

Exploring the Differences of Campus Journalism and Professional Journalism

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ABSTRACT

Campus journalism can serve as a platform where young aspirants can grow and develop their skills and values as a journalist. The present study aims to investigate and pinpoint what needs to be changed or improved in the current landscape of campus journalism in the Philippines. In order to ensure the effectiveness of campus journalism as a developmental platform for young journalists who wish to pursue journalism in the professional world, the researchers aim to explore the differences between campus and professional journalism. In line with this, the paper also strives to scrutinize the influence of work dynamics on the quality of work a student publication produces, how the journalistic essence differs across various academic institutions, and ultimately the role of campus journalism in preparing aspiring journalists for the professional setting.

The study is anchored to both the Seven Vectors of Identity Development by Arthur Chickering (1969), and the Agenda-Setting Theory by McCombs and Shaw (1972), which provided a lens for the researchers to assume campus journalism as a means of personal exploration and skill acquisition, and how both campus and professional journalists play their roles as agenda-setters in their respective contexts. Through these theories, the researchers were able to formulate questions and generate in-depth discussions with both campus journalists and professional journalists regarding their experiences and own insights about journalism. The present study found that campus journalism plays a vital role in shaping the skills and values of a journalist, which remains present even in the professional setting.

With that being said, the researchers aim to emphasize the importance of campus journalism through an episodal documentary series by capturing real-life experiences and

insights of campus journalists in the Philippines through a series of interviews, candid footage, and visual storytelling. The project seeks to inform and provide an educational experience for viewers by giving them a glimpse into the inner workings of student publications.

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CHAPTER I

BACKGROUND OF THE STUDY

1.1 Background

Journalism, at its core, is in service to the public—disseminating information that shapes people into becoming socially responsible. The word journalism was originally applied to the reportage of current events in printed form, specifically newspapers, but with the advent of radio, television, and the Internet in the 20th century, the use of the term broadened to include all printed and electronic communication dealing with current affairs (The Editors of Encyclopaedia Britannica, 2025). Moreover, it is considered the fourth pillar of democracy (Thajaswini C.B., 2020), wherein a free press is vital in building a democratic society through informing its people of public affairs. The press is grounded in providing relevant and truthful information, exposing what is not seen by the public.

In the Philippines, the press emerged as a quest for independence during the Spanish colonization. In today's time, there are various media platforms (radio, television, and print) where citizens source information on public affairs. *GMA-7* and *ABS-CBN* are the two largest TV networks in the Philippines, continuing to deliver news and information through their broadcasts. Alongside these networks are other news outlets such as the *Philippine Daily Inquirer*, *The Philippine Star*, *Manila Bulletin*, and more that publish news through print and digital media.

These outlets have been in operation for decades, and most have witnessed the shifts in the course of history. One of the known historical events in the media industry is during the administration of former President Ferdinand Marcos Sr. When he was reelected for a second term in December 1969, the first quarter of 1970 sparked student-led protests demanding social

and economic justice. This is also known as the First Quarter Storm (FSQ) that paved the way for other events under Marcos Sr.'s term, until September 1972 when he placed the country under Martial Law. During these years, the media was heavily controlled by the government, and to survive, journalists had to practice self-censorship. However, despite the circumstances, the mosquito press emerged, which defied government instructions on how to handle news stories. Along with them are campus publications that have taken an activist stand on national issues. Notable among them were the *Philippine Collegian* of UP-Diliman, *Ang Malaya* of the Philippine College of Commerce (now Polytechnic University of the Philippines), *Pandayan* of Ateneo de Manila University, *Ang Hasik* of the Pamantasan ng Lungsod ng Maynila, and *Balawis* of Mapua Institute of Technology (Tuazon, 2015).

Serving as the fourth estate, and as the world continues to emerge and develop technology, the industry has been constantly adapting to these changes. The Digital News Report 2025 of the Reuters Institute for the Study of Journalism indicates that due to the rise of online platforms, these have become the source of news and information for users, wherein they prefer to watch rather than read news. In the same report, print media in the Philippines showed signs of strain. The oldest newspaper in Northern Luzon, Baguio Midland Courier, ceased its operations due to financial constraints and shrinking readership. Moreover, results showed 12% of online Filipino adults now use podcasts to access news, which led to GMA Network launching its news podcast, Philippines Today. Additionally, the rise of AI personalization was highlighted in the report, stating that newsrooms are experimenting with the use of generative AI. The 2000 samples from the Philippines showed that 31% of them would be interested in using AI for article summarization.

The journalistic landscape in the Philippines continues to expand, yet journalists are still in a continuous fight for press freedom. The Philippine media are extremely dynamic despite the government's targeted attacks and constant harassment of journalists and media outlets regarded as overly critical, especially since 2016, when Rodrigo Duterte became president (Reporters Sans Frontières, n.d.). During his presidential term, there were multiple counts of blatant red-tagging against journalists and party-lists. In November 2020, he stated that he's not "tagging" them rather he is identifying them as communist fronts. As his term was coming to an end in 2022, an article published by Rappler states that journalists and media outlets were also red-tagged by the National Task Force to End Local Communist Armed Conflict (NTF-ELCAC). According to the National Union of Journalists (NUJP), there were at least 23 journalists and media workers killed under his term and 32 recorded incidents of red-tagging and accusations of having communist links.

When Duterte started his term in 2016, the Philippines ranked 138 out of 180 countries in the 2016 World Press Freedom Index conducted by Reporters Sans Frontières (RSF); when he ended his term in 2022, the country ranked 148th. He was named as one of the world's "press freedom predators" by the RSF. This year, under the Marcos administration, the Philippines ranks 116 out of 180 countries. According to Arthur Rochereau of the RSF Asia-Pacific Bureau in an article on Inquirer.net, the current administration is less aggressive towards the media than the former administration, which helped improve the situation a little. Yet despite the improvement in ranking from 2022, it is still worrisome, with journalists still facing harassment both online and offline, and with the Philippines remaining as the deadliest country for journalists in the Asia-Pacific with almost 200 killed in the last 40 years (Inquirer.net, 2025).

Aside from professional journalists in large media outlets, there are aspiring journalists who continue to stand for press freedom, and these are campus journalists. Student publications continue to hold importance in the community, not only covering sports events or milestones of their respective universities, but also tackling relevant issues that can turn into national headlines. In 2001, The Varsitarian of the University of Santo Tomas (UST) released an article exposing the corruption in the mandatory Reserve Officers' Training Corps (ROTC). Mark Nelson Chua, a whistleblower of the program, disclosed this corruption to The Varsitarian. After the story was published, he went missing and days later was found dead, which was also reported by The Varsitarian. This news opened the ground for discussion and investigation on the mandatory ROTC. It was later made optional with the law on the National Service Training Program Act of 2001, signed by former President Gloria Macapagal Arroyo.

Campus journalism is considered a training ground for young individuals who want to pursue a career in media. The Campus Journalism Act (CJA) of 1991 promotes the development and growth of campus journalists by allowing schools to collect funds and the Department of Education to hold periodic competitions, press conferences, and seminars. These student publications have paved the way for promoting journalism and training aspiring journalists in various ways (Dadayan, A. A., 2021). It fosters critical thinking and ethical values, contributing to their growth as individuals and journalists. However, the CJA of 1991 is still deemed weak as it does not mandate all academic institutions to have their student paper, which withstands the core purpose of the law— to promote the development and growth of campus journalism. The law also does not truly protect student journalists. It is up to each school administration, publication advisers, and editorial board to come up with ways to ensure that the students have

an avenue to become socially responsible individuals and train their student journalists to build their foundational skills.

A journalist's principles intertwine with all its forms, sharing similar commitments to their scope—to uphold the truth. Yet, given the different restrictions and challenges that campus and professional journalists face, their work dynamics and internal processes would differ, which leads to questioning how equipped campus journalists are to be trained as future professionals.

1.2 Statement of the Problem

To better understand the journalistic landscape between campus journalism and professional journalism, this study aims to answer the following questions:

1. What are the differences between campus and professional journalism?
 - a. How does the dynamics of the publication influence the quality of work they produce?
 - b. How does the essence of campus journalism differ across academic institutions?
 - c. What is the role of campus journalism in the preparation of students for the professional world?

1.3 Research Objectives

The study's main objective is to identify the differences between campus journalism and professional journalism. To further support this aim and provide direction, it also seeks to:

1. To discover the influence of publication dynamics on the quality of work produced.
2. To differentiate the essence of campus journalism across academic institutions.

3. To find out the role of campus journalism in preparing students for the professional world.

1.4 Significance of the Study

Given the current limitations of the Campus Journalism Act of 1991, which neither mandates the presence of student publications in schools nor fully protects student journalists, this study becomes essential in addressing the gaps in campus journalism development. By exploring differences between campus and professional journalism, the research aims to identify ways to more effectively align campus journalism with professional standards.

Through an analysis of the distinctions in practices, challenges, and dynamics between these two forms of journalism, the study seeks to provide valuable insights that may help enhance the quality and effectiveness of campus journalism, better equip students for their future careers, and assist academic institutions in cultivating responsible and proficient journalists. Furthermore, the results of this study would be useful to the following:

Campus Journalists. The findings of this study can empower them to seek stronger support, protection, and recognition within their institutions. By learning from the experiences of different campus publications and gaining insights into professional standards and practices, they can critically assess and improve their own practices, fostering growth.

School Administrators. The results from this research can guide administrators in fostering more supportive environments for campus journalism. As key leaders overseeing these publications, they play a crucial role in recognizing the challenges campus journalists face. Thus, they can implement practices and policies that more

effectively uphold press freedom, safeguard student welfare, and promote responsible journalism within their institutions.

Media Outlets. This study offers valuable insights into the preparation and potential of aspiring journalists. Since campus journalists are regarded as future professionals in the field, media outlets must examine how their current practices and environments differ from those in student publications. By addressing these gaps, they can implement enhanced training programs, internships, and mentorships to more effectively support young talent and strengthen connections between campus and professional journalism communities.

1.5 Scope and Limitations

The present study aims to better understand the journalistic landscape in the Philippines by scrutinizing and comparing the differences between campus journalism and professional journalism. Through this paper, the researchers will be able to pinpoint what needs to be addressed in campus journalism development.

The researchers conducted two focus group discussions for campus journalists, for staffers, and editors respectively. Through purposive sampling, the participants came from various universities. Sampling campus journalists from the tertiary level is essential as they represent a critical transitional stage between academic training and professional journalism. Additionally, sampling the participants from varying academic institutions allowed the researchers to gain more diverse perspectives regarding the matter. Moreover, semi-structured interviews were also conducted for professional journalists and mentors in order to gain insights about journalism in the professional setting.

Due to the already large scope of the study, the group decided to limit the sampling of both campus and professional journalists in Metro Manila only. In addition to this, the sampling of campus journalists is limited to the tertiary level, excluding journalists from elementary to senior high school levels. It is also important to note that the researchers were not able to acquire CJs in every section possible, leaving out sections such as literary and photo, to name a few. Moreover, the group also had a limited selection with PJs, with none of them possessing editorial or authoritative power in their respective outlets. The researchers were also not able to obtain a publication adviser from any public universities. With that being said, the present study may only render findings relevant to the said scope, and not the whole journalism field in the Philippines.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Related Literature

The following literature explores five major themes that can help further generate deeper discussions regarding the research topic. The first themes essentially tackle the essence of both campus and professional journalism. Moreover, the following themes discuss skill acquisition through campus journalism trainings and work-integrated learning settings such as internships. The related literature finally ends with scrutinizing journalism in the professional setting.

2.1.1 Core purpose and role of journalism

Journalism serves as a foundational pillar of democratic societies, ensuring that citizens are well-informed and able to make sense of the world around them. This holds true across various forms of journalism, whether practiced by professionals or aspiring journalists.

2.1.1.1 Campus journalism

Campus journalism serves as an avenue for the youth to be the upholders of freedom of the press, even at a young age (Dela Rosa, Lucero, & Vargas, 2021). Beyond this foundational role, it significantly contributes to shaping the identity, morale, and passion of young journalists. These young practitioners are often characterized by their commitment to ethical journalism while pursuing academic excellence and professional growth (Alfaro & Protacio, 2025). Moreover, campus journalism fosters the holistic development of students,

cultivating personal and professional skills that are essential for a career in journalism.

Student journalists treat their work not merely as a task but as a calling, driven by passion, fulfillment, and commitment to truth. Their work often centers on campus issues, yet they skillfully connect these to broader national and global contexts, showcasing the complex nature of student journalism. This ability to localize wider narratives and remain attuned to current trends highlights their key role in building an informed and engaged campus (Pangan, 2024). Participation in campus journalism is also instrumental in building critical thinking, ethical awareness, resilience, and industry-relevant skills, often through academic engagement, competition, and mentorship (Dasalla & Protacio, 2025).

These studies collectively underscore the core purpose of campus journalism not only in academic institutions, but also in the personal and professional growth of campus journalists. It undeniably prepares students for the evolving media landscape, thereby solidifying campus journalism's position as a training ground for future professional journalists.

2.1.1.2 Professional journalism

At the forefront of protecting democracy in a country where mis- and disinformation are rampant, journalists continue to fight for truth and stand guard in protecting the rights of ordinary people (Sagala, 2023). Their principles and objectives stand still despite the hostile environment they work around in. Journalists assert their rights as they perceive the practice of the profession not just as mere employment but as a serious commitment to help in the shaping of

public opinion (Arao, 2024). Through this commitment, journalists continue to step up in providing factual information through extensive fact-checking, analysis, and investigation. Even if they are innovating their routines, their journalistic principles remain the same, only providing the digital audience with factual, reliable, and credible information (Sagala, 2023).

Journalism is still part of trying to educate people on what's important (Estella, 2021), which is why they are critical thinkers who analyze the stories they publish, ensuring that it is what the public needs to know, and so local readers can understand their vocabulary and terminology. They should learn how to suit their language that would cater to the liking of their news consumers (Sagala, 2023). Given that the audience is a factor in how they play their role in society, citizens ardently expect journalists to be more transparent about their sources (Loosen, Reimer, Hölig, 2020). More so, it is vital to highlight the importance of the investigative process journalists have to go through to get their stories across. Finding facts should also not be one-sided; that is why multimedia journalists fact-check every tiny detail, getting all sides of the story (Sagala, 2023).

Journalists deemed their watchdog, interpretive, and disseminator roles more urgent in light of populist demonization (Macaraig & Hameleers, 2022). There was also a consensus as regards encouraging those interested in journalism, especially the youth, to not be discouraged and instead work harder so that they could help in the shaping of public opinion (Arao, 2024). The challenges they

continue to face underline their commitment to be in service to the people as they continue to stand true to their journalistic principles.

2.1.2 Practices in campus journalism

Majority of student publications operate under the provisions of R.A. 7079, known as the Campus Journalism Act of 1991. The act paved the way for journalism to be a requirement in all public elementary and secondary schools. The role of a school paper should reflect the values of the society and education, though in some cases, school administrators would want the paper to reflect the school's inherent values. (Cubillas & Cubillas 2021). A study by Valeza et. al. (2021) mentions that consistent open communication between school administrations, students, and campus writers is key in solving critical issues that can be beneficial for all parties. Teamwork between the student publication and the school administration is beneficial as it allows them to be co-equal entities within the school. (Valeza, et al.,2021).

On the other hand, the school administration also plays a factor in the publication and production of the school paper. The administration has the power to hold the budget of the publication or for articles to be cross-checked by the higher office in order to preserve the image of the administration. Delays in articles, a decrease in readership, a shortage in budget, and a lack of motivational support from the school are among the many setbacks student publications face. Though there is pushback from school administrations, this does not stop the goal of campus journalists in upholding the truth and exercising the rights of students to voice their opinions. The publication itself serves as an avenue for you, journalists to not only uphold the truth but also as a means to

develop one's character, ethical values, critical thinking, moral development, and discipline. (Dela Rosa, Lucero, & Vargas, 2021).

Within the organization, several practices in campus journalism, such as intensive training, have demonstrated a significant positive effect on the journalistic writing skills of the staffers. For instance, a five-day intensive training on campus journalism focusing specifically on writing skills by Albino (2021) with fifteen student journalists resulted in a notable improvement in their writing skills. Furthermore, campus journalism extension projects such as 'Write Here, Right Now' focused on developing campus journalism skills among elementary students. The implementation of the extension project provided elementary students in the District of Santa Maria with various suitable journalism skills and competencies necessary to create a school publication (Chavez, 2023).

In addition to individual training, collaborative efforts in journalism also play a critical role. Student journalists may benefit from collaborative writing, given that the work environment of journalism is composed of several staffers. Collaborative writing fosters a positive attitude and is beneficial for improvement by providing interpersonal intelligence and negotiation skills among journalism students. (Fiialka et al., 2021). These collaborative initiatives reported high participation, better workload settings, and more supportive behavior among journalism students. Engaging in pre-writing discussion at the beginning of collaborative writing leads to more creative, accurate, and higher-quality texts and discussions, shaping students and fostering greater independence. The findings collectively emphasize that effective individual skill development through intensive training and programs can be further enhanced and contextualized within a collaborative atmosphere, mirroring the reality of professional journalism.

2.1.3 Skill acquisition in work-integrated learning

The work-integrated learning (WIL) experience provides a bridge for students between the academic and a professional future. Through this, students are given the opportunity to apply and merge the theoretical knowledge gained in their academic studies to “real-world” workplace experiences (Makhadi & Diederichs, 2021).

In the context of journalism, WIL experiences such as internships in media institutions can help students acquire the necessary competencies and increase their adaptability, allowing them to adjust to the requirements of their first job in journalism (Fer, 2023). A study by Ahearn (2021) concluded that internships provide journalism graduates with technical, production, and interviewing skills that are primary in journalism. In a study conducted by Makhadi and Diederichs (2021) where they interviewed 39 undergraduate journalism students from various universities in South Africa, 70% of them stated that they see WIL as an opportunity to progress to the next level of their career, providing them the opportunity to practice what they have learned and grasp a better understanding of the media industry. In addition to this, the same study found that students commented that the work environment differs from university; the workplace teaches them to deal with real-life challenges. Challenges such as reporting from hostile environments were not taught to the students at university.

Moreover, there are specific objectives that can help generate benefits for journalism students. These objectives include: (1) facilitating students’ access to information and to specialized services of career guidance; (2) promoting and developing partnerships between the university and media institutions; (3) facilitating professional development through internships in partner media institutions; (4) facilitating data

exchange between university and employers; (5) improving students' access to services of career guidance. Meeting these objectives can help journalism students better adapt to the professional work environment (Fer, 2023).

Furthermore, graduates without internship experience often face challenges in securing employment. Despite internships differing in each individual, the skills and affective behaviors developed were similar across all internships (Ahearn, 2021).

2.1.4 Exploring journalism in the professional setting

Audience engagement plays a factor in how the news is presented. Engaged journalism is a means of connecting journalists with the communities they serve. The goal is for the news writing process to be collaborative as the audience are active users or co-creators of news. It is a means for news organizations to crowdsource ideas and stories from their target audience by building relationships between journalists and their communities. With the emergence of digital audience engagement within recent years, journalists have had to adapt in order to reach their audience. (Schmidt & Lawrence, 2020). Writers also need to take into account the audience's language, relevance of the topic as well as its conciseness in order to cater to the reader's attention span. Despite these different factors, journalists' writing remains objective. The value lies in going out into the field and conducting the investigative process themselves. It is not just about upholding the truth but rather showing a different perspective to the audience. (Salaga, 2023).

With the rise of digitalization, it creates an environment for rampant disinformation as it makes journalism more dangerous. Journalism and media are vulnerable not only in the Philippines but on a global scale as well. Threats become

harsher and repression online intensifies not only towards the media, but also towards ordinary citizens. Though these risks have evolved, they are still present. It is not only an attack on one's life, liberty, and health, but is also considered an attack on one's freedom and capacity for journalists to work. (Rodriguez et. al. 2024).

Within the Philippine context, there is an apparent culture of impunity where crimes are committed with a lack of punishment towards criminals. As such, it creates insecurity for journalists to exercise their freedom of speech, knowing that little to no consequences are given to criminals. As such, journalists have experienced death threats, online bashing, red tagged, and have resorted to changing their daily routines for security purposes. Amidst these challenges, journalists still continue to report on cases of impunity as a means to advocate change within the system (Arao, 2024).

2.2 Theoretical Framework

2.2.1 Agenda-Setting Theory

The researchers aim to anchor the study in the Agenda-Setting Theory by McCombs and Shaw (1972), which suggests that media plays an important role in shaping public discourse and perception. The theory essentially proposes how media outlets select and emphasize issues, thereby influencing what the audience perceives as important.

By grounding this paper in this theory, the researchers will be able to explore how both campus and professional journalists play their roles as agenda-setters within their respective contexts, and how institutional dynamics, audience scope, and editorial practices shape these roles.

2.2.2 Arthur Chickering's Seven Vectors of Identity

Additionally, this study is also grounded in Arthur Chickering's (1969) Seven Vectors of Identity Development, which is one of the sub-theories under the Student Development Theories. The theory addresses the areas of a student's self-development wherein Chickering identifies the seven vectors as: (1) developing competence, (2) managing emotions, (3) moving through autonomy toward interdependence, (4) developing mature interpersonal relationships, (5) establishing identity, (6) developing purpose, and (7) developing integrity.

Through this lens, the framework assumes that campus journalism serves as a developmental platform where campus journalists progress through Chickering's vectors, while professional journalists have largely stabilized within these vectors. This study aims to compare the developmental experiences of both fields across the following domains:

1. Competence - skills and knowledge in journalistic practices
2. Emotional Management - handling pressure, criticism, and competition
3. Autonomy and Interdependence - independence and teamwork
4. Interpersonal Relationships - collaborating with peers and sources
5. Identity Formation - identity as a journalist
6. Purpose Development - goals and commitment to journalism
7. Integrity - moral ethics

This theory positions Chickering's vectors as developmental indicators and analyzes how these are manifested differently in campus journalists and professional

journalists. Thus, serving as a basis for what the researchers aim to find through the study's data gathering process.

Synthesis

The core essence of journalism is to serve as a foundation for societies to ensure that citizens are well-informed of the world around them. This holds true for both campus journalism and professional journalism.

Campus journalism serves as an entry for students to be upholders of freedom of the press at a young age. It is not only an entry but an avenue for shaping one's identity, morale, and passion among peers, but also positions itself as a training ground for professional journalism. These young journalists can develop their personal and professional skills as they pursue their commitments to both ethical journalism as well as academic excellence. Student journalists don't treat their work as a task but rather a calling, driven by passion, fulfillment, and commitment to the truth. While their work often centers around campus issues, they can connect these events to a broader scope within a national and global context, which fosters a more engaged campus.

Professional journalism, on the other hand, is at the forefront of protecting democracy as journalists fight for truth and guard in protecting the rights of ordinary people. Journalists assert their rights as they perceive the practice of their profession not just as a job but as a commitment to help shape public opinion. By providing factual information through fact-checking or innovating routines, their principles remain the same, only providing the digital audience with factual, reliable, and credible information.

With the transition from campus journalism to professional journalism, work integrated-learning (WIL) experience provides a bridge for students between the academic and

professional future. Within the context of journalism, internships in media institutions can help students acquire the necessary competencies and adaptability for their first job in journalism. These internships are seen as an opportunity for students to progress to the next level of their careers. Moreover, audience engagement also plays a factor in how the news is presented. For campus journalists, their work is targeted towards the students of their school. While professional journalists' target the main communities they serve. Amidst challenges, campus journalists experience with budget and interference by the school administration. As well as red tagging and threats faced against professional journalists, their goal remains the same.

The study is aimed to anchor in the Agenda-Setting Theory by McCombs and Shaw (1972). Suggesting that media plays an important role in shaping public discourse and perception. By grounding the study in this theory, the researchers aim to explore how both campus and professional journalists within their specific contexts, and how institutional dynamics, audience scope, and editorial practices shape their role as agenda setters. Additionally, the study is also grounded in Arthur Chickering's (1969) Seven Vectors of Identity development, which is a sub-theory under the Student Development Theories. Utilizing this theory, the framework assumes that campus journalism serves as a developmental platform through the following vectors: Competence, Emotional Management, Autonomy and Interdependence, Interpersonal Relationships, Identity Formation, Purpose Development, and Integrity. Positioning Chickering's theory as developmental indicators serving as a basis for what the researchers aim to find through the data gathering process.

CHAPTER III

METHODOLOGY

3.1 Research Design

For the duration of the study, researchers employed a qualitative research design to examine the differences between campus journalism and professional journalism. The use of qualitative research, through focus group discussions and interviews, enabled researchers to gain in-depth knowledge regarding the differences between campus journalism and professional journalism.

Throughout the research process, the researchers conducted a ladder approach where data gathering was managed in stages, with each stage building upon the previous one. The purpose was to systematically explore each research objective, gradually increasing the depth and complexity of the research. It allowed the researchers to develop their understanding and refine their methods as they progress through the different levels, adjusting whenever possible.

The first ladder approach was the execution of FGD on different campus journalist staffers across academic institutions. This gathered data, discovering the influence of publication dynamics on the quality of work produced and differentiating the essence of campus journalism across academic institutions. The next approach was the execution of FGD on different campus journalist editors across academic institutions. This strengthened the depth of the previous level, refining the understanding of the gathered data. Lastly, the execution of interviews with professional journalists. The last approach covered the differences between campus journalism and professional journalism and find out the role of campus journalism in preparing students for the professional world.

3.2 Research Instruments

The research instruments utilized focus group discussions (FGDs) and semi-structured interviews, as separate research instruments for campus journalists (CJs) and professional journalists (PJs), respectively. The purpose of varying research instruments aligned with the research objectives, as the group considered the characteristics of each group.

The group conducted remote FGDs for campus journalists, with the researchers acting as moderators to guide the discussion using a predetermined set of questions. All the FGDs' questions were anchored with Arthur Chickering's Seven Vectors of Identity, which focused on developing fundamental journalism skills and how they function as a publication, considering their different academic institutions. It allowed the researchers to recognize the essence of campus journalism across educational institutions and the influence of publication dynamics on the quality of the work produced.

On the other hand, semi-structured interviews were organized for PJs when the researchers considered the nature of their work, anticipating scheduling conflicts. Semi-structured interview questions grounded in the Agenda-Setting Theory, which established the experiences and expertise of PJs about campus journalism, comparing it to professional journalism. Moreover, the interviews explored how they applied the fundamental skills of journalism and goals in mentoring campus journalists (pertaining to those who mentor campus journalists). In addition, personalized questions are utilized depending on their background and expertise in campus journalism.

Both approaches allowed researchers to establish the difference between campus journalism and professional journalism. The chosen research instruments facilitated flexibility and exploration of themes in both journalistic landscapes.

3.3 Sampling Method

The sampling methods used in this study were purposive sampling. Using purposive sampling, the researchers selected participants based on specific characteristics relevant to the research question. The characteristics included CJs working as writers and editors within various collegiate student publications in Metro Manila.

In addition, researchers settled on PJs who are highly knowledgeable and experienced in their field. Purposive sampling allowed researchers to select journalists who possess the specific expertise, experiences, or perspectives crucial for the study.

3.4 Participants

The participants in this study consisted of journalists from schools and news outlets in Metro Manila. The study comprised college CJs, some of whom had a background in campus journalism as early as elementary school; their years of experience range from one year to 12 years. On the other hand, the PJs were all either in the industry, advising, or lecturers whose years of experience ranged from 4 years to 24 years, and had a background in campus journalism. There were no specified ages, genders, or social classes, as the researchers scrutinized the practices and insights of these journalists based on the length of their experience.

A total of fifteen CJs took part in the FGDs, which were organized into two separate sessions. The first session comprised eight staffers, while the second involved seven editors. The participants are as follows:

- Student Staffer 1 is a Senior Staff Writer in the Philippine Artisan from the Technological University of the Philippines-Manila. They have been a student journalist since junior high school, stopped in senior high school due to their school not having an available publication, and returned in college through the Philippine Artisan.
- Student Staffer 2 is a Feature Staffer and Vocal Talent of The Flame, the official publication of the University of Santo Tomas (UST) Faculty of Arts and Letters. They have been writing since they were in 5th grade, giving them 10 years of experience as a campus journalist.
- Student Staffer 3 is a News Writer from the Manila Collegian, the official student publication of the University of the Philippines Manila (UPM). They have been a campus journalist for only two years.
- Student Staffer 4 is a University Writer, also known as Features, of The LaSallian, the official student publication of De La Salle University-Manila (DLSU). They are currently under their probationary period, as they have been with The LaSallian for only a year. They are required to be under probationary status for at least three terms before being considered as an official writer.
- Student Staffer 5 is a News and Multimedia Staffer from Tinig ng Plaridel, the official student publication of the University of the Philippines-Diliman (UPD) College of Media and Communication. They have been writing for more than five years.
- Student Staffer 6 is a Layout Staffer from the Benildean Press Corps (BPC), the official student publication of De La Salle-College of Saint Benilde (DLS-CSB). They also volunteer to write for Ablaze, the sports, science, and technology section of BPC. They started their journey as a CJ in the 6th grade.

- Student Staffer 7 is a News Writer from FEU Advocate, the official and uniwide student publication of the Far Eastern University Manila (FEU). They have been writing since the 7th grade and were the Editor-in-Chief of their high school's paper.
- Student Staffer 8 is a Sports Staffer from Tinig ng Plaridel, the official student publication of the UPD College of Media and Communication. They have prior experience since 5th grade, but stopped in high school and returned in 11th grade.
- Student Editor 1 is the Features Writing Head of Ang Tagamasid, the official publication of the College of Arts and Sciences in UPM. They have been in student publications since 3rd grade, stopped in 8th grade, and returned in 12th grade as the features head.
- Student Editor 2 is the News Officer-in-charge of the FEU Advocate, the official and uniwide student publication of FEU Manila. They have been a news writer since the 7th grade, and became the news editor as well in senior high school.
- Student Editor 3 is the Managing Editor of the FEU Advocate, the official and uniwide student publication of FEU Manila. They were previously the News Editor of the same publication. They have been a journalist for 5 years. They were also the Deputy Secretary General of the College Editors Guild of the Philippines (CEGP), but were transferred to the regional chapter in the National Capital Region. The CEGP is the sole and broadest intercollegiate alliance of student publications in the Asia-Pacific, founded in 1931.
- Student Editor 4 is the Video Production Editor of The Guidon, the official student publication of Ateneo de Manila University. They have been a student journalist since 7th grade, giving them 4 years of experience.

- Student Editor 5 is the Editor-in-Chief of BPC, the official student publication of DLS-CSB. Their journey as a student journalist started in the 5th grade, stopped in high school, and continued in college.
- Student Editor 6 is the Layout Editor of The LaSallian, the official student publication of DLSU Manila. They have been a student journalist since 2019 and a staffer of The LaSallian for two years.
- Student Editor 7 was the News Editor of the Manila Collegian, the official student publication of UPM, during the time of the FGD. They are now the Editor-in-Chief of the same publication. They are also the Executive Chair of UP Solidaridad, the broadest alliance of UP student publications. They have been writing since the 6th grade, giving them 12 years of experience as a campus journalist.

For the semi-structured interviews, the researchers interviewed nine professionals in the field of journalism. These participants included professional journalists, school publication advisers, and journalism lecturers. The participants are as follows:

- Participant A is a freelance photojournalist and video journalist who has produced multimedia work for various international and local outlets. They also served as the photography editor of *The Varsitarian*, the official student publication of the University of Santo Tomas (UST).
- Participant B is the chair of the UST Journalism Department, an assistant professor, and the assistant publications adviser of *The Varsitarian*. They are also an editor at PressONE.PH. During their undergraduate and graduate studies at UST, they served as a writer and later as editor-in-chief of *The Varsitarian*.

- Participant C is a multimedia reporter for Inquirer.net, currently covering the Malacañang beat. They have a bachelor's degree in journalism from the University of the Philippines (UP), where they previously served as a news reporter for *Tinig ng Plaridel*, the official student publication of the UP Diliman College of Media and Communication. Their involvement in campus journalism began in their elementary school years.
- Participant D is a journalism instructor at UP, a senior writer and editor-at-large at One News PH, and a part-time correspondent for The Philippine Star. They held positions in *Kalasag*, the official student publication of the College of Arts and Letters at UP Diliman, and in *UP Solidaridad*, the UP System-wide Alliance of Student Publications. Their involvement in campus journalism began during their high school years.
- Participant E is a college lecturer at Colegio de San Juan de Letran and the editor-in-chief of Republika News, a Philippine-based digital news platform that began operations in November 2024 and serves audiences aged 15 to 65. It was originally a newspaper in 2019 under The Observer, also a Philippine-based company, which operated its print edition for metro news coverage only. They hold a bachelor's degree in journalism from the same institution, where they served as president and editor of the *SCRIBE Journalism Society*, the first and official journalism organization of the college. They recently earned a postgraduate diploma in news journalism from the London School of Journalism.
- Participant F is currently the publications head of *The Benildean*, the official student publication of De La Salle–College of Saint Benilde. They hold a bachelor's degree in journalism from UST, where they previously served as news editor and writer for *The Varsitarian*.

- Participant G is the chair of the Department of Journalism at UP Diliman and an assistant professor of journalism. Before becoming full-time faculty, they worked at the Philippine Center for Investigative Journalism. They hold a bachelor's degree in journalism from UP and a master's degree in journalism from the University of Missouri–Columbia.
- Participant H is a news and feature writer at PhilSTAR L!fe. They earned a bachelor's degree in literature from UST, where they also served as a writer and editor for *The Varsitarian*. They later obtained a master's degree in creative writing from De La Salle University.
- Participant I is a journalism instructor at UST and a multimedia journalist. They earned both a bachelor's and a master's degree in journalism from Ateneo de Manila University, where they served as associate editor of *The Guidon*, the university's official student publication.

3.5 Research Procedure

The data gathering process began on June 3, 2025. The researchers initiated the search for potential participants by reaching out to their connections. The primary objective was to gather, with their consent, the contact information of students who were either members or editors of college student publications. Messages were sent through various social media platforms, inquiring whether they were willing to be part of the FGD or could refer individuals who might be interested in participating.

On June 19, 2025, the researchers began searching for professional journalists. This was carried out by exploring LinkedIn profiles and browsing the official websites of various universities to find journalism professors. The researchers documented names and affiliations, and prepared formal email invitations to be sent in the following days.

On June 30, 2025, the researchers emailed CJs formal invitations to participate in the study, which included a brief overview. Upon confirmation, a follow-up email was sent containing a Google Calendar invite, Google Meet details, the consent form, and first-level questions about their identity formation (e.g., motivations, prior experience, and publication structure). This step aimed to ensure more efficient and focused FGDs, especially given the number of participants involved.

From July 1 to 3, 2025, the researchers emailed the PJs they had documented and sent out a Google Sheet calendar where participants could select a schedule within the initial time frame of July 8 to 15. Upon a participant's confirmation, the researchers sent a Google Calendar invite, Google Meet details, and the consent form. The researchers also prepared profiles of the individuals contacted to tailor personalized questions for each PJ.

The FGD with school publication staffers was held on July 5, 2025. Eight staffers participated, and the session lasted 2 hours and 45 minutes. The questions for this FGD primarily focused on their work, training and development, publication dynamics, and values. The following day, on July 6, 2025, the FGD with school publication editors was held. Seven editors participated, and the session lasted 2 hours and 28 minutes. However, four participants were unable to complete the session. One participant arrived late, while the other three were unable to stay until the end due to prior commitments, as the FGD extended beyond the originally allotted time frame. To ensure that all data were collected, the researchers emailed the remaining questions (e.g., on their values as CJs, including motivation to keep practicing journalism, core values of their school, alignment with publication's processes, and integrity in serving their audience) to Student Editors 1, 2, and 6, but only Student Editor 2 did not respond. The questions

for this FGD also focused on their work, training and development, publication dynamics, and values.

On July 8, 2025, the researchers conducted their first interview with a PJ, Participant A. The session lasted one hour and explored their current work as a freelance photojournalist, experience in campus journalism, encounters with censorship, and public influence.

On July 11, 2025, the first interview with a journalism professor and publication adviser was conducted onsite at UST, as requested by Participant B, who preferred a face-to-face interview. The location and schedule were arranged by the participant, and the session lasted 1 hour and 10 minutes. The interview explored their current roles as a journalism professor and assistant publication adviser, experience in campus journalism, encounters with censorship, and public influence.

The researchers had the interview with Participant C on July 12, 2025. The session lasted for 1 hour and 31 minutes, which explored their current work as a multimedia reporter, experience in campus journalism, encounters with censorship, and public influence.

The next day, July 13, 2025, the researchers had two interviews. The first was with Participant D, who discussed their roles as a journalism professor, correspondent, and editor. The second was with Participant E, who shared insights into their work as a journalism professor and editor. Both interviews also covered their experience in campus journalism, encounters with censorship, and public influence.

On July 14, 2025, the researchers had two interviews as well. The first was with Participant F, held onsite at the DLS-CSB Atrium Campus, specifically in the Student Publications Unit storage room. The interview explored their role as a publication adviser. The second was with Participant G, who shared insights into their work as a journalism professor and

former PJ. Both interviews also covered their experience in campus journalism, encounters with censorship, and public influence.

The final day of interviews, July 15, 2025, also included two sessions. The first was with Participant H, who discussed their work as a news and features writer. The second was with Participant I, who shared insights into their roles as a journalism instructor and multimedia journalist. Both interviews also covered their experiences in campus journalism, encounters with censorship, and perceived public influence.

3.6 Research Objective-Methodology-Data Collection Matrix

The data collection matrix below was used to define how the researcher aimed to gather the needed data from the participants and what they expected from the methods mentioned. The researchers made use of FGDs and semi-structured interviews to answer their research questions.

RESEARCH OBJECTIVES	COLLECTION METHOD	DATA COLLECTED
To identify the differences between campus journalism and professional journalism.	<ul style="list-style-type: none"> ● Focus Group Discussion ● Semi-structured Interviews 	<ul style="list-style-type: none"> ● Insights of CJs on campus journalism. ● Expertise of PJs on the differences between campus journalism and professional journalism
To differentiate the essence of campus journalism across academic institutions.	<ul style="list-style-type: none"> ● Focus Group Discussion ● Semi-structured Interviews 	<ul style="list-style-type: none"> ● Publication dynamics of different CJs ● Work Dynamics of PJs in a professional setting.
To determine the essence of campus journalism across academic institutions.	<ul style="list-style-type: none"> ● Focus Group Discussion 	<ul style="list-style-type: none"> ● Various campus journalists' essence across academic institutions.
To find out the role of campus journalism in preparing students for the professional world.	<ul style="list-style-type: none"> ● Semi-structured Interviews 	<ul style="list-style-type: none"> ● Perception of PJs on the role of campus journalism in preparation for a professional environment.

Table 3.1.

3.7 Gantt Chart

The charts below illustrate the task requirements throughout the production of the research paper, which are divided into three parts: (1) Pre-Production; (2) Production; and (3) Post-Production.

During pre-production, brainstorming of topics was conducted by the researchers before pitching the topic and writing the concept paper. After having chosen a research topic, they simultaneously wrote chapters one to three as a draft of the research paper.

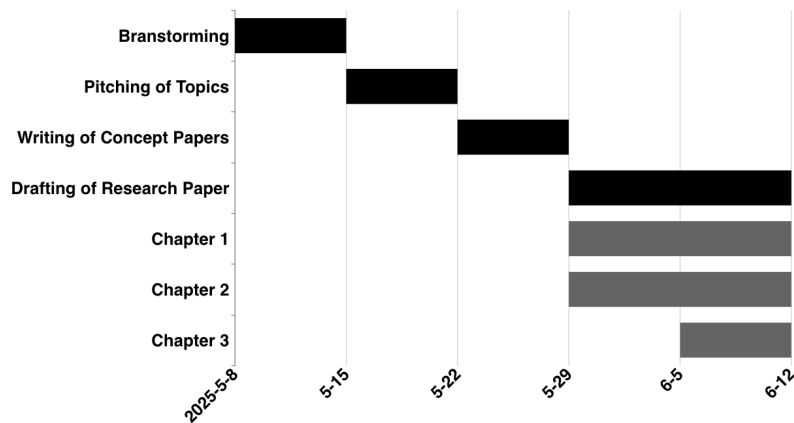


Figure 1. Pre-Production

The production phase included data collection, starting from the sourcing of participants to the conducting of a ladderized approach, which consists of the execution of FGDs and interviews.

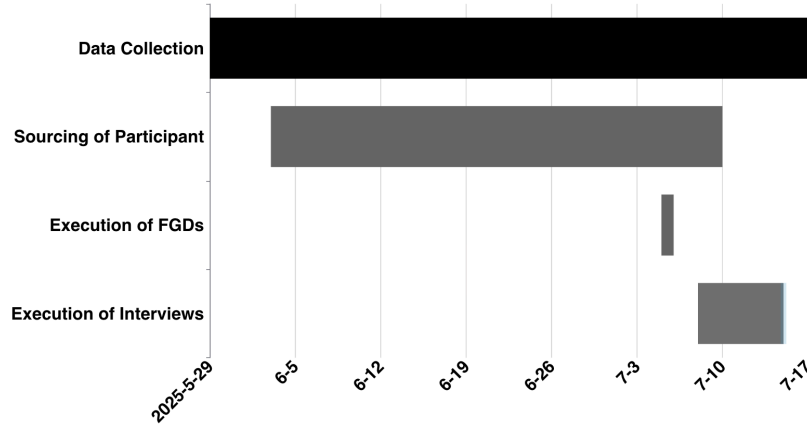


Figure 2. Production

After finishing data gathering, the post-production phase simultaneously worked on completing the research paper with writing chapters 4 and 5 and drafting the project proposal.

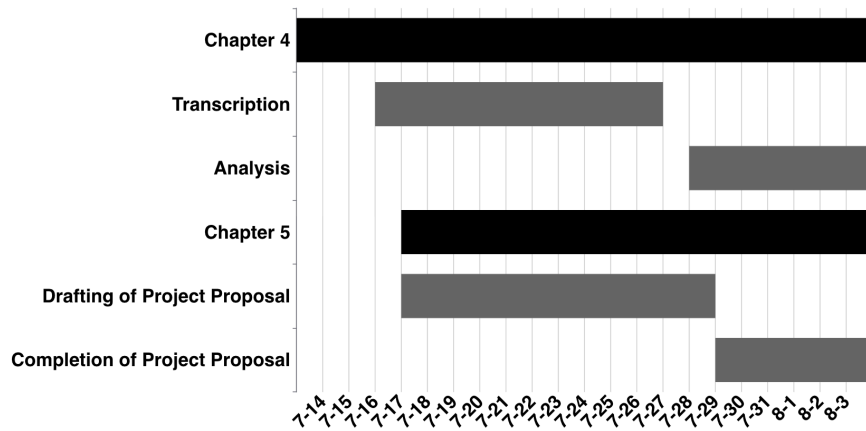


Figure 3. Post-Production

3.8 Budget Breakdown

The table below is a comprehensive breakdown of the group's budget throughout the production of the research paper.

BUDGET BREAKDOWN	
NECESSITIES	₱4500.00
Food	₱3000.00

Transportation	₱1000.00
Medicine	₱500.00
PRODUCTION	₱400.00
Printing	₱400.00
MISCELLANEOUS	₱500.00
Contingency Fund	₱500.00
TOTAL BUDGET	₱5400.00

Table 3.2.

3.9 Data Analysis

To interpret the data gathered in the research, the researchers used a thematic analysis method. The thematic analysis would be an adequate approach to data interpretation, as the study's qualitative design would be FGD and semi-structured interviews. Moreover, studies within Chapter II would be referenced to align themes between the RRL and the data results. The researchers employed thematic analysis to examine common themes in the data collection process.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results and Discussion

The data retrieved from the FGDs and semi-structured interviews are dissected using the thematic analysis method. Through this, the researchers were able to find several themes, which are divided into three parts: themes found among campus journalists (CJs), professional journalists (PJs), and both.

4.1.1 Themes found among Campus Journalists

Identity formation through campus journalism

Through email, Student Staffers and Editors were asked first-level questions about what drives them to become a student journalist. Most of them started during their high school years, and as early as their elementary years, as part of their student publication. Student Editor 3 started as a "*batang presscon*" where they first competed in the Division Schools Press Conference. With that, the majority of them responded that desire and passion for writing drove them to become student journalists. Student Staffer 7 shared that they are passionate about being the bearer of truth and of amplifying the stories for the masses to know about. Despite the majority starting during high school, a few started recently at the start of college years, but their driving force remains the same to hone their writing skills and serve society.

On the other hand, some CJs started because of someone's influence, ranging from classmates and teachers to their mothers, who also desire to pursue journalism. Student Editor 4 said their mom, who once served as the head of her own school paper

and competed in journalism contests at the national level, was also a strong early influence.

Moreover, their desire to write allowed them to use this skill to make a difference, becoming much more than their passion. Student Editor 1 shared that they became a student journalist to use their voice to uncover the truth and make a difference in society. Despite various reasons and factors on why they became a journalist, their drive to stay and serve the people solidified as they grew older. Becoming a student journalist opened an opportunity to pursue their passion, at the same time fulfilling their purpose of serving the masses through being the bearers of truth.

This aligns with a study by Dela Rosa, Lucero, & Varga (2021) that campus journalism serves as an avenue for the youth to be the upholders of freedom of the press. Through campus journalism, CJs foster a holistic development of their morals and critical thinking, solidifying their identity as CJs. Similar to a study by Alfaro & Protacio (2025), that passion through writing and uncovering the truth is a means for self-fulfillment. Their identity as CJ forms through the feeling of deep satisfaction that drives them to have a purpose of making a difference in society, dedicating their desires to bring relevant, newsworthy, and accurate information to their communities.

Additionally, the results corresponded with Arthur Chickering's (1969) Seven Vectors of Identity as establishing identity since campus journalism serves as character formation through students' developmental experiences. Through publication as early as junior high school, CJ started to find their real fulfillment in what they were doing. Moreover, their identity develops as CJs become more involved with a publication, realizing it has a critical role on their identity as a journalist.

Finding purpose as a campus journalist

When asked about training and skill development, Student Staffers and Editors shared that skills are not the only thing being trained within the publication, but also their personal values, work ethic, integrity, and discipline. Student Staffer 3 shared that they have become more sociopolitically aware as a student. Sharing that “It helped me have a better understanding of *kung ano nga ba yung pinaglalaman namin.*” Student Staffer 7 shared that it helped them develop their writing skills while also building up their confidence as an introvert. Student Editor 6 shared that being in a publication helps them manage their time better. Student Staffers and Editors shared that the publication was able to hone their own values as well as their ethics towards their journalistic principles. Student Editor 7 highlighted that the publication helped them learn to live, dive, and widen their understanding of the world around them. Sharing that, though there is no specific template or style to follow, the values are at the core of being a student journalist. Moreover, Student Editor 3 added that within their publication, they also have no proper training but are present within the publication’s sections. Usually, section editors lead discussions in guiding their staffers.

Working within the publication further developed the students' personal goals of stepping out of their comfort zone or helped with time management. It also helped students understand the work ethic and responsibilities of being a campus journalist. The responses also align with studies conducted by Alfaro & Protacio (2025) as the student publication serves as a foundation for the students to develop their own identities, morals, and passions as young journalists. Moreover, the students’ perspective on the world is further developed as their understanding towards sociopolitical issues deepen.

The responses also align with Arthur Chickering's (1969) Seven Vectors of Identity Development on Purpose Development. It is observed that the students' goals and commitment to journalism were further deepened while being in the publication. The values formed by CJs benefit them in further developing their journalistic principles as well as aiding in tasks outside of campus journalism.

Skill acquisition through publication work

Both Student Staffers and Editors shared that there are existing trainings and seminars present within their publication. These seminars aim to enhance staffers' skills in writing and creative work. Often, these seminars are hosted by professionals who are in the field. In other publications, the responsibility falls on the editors to conduct their own training for their respective sections. On the other hand, other Student Staffers and Editors also say that sometimes the training is not enough. You need to experience the work itself. Student Editor 7 shared that there is no specific structure when it comes to training, but rather an unspoken duty as an editor to conduct their seminars. While also having opportunities to invite alumni to share their experiences and insights. Student Staffer 8 also shared that within the publication, there are workshops hosted by professionals in the field.

Despite the presence of seminars within the publication, it does not prepare CJs for the actual work. The majority of the training comes from doing the work itself and experiencing it firsthand. Student Staffer 1 shared that before becoming a staffer, they had a few months to put out two articles before they got to become a staffer. But their main training is when they get their work checked and revised. Sharing that "*Pagkapasok ko, don ko na-realize there's still so much to learn, lalo na pag college level na... yung*

parang naging pinaka-training is yung pagsala.” Student Staffer 8 added that the training doesn’t prepare you for the different types of coverage. “For me *hindi rin naman siya basta lang training kasi mo naman talaga mape-prepare 'yung sarili mo sa demands ng pagiging journalist. Kasi araw-araw pwedeng iba-iba yung pwede mong kuning trabaho. Siguro ngayon nagco-cover ka ng UAAP baka kinabukasan nagco-cover ka na ng tungkol sa impeachment.*” Additionally, Student Staffer 7 stated that for their organization, the training is the work itself. They learn about the work dynamics by doing their assigned tasks. Though there is an initial briefing with their editor, the majority of the learning is through the experience itself and immersing themselves in the work culture.

The training experienced by the respondents helps hone their skills in different aspects. From publication work like writing, creative work, and basic knowledge of programs. As well as other skillsets outside of being a campus journalist. Though staffers engage in training aimed at enhancing their core skills, it does not fully prepare CJs for the work itself. The researchers can infer that the training can be considered a form of work-integrated learning (WIL) since their skills are being honed through the training and work that they are exposed to. The answers align with the Seven Vectors of Identity Development on Competences, as the majority of the respondents learn by going through their respective work processes of revisions. By being exposed to the work that they do, CJ’s are being trained to be competent with the work that they do within the publication. As both Staffers and Editors continue to train their skills and hone their journalistic principles.

Handling the pressures of being a campus journalist

Handling emotions emerged through the presence of pressure, challenges, and criticism as the Student Staffers and Editors responded to what factors that challenge their work outside of their role as a staffer or editor, and how they are able to face these challenges. Student Staffer 1 emphasized their frustration to their study body, especially as a writer, when distributing physical copies, since some students reject them even though they are free to consume. On top of that, being a student, they do their best to balance both responsibilities as learners and as part of the publication.

Student Staffer 3 also mentioned their frustration with red-tagging during coverages, resulting in demotivation. Student Staffer 7 shared their fear of legal consequences even when they're writing the truth. They manage these challenges through having courage, as they have no choice but to remain resilient and treat such risks and threats as part of the experience. In addition, Student Editor 4 highlighted how they faced all of their challenges with dedication and emotional release.

Moreover, emotional management surfaced within internal discourse as they had different thought processes and stances among the editorial board. Student Editor 3 said that constantly reassuring their section helped face their challenge. Student Editor 6 empathized with the previous Student Editor, as this applies to their predecessors, as they decided to do a rebranding of the visual identity, and there was a lot of pushback from their previous editors.

Student journalists cope through a support system within their publication and an acknowledgement of the risks of being a student journalist. To some extent, campus publication serves as an outlet for emotional support through communication with fellow

editors and staffers. With that being said, there should be a need for communication with one another, considering that some members are not as tight-knit, and more so, do not interact with fellow staffers within the organization.

The results support a study by Dasalla & Protacio (2025) that developing resilience through overcoming challenges, handling pressure, and managing criticism fosters adaptability that shapes a CJ. Emotional management is crucial with campus journalism, since it promotes personal and professional growth, enhancing their role as media practitioners. In addition, through the aid of a support system, it significantly helps CJs manage their different responsibilities. It is crucial to have a support for CJs to be able to sustain and have a work-like balance, while being equipped with essential skills. While the study suggest that institutional support was essential to sustaining their well-being (Dasalla & Protacio, 2025), it is not evident with the results since CJs seek support within the publication more than the institution. In comparison, institutional support is still important as institutional support influences publication work. Hence, it emphasizes the importance of support systems in shaping CJs' experience.

With that being said, it is connected with Seven Vectors of Identity Development on managing emotions, serving as indicators that CJs develop through handling pressure, criticism and competition. By means of managing frustrations, internal discourse within the publication, and different challenges, Seven Vectors of Identity Development strengthened the development of CJs through lived experiences, resilience, and courage.

Communication with the school administration

Responses from Student Staffers revealed that the administration is often lax in responding to their inquiries or letters. Respondents usually engage in direct

communication with the administrators in order to receive a response. Other student staffers share that they do not have direct communication with the administration since they do not have a publication adviser. While from an editor's perspective, the editorial board also communicates directly with the admins, or is in contact with their publications adviser, who relays their concerns to the administration.

Student Staffers 1, 4, and 7 mentioned that the administration tends to delay their responses to their inquiries and concerns. Both Student Staffer 1 and 4 shared that they go to their offices face-to-face to have direct communication with them. While Student Staffers 4 and 7 stated that the lax responses have led to news being posted late and articles being binned due to the time-sensitive nature of the news. However, Student Staffers 5 and 8 stated that there is no real mode of communication since their organization is not officially recognized as a student publication and has no publication adviser. Though there have been instances of requests to revise articles since it is deemed unfavorable for the school, their publication still chooses to release said stories. *“Wala na silang magagawa kung mailabas namin ganyan. Kasi wala kaming connections. Wala talaga kaming kahit school paper advisor, wala kami. More on students lang talaga, boses ng students yung pina-prioritize namin,”* shared by Student Staffer 8.

Overall, respondents have a varied understanding of communication with the administrators, depending on the recognition of the publication within the academic institution. A study conducted by Valeza et. al. (2021) states that consistent open communication between school administrations, students, and campus writers is key in solving critical issues that can be beneficial for all parties. Looking at the responses, though some publications have direct communication to administrators, this does not

apply to all publications. Though communication is facilitated between the publication and the admins, the delayed responses from the admins lead to articles being scrapped or published late. In regards to CJs with no publication adviser, they have difficulty in contacting the admins directly, have limited access to information from the admins or are prohibited from attending certain coverages. This also brings into question the validity of the Campus Journalism Act of 1991 (CJA) as their respective publication is not directly recognized by the school administration.

School administration's influence on publication work

The majority of the participants state that there are no set limitations by the administration. However, when asked how the administration affects the quality of work that the publication puts out, one staffer made mention of having an unspoken rule of not speaking ill of the administration. Some staffers and editors shared that there have been times when they were asked to take down or alter published works due to the content not aligning with the respective school's image or values.

The majority of respondents shared that there are no real, specified limitations or guidelines imposed by their respective administrations. Student Staffer 5 shared that there are no real limitations or guidelines. If the administration were to impose said limitations, it would be considered a campus freedom violation. Student Staffers 6 and 7 shared that there is some kind of unspoken rule that they should not speak badly against the school or paint them in a negative light.

Moreover, there are times when the administration becomes a hindrance to the work of CJs. Student Staffer 2 shared that it's an open secret that the administration is generally a hindrance, not just specifically in journalism. While Student Editor 3

describes the administration that supports the publication, but is pressuring them with bureaucratic policies. Student Editor 3 also mentioned budget issues where their high school publication was not able to fully utilize the 1.8 million pesos allotted for their publication. As such, print materials were delayed for over a year.

Furthermore, Student Editor 5 and Student Staffer 6 shared that, as a Catholic institution, there have been instances where certain posts and materials have been removed. Though the publication operates independently, there have been polite requests to alter or change a public post to preserve the Catholic integrity of the school. Student Editor 7 echoed the same sentiments from Student Editor 5 in the value of editorial independence. They shared that the core essence of where publications came from should be carried on through future publications up until the present. Within their respective publications, many table battles and negotiations have been done. But there have been proper agreements with the administration that both parties can coexist, but the administration can't be above the publication.

Despite not having explicitly imposed guidelines or limitations, the quality of work the publications produce is still affected by the administration. From holding the publication's budget to taking down or altering posts. Though the administration does not directly interfere with the student publication's work, it is still known among some respondents that some administrations pressure the publications. There is also an unspoken practice that the student publication should not paint the school in a negative light. These responses align with Dela Rosa, Lucero, & Vargas (2021) as their study shows that the school administration does play a factor towards the production of the publication. As they have the power to control the publication's budget or cross check

articles that do not preserve the image of the school. Though pushback is present, these young practitioners are often characterized by their commitment to ethical journalism while pursuing academic excellence and professional growth (Alfaro & Protacio, 2025). Regardless of any pushback from the administration, CJs still stand their ground in practicing their right to freedom of expression.

Establishing a healthy relationship among members of the student publication

Between Student Staffers and Editors, the majority of participants agreed that there is a close and strong relationship between editors and staffers. Staffers are able to message their fellow staffers or editors to cover for one another when it comes to coverage and organizational work. One Student Editor stated that the relationship with editors stays purely professional. While one Student Staffer shared that there is minimal interaction between peers.

Student Staffer 1 shared, “*Sa publication naman po na ano siya parang friends na agad. Walang wala naman masyadong beefy moments.*” There is a sense of “*saluhan*” where staffers could easily message another staffer to cover for them. Even though they are friends, there is still that sense of respect. Student Staffers 3 and 7 also share their experiences with “*saluhan*” being a part of the work culture within the organization.

Student Editor 9, on the other hand, has a different approach when it comes to being an editor. They prefer to break the ice between staffers because they believe that they would be shy to ask questions or have their work checked if they see them as a higher figure. They break the idea that they need to impress them as an editor. Stating that the fact that the staffer entered the publication is proof enough that they meet the standards. They believe that organic conversions can lead to a better work environment.

Though the editors are loose in their leadership, they stated that staffers shouldn't be comfortable since they still hold them to a certain standard. Student Editor 1 made mention that the work relationship between staffers and editors is purely professional, but the majority of responses differ. Moreover, Student Staffer 5 shared that their work environment differs since their organization does not have proper funding from the administration. So the majority of work is done online as they do not have a shared office space. This leaves their job feeling isolated as they mostly work on their own, which fosters a harder work environment for their publication.

The responses gathered are also aligned with the Seven Vectors of Identity Development on Interpersonal Relationships. Both Staffers and Editors share a tight-knit relationship, which fosters a casual work environment. This allows them to work freely as editors tend to treat them as equals within the publication. This is also evident in the "*saluhan*" culture within each publication. Staffers are comfortable reaching out to their editors for any concerns. This fosters a sense of community and collaboration between both staffers and editors. Editors create an environment where staffers are able to have free dialogue and collaborate with peers. This again raises concerns towards the validity of CJA as some publications have difficulty interacting with peers due to a lack of funding and allotted shared working space.

Personal motivations and values

When asked about their personal motivations for continuing to practice journalism, both Student Staffers and Editors cite their passion as the driving force. They see their work as an obligation to serve and make an impact in their respective communities. To help amplify their voices and be part of the community they are trying

to fight for. Additionally, all respondents shared that the values of their school manifest in the work that they do as well as the work they do as journalists.

Student Editor 5 shared that their motivation is a passion to tell stories that matter and that can help marginalized communities. Student Editor 3 added that the fight against repression is part of their job as student journalists. It is not just about reporting the truth, but providing context to represent their communities. Student Staffers 1 and 7 shared that they write not for their self-gain, but to see their writing have an impact in helping their community. Student Editor 7 added that their job as a journalist is not just about serving their community from afar but being a part of it and joining them in the fight for change.

The respondents share the same motivations as they seek to amplify the voices of people in need. Moreover, the motivations for CJs to continue practicing journalism lie in their passion for the practice. They perceive their job as a duty in serving their community. The response aligns with Pangan (2024) further reinforcing the perception that student journalists perceive their work as a calling. CJs find fulfillment in seeing their work make an impact on their community as they strive for change.

Practicing integrity as a journalist

In relation to whether the respondents think their respective publications play a part in shaping the student body's opinion. Some respondents believe that their writing is for the people. It is to demonstrate the importance of the publication in highlighting the voices of those in need. While one staffer shared that their publication does not help shape public opinion.

Student Staffer 4 mentioned that he believes the publication does not shape public opinion. Rather, they amplify the voices of the people that they write about. But the

majority of the respondents' responses differ. Student Staffer 1 and Student Editor 7 shared that the work they do is always for the people. Student Editor 7 believes that when you write, you always choose a stance. Student Staffer 7 shared that they don't write for a specific perception to be made. Rather, it is up to the audience to critically analyze and perceive the information that they put out. Student Editors 4 and 6 also shared that the student publication does help in shaping the public's opinion. From coverages and sharing stories, it brings it back to the heart of the student body.

In practicing integrity in serving their audience, the majority of the responses were about upholding the truth, believing that it is the heart of their work. Some made mention of advocacy journalism. Sharing that journalism should be biased in serving the oppressed by amplifying their voices. As you are not just serving the community, but are also a part of the fight for change. Other respondents made mention of their passion. Believing that integrity comes from within yourself. While other staffers stated that respect also helps in practicing identity. Respect for the journalistic process as well as the people whom you are interviewing and serving.

Student Staffer 1 shared that integrity is at the heart of their work to deliver honest information to people. People deserve to know the truth, so it is important to remain honest, be clear in their intentions since the audience deserves the same respect as the work they put into interviews or articles. Student Editor 3 touched on empathy. By observing and being with the community they are serving, they are with them to somehow solve the issue. Looking into the broader perspective on what they should be delivering as journalists. Student Staffer 4 and Student Editor 5 mentioned that integrity starts with yourself. As journalism would not be present without self-integrity. Student

Staffer 7 shares that you need to be mindful of your own bias by not letting it affect your work. They also added that being a journalist is never comfortable because the lives of people are also uncomfortable. It is also about sticking to your own ethics and principles when it comes to serving your community, sentiments shared by Student Staffer 8 and Student Editor 6. Student Staffer 3 made mention of advocacy journalism. Though the nature of journalism should be unbiased, it should still be for the people in need. Student Staffer 5 expanded on this, stating that *“Na-realize ko na ayun nga journalism should be biased pero in such a way na mas papaboran mo dapat kung sino yung mas na-oppres, kung sinong grupo yung mas pinapatahimik, kung sino yung mas dehado.”* While Student Editor 7 reminds themselves of why they are in a publication in the first place. Sharing that if the goal is not to be of service to the people, then to whom is their work even for?

Overall, both Student Staffers and Editors believe that the publication does play a factor in shaping public opinion. The work that the student publication puts out is always to amplify the voices of their respective communities. It is on the community's part to analyze their work to form their perception on the topic as they are exposed to articles and coverages shared by the publications.

When examining each respondent's responses in practicing integrity, the underlying practice is rooted in honesty, service, and the truth. Integrity comes from one's self, as self-integrity is vital in broadening the kinds of topics you wish to spotlight. Care is also poured into the journalistic practice to put out works that are respectful in nature as well as respectful to their audience. Integrity is also rooted in empathizing and really understanding the needs and struggles of their community. This paints the role of campus journalists as agenda setters for their respective communities as they dictate which news

is not only important but also beneficial for the community to hear. Moreover, advocacy journalism challenges the notion that journalism should be unbiased. Rather, journalism should be for the community of people who are oppressed or in need. These topics mentioned align with the Seven Vectors of Identity Development on Integrity as both Student Staffers and Editors stated concrete ways on how they practice integrity. This also links back to the core purpose of journalism being a foundational pillar for their respective communities.

4.1.2 Themes found among Professional Journalists

Adapting to the media landscape

With the emergence of digital platforms, the way news is reported continues to change. From traditional media, journalists now have to adapt to where their audience is. Participant A highlighted that since multimedia is now widespread in the industry, they continuously adapt by acquiring new skills and coming up with ways to showcase their work. They further stated that, “You have to have several platforms for you to be discovered and for you to inform the public, *kasi hindi naman lahat ng tao nasa isang platform lang, diba?*” This is also evident with Participant D’s answer, wherein they stated that the newsrooms had to keep up with the emerging trends through multiple multimedia seminars.

Given the years of experience of the participants, they also mentioned how different the media landscape was when they were still studying versus when they started their careers. Highlighting that the landscape continues to evolve as time goes by, as Participant E mentioned, “I think that’s one of the problems I encountered when I entered my professional career, *kasi yung* landscape at that time is very different from what is

taught in the journalism school.” More so, Participants A and E stated how competitive the industry is, which makes it essential to continue adjusting to the changing landscape. However, there are still some who find it difficult to adjust to the changing landscape.

Participant H emphasized that adapting is something that journalists have to do. Reading and consuming more to see how others do it is a way to adjust to it. Participant C, on the other hand, while they find it difficult to adapt to these changes, states that the training provided by news outlets would be helpful; however, they believe more that the next generation of journalists is the answer to adapting to these changes, as they are digital natives.

On the side of CJs’ mentors, Participant B states that emerging technologies do not stop on social media platforms, which is why they should continue to look for ways to meet their readers. They further highlighted that there should be strategies across student publications’ platforms, such as TikTok, Reddit, Facebook, and YouTube. These platforms are where most people today look for information. Today’s generation does not pick up newspapers anymore to know about current events; they go online. Yet despite these changes and the constant need to adapt, Participant I highlighted that the basics of the industry remain.

As generations pass, the essence of journalism remains steadfast and true. Even if they are innovating their routines, their journalistic principles remain the same, only providing the digital audience with factual, reliable, and credible information (Sagala, 2023). The readers should be taken into consideration, given that the current generation is far different from the previous ones, wherein their characteristics differ in terms of absorbing information. Writers also need to take into account the audience’s language,

relevance of the topic, as well as its conciseness in order to cater to the reader's attention span (Schmidt & Lawrence, 2020). With the constant changes in the digital landscape, it is inevitable to explore new ways to reach the audience. It is not just about upholding the truth but rather showing a different perspective to the audience. (Salaga, 2023).

Similar to the study of Sagala (2023) on the practices of Filipino journalists in Western Visayas, journalists continue to adapt to the changing landscape in order to meet their readers, all while maintaining their journalistic principles and upholding their code of ethics. The researchers found that journalists and their media outlets seek and analyze where their audience is, to ensure that their message and stories get across. More so, in looking for where and who the audience is, they are able to gather what type of content they should produce across various platforms. An example of this would be the strategy of INQUIRER.net, wherein there is a difference in how they share information on Facebook and on TikTok. Since the audience on TikTok is mainly Gen Z, they make use of trending audio to accompany their visuals. On the other hand, Facebook has a diverse audience, which is why the content they produce is more corporate and does not follow the trends or humor of Gen Z. They remain true to their journalistic principles but have a different approach to disseminating information across their platforms.

Despite their need to adapt to the landscape, the Agenda-Setting Theory holds true as they consider who their audience is and find ways to strategically disseminate information based on their platform to influence their audience to perceive what is important.

Proper implementation of the Campus Journalism Act of 1991

While the Campus Journalism Act of 1991 (CJA) was intended to uphold and protect the press freedom of student journalists, responses from journalism lecturers consistently expressed that the law is now outdated and in need of revisions to address current challenges of campus journalism. They acknowledge that the CJA makes the existence of campus journalism, but Participant D pointed out, “But it doesn’t mean *na*, number one, *na nai-implement siya* all the time, and number two, *na nai-implement siya* correctly...A lot of schools end up having campus papers because of the law, but not because they really understand why it is necessary to do that.”

One of the PJ participants, Participant C, based their college thesis on the struggles of public secondary school publications in adopting online media and the lack of proper journalism training. A longtime campus journalist from elementary to college, they were driven by the recurring issues they encountered, especially in public schools. Their research found that both students and teacher-advisers lacked formal training and relied mostly on experience, while DepEd policies remained print-centric, prioritizing outputs and contests over the longevity and stability of school papers and the development of the student journalists.

Participant B further noted that although the CJA includes provisions for compliance, it also contains loopholes that allow school administrators to assert control. This results in tensions between the CJs, who see their publications as platforms to exercise freedom of speech, and school administrators, who often treat them as tools for public relations purposes. Participant E supported this observation, emphasizing that CJA is difficult to implement in private schools because campus papers are often treated as

PRs of the schools, which leads to limitations on coverage, with students frequently restricted to safe or promotional topics, while more significant or sensitive issues are either censored or blocked. A study by Dela Rosa, Lucero, & Vargas (2021) aligns with this, as their findings in high school campus publications reveal that school administrations often exert influence over both production and content, by controlling budgets and requiring CJs' works to undergo review to preserve the institution's image. Although their study focused on high school student publications, the observations shared by the PJ participants reflect similar patterns of administrative control, indicating that such practices persist regardless of school level. These concerns further emphasize the need to amend the CJA to ensure the independence of campus publications.

From a public school perspective, Participant G observed similar implementation issues of CJA. They shared that *Tinig ng Plaridel*, the official student publication of UP Diliman College of Media and Communication, still did not have a proper budget as of last semester. They noted that if schools are only now beginning to address budgeting concerns, it reflects the weaknesses of the 1991 law and the urgent need for its strengthening and revision. These examples from both private and public institutions reveal systemic issues in the implementation of the CJA.

Funding plays a pivotal role in sustaining school publications. Participant E emphasized that without adequate funding, it becomes difficult for CJs to improve due to limited access to training, which in turn affects the quality of their work. Many student journalists lack proper training due to the scarcity of resources and expert mentorship. Participant B added that updating the law should also include provisions for professional training and supervision, equipping student journalists with the skills needed to uphold

ethical standards and avoid editorial mistakes that school administrators can easily use to justify censorship. Thus, amending the CJA is essential to ensuring the independence of campus publications, as well as the survival and integrity of campus journalism today. Revisions to the law should secure their financial autonomy, ensuring that student publications can collect these fees through the administration, and preventing school administrations from threatening or punishing students for their journalistic work.

Importance of collaboration

Campus journalism is considered a training ground for young individuals who want to pursue a career in media. Given this context, the relationship between PJs and CJs has traditionally been perceived as hierarchical, with CJs often positioned below PJs, who primarily serve as their mentors. However, with the journalism sector in the country facing increasing challenges and declining public trust, this hierarchical dynamic needs to evolve.

Participant B called for the need for collaboration and collective action to rebuild trust in the news media. Many journalism lecturers also supported the idea of collaboration, viewing it as mutually beneficial and enriching for both CJs and PJs. Participant D strongly advocated for building stronger partnerships between student publications and media outlets through a more structured internship program, as current internships are often handled independently or lack organization. A study by Ahearn (2021) on journalism graduates' perceptions and experiences with internships found that although individual internship experiences vary, the skills and affective behaviors are generally consistent across programs. This further emphasizes the potential benefits of implementing better-structured internship programs through official collaborations of PJs

and CJs, as skills and behavior outcomes remain similar. Media outlets must ensure that interns are genuinely learning, receiving both training and real-world exposure, and that universities or student publications set clear expectations when forming partnerships with them.

Participant I shared a similar view, emphasizing that today's campus journalists will soon enter the professional field, making it crucial to invest in their growth. This corresponds to Arao's (2024) point of the importance of encouraging young individuals interested in journalism to persevere, as they play a role in helping shape public opinion. Both perspectives highlight that empowering CJs is not only about preparing them for the industry but also about shaping the future of journalism and public perception. This also connects to the core idea of Agenda-Setting Theory, which holds that journalists, whether current or aspiring, can influence what the public perceives as important, thereby fostering an informed society.

Participant E concurred with this perspective, emphasizing that, given the challenges students face when breaking into the industry, collaborative relationships can also help bridge the gap between CJs and PJs. Thus, they believe that media organizations should take the initiative to connect with student publications. Through proper guidance, feedback, and mentorship, professionals can help student journalists improve their work while also benefiting from new perspectives. This aligns with the study of Fialka et al. (2021), which showed that collaborative efforts in journalism play a critical role, as journalism students benefit from collaborative writing by fostering a positive attitude and enhancing interpersonal intelligence and negotiation skills. Such initiatives reported high participation, better workload settings, and more supportive

behavior among journalism students. Although the study focused on student-to-student collaboration, the benefits are equally applicable to partnerships between PJs and CJs, which could even be greater, since PJs can provide real-world and industry-standard insights.

Meanwhile, Participant G raised concerns about the sustainability of such collaborations, stating that since there is no formal relationship between student publications and media outlets, it remains unclear who should support these initiatives financially, especially as many media outlets face financial constraints. They once again pointed to the CJA, suggesting that a reassessment of the law could help address this. They also proposed that journalism organizations in the country, such as the National Union of Journalists of the Philippines (NUJP), the Center for Media Freedom and Responsibility (CMFR), and the Philippine Press Institute (PPI), could play a crucial role in bridging this gap.

But as Participant D noted, bridging this gap also requires challenging the assumption that CJs are naturally less capable, “*Ang hindi ko lang siguro sinusubscribe ay yung idea na nasa ganitong level ang campus journalist, and professional journalists are here. It doesn’t always apply. Probably when it comes to experience, yes. Pero skills-wise? I know a lot of campus journalists who are way better than a number of professional journalists I know.*” This is supported by Alfaro & Protacio (2025), who describe CJs as committed to ethical journalism while striving for academic excellence and professional growth. Pangan (2024) also agrees, highlighting that CJs play a vital role in building an informed and engaged campus through their ability to localize wider narratives and remain attuned to current trends. Collectively, these findings underscore

the significant and impactful contributions of CJs. Hence, the capabilities of CJs should not be underestimated, which further highlights the mutual benefits of collaboration between PJs and CJs.

Further supporting these collaboration initiatives, Fer (2023) identified specific key objectives that can help generate benefits for journalism students, which includes access to information and specialized career guidance services, partnerships between the university and media institutions, facilitation of professional development through internships in partner media institutions, data exchange between university and employers, and improved access to career guidance. According to Fer (2023), meeting these objectives can help journalism students better adapt to the professional work environment. While Fer's research focuses on journalism students, its insights are highly relevant and applicable to CJs in student publications. The objectives strongly align with all the insights shared by PJ respondents, emphasizing the necessity of structured support and collaboration in preparing future journalists.

Therefore, cultivating this collaboration in the Philippine journalistic landscape not only empowers CJs but also strengthens the professional journalism world, fostering a more inclusive industry and contributing to the rebuilding of public trust in journalism.

4.1.3 Themes found in both Campus and Professional Journalists

Student publications as a means of work-integrated learning

For many aspiring journalists, student publications offer their first exposure to newsroom dynamics and responsibilities. In this sense, campus journalism functions as a form of work-integrated learning (WIL), allowing CJs to gain hands-on experience that prepares them for professional practice.

Most CJ participants shared that the publication itself served as their main training ground. While some offer formal workshops and seminars, many CJs emphasized that their main training comes from doing the actual work. Student Editors often take on mentorship roles, and skills are developed through revisions and hands-on tasks. This mirrors the essence of WIL, as students gain practical skills by immersing themselves in the publication's workflow and responsibilities. As Makhadi and Diederichs (2021) explain, the WIL experience provides a bridge between academic learning and a professional future, allowing students to apply and merge theoretical knowledge with real-world workplace experiences.

PJs shared the same views, affirming that campus journalism serves as valuable preparation. Participant D emphasized that, "*Kapag ang tanong ay yung student journalists na hindi naman member ng student pubs, mas mahalaga yung internship kasi parang wala silang experience at all doing the work. When you're already a campus journalist, meron ka ng experience covering stories. So, meron ka na nung opportunity na ma-apply mo yung skills mo. Napa-publish ka na, nababasa na yung byline mo. So, meron ka ng some level of experience.*" This insight aligns with Makhadi and Diederichs' (2021) study, which found that students recognized a clear difference between the university setting and the workplace, noting that real-world environments teach them to navigate practical, everyday challenges, which student publications can similarly offer through hands-on experience in a campus media environment. However, Participant D also stressed that campus journalism alone may not be enough, as each newsroom has its own structure, culture, and workflow, which is typically gained through internships.

Hence, it reinforces the earlier theme about the importance of collaboration between PJs and CJs.

Participant E emphasized that training and workshops can be effective, but only when intentional and tailored to student needs. Many workshops are too short or too generalized, failing to address the specific needs of a publication. They stressed the importance of customized trainings, where facilitators assess students' skill levels or needs beforehand. Participant G agrees with this perspective, noting that trainings are valuable for campus publications that lack resources. They emphasized that learning from practicing journalists and experts is helpful, but the effectiveness of these sessions depends on their design and alignment with the specific needs of student journalists. This aligns with the study by Albino (2021), which found that a focused five-day intensive training on writing skills led to a significant improvement for fifteen student journalists, further emphasizing the importance and effectiveness of targeted and well-structured training programs for CJs.

This role of student publications as a form of WIL becomes even more valuable for students outside journalism or communication programs. Many of the PJ participants were not journalism graduates themselves, yet their campus journalism experiences were pivotal to their careers. Participant B, who studied Economics, credited their experience with *The Varsitarian* as their primary source of journalism training, emphasizing that it was their experience, not their academic background, that led to their employment. Participant H aligned with this view, crediting *The Varsitarian* as a key factor in getting into TV writing, even without a journalism degree or prior experience in television.

Participant D, who studied Speech Communication, shared a similar path, with their passion and professional growth rooted in their campus journalism experience.

As Participant G also noted, “It’s hard to say *naman na* just because *hindi nasa* journalism program *ay hindi na magaling* or *baka* automatically better *yung nasa* journalism program. *Kasi parang yung practice naman ng journalism ay multidisciplinary rin...Parang hindi siya ganung black and white lang na pwedeng ikumpara*, but I do acknowledge na *may mga* potential limitations *rin*.” Participant F, a publication adviser at a university without a journalism or communication program, emphasized the same message. Their student publication continues to perform well in external competitions, and staffers from various programs have proven themselves capable in writing and editorial work, debunking the notion that certain skills are exclusive to specific programs. These insights affirm the value of campus journalism as a practical and inclusive training ground, regardless of academic background.

The findings highlight the important role that student publications play as a means of WIL for CJs. However, participants also recognized limitations. Participant D pointed out, “But if, at the end of the day, *ang goal mo* is you *want* to be a professional practitioner, *mahalaga na you get* as many internships as possible *kasi maraming access na hindi nakukuha ang* campus journalists.” This reinforces the need to revisit and strengthen the Campus Journalism Act, as campus journalists deserve formal recognition and support within the field. By establishing student publications as forms of WIL, CJs will gain greater recognition, access to more resources, and clearer pathways into professional journalism, ultimately contributing to a more unified and inclusive journalistic industry in the country.

Accepting the dangers of journalism

With the current journalistic landscape of the Philippines, it's undeniable that journalists face multiple challenges that affect their day-to-day lives and safety. Both CJs and PJs shared the same experience with red-tagging when they were doing coverages or releasing articles. This is evident with the answer of Participant C, where they were labeled as a member of the New People's Army (NPA) after writing an article when they were in the defense beat. Student Staffers 3 and 4 also state that aside from personal and institutional issues, red-tagging during their coverages has also become a significant and frustrating challenge.

These threats that journalists face are “normalized” and considered part of their job description as truth-tellers. Amidst these challenges, journalists continue to report on cases of impunity as a means to advocate change within the system (Arao, 2024). Participant A stated that, “It should not stop you in doing your work, *kasi kasama iyan doon sa mga challenges na harapin mo* as a photojournalist—as a journalist, *'di ba?*” It is further supported by Participant C, who stated that they did not report the vulgar messages they received during the time of the drug war, stating, “*Hindi ko siya ni-report sa editors ko. Inisip ko na parang normal lang siya.*” Participant D also mentioned that, “*Hindi ko alam kung fortunate ba ako or parang hindi ko lang talaga ginagawa nang tama yung work ko para hindi ako—at hindi ako masyadong nare-red tag.*” Further intensifying how it is already common in the industry to be red-tagged. And this is also evident with CJs, as Student Staffer 7 states that CJs have no choice but to remain resilient and treat such risks and threats as part of the experience.

The normalization of these challenges as part of the job of journalists may stem from the Philippines being labeled as one of the deadliest countries for journalists in the past 40 years, and the ranking in the annual World Press Freedom Index. Since there is technically no progress with how journalists are treated or protected, it is now considered a part of their experience to face these challenges. Journalists assert their rights as they perceive the practice of the profession not just as mere employment but as a serious commitment to help in the shaping of public opinion (Arao, 2024). The study of Arao (2024) reveals the culture of impunity in the Philippines, wherein it further discusses the harassment journalists face and the actions they do after receiving such. In parallel to the present study, although the participants did not delve deeply into these dangers, it uncovered similar experiences. The culture of impunity in the Philippines where perpetrators are not held accountable for their crimes made the journalists desensitized to these threats and dangers, making it “normal” for them, whether CJs or PJs, that they considered it as part of their job description. Furthermore, despite the culture of impunity affecting journalism, journalism also affects this culture as per the aforementioned study. Journalists resist these dangers and stand with their commitment and duties to the public. This holds true in the present study as both CJs and PJs continue to report for the public and adapt to the constantly changing landscape in the Philippines.

Furthermore, the Agenda-Setting Theory can be tied into these findings. Given that journalism also affects the culture of impunity, it can be assumed that journalists as agenda setters, frame these angles of impunity in what they report to further intensify its importance to be talked about. Without the journalists that try to resist these circumstances, the dangers they face will continue to prevail. The culture of impunity in

the Philippines still has a long way to go before it could completely end, yet with the ability of journalists to influence public opinion, it could slowly go to the right direction.

Idealism vs. grounded in reality

Whether in a campus or professional setting, journalists tend to have that passion to shake the system as advocates for truth. However, with the gathered data, the researchers found that as students, they tend to be more idealistic when it comes to changing the world, and how the professional field grounded them in reality, that not everything is black and white.

Participant D stated, “When you're a campus journalist, you are more idealistic ... Professional journalism is a bit more difficult because of a lot of factors, *tulad nung sinabi ko*: corporate, political, sociopolitical influences, culture, economic conditions—will always be a factor. Ethics will not be a black and white thing. It's going to be on a case-to-case basis.” This was further elaborated by Participant C, who also pointed out that campus journalism is more idealistic and independent, while professional journalism involves corporate interests, editorial stances, and threats. They further stated, “*At maraming conflict of interest. Kunyari, maraming magte-threaten sayo as a professional journalist, na hindi ko naman naranasan nung nasa campus paper pa lang ako.*”

Participant D highlighted, “The dynamics of how you view journalism, per se. *Doon yung root nung shift from idealistic– ‘we will change the world’ journalism to ‘journalism is my work,’ ‘journalism is getting money,’ ‘journalism is succeeding.’*” They further elaborated that students are like this because they have a safety net wherein they have someone who would support them financially, but when you’re in the field

already, the expectation from you is not to just write stories. In the field, you have to be practical; you need to earn money to survive. They also emphasized that the problems are rooted in the economic conditions of journalists.

CJs wanting to change the world stands true with the conducted FGD as Student Staffer 8 mentioned when asked what made them keep practicing journalism, “*Ipaliwanag 'yun sa mas maraming tao at mas i-amplify pa 'yun na mas marinig ng mga higher ups 'yung mga hinaing ng mga normal na tao na hindi kayang magbigay ng opinyon nila or kayang ah marinig kung ano man yung yung hinaing nila na struggles nila sa daily life ganyan ganyan.*” While Student Editor 3 further shared that in practicing integrity, one should have empathy, as journalists should be with the community in solving the issue.

However, as Participant C mentioned, “*Pag nasa campus journalism ka kasi very ideal ka, diba? You want to change something, ganyan. Hindi kayo beholden sa powers that be. Pero ngayon, na nasa corporate setup ka na. You have your bosses, your advertisers, may stand yung paper niyo sa maraming bagay. And, hindi ka puwedeng in conflict with the stand of the paper.*” The professional field made them realize that they were only a small fish in the ocean because there are multiple factors to be considered.

The perception of CJs and PJs of journalism is still grounded in their journalistic principles to serve the people. And while these reality checks appeared upon entering the professional field, it is still beneficial to keep these ideals as journalists. It is only important that one can manage their expectations when it comes to these ideas. Participant D further states that their realization of journalism is that it won't necessarily change the world, but rather it can be used little by little to nudge it in the right direction.

On the other hand, Participant C also emphasized that, “The idealism in me is still there, *na parang* at some point, somehow, *may magagawang* good thing or good change *yung* stories *ko*. *Pero, hindi na ako ganon ka-ano... ka-naïve* when I was a campus journalist.” This further intensifies that, regardless of the hindrances journalists face, they continue to hope for an ideal society where journalism is one of the roots for change.

Core responsibility of a journalist

Despite the differences found between CJs and PJs, the shared responsibility to disseminate information to amplify the voice of the people and to discern what information to release remains steadfast in both participants. As Student Staffer 6 states, “It is a responsibility to uphold the truth, to uphold wisdom, virtues. As someone *na dapat alam kung ano ang dapat ibalita*. Because not everything worth note-taking is newsworthy.” This also stands true with the professionals, where Participant D emphasizes that, “It’s the responsibility of the journalist to look for the information, to analyze that information, to make an assessment on whether that information is necessary, and must be shared to the public or must be reported for the public.”

Through discernment in providing for the public, Participant B highlighted that journalists provide public, verified, vetted, and curated information. This is further elaborated by Participant H, stating that the core responsibility of a journalist is to be truthful and to speak truth to power. It further intensifies the ability of journalists to nudge society in the right direction. Furthermore, Participant H explains, “*Kasi*, you know, when you’re reporting, *hindi ka lang naman yung parang kinuwento mo lang yun eh, yung na-witness mong event ganyan. Dapat yung ini-report mo meron siyang*

nagagawang change *sa* society, especially, *kung yung ni-report mo eh merong* negative impact *sa* subject and *sa mga tulad pa niya.*”

Similarly, as stated by Student Staffer 3, “It is more than just writing. It is somewhat *parang* giving voice *para sa* people. Becoming a platform for them *sa mga hinaing nila*. And to amplify those voices. *Kasi yun naman yung parang pinaka-duty talaga natin* as a journalist.” This was further tackled by Student Editor 1, expressing that the stories they create are an act to help or make a change in society.

With the given findings, having a sense of journalistic discernment in the field strengthens the Agenda-Setting Theory, where the media plays an important role in shaping public discourse and perception. However, for some of the CJs in this study, the researchers observed that they were unaware of their roles as agenda-setters in society compared to PJs who have been in the journalism field for years. They don’t consider the content they produce as something that shapes public opinion, rather only amplifying voices through facts. Yet choosing what to write about is already a step to shape the opinion of the public. Through their discernment, journalists are able to release and cover stories that they deemed newsworthy, and through this it is up to the public whether they would see it as something worth talking about, similar to what the CJs and PJs claim. Furthermore, journalists can also frame their stories emphasizing certain aspects. These strategies are what influences the public and what journalists do in order to try and shake the system.

On top of that, Participant F pointed out that the responsibilities of a journalist don’t change whether in a campus or professional setting. They highlighted that journalism, in terms of responsibility, is consistent throughout. They further underscored

that the responsibility of a journalist is to provide information so that the public can make the right decisions that would be for the betterment of society. The essence of journalism is to shape people into becoming socially responsible. Both student and professional journalists' insights are supported by study of Dela Rosa, Lucero, & Vargas (2021) who state that campus journalism is an avenue for the youth to be the upholders of freedom of the press and continue to fight for truth and stand guard in protecting the rights of ordinary people. Although the aforementioned study specifically mentioned campus journalism, it only further reinforces how their principles is no different from the PJs that this study covered.

As agenda setters, journalists will continuously be the voice of those who do not have the platform to do so through their journalistic discernment, despite the challenges they continue to face. In essence, a journalist, whether they are a student or a professional, seeks to stand by and disseminate the truth in hopes of guiding their audience in making better and informed decisions.

4.2 Summary

This section summarizes the results and discussion of the study in tabulated form.

THEMES FOUND AMONG CAMPUS JOURNALISTS	
THEME	FINDING
Identity formation through campus journalism	Campus journalism serves as an avenue for holistic development, allowing for CJs to form their morals and critical thinking. Through feelings of fulfillment and desires to make a difference in society, CJs find a critical role in their identities as journalists.
Finding purpose as a CJ	Being in a student publication allowed the participants to further deepen their understanding of their responsibilities as CJs. The values formed by CJs

	benefit them in further developing their journalistic principles.
Skill acquisition through publication work	Despite the presence of seminars, the participants shared that it does not prepare CJs for the actual work. Rather, the training comes from publication work and experiencing it firsthand. Through this, CJs were able to hone their skills, not only as journalists, but as students as well.
Handling the pressures of being a CJ	The presence of challenges stemmed from different factors, varying from each participant. A number of respondents shared that they manage the pressures internally, while others shared that they cope through a support system within their publication. The data showed that having the aid of a support system can significantly help CJs manage their different responsibilities.
Communication with the school administration	Participants have varied levels of communication with their respective school administration, with some having direct access to them, and some having difficulty in communicating. Generally, there is often a lax from the administration's responses, which affects the student publication's quality of work.
School administration's influence on publication work	Despite the school administration not having explicitly imposed guidelines, they still have an effect on the quality of work the student publications produce. While the administration does not directly interfere with the publication's work, CJs still feel the pressure from them. Though, regardless of any pushback from the administration, CJs still stand firm in practicing their right to freedom of expression.
Establishing a healthy relationship among members of the student publication	Majority of the participants shared that there is a close and strong relationship within the members of their respective publications, which in result fosters a good work environment. By establishing this, the publication is able to work more efficiently without any tensions among the members.

Personal motivations and values	The drive for CJs to continue practicing journalism lie in their passion for the practice. They perceive their work as CJs as a duty in serving their communities, making an impact as they strive for change.
Practicing integrity as a journalist	As journalists, the participants believe that the student publication does play a role in shaping public opinion. With that being said, they all agreed that their practice as CJs is rooted in honesty, service, and truth.

Table 4.1.

THEMES FOUND AMONG PROFESSIONAL JOURNALISTS	
THEME	FINDING
Adapting to the media landscape	It is needless to say that journalists must learn to adapt to the ever-changing media landscape of the Philippines. As digital platforms become more prevalent, audiences start to conform to its accessibility. Thus, journalists have to navigate these newer platforms in order to maintain their audience.
Proper implementation of the Campus Journalism Act of 1991	Participants observed that the implementation of the CJA of 1991 allows for the existence of student publications, albeit, there is a lack of understanding on the importance of it. With the law being outdated, its weaknesses are evident through various factors, such as the lack of funding for student publications, to name one. PJs, especially publication advisers, emphasized an urge to revise the CJA as it can help address the current needs of CJs.
Importance of collaboration	The idea of collaboration, whether between student publications or with media outlets, was supported by many of the respondents as they view it as mutually beneficial and enriching for both CJs and PJs. Supporting these collaboration initiatives can help bridge the gap between CJs who aspire to continue journalism in the professional world. Not only can this empower CJs, but also foster a more inclusive industry.

Table 4.2.

THEMES FOUND IN BOTH CAMPUS AND PROFESSIONAL JOURNALISTS

THEME	FINDING
Student publications as a means of WIL	CJ participants shared that the student publication served as their main training ground, allowing them to gain hands-on experience that prepares them for professional practice. This was further supported by the PJ respondents wherein they affirmed campus journalism as a platform for preparation. These collective insights further highlight the importance of campus journalism as a means of WIL for CJs.
Accepting the dangers of journalism	Both CJ and PJ participants expressed challenges that affect their everyday lives and safety, though considering them as part of their job description as journalists. This normalcy is rooted in the culture of impunity in the Philippines where perpetrators are often left unpunished, leaving the victims no choice but to be resilient. Therefore, they resist these dangers and stand with their commitment to their duties as journalists.
Idealism vs. grounded in reality	The gathered data showed that CJs tend to have a more idealistic view towards journalism, driven by a passion to make an impact and change the world. While PJs still retained the same motivations, their perception towards journalism shifted to a more realistic outlook, as factors such as corporate and economic conditions, to name a few, play a role in how they view their work.
Core responsibility of a journalist	The core responsibility of a journalist, whether they are a student or a professional, stays grounded in their role as agenda-setters: disseminating the truth in hopes of guiding their audience in making better and informed decisions.

Table 4.3.

4.3 Conclusion

The present study aims to explore the differences between campus journalism and professional journalism, with the goal of scrutinizing what needs to be changed or improved in campus journalism, ensuring that it is an effective stepping stone for aspirants who wish to further delve into journalism in the professional setting.

The central conclusion that can be inferred from the data the group had gathered and analyzed is that the skills, core values, and essence of being a journalist is usually formed in campus journalism, which is evident through the answers of both CJs and PJs. The essence of journalism is established in campus journalism and remains steadfast despite entering the professional setting—to uphold the truth and help the public in making informed decisions. With that being said, it can be deduced that campus journalism does serve a purpose in training aspiring young journalists, as mentioned by Dadayan, A. A. (2021). This claim is also supported by Chickering's (1969) Seven Vectors of Identity Development, which the researchers used the framework to assume that campus journalism serves as a developmental platform where CJs progress through the seven vectors. Participants also shared that student publications can help aspiring journalists acquire the necessary skills and values, allowing for ease in transitioning from journalism in an academic setting to a professional one, which is aligned with Fer's (2023) study about the WIL experience.

Nevertheless, both CJs and PJs stressed some lapses in the current landscape of campus journalism in the Philippines, such as the lack of funding, solidified protective measures for CJs, and a centralized training program, to name a few. All these faults essentially circle back to the weaknesses of the CJA of 1991 in addressing the current needs of CJs. Several responses from PJs expressed that the law is now outdated, needing to be updated, and is lacking of proper implementation. The CJA is not strongly implemented by the administration, which leaves loopholes for infringement to persist. With the researchers inferring campus journalism as a channel for growth and development in being a journalist, there must be an urge for the revision of the CJA, as it is essential in protecting campus press freedom and tackling the needs of CJs, such as proper funding and access to training and workshops.

Moreover, the paper also recognizes the potential of campus journalism as an essential platform for truth-telling, not only in a campus setting but also beyond that. This further emphasizes the importance of CJs, as they have the prospects to become crucial messengers in the journalistic landscape of the Philippines.

CHAPTER V

PROJECT BRIEF

5.1 Project Description

Beyond The Stories is a multimedia project that mainly features a 15-20 minute documentary film that explores the unseen labor, collaboration, and struggles that go into being a campus journalist in the Philippines, aiming to inform students and aspiring journalists by capturing real-life experiences and insights through a series of interviews, on-site footage, and storytelling.

Alongside the documentary, short-form video content ranging from 30 seconds to 1 minute will be produced to capture key insights and moments from the lives of campus journalists (CJs). Through shared stories, these videos aim to build mutual understanding and recognition for non-CJ students toward their CJ peers. Both the documentary and the short-form content will be made accessible through a website that will be produced to serve as the central hub for the entire project.

5.2 Rationale

With the majority of the group having a background in campus journalism, the researchers aimed to explore the differences of journalism in the campus versus the professional setting. Through the production of the paper, the researchers found that the work of student publications often goes unrecognized, despite their vital role in campus discourse. Thus, showcasing the inner workings of student publications reveals not only the technical and creative processes but also the values, tensions, and advocacy that campus journalism embodies.

The documentary film format allows the audience to firsthand witness what goes on behind student publications. The use of interviews and candid footage brings the viewers into the publication process, offering an enticing experience that only video can provide.

With a general lack of awareness and appreciation for the labor behind student publications, as supported by the findings of the group's study, the project serves as an educational tool in making the process of journalism transparent to non-journalists. It encourages transparency, empathy, and respect for journalistic work. The project also aims to address the needs of campus journalists, potentially opening opportunities for the revision of the Campus Journalism Act (CJA) of 1991, which was deemed to be "lacking" in tackling the needs of campus journalists, as mentioned by a few participants in the study. All in all, the project serves as a form of advocacy for media freedom and education, strengthening the support for student publications as essential platforms for truth-telling, freedom of expression, and student voice.

5.3 Project Objectives

This project seeks to:

1. Inform students about the experiences, work processes, and challenges of campus journalists.
2. Provide a means of promoting relatability and mutual understanding between CJs and non-CJ students through storytelling and shared lived experiences presented via video and a website.
3. Open a conversation about the Campus Journalism Act (CJA) of 1991.

5.4 Key Messages

This project aims to express that:

1. Campus journalists face real challenges that deserve recognition, support, and understanding
2. There is a common ground of shared experiences between non-campus journalists students and campus journalists.
3. Campus journalists have the potential to be crucial voices in the journalistic landscape of the Philippines.

5.5 Target User, Beneficiary, and Potential Partners

5.5.1 Target User

The project's primary target users are college students, specifically the ages 18-23, who consume campus publications but may be unfamiliar with the processes behind them. This includes students from various tracks and programs across different schools and universities.

5.5.2 Target Beneficiary

The beneficiaries of the project are the campus journalists and the student publications who will gain increased exposure, support, and understanding of their craft. By gaining the support of the student body, the importance of campus journalism will be further held to a greater value. In addition to this, the project may also benefit aspiring campus journalists by providing them a clearer understanding the roles, responsibilities, and collaborative nature of campus journalism.

5.5.3 Target Partners

The group aims to partner with student publications as they are the most essential partners, offering direct access to real publication environments. With the project's objective being aligned with the advocacy of campus journalists, it is needless to say that this collaboration can help further strengthen their advocacy efforts. Additionally, another potential partner is academic institutions in both the secondary and tertiary levels. They can be essential in garnering target users, the student body, and expanding the project's reach. Non-Governmental Organizations (NGOs) and Advocacy Groups, such as the College Editors Guild of the Philippines (CEGP), can also be another potential partner. They can help ground the project in ongoing national conversations about campus journalism and offer established networks and platforms that can promote the project beyond the primary target audience. Lastly, collaborations with established media outlets can further amplify the project's visibility. Outlets such as GMA Network may feature or support the project through sharing on social media or possibly co-producing. Their involvement adds further credibility and can extend the project's reach beyond the campus.

5.6 User Profile

Anya Surio is an 18-year-old college freshman majoring in psychology at a private university in Metro Manila. She comes from a middle-income family and is newly adjusting to the academic pressures of college life. One of her hobbies is watching vlogs as she finds them relatable and entertaining. Anya is often curious and observant of her surroundings. She values social awareness but is not vocal about it as she feels like she's "not political enough". She is an empathetic listener and tends to process things deeply, even if she keeps her opinions to herself.

Anya is not part of any student publication, but has a close friend who is a writer for their university's official paper. Through this friend, she occasionally hears her ranting about her struggles as a campus journalist, such as editorial restrictions. However, she does not fully understand the weight of her friend's struggles, as she has no idea what goes on inside a student publication. Anya is eager to better understand how student publications work, as she respects her friend's passion but does not always grasp the demand or importance of her work. Sparking her curiosity, she is seeking for content that is both relatable and educational; something that can help her open her eyes to the efforts of campus journalists.

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APPENDICES

APPENDIX A: Focus Group Discussion Questions - Staffers

INTRODUCTION

- Name, school and publication, position, and years of experience.
- As a student journalist, how would you define journalism?

WORK

- As a staffer, what type of work do you accomplish within the organization?
- How does your work contribute to the organization's process?
- What are the factors that challenge your work outside of your role as a staffer?
 - How are you able to face these challenges?
- What is the work environment/work process within the organization?
 - How does each section affect the work process?

TRAININGS AND SKILL DEVELOPMENT

- How does the student publication hone your skills as both a student and a journalist?
- What existing training does your organization have?
 - How does intensive training help you in practicing journalism?

PUBLICATION DYNAMICS

- What is the work relationship like between fellow staffers?
- What is the work relationship like between staffers and editors?
- Does the school administration affect the quality of work?
 - How does communication between the student publication and the school administration work?

- What are the limitations or guidelines imposed by the school administration that the publication needs to follow?
 - Are these limitations explicitly followed or are they explicitly understood?
- How does the publication's audience play a part in the work the publication puts out?
- How important do you think your publication is in shaping the student body's public opinion?

VALUES

- What motivates you to keep practicing journalism?
- What are the core values of your school?
 - How do these values align with your publication's process?
- How do you practice integrity in serving your audience?

APPENDIX B: Focus Group Discussion Questions - Editors

INTRODUCTION

- Name, school and publication, position, and years of experience.
- As a student journalist, how would you define journalism?

WORK

- As an editor, what type of work do you accomplish within the organization?
- How does your work contribute to the organization's process?
- What are the factors that challenge your work outside of your role as an editor?
 - How are you able to face these challenges?
- What is the work environment/work process within the organization?

TRAININGS AND SKILL DEVELOPMENT

- How does the student publication hone your skills as both a student and a journalist?
- What kind of existing trainings does your organization have?

PUBLICATION DYNAMICS

- What is the work relationship like between staffers and editors?
- As editors, how do you ensure that a healthy relationship is established between your staffers?
- Does the school administration affect the quality of work?
 - How does communication between the student publication and the school administration work?
- What are the limitations or guidelines imposed by the school administration that the publication needs to follow?

- Are these limitations explicitly followed or are they explicitly understood?
- How important do you think your publication is in shaping the student body's public opinion?

VALUES

- What motivates you to keep practicing journalism?
- What are the core values of your school?
 - How do these values align with your publication's process?
- How do you practice integrity in serving your audience?

APPENDIX C: Participant A Interview Questions

INTRODUCTION

- Name
- What do you do? For how long?

CAMPUS JOURNALISM EXPERIENCE

- With experience as a campus journalist before becoming a professional journalist, what are the differences between the two?
 - What were the challenges you faced in transitioning from a CJ to a PJ?
- In transitioning from a CJ to a PJ, has your perception of journalism changed?
- How do you think campus journalists can be better equipped for the professional media industry?

CURRENT PRACTICE

- What was the journalistic landscape back then when you first started as a professional journalist?
- What made you go into freelance journalism?
 - What is the process of being a freelance journalist?
 - How does your work reach said outlets?
- Given your years of experience as a journalist, how do you adapt to the changes in journalistic practices in the Philippines?
- How does the audience affect the work you produce?
- How do the media outlets you worked under affect the work you produce?

CENSORSHIP

- Have you experienced any form of censorship such as red-tagging?
 - How were you able to face these challenges?
- What protective measures are taken by media outlets to protect their journalists?

PUBLIC INFLUENCE

- As a journalist, do you believe that you have the power to influence public opinion? Why or why not?
 - As a photojournalist, how do you think the photos you put out influence public perception?
- Why do you choose to cover such heavy topics?
- What is the core responsibility of a journalist?

APPENDIX D: Participant B Interview Questions

INTRODUCTION

- Name
- What do you do? For how long?
- As an assistant publications adviser of The Varsitarian, what is your role in the publication?
 - Are you supposed to represent the administration?
 - How does being the Journalism Department Chair of UST influence how you handle the publication?

CURRENT PRACTICE

- Given that you graduated with an economics degree, why did you pursue being a practitioner of journalism?

CAMPUS JOURNALISM

- Based on your experience or observations, how do student publications typically operate under the Campus Journalism Act (CJA) of 1991 [R.A. 7079]? How do you think this law addresses the current needs of campus journalists?
- Since UST is a Catholic institution, how do its values affect the journalistic practices of student journalists?
 - What are the factors that need to be considered before publishing anything?
- What are the resource constraints, if any, within the publication?
 - How does this affect the organization?

- How effective do you think training programs or workshops are in developing the skills of campus journalists?
- How essential are internships or other work-integrated learning (WIL) experiences in preparing campus journalists for professional practice?
- In your observation, how do students without internship experience compare to those who have undergone WIL when they enter the industry?
- How do you think campus journalists can be better equipped for the professional media industry?
- How do you think universities/student publications, and media organizations can better collaborate to bridge the gap?

CENSORSHIP

- Have you experienced any form of censorship such as red-tagging?
 - How were you able to face these challenges?
- What are the common threats faced by student journalists?
 - How are they protected from these possible threats?

PUBLIC INFLUENCE

- As a publication adviser, do you believe that campus journalists have the power to influence public opinion? Why or why not?
- What is the core responsibility of a journalist?

APPENDIX E: Participant C Interview Questions

INTRODUCTION

- Name
- What do you do? For how long?
- Your profile says that you currently cover the Malacañang beat. Was that a personal choice, or were you assigned to it?
 - Is it something you're passionate about?
- Your college thesis explored the challenges of public secondary school publications in utilizing online media and the lack of training in campus journalism. What motivated you to choose that as your topic?

CAMPUS JOURNALISM EXPERIENCE

- With experience as a campus journalist before becoming a professional journalist, what are the differences between the two?
 - What were the challenges you faced in transitioning from a CJ to a PJ?
- In transitioning from a CJ to a PJ, has your perception of journalism changed?
- How do you think campus journalists can be better equipped for the professional media industry?
- How essential are internships or other work-integrated learning (WIL) experiences in preparing campus journalists for professional practice?

CURRENT PRACTICE

- What was the journalistic landscape back then when you first started as a professional journalist?
- Given your years of experience as a journalist, how do you adapt to the changes in journalistic practices in the Philippines?
 - Since the Philippine Daily Inquirer is merging with Inquirer Interactive, how can adapting to modernity benefit the current journalistic landscape in the Philippines?
- There are multiple articles released in a day with your byline, how does the process of writing and publishing an article work?
- In the previous article of the Inquirer, A new chapter for the Inquirer, it was mentioned that the PDI's editorial team pledged their commitment to maintain uninterrupted operations while upholding the highest standards of journalism embodied in the Inquirer's editorial policies and ethical guidelines. Can you kindly elaborate on what these editorial policies and ethical guidelines are?
 - Where do these policies and guidelines originate?
 - How do you think having similar policies and guidelines imposed in campus journalism could help campus journalists?
 - Would you say that these policies and guidelines were taught or implemented within student publications?
- How does the audience affect the work you produce?
- How do the media outlets you worked under affect the work you produce?

CENSORSHIP

- Have you experienced any form of censorship, such as red-tagging?
- How were you able to face these challenges?
- What protective measures are taken by media outlets to protect its journalists?

PUBLIC INFLUENCE

- As a journalist, do you believe that you have the power to influence public opinion? Why or why not?
- To what extent do you believe media outlets influence public perception of what issues are important?
- What is the core responsibility of a journalist?

APPENDIX F: Participant D Interview Questions

INTRODUCTION

- Name
- What do you do? For how long?
- What led you to start teaching journalism, even while continuing your career as a journalist?
 - How do you strike a balance between being an instructor and a professional journalist?

CAMPUS JOURNALISM EXPERIENCE

- With experience as a campus journalist before becoming a professional journalist, what are the differences between the two?
 - What were the challenges you faced in transitioning from a CJ to a PJ?
- In transitioning from a CJ to a PJ, has your perception of journalism changed?
- Based on your experience or observations, how do student publications typically operate under the Campus Journalism Act (CJA) of 1991 [R.A. 7079]? How do you think this law addresses the current needs of campus journalists?
- How effective do you think training programs or workshops are in developing the skills of campus journalists?
- How essential are internships or other work-integrated learning (WIL) experiences in preparing campus journalists for professional practice?
- In your observation, how do students without internship experience compare to those who have undergone WIL when they enter the industry?

- How do you think campus journalists can be better equipped for the professional media industry?
- How do you think universities/student publications, and media organizations can better collaborate to bridge the gap?
- What are these aspects of professional journalism that you think are commonly overlooked in campus journalism?
 - How does it affect the entire dynamic?

CURRENT PRACTICE

- What was the journalistic landscape back then when you first started as a professional journalist?
- Given your years of experience as a journalist, how do you adapt to the changes in journalistic practices in the Philippines?
- How does the audience affect the work you produce?
- How do the media outlets you worked under affect the work you produce?
- What editorial policies and ethical guidelines do you follow as a writer?
 - How would you say this has affected your writing process?
 - Do you think it would be beneficial to campus journalists to have a set of policies and guidelines within the student publication? Why or why not?

CENSORSHIP

- Have you experienced any form of censorship, such as red-tagging?
 - How were you able to face these challenges?
- What protective measures are taken by media outlets to protect their journalists?

PUBLIC INFLUENCE

- As a journalist, do you believe that you have the power to influence public opinion? Why or why not?
- To what extent do you believe media outlets influence public perception of what issues are important?
- What is the core responsibility of a journalist?

APPENDIX G: Participant E Interview Questions

INTRODUCTION

- Name
- What do you do? For how long?
- On your LinkedIn bio, you mentioned that you've been a ghost writer since 2017. How does the work process differ from your experiences with media outlets?

CAMPUS JOURNALISM EXPERIENCE

- With your experience in campus journalism and having represented your school in the Regional Schools Press Conference (RSPC), how do these experiences influence your current practice?
- With experience as a campus journalist before becoming a professional journalist, what are the differences between the two?
 - What were the challenges you faced in transitioning from a CJ to a PJ?
- In transitioning from a CJ to a PJ, has your perception of journalism changed?
- Based on your experience or observations, how do student publications typically operate under the Campus Journalism Act (CJA) of 1991 [R.A. 7079]? How do you think this law addresses the current needs of campus journalists?
- How effective do you think training programs or workshops are in developing the skills of campus journalists?
- How essential are internships or other work-integrated learning (WIL) experiences in preparing campus journalists for professional practice?

- In your observation, how do students without internship experience compare to those who have undergone WIL when they enter the industry?
- How do you think campus journalists can be better equipped for the professional media industry?
- How do you think universities/student publications, and media organizations can better collaborate to bridge the gap?
- What are these aspects of professional journalism that you think are commonly overlooked in campus journalism? How does it affect the entire dynamic?

CURRENT PRACTICE

- What was the journalistic landscape back then when you first started as a professional journalist?
- Given your years of experience as a journalist, how do you adapt to the changes in journalistic practices in the Philippines?
- How does the audience affect the work you produce?
- How do the media outlets you worked under affect the work you produce?

CENSORSHIP

- Have you experienced any form of censorship such as red-tagging?
 - How were you able to face these challenges?
- What protective measures are taken by media outlets to protect their journalists?

PUBLIC INFLUENCE

- As a journalist, do you believe that you have the power to influence public opinion? Why or why not?
- What is the core responsibility of a journalist?

APPENDIX H: Participant F Interview Questions

INTRODUCTION

- Name
- What do you do? For how long?
- What is your role in the publication?
 - Are you supposed to represent the administration?

CAMPUS JOURNALISM EXPERIENCE

- With experience as a campus journalist before becoming a professional journalist, what are the differences between the two?
 - What were the challenges you faced in transitioning from a CJ to a PJ?
- Given that you graduated with a Journalism degree and was previously a News Editor of The Varsitarian, why did you choose to pursue being a publication adviser?
- In transitioning from a CJ to a PJ, has your perception of journalism changed?
- How do you think campus journalists can be better equipped for the professional media industry?
- How do you keep a healthy and professional relationship between you and the students?
- In what ways are the students being trained as journalists?
- What are the resource constraints, if any, within the publication?
 - How does this affect the organization?

CURRENT PRACTICE

- Given your years of experience as a journalist, how do you adapt to the changes in journalistic practices in the Philippines?
- How do you handle the publication given that Benilde does not have a Journalism program?
- How does handling two organizations affect the work process of the entire publication?
- How does the audience affect the work the publication produce?
- How does the school administration play a role in the work that the publication puts out?
 - In any case that the administration requests to take down a certain material, how would it be handled?
- Since Benilde is a Catholic institution, how does its values affect the journalistic practices of student journalists?
 - What are the factors that need to be considered before publishing anything?

CENSORSHIP

- Have you experienced any form of censorship such as red-tagging?
 - How were you able to face these challenges?
- What are the common threats faced by student journalists?
 - How are they protected from these possible threats?

PUBLIC INFLUENCE

- As a publication adviser, do you believe that campus journalists have the power to influence public opinion? Why or why not?
- What is the core responsibility of a journalist?

APPENDIX I: Participant G Interview Questions

INTRODUCTION

- Name
- What do you do? For how long?

CURRENT PRACTICE

- With your extensive experience in the journalism industry, what led you to pursue a role as a journalism professor?
 - In what ways has your background in this field influenced how you teach today?
- You've consistently worked in research and investigative journalism since the beginning of your career. Why did you choose to specialize in that area?
- With over a decade of experience in investigative journalism, what motivated you to pursue high-risk stories?
 - Do you think campus journalism can prepare students for this kind of reporting?
Why or why not?
- How has your experience with investigative journalism influenced your perception of journalism?
- As an educator, how does the Journalism Department adapt to the constantly changing journalistic environment in the Philippines?

CAMPUS JOURNALISM

- How do you think campus journalists can be better equipped for the professional media industry?

- Based on your experience or observations, how do student publications typically operate under the Campus Journalism Act (CJA) of 1991 [R.A. 7079]? How do you think this law addresses the current needs of campus journalists?
- How effective do you think training programs or workshops are in developing the skills of campus journalists?
- How essential are internships or other work-integrated learning (WIL) experiences in preparing campus journalists for professional practice?
- In your observation, how do students without internship experience compare to those who have undergone WIL when they enter the industry?
- What are these aspects of professional journalism that you think are commonly overlooked in campus journalism?
 - How does it affect the entire dynamic?
- How do you think universities/student publications, and media organizations can better collaborate to bridge the gap?

CENSORSHIP

- Have you experienced any form of censorship, such as red-tagging?
 - How were you able to face these challenges?

PUBLIC INFLUENCE

- As a journalist, do you believe that you have the power to influence public opinion? Why or why not?
- What is the core responsibility of a journalist?

APPENDIX J: Participant H Interview Questions

INTRODUCTION

- Name
- What do you do? For how long?

CAMPUS JOURNALISM EXPERIENCE

- With experience as a campus journalist before becoming a professional journalist, what are the differences between the two?
 - What were the challenges you faced in transitioning from a CJ to a PJ?
- In transitioning from a CJ to a PJ, has your perception of journalism changed?
- How essential are internships or other work-integrated learning (WIL) experiences in preparing campus journalists for professional practice?
- How do you think campus journalists can be better equipped for the professional media industry?

CURRENT PRACTICE

- What was the journalistic landscape back then when you first started as a professional journalist?
- Given your years of experience as a journalist, how do you adapt to the changes in journalistic practices in the Philippines?
- How do you balance your work given that you are a news and a features writer?
 - How does writing in different tones affect the work you produce?
- There are multiple articles released in a day with your byline, how does the process of writing and publishing an article work?

- How does the audience affect the work you produce?
- How do the media outlets you worked under affect the work you produce?
- What editorial policies and ethical guidelines do you follow as a writer?
 - How would you say this has affected your writing process?
 - Do you think it would be beneficial to campus journalists to have a set of policies and guidelines within the student publication? Why or why not?

CENSORSHIP

- Have you experienced any form of censorship, such as red-tagging?
 - How were you able to face these challenges?
- What protective measures are taken by media outlets to protect their journalists?

PUBLIC INFLUENCE

- As a journalist, do you believe that you have the power to influence public opinion? Why or why not?
- To what extent do you believe media outlets influences public perception of what issues are important?
- What is the core responsibility of a journalist?

APPENDIX K: Participant I Interview Questions

INTRODUCTION

- Name
- What do you do? For how long?
- With your extensive experience in the journalism industry, what led you to pursue a role as a journalism professor?
 - How do you strike a balance between being an instructor and a professional journalist?
 - In what ways has your background in this field influenced how you teach today?

CAMPUS JOURNALISM EXPERIENCE

- In transitioning from a CJ to a PJ, has your perception of journalism changed?
- Based on your experience or observations, how do student publications typically operate under the Campus Journalism Act (CJA) of 1991 [R.A. 7079]? How do you think this law addresses the current needs of campus journalists?
- How do you think universities/student publications, and media organizations can better collaborate to bridge the gap?

CURRENT PRACTICE

- What was the journalistic landscape back then when you first started as a professional journalist?
- As one of the trailblazers of multimedia reporting in the Philippines, how have you adapted to and continued adapting to the evolving journalistic practices in the country?

CENSORSHIP

- Have you experienced any form of censorship, such as red-tagging?
 - How were you able to face these challenges?
- What protective measures are taken by media outlets to protect its journalists?

PUBLIC INFLUENCE

- As a journalist, do you believe that you have the power to influence public opinion? Why or why not?
- What is the core responsibility of a journalist?