means. | 3.55 | 0.52 | Highly Implemented |
| 2. The sources and allocation of funds for the student publication are clearly recorded, documented, and made publicly accessible. | 3.45 | 0.52 | Highly Implemented |
| 3. The funding for our student publication is regular and reliable, ensuring continuous operation and publication. | 3.55 | 0.52 | Highly Implemented |
| 4. All funding received and utilized by the student publication complies with legal and school policy requirements. | 3.55 | 0.69 | Highly Implemented |
| 5. The editorial board independently manages the publication's funds, following proper financial guidelines as outlined in the Act. | 3.36 | 0.67 | Highly Implemented |
| 6. The funding received is adequate to cover essential operational costs, including printing, distribution, and other necessary expenses. | 3.36 | 0.50 | Highly Implemented |
| 7. If fundraising activities are conducted, they adhere to school policies and legal standards, supporting the financial stability of the publication. | 3.45 | 0.52 | Highly Implemented |
| 8. The school administration promptly disburses student subscription fees and other allocated funds without delay or misappropriation. | 3.55 | 0.52 | Highly Implemented |
| 9. The student publication follows a structured budgeting process, including team input, projected expenses, funding sources, and proper documentation. | 3.73 | 0.47 | Highly Implemented |
| 10. Regular audits and financial reviews are conducted on transactions related to the student publication to ensure proper fund utilization and accountability. | 3.55 | 0.52 | Highly Implemented |
| <i>Average</i> | 3.50 | 0.54 | Highly Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

On the other hand, the lowest mean score was observed in two indicators—"The editorial board independently manages the publication's funds, following proper financial guidelines as outlined in the Act," and "The funding received is adequate to cover essential operational costs, including printing, distribution, and other necessary expenses," both with a mean of 3.36. Still, these fall under "Highly Implemented." This slight drop may suggest some limitations in financial autonomy or adequacy of resources, despite compliance with basic requirements. As noted by Sumalinog (2021), while schools may support student publications through policy adherence, practical constraints—like fund delays or minimal budget allocations—can limit full editorial independence and efficiency in operations.

Table 17. *Publication Adviser*

| <i>Indicator</i> | <i>M</i> | <i>SD</i> | <i>Verbal Interpretation</i> |
|---|----------|-----------|------------------------------|
| 1. The School Paper Adviser is selected by the school administration from a list of candidates recommended by the Editorial Board, following proper selection procedures. | 3.73 | 0.47 | Highly Implemented |
| 2. The School Paper Adviser is a regular full-time employee of the school, meeting the required qualifications for the role. | 3.64 | 0.50 | Highly Implemented |
| 3. The School Paper Adviser has prior experience in journalism, whether as a student journalist, professional journalist, or adviser in a previous institution. | 3.82 | 0.40 | Highly Implemented |
| 4. The School Paper Adviser provides guidance to the editorial team, ensuring efficient workflow and adherence to publication standards. | 3.73 | 0.47 | Highly Implemented |
| 5. Before articles are published, the School Paper Adviser provides technical guidance during the editing process to maintain quality and accuracy. | 3.64 | 0.50 | Highly Implemented |
| 6. The School Paper Adviser convenes and facilitates regular staff meetings, ensuring that policy matters and publication concerns are properly discussed. | 3.73 | 0.47 | Highly Implemented |
| 7. The School Paper Adviser serves a one-year term, with the possibility of extension based on the recommendation of the Editorial Board. | 3.73 | 0.47 | Highly Implemented |
| 8. Throughout the term, the School Paper Adviser does not hold any other position in school organizations that could create a conflict of interest. | 3.64 | 0.50 | Highly Implemented |
| 9. The School Paper Adviser ensures that all published articles meet technical and ethical standards, upholding responsible journalism practices. | 3.73 | 0.47 | Highly Implemented |
| 10. Regular staff meetings organized by the School Paper Adviser provide a structured platform for discussing policy matters and fostering teamwork within the editorial board. | 3.55 | 0.52 | Highly Implemented |
| <i>Average</i> | 3.69 | 0.47 | Highly Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

Table 17 displays the perceptions of school heads on the implementation of the provisions related to the School Paper Adviser under the Campus Journalism Act of 1991. The overall average mean score is 3.69, with a standard deviation of 0.47, which corresponds to the interpretation "Highly Implemented." This indicates that schools in Surigao del Norte generally comply with the law's stipulations in selecting, assigning, and empowering competent advisers to oversee the operations of student publications. As emphasized by Villaruel (2021), having a qualified adviser is crucial in maintaining the quality, ethics, and educational value of student publications,

as they serve as both mentors and quality controllers in school-based journalism programs.

Among all the indicators, the highest mean score was noted in the item “The School Paper Adviser has prior experience in journalism, whether as a student journalist, professional journalist, or adviser in a previous institution,” which received a mean of 3.82 and a standard deviation of 0.40, interpreted as “Highly Implemented.” This suggests that most schools appoint advisers who bring firsthand knowledge and experience in the field, thus enriching the student journalists’ learning journey. According to Herrera (2022), the presence of experienced journalism advisers enables student writers to better understand press ethics, investigative reporting, and editorial standards, thereby raising the overall caliber of school publications.

Meanwhile, the lowest mean score was recorded in the indicator “Regular staff meetings organized by the School Paper Adviser provide a structured platform for discussing policy matters and fostering teamwork within the editorial board,” with a mean of 3.55 and standard deviation of 0.52, still interpreted as “Highly Implemented.” While still rated highly, this slightly lower score may reflect challenges in maintaining consistent staff engagement due to time constraints or competing academic priorities. Manapat (2023) suggested that while most advisers are capable, structural issues such as heavy teaching loads or administrative duties often limit their availability to conduct regular sessions with the editorial team, which could affect group cohesion and long-term publication planning.

Table 18. *Press Conferences and Training Seminars*

| <i>Indicator</i> | <i>M</i> | <i>SD</i> | <i>Verbal Interpretation</i> |
|--|-------------|-------------|------------------------------|
| 1. Our school participates in competitions, press conferences, and training seminars organized by the Department of Education (DepEd). | 3.73 | 0.47 | Highly Implemented |
| 2. Our student-editors, writers, and School Paper Advisers take part in these events at the institutional, divisional, and regional levels. | 3.55 | 0.82 | Highly Implemented |
| 3. Our school sends representatives to the annual National Schools Press Conference (NSPC) held in locations of historical or cultural importance. | 3.18 | 0.87 | Implemented |
| 4. Competitions, press conferences, and training seminars help improve the journalistic skills of student-editors and writers. | 3.55 | 0.82 | Highly Implemented |
| 5. The school provides opportunities for students from secondary level to join press- related educational events. | 3.64 | 0.67 | Highly Implemented |
| 6. Student writers receive sufficient training before journalism competitions such as DSPC, RSPC, and NSPC, enhancing their skills and preparedness. | 3.64 | 0.50 | Highly Implemented |
| 7. The school administration provides financial and logistical support for participation in local, regional, and national press conferences. | 3.73 | 0.47 | Highly Implemented |
| 8. The school keeps records of participation, results, and benefits gained from attending press conferences and training seminars. | 3.64 | 0.67 | Highly Implemented |
| 9. The school gathers feedback from student- editors and School Paper Advisers to improve participation in future press events. | 3.55 | 0.69 | Highly Implemented |
| 10. The school seeks opportunities to host or organize press conferences and journalism workshops to support student journalism in the community. | 3.55 | 0.52 | Highly Implemented |
| Average | 3.57 | 0.65 | Highly Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

Table 18 presents the perceived extent of implementation of press conference participation and journalism-related training seminars by the student journalists under the Campus Journalism Act of 1991. The overall average mean score of 3.57 with a standard deviation of 0.65 falls within the interpretation “Highly Implemented.” This implies that schools in Surigao del Norte are actively complying with the law's provisions by engaging student journalists and School Paper Advisers in various journalism enrichment activities. According to Eustaquio (2022), active participation in press conferences, such as the Division, Regional, and National Schools Press Conferences (DSPC, RSPC, and NSPC), plays a crucial role in honing the practical writing and editorial skills of young campus journalists while promoting healthy competition and values formation.

Among the ten indicators, the highest mean score of 3.73 was recorded for both “Our school participates in competitions, press conferences, and training seminars organized by the Department of Education (DepEd)” and “The school administration provides financial and logistical support for participation in local, regional, and national press conferences,” both interpreted as “Highly Implemented.” These results underscore that schools not only recognize the value of student participation in journalism activities but also provide the necessary logistical backing to ensure their involvement. As noted by Morales (2021), strong institutional support for co-curricular journalism activities fosters not only student growth but also uplifts the credibility and visibility of school publications.

Conversely, the lowest mean score was observed in the statement “Our school sends representatives to the annual National Schools Press Conference (NSPC) held in locations of historical or cultural importance,” which received a mean of 3.18 and a standard deviation of 0.87, interpreted as “Implemented.” Although still within the positive range, this lower score suggests that not all schools consistently send representatives to the NSPC, possibly due to budget limitations, qualification hurdles, or administrative constraints. As explained by Beltran (2023), while NSPC is considered the pinnacle of campus journalism contests, many public schools struggle with the cost and requirements of national-level participation, limiting broader representation.

Parent-Teacher Association (PTA) Officers

Table 19 to 24 present the extent of implementation of Campus Journalism Act of 1991 among the selected secondary schools in Surigao del Norte as perceived by Parent-Teacher Association (PTA) Officers in terms of the editorial board, editorial policies, school publication, funding of student publication, publication adviser and press conferences and training seminars.

Table 19. *Editorial Board*

| Indicator | M | SD | Verbal Interpretation |
|--|------|------|-------------------------|
| 1. The school's editorial board includes a duly appointed School Paper Adviser, a qualified student editor, and a representative from the Parents-Teachers' Association as required. | 2.08 | 0.79 | Somehow Not Implemented |
| 2. The school ensures that the Editor-in-Chief is selected through a fair and transparent process with student participation. | 2.33 | 0.49 | Somehow Not Implemented |
| 3. The School Paper Adviser is appointed through an organized and documented process that ensures transparency and proper selection. | 2.08 | 0.90 | Somehow Not Implemented |
| 4. The Parent-Teachers' Association representative actively participates in setting editorial policies and guidelines. | 1.50 | 0.52 | Somehow Not Implemented |
| 5. The editorial board establishes, communicates, and implements policies in a transparent manner. | 2.83 | 0.72 | Implemented |
| 6. The board follows established policies while ensuring fairness and objectivity in decision making. | 3.17 | 0.83 | Implemented |
| 7. There are structured procedures in place to regularly monitor compliance with legal and ethical guidelines. | 2.75 | 0.45 | Implemented |
| 8. Editorial board members regularly undergo training on journalism ethics, responsibilities, and legal compliance. | 2.50 | 0.67 | Somehow Not Implemented |
| 9. The board effectively upholds and enforces editorial guidelines within the student publication. | 3.17 | 0.83 | Implemented |
| 10. There are clear and accessible channels for students and staff to raise concerns about editorial policies and their implementation. | 2.83 | 0.58 | Implemented |
| Average | 2.52 | 0.67 | Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

Table 19 illustrates the perceived extent of implementation of the Campus Journalism Act of 1991 in relation to the formation and operation of the editorial board, as viewed by Parent-Teacher Association (PTA) officers. The overall average mean is 2.52 with a standard deviation of 0.67, corresponding to the interpretation "Implemented." This score indicates a modest level of compliance among schools, with some essential editorial structures in place, though not all legal provisions are being fully realized. According to Ferrer (2022), effective campus journalism relies on the structured collaboration of all stakeholders—including school administrators, student editors, and parents—which is necessary to ensure transparency, quality, and student empowerment in campus publications.

The highest-rated indicators in this component both earned a mean of 3.17, interpreted as "Implemented." These are: "The board follows established policies while ensuring fairness and objectivity in decision making" and "The board effectively upholds and enforces editorial guidelines within the student publication." These results reflect that some schools have successfully embedded foundational editorial practices into their publication systems. This finding supports the argument by Mendoza (2021) that fairness and policy adherence are cornerstones of ethical journalism and, when implemented, provide credibility and stability to student publications, even when PTA participation is not deeply involved. On the other hand, the lowest-rated indicator is "The Parent-Teachers' Association representative actively participates in setting editorial policies and guidelines," which received a mean score of 1.50 with a standard deviation of 0.52, falling under "Not Implemented." This extremely low score highlights a significant disconnect between legal mandates and practical execution. It suggests that PTA officers are either excluded from or unaware of their roles in shaping editorial policies. As emphasized by Guevarra (2023), parent involvement in campus journalism can serve as a bridge between the school and community, enriching publication content with diverse perspectives. The absence of this participation could signal a missed opportunity for collaborative and holistic development in campus journalism initiatives.

Table 20 presents the level of implementation of editorial policies under the Campus Journalism Act of 1991, as assessed by Parent-Teacher Association (PTA) officers from selected secondary schools in Surigao del Norte. The overall average mean score is 2.64 with a standard deviation of 0.70, interpreted as "Implemented." This suggests that while editorial policy structures are generally in place, inconsistencies in policy dissemination, content access, and protection of student press rights hinder full implementation. According to Lopez (2023), effective policy adoption in campus journalism requires clarity, access, and consistent updating to reflect changing educational and legal landscapes. The findings imply that although schools are taking steps toward aligning with RA 7079, improvements in transparency and student inclusivity remain essential.

The highest mean scores, both 2.92, are seen in the statements "The editorial policies align with all relevant laws governing student publications" and "The editorial policies are periodically reviewed and updated to ensure relevance and effectiveness," each interpreted as "Implemented." These scores indicate that schools are making conscious efforts to maintain legality and responsiveness in their editorial frameworks. As emphasized by Batac (2022), periodic policy review is crucial to maintain journalistic integrity and educational relevance, especially in the face of evolving digital media norms and student rights advocacy.

Table 20. *Editorial Policies*

| <i>Indicator</i> | <i>M</i> | <i>SD</i> | <i>Verbal Interpretation</i> |
|---|-------------|-------------|------------------------------|
| 1. The school has a comprehensive set of editorial policies that comply with relevant laws and school administration policies. | 2.83 | 0.58 | Implemented |
| 2. The frequency of student publication releases is explicitly stated in the editorial policies and consistently followed. | 2.50 | 0.67 | Somehow Not Implemented |
| 3. The process for selecting articles and features is clearly outlined in the editorial guidelines and strictly implemented. | 2.75 | 0.75 | Implemented |
| 4. The editorial policies align with all relevant laws governing student publications. | 2.92 | 0.51 | Implemented |
| 5. The editorial policies incorporate and adhere to the school administration's policies while ensuring journalistic integrity. | 2.83 | 0.58 | Implemented |
| 6. All members of the student publication have access to a copy of the editorial guidelines. | 2.33 | 0.89 | Somehow Not Implemented |
| 7. The editorial policies are periodically reviewed and updated to ensure relevance and effectiveness. | 2.92 | 0.90 | Implemented |
| 8. The guidelines include provisions safeguarding freedom of speech and expression for student journalists. | 2.25 | 0.75 | Somehow Not Implemented |
| 9. There are clear procedures for handling disputes and grievances related to editorial decisions and publication content. | 2.33 | 0.65 | Somehow Complied |
| 10. The editorial guidelines promote diversity and inclusion in content selection and presentation. | 2.75 | 0.75 | Implemented |
| Average | 2.64 | 0.70 | Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

Conversely, the lowest mean score is observed in the item “The guidelines include provisions safeguarding freedom of speech and expression for student journalists,” with a mean of 2.25 and a standard deviation of 0.75, categorized as “Somehow Not Implemented.” This concerning result reveals that student journalists may lack institutional protection when it comes to expressing independent or critical views. According to Ramirez (2021), freedom of expression is a core pillar of journalism, and when schools fail to recognize or protect it, the legitimacy and developmental purpose of student publications are undermined. It may also reflect hesitancy among school administrators to fully empower students in journalistic practice due to fears of conflict or misrepresentation.

Table 21. *School Publication*

| <i>Indicator</i> | <i>M</i> | <i>SD</i> | <i>Verbal Interpretation</i> |
|--|-------------|-------------|--------------------------------|
| 1. The student publication staff is chosen through fair and competitive examinations based on a clear set of criteria to ensure impartiality and meritocracy. | 2.50 | 1.09 | Somehow Not Implemented |
| 2. The editorial board determines its editorial policies freely, without interference from school authorities or external entities. | 2.42 | 0.90 | Somehow Not Implemented |
| 3. The editorial board manages the publication's funds independently, ensuring transparency and accountability in financial decisions. | 2.00 | 0.60 | Somehow Not Implemented |
| 4. The student publication was established according to the Campus Journalism Act of 1991, following its selection and operational guidelines. | 2.42 | 0.79 | Somehow Not Implemented |
| 5. The student publication is released at least once every school year, following the schedule set by the editorial board. | 2.25 | 0.97 | Somehow Not Implemented |
| 6. The School Paper Adviser is selected based on set qualifications and guidelines, ensuring they have the necessary expertise to guide the student publication. | 2.50 | 0.90 | Somehow Not Implemented |
| 7. The student publication has clear editorial guidelines that are documented and accessible to all staff members. | 2.25 | 0.75 | Somehow Not Implemented |
| 8. The editorial board ensures that published content reflects a variety of perspectives from different members of the school community. | 2.50 | 0.80 | Somehow Not Implemented |
| 9. The student publication follows the core principles of journalism, including accuracy, fairness, and respect for privacy in all published content. | 2.58 | 0.90 | Implemented |
| 10. The school provides training and resources to support the development and improvement of the student publication, helping contributors enhance their skills. | 2.33 | 0.89 | Somehow Not Implemented |
| Average | 2.37 | 0.85 | Somehow Not Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

Table 21 outlines the extent to which school publications are implemented according to the Campus Journalism Act of 1991, as evaluated by PTA officers in selected secondary schools in Surigao del Norte. The overall average mean score is 2.37 with a standard deviation of 0.85, verbally interpreted as “Somehow Not Implemented.” This suggests that while certain aspects of student publications are in place, their operationalization lacks consistency and full compliance with legal and ethical standards. According to Angeles (2022), campus journalism suffers when publication structures are in place but not meaningfully executed, often due to administrative interference or lack of training and funding. The results imply that although awareness of RA 7079 exists, the functional and sustainable operation of school publications remains problematic in many institutions.

The highest mean score, 2.58, is found in the statement “The student publication follows the core principles of journalism, including accuracy, fairness, and respect for privacy in all published content,” which falls under the interpretation “Implemented.” This indicates

that, despite operational challenges, some editorial teams still strive to adhere to ethical standards of journalism. As highlighted by Bustamante (2023), student journalists demonstrate a strong sense of integrity when empowered and guided properly by their advisers, even when institutional frameworks are weak. This result reveals a silver lining, suggesting the potential for improvement if greater structural and administrative support is provided. On the other hand, the lowest mean score, 2.00, is associated with the item “The editorial board manages the publication’s funds independently, ensuring transparency and accountability in financial decisions,” interpreted as “Somehow Not Implemented.” This reflects a critical area of concern, indicating that financial autonomy and transparency—an essential part of student publication independence—are not fully granted. As pointed out by De la Peña (2021), when schools maintain full control over journalism funds, it limits editorial freedom and breeds mistrust among student staff. The lack of financial independence can also discourage accountability and innovation in school publications.

Table 22. *Funding of Student Publication*

| Indicator | M | SD | Verbal Interpretation |
|---|------|------|-------------------------|
| 1. Our student publication receives funding from various sources, including school appropriations, student subscriptions, donations, and other legally permitted means. | 2.25 | 0.75 | Somehow Not Implemented |
| 2. The sources and allocation of funds for the student publication are clearly recorded, documented, and made publicly accessible. | 2.17 | 0.72 | Somehow Not Implemented |
| 3. The funding for our student publication is regular and reliable, ensuring continuous operation and publication. | 2.08 | 0.79 | Somehow Not Implemented |
| 4. All funding received and utilized by the student publication complies with legal and school policy requirements. | 2.33 | 0.98 | Somehow Not Implemented |
| 5. The editorial board independently manages the publication’s funds, following proper financial guidelines as outlined in the Act. | 2.17 | 0.83 | Somehow Not Implemented |
| 6. The funding received is adequate to cover essential operational costs, including printing, distribution, and other necessary expenses. | 2.00 | 0.74 | Somehow Not Implemented |
| 7. If fundraising activities are conducted, they adhere to school policies and legal standards, supporting the financial stability of the publication. | 1.75 | 0.75 | Implemented |
| 8. The school administration promptly disburses student subscription fees and other allocated funds without delay or misappropriation. | 2.33 | 1.07 | Somehow Not Implemented |
| 9. The student publication follows a structured budgeting process, including team input, projected expenses, funding sources, and proper documentation. | 2.25 | 0.97 | Somehow Not Implemented |
| 10. Regular audits and financial reviews are conducted on transactions related to the student publication to ensure proper fund utilization and accountability. | 2.33 | 1.07 | Somehow Not Implemented |
| Average | 2.16 | 0.86 | Somehow Not Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

Table 22 presents the perceived implementation of the funding provisions of student publications under the Campus Journalism Act of 1991 among selected secondary schools in Surigao del Norte, as assessed by PTA officers. The overall average mean score is 2.16 with a standard deviation of 0.86, which falls under the verbal interpretation “Somehow Not Implemented.” This indicates that while funding mechanisms may be partially present, they are not sufficiently reliable or transparent to ensure sustained operations of school publications. As emphasized by Mendoza (2023), the lack of structured and consistent financial support remains a significant barrier to the full implementation of RA 7079, with many school publications relying on irregular funding sources or encountering delays in fund disbursement.

The highest mean score, at 2.33, was recorded in three indicators: “All funding received and utilized by the student publication complies with legal and school policy requirements,” “The school administration promptly disburses student subscription fees and other allocated funds without delay or misappropriation,” and “Regular audits and financial reviews are conducted on transactions related to the student publication.” These are verbally interpreted as “Somehow Not Implemented.” This suggests that although there are attempts to align fund usage with policy standards, inconsistencies in implementation and documentation persist. As highlighted by Soliman (2022), weak financial management practices within schools often hinder the ability of student publications to operate independently and transparently, despite clear provisions in the law. Conversely, the lowest mean score of 1.75, interpreted as “Not Implemented,” is associated with the statement “If fundraising activities are conducted, they adhere to school policies and legal standards, supporting the financial stability of the publication.” This points to a critical area of non-compliance, revealing that many fundraising activities—if conducted—lack proper oversight or alignment with institutional and legal standards. According to Francisco (2022), many school communities do not provide student publications with the autonomy or opportunity to raise funds legally and effectively, which limits their operational independence and scope.

Table 23 reveals the extent of implementation of policies concerning the School Paper Adviser under the Campus Journalism Act of 1991, as perceived by PTA officers in selected secondary schools in Surigao del Norte. The overall average mean score is 3.50 with a standard deviation of 0.53, which falls under the interpretation “Highly Implemented.” This suggests that schools in the province are strongly compliant with the required qualifications, responsibilities, and ethical expectations for School Paper Advisers. As discussed by Llorente (2023), the presence of qualified and actively engaged advisers is a critical factor in ensuring both the operational efficiency and journalistic integrity of student publications.

Table 23. *Publication Adviser*

| Indicator | M | SD | Verbal Interpretation |
|---|------|------|-----------------------|
| 1. The School Paper Adviser is selected by the school administration from a list of candidates recommended by the Editorial Board, following proper selection procedures. | 3.42 | 0.67 | Highly Implemented |
| 2. The School Paper Adviser is a regular full- time employee of the school, meeting the required qualifications for the role. | 3.67 | 0.49 | Highly Implemented |
| 3. The School Paper Adviser has prior experience in journalism, whether as a student journalist, professional journalist, or adviser in a previous institution. | 3.33 | 0.89 | Highly Implemented |
| 4. The School Paper Adviser provides guidance to the editorial team, ensuring efficient workflow and adherence to publication standards. | 3.83 | 0.39 | Highly Implemented |
| 5. Before articles are published, the School Paper Adviser provides technical guidance during the editing process to maintain quality and accuracy. | 3.92 | 0.29 | Highly Implemented |
| 6. The School Paper Adviser convenes and facilitates regular staff meetings, ensuring that policy matters and publication concerns are properly discussed. | 3.50 | 0.52 | Highly Implemented |
| 7. The School Paper Adviser serves a one-year term, with the possibility of extension based on the recommendation of the Editorial Board. | 3.17 | 0.58 | Implemented |
| 8. Throughout the term, the School Paper Adviser does not hold any other position in school organizations that could create a conflict of interest. | 3.17 | 0.58 | Implemented |
| 9. The School Paper Adviser ensures that all published articles meet technical and ethical standards, upholding responsible journalism practices. | 3.67 | 0.49 | Highly Implemented |
| 10. Regular staff meetings organized by the School Paper Adviser provide a structured platform for discussing policy matters and fostering teamwork within the editorial board. | 3.33 | 0.49 | Highly Implemented |
| Average | 3.50 | 0.53 | Highly Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

Among the indicators assessed, the highest mean score is observed in the statement “Before articles are published, the School Paper Adviser provides technical guidance during the editing process to maintain quality and accuracy,” with a mean of 3.92 and a standard deviation of 0.29, which is verbally interpreted as “Highly Implemented.” This indicates that technical mentoring and editorial oversight are consistently prioritized. According to Dela Rosa (2022), the technical contribution of advisers during editing plays a key role in upholding journalistic standards such as accuracy, fairness, and proper language use, thereby enhancing the overall quality of student outputs. On the other hand, the lowest mean scores of 3.17 are found in two items: “The School Paper Adviser serves a one-year term, with the possibility of extension based on the recommendation of the Editorial Board,” and “Throughout the term, the School Paper Adviser does not hold any other position in school organizations that could create a conflict of interest.” Both fall under the interpretation “Implemented.” While these items still reflect a favorable implementation level, they signal a need for clearer institutional policies regarding term limits and conflict-of-interest avoidance. As pointed out by Medina (2021), unclear term durations or overlapping roles may affect the adviser’s focus, reduce editorial independence, or disrupt the continuity of publication planning.

Table 24. *Press Conferences and Training Seminars*

| Indicator | M | SD | Verbal Interpretation |
|--|------|------|-------------------------|
| 1. Our school participates in competitions, press conferences, and training seminars organized by the Department of Education (DepEd). | 2.42 | 1.31 | Somehow Not Implemented |
| 2. Our student-editors, writers, and School Paper Advisers take part in these events at the institutional, divisional, and regional levels. | 2.83 | 0.94 | Complied |
| 3. Our school sends representatives to the annual National Schools Press Conference (NSPC) held in locations of historical or cultural importance. | 2.08 | 1.00 | Somehow Not Implemented |
| 4. Competitions, press conferences, and training seminars help improve the journalistic skills of student-editors and writers. | 2.75 | 0.87 | Complied |
| 5. The school provides opportunities for students from secondary level to join press- related educational events. | 2.33 | 0.65 | Somehow Not Implemented |
| 6. Student writers receive sufficient training before journalism competitions such as DSPC, RSPC, and NSPC, enhancing their skills and preparedness. | 2.92 | 0.67 | Implemented |
| 7. The school administration provides financial and logistical support for participation in local, regional, and national press conferences. | 2.75 | 0.87 | Implemented |
| 8. The school keeps records of participation, results, and benefits gained from attending press conferences and training seminars. | 2.75 | 0.62 | Implemented |
| 9. The school gathers feedback from student- editors and School Paper Advisers to improve participation in future press events. | 2.83 | 0.58 | Implemented |
| 10. The school seeks opportunities to host or organize press conferences and journalism workshops to support student journalism in the community. | 2.58 | 0.79 | Implemented |
| Average | 2.62 | 0.82 | Implemented |

Legend: 3.26-4.00 Highly Implemented, 2.51-3.25 Implemented, 1.76-2.50 Somehow Not Implemented, 1.00-1.75 Not Implemented

Table 24 presents the extent to which press conferences and training seminars are implemented in selected secondary schools in Surigao

del Norte, as perceived by PTA officers. The overall average mean score is 2.62 with a standard deviation of 0.82, which falls under the interpretation “Implemented.” This implies that the basic participation and support for press conferences and training activities are in place, though not uniformly across all areas. As observed by Bacani (2023), institutional backing and logistical support are essential to sustaining active campus journalism programs and ensuring student participation in meaningful journalistic events.

Among the ten indicators, the highest mean score is recorded in the item “Student writers receive sufficient training before journalism competitions such as DSPC, RSPC, and NSPC, enhancing their skills and preparedness,” which obtained a mean of 2.92 with a standard deviation of 0.67, interpreted as “Implemented.” This indicates that while training is not yet at an optimal level, many schools are exerting deliberate efforts to enhance students’ skills prior to competitions. According to Escalante (2022), providing preparatory workshops helps student journalists gain confidence and competence, which are vital in both local and national competitions.

On the contrary, the lowest mean score is seen in the statement “Our school seeks opportunities to host or organize press conferences and journalism workshops to support student journalism in the community,” which earned a mean of 2.08 with a standard deviation of 1.00, interpreted as “Somehow Not Implemented.” This result suggests that few schools proactively initiate or host press-related events. As explained by Miranda (2021), the lack of hosting initiatives may be due to resource limitations, lack of initiative, or logistical concerns, which hinder schools from extending their campus journalism influence beyond mere participation to community leadership in journalism education.

Significant Difference in the Extent of Implementation of the Campus Journalism Act of 1991 As Perceived by the Respondents

Table 25 to 26 present the significant difference in the extent of implementation of the Campus Journalism Act of 1991 as perceived by the respondents.

Table 25. Normality Test

| | Shapiro-Wilk | p-value | Decision |
|-------|--------------|---------|--------------------------|
| Group | 0.888 | < 0.001 | Not Normally Distributed |

Note. A low p-value suggests a violation of the assumption of normality

Table 25 illustrates the results of the Shapiro-Wilk normality test conducted on the data gathered from PTA officers regarding the implementation of the Campus Journalism Act of 1991. The test produced a Shapiro-Wilk value of 0.888 and a corresponding p-value of < 0.001, leading to the decision that the data is “Not Normally Distributed.” This result indicates that the responses do not follow a normal distribution, thus implying the necessity to apply non-parametric statistical tools for further analysis. As noted by Cabrito (2023), the assumption of normality is critical in choosing the appropriate statistical method, and violating it requires researchers to adopt distribution-free techniques that remain valid under such conditions. In educational research, particularly in perception-based studies like this one, it is common for data to deviate from normality due to varying interpretations and levels of understanding among stakeholders such as PTA officers.

Table 26. Significant difference in the perceived extent of implementation of the Campus Journalism Act of 1991 among the respondents.

| | χ^2 | df | p-value | Decision |
|-------|----------|----|---------|-----------|
| Group | 17 | 3 | < 0.001 | Reject Ho |

Table 26 presents the test of significant difference in the perceived extent of implementation of the Campus Journalism Act of 1991 among respondents. The results yielded a chi-square (χ^2) value of 17, degrees of freedom (df) of 3, and a p-value less than 0.001, leading to the decision to reject the null hypothesis. This indicates that there is a significant difference in how various groups—likely differentiated by school affiliation, location, or PTA representation—perceive the implementation of the Act. These results suggest the need for more unified efforts across schools to ensure consistent adherence to the Campus Journalism Act regardless of location or institutional structure. The implications of this finding are critical: if some groups perceive lower levels of implementation, it may indicate that student journalists in certain schools are not receiving equal opportunities for press freedom, training, or publication support. According to Lualhati (2021), significant differences in perception among education stakeholders often stem from unequal levels of engagement, information dissemination, and administrative support. These results suggest the need for more unified efforts across schools to ensure consistent adherence to the Campus Journalism Act regardless of location or institutional structure.

Table 27. PostHoc Pairwise Comparison of 4 Respondents

| | W | p-value | Decision |
|--|--------|---------|-----------|
| School Head - School Paper Adviser | - 2.06 | 0.465 | Accept Ho |
| School Head - Campus Journalist | - 3.19 | 0.109 | Accept Ho |
| School Head - SPTA | - 4.30 | 0.013 | Reject Ho |
| School Paper Adviser - Campus Journalist | - 2.50 | 0.288 | Accept Ho |
| School Paper Adviser - SPTA | - 4.75 | 0.004 | Reject Ho |
| Campus Journalist - SPTA | -2.83 | 0.187 | Accept Ho |

Table 27 displays the results of the post hoc pairwise comparison of the four respondent groups—School Head, School Paper Adviser, Campus Journalist, and Supreme Parent-Teacher Association (SPTA) Officer—in relation to their perceptions on the extent of implementation of the Campus Journalism Act of 1991. The results show that significant differences exist between the perceptions of

the School Head and SPTA ($W = -4.30, p = 0.013$) and the School Paper Adviser and SPTA ($W = -4.75, p = 0.004$), as both comparisons reject the null hypothesis. These findings suggest that SPTA Officers perceive the implementation of the Act differently—most likely lower—compared to school-based personnel, possibly due to limited direct involvement or exposure to internal processes such as policy adherence, editorial oversight, or publication funding. According to Enriquez (2023), stakeholder alignment is often uneven when school policies are not regularly communicated with parent representatives, leading to discrepancies in understanding and perceptions of program implementation.

Conversely, all other pairwise comparisons (e.g., School Head vs. School Paper Adviser, Campus Journalist vs. SPTA) accept the null hypothesis, indicating no significant differences in perception. This may reflect stronger alignment within the school ecosystem itself, particularly between the implementers (School Heads and Advisers) and the beneficiaries (Campus Journalists). However, the consistently lower perception from the SPTA side points to a communication and participation gap that warrants attention. As stated by Ramos (2022), meaningful stakeholder engagement—including that of parents—ensures transparency, shared ownership, and sustained support for campus journalism.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

The extent of implementation of the Campus Journalism Act of 1991 among selected secondary schools in Surigao del Norte is generally carried out, with some components being more consistently observed than others. The domain on Publication Adviser showed the highest level of implementation, reflecting the strong involvement of advisers in guiding student publications. On the other hand, participation in press conferences and training seminars was found to be the least implemented, indicating limited engagement in broader journalistic development opportunities. Overall, the Act is implemented, but the degree varies across different areas.

There was a significant difference in how the four respondent groups—school heads, school paper advisers, campus journalists, and PTA officers—perceived the implementation of the Campus Journalism Act. Notably, the PTA officers' perceptions differed significantly from those of school heads and school paper advisers, suggesting disparities in awareness, involvement, or roles in campus journalism programs. This difference highlights inconsistencies in stakeholder engagement and indicates that some groups may not be equally informed or empowered in implementing the Act.

The implications of these findings point to an uneven operationalization of the Campus Journalism Act. School heads and paper advisers appear to be more involved and aware of the legal and structural aspects of campus journalism, while campus journalists face gaps in training and participation. PTA officers, meanwhile, show low levels of perceived involvement, reflecting a lack of integration into the journalistic process. These variations in implementation reflect the need to understand how each stakeholder experiences and contributes to the Act's realization in the school setting.

Based on the findings and conclusions of the study, the following recommendations were offered:

DepEd administrators are encouraged to revisit and reinforce the implementation of the Campus Journalism Act of 1991 by providing clear guidelines on the selection of editorial board members, funding allocation, and the conduct of journalism-related activities in all secondary schools. These measures should help address inconsistencies in compliance levels across school districts.

Division journalism coordinators should regularly monitor the compliance of schools and conduct periodic capacity-building sessions for both school paper advisers and campus journalists. These initiatives will ensure that all stakeholders remain updated and actively involved in campus journalism development.

School heads must integrate campus journalism into the School Improvement Plan. They are also advised to allocate sufficient resources and create a supportive environment that upholds editorial independence and recognizes campus journalism as part of holistic student development.

School paper advisers should receive institutional support in the form of reduced teaching loads or incentives. This will enable them to focus on mentoring students and maintaining quality outputs for school publications throughout the school year.

Campus journalists should be given more opportunities to join local and national press conferences and training seminars. These experiences will allow them to improve their skills, broaden their perspectives, and contribute meaningfully to their school publications.

Parent-Teacher Association (PTA) officers should be oriented on the provisions of RA 7079 and be actively involved in school publication matters. Their participation can include providing logistical support, fundraising, and attending press events to show community support for campus journalism.

Future researchers are encouraged to further explore the effects of campus journalism implementation on student development, school-community relations, and educational outcomes. They may also investigate specific barriers that hinder full implementation and recommend practical interventions.

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