



STUDENT PUBLICATIONS MANAGEMENT PRACTICES AND CHALLENGES AMONG STATE UNIVERSITIES IN REGION III: BASIS FOR A PROPOSED MANAGEMENT FRAMEWORK

Gladie Natherine Gascon-Cabanizas, PhD

Tarlac State University,
Romulo Blvd. San Vicente, Tarlac City, Philippines

Abstract: This study investigated the practices and challenges of student publications in the different state universities in Region III. Included practices and challenges of student writers and advisers were the following: selection and functions of writers and advisers, student publication management of funds, compliance to publication policies and other problems encountered in managing the school publication. A total of 79 student writers (96.34%) and 3 advisers (3.66%) were the participants of this study. Mixed method was employed in this study. Survey questionnaire and interview were used to collect quantitative and qualitative data. Results revealed that majority of the state universities and colleges still adhere in using existing policies in selecting and in the functions of the student writers and advisers. Problems encountered by the participants are the following: appointment of advisers, budget allocations, liquidation process and hearings as determined by the administration, delays of budget release, implementation of scholarship grants to student publication staff and more trainings, seminars, teambuilding activities and the like. A proposed management framework on student publications for the different state universities was recommended.

Key Words: practices and challenges, student publication

Introduction

Student publications have been an important and seamless part of the education system especially in providing the necessary information to a large number of student- audience need. With the fast –paced global environment, student publications are of great importance especially in the dissemination of information which concerns the educational institution and the community the students belong to. Their awareness helps them become informed decision –makers for the community, as well. In short, university student publications have, at some point, taken over the role of bigger dailies in the field of mass communication.

In order to properly and specifically monitor student activities and student development, especially with student publications, the Campus Journalism Act of 1991 or Republic Act 7079 was created to further strengthen student publications. It is the declared policy of the State to uphold and protect the freedom of the press even at the campus level and to promote the development and growth of campus journalism as a means of strengthening ethical values, encouraging critical and creative thinking and developing, oral character and personal discipline of the Filipino youth. Further, the Campus Journalism Act of 1991, also states that it is the duty of all school officials and personnel and school publication advisers to support and promote the objectives of the said Act. It serves as a training ground for student writers to develop their communication and journalism skills (Arellano Law, 2015).

Findings of Canare (2012) showed that participants described administrative support, institutional linkages and organizational communication as very satisfactory while financial support extended by the administration was described as excellent. In the management of newspapers, the factors mentioned in the study would be contributing elements in the smooth management of student publications. One of the most important factor would be financial support from the administration. A student publication may not be able to release or print regular issues if problems in financial matters arise.

Hence, the current study looked into how the student publications manage their finances and what contributions the school administration can have in order for the publication to be successful in the release of its different issues. Management of finances in publications determine the student writers attendance to different competitions and seminars to further enhance their writing skills.

Student publication is a system composed of different practices, therefore, the researcher used thematic analysis to look into the student publications management practices and challenges among state universities in Region III in the Philippines. The study focused on student publication writers and advisers as the participants of the study. They provided the data needed which enlightened the statement of the problems set in this study.

With the help of the student publication writers and advisers, the researcher looked into the student publications' financial management specifically its source of funding, utilization or allocation of budget and how it is reported through its financial statements. Qualifications, selection and functions of the student publication writers and advisers were included.

The editorial policies and the different challenges or problems met by the student publications were included in the study. The editorial policies of the student publication were also included in the study in compliance with Campus Journalism Act of 1991 or Republic Act 9091. Moreover, an interview was conducted to further strengthen the results of the study. Verifications were also done. Themes emerged from the focus group discussion which helped the researcher come up with a student publications management framework which may help improve and enhance the management of student publications in Region III.

Objectives

This research was conducted to determine student publication practices and challenges encountered by student publication writers and advisers in Region III, Philippines. The identified practices and challenges served as baseline for a proposed management framework for student publications intended to help student publication writers and advisers in the performance of their roles and functions in managing the student publication.

Specifically, this study focused on the following

1. To describe student publication management practices in terms of:
 - 1.1 Selection of staff writers;
 - 1.2 Selection of adviser;
 - 1.3 Functions of the staff writers;
 - 1.4 Functions of the adviser;
 - 1.5 Incentives of staff writers;
 - 1.6 Incentives of adviser;
 - 1.7 Membership;
 - 1.8 Student publication financial management;
 - 1.9 Editorial policies;
 - 1.10 Students' rights to press freedom

2. To find out if there are significant differences in the student publication management practices in terms of:
 - 2.1 Selection of staff writers;
 - 2.2 Selection of adviser;
 - 2.3 Functions of the staff writers;
 - 2.4 Functions of the adviser;
 - 2.5 Incentives of staff writers;
 - 2.6 Incentives of adviser;
 - 2.7 Security of Tenure;
 - 2.8 Student publication financial management;
 - 2.9 Editorial policies;
 - 2.10 Students' rights to press freedom
3. To find out the challenges encountered in the management of student publications.
4. To propose a management framework may for student publications in Region III?

Furthermore, the study also aims to answer the null hypothesis:

H1: There is no difference in the student publications management practices among State Universities in Region III

Methodology

The study employed both quantitative and qualitative approach in conducting the research. The quantitative approach allows the researcher to gather the results from a sample and measures data statistically. Tabulations utilized standard deviation and Scheffe's test to measure the gathered data in the current study. The researcher collected data, using instruments such as survey questionnaires, interviews and observations to answer questions concerning the status of some issues or problems. Survey questionnaires were reviewed, corrected and validated by three experts in the field of campus journalism. . Qualitative approach, which is non-statistical, was also used in the study using thematic analysis (Braun and Clarke ,2006) to generate detailed and valid data. Transcriptions were organized for analysis. The researcher familiarized herself with the data. Out of similar key terms or coding, themes were developed. Data were then explained through a narrative report.

The participants were also selected purposively. In this study, participants are already staff writers of their respective university student publication. The participants (N = 82) were student writers ,79 (96.34 %) and advisers, 3 (3.66%) from the different state universities in Region III. The three (3) advisers were the only participants who willingly submitted themselves to the survey and interview. There are eleven (11) student publications under different state universities and colleges in Region 3. Letters to conduct the study were sent to each student publication and adviser. All SUC student publication advisers were targeted for inclusion in the study but only three advisers gave their consent to participate.

The researcher collaborated with the different state universities in order to identify the potential participants for the study. All statistical measures were obtained through the use of Statistical Package for Social Science (SPSS) software to ensure the speed and accuracy of calculations. Moreover, The Analysis of Variance (ANOVA) statistical method was also used to test the difference between the means of the universities.

RESULTS and DISCUSSIONS

Table 1
Selection of Student Publication Staff

Indicators	Mean	SD	Interpretation
a. Editorial Board (EB) examinations are conducted annually	4.57	0.84	Strongly Agree
b. Editorial Board and staff all qualified through the EB exam	4.49	0.89	Agree
c. EB and staff should be appointed to positions	4.24	0.97	Agree
d. EB and staff have no failing marks/grades in any subject	3.70	1.15	Agree
e. EB and staff were interviewed by a committee, as part of the qualifying examinations	4.11	1.04	Agree
f. The selection committee is composed of a representative of the school administration, one faculty member, one mass media practitioner and two past editors	3.60	1.11	Agree
TOTAL	4.12	1.0	Agree

An over-all score of 4.12 (SD= 1.0) was obtained indicating that this area has a verbal interpretation of agree in the different student publications in state colleges and universities in Region III. Item A shows the indicator on “Editorial Board (EB) examinations are conducted annually” has a mean score of 4.57 (SD= .84). This means that Student publication and writers in state universities and colleges in Region III comply with the existing policies in terms of the selection of student writers. This also implies that student publications adhere to what their constitution and by-laws has established in terms of selecting the editorial board and staff.

Table 2
Selection of Student Publication Adviser

Indicators	Mean	SD	Interpretation
a. Adviser is selected and appointed by the administration from a list submitted by the EB and staff	4.21	1.12	Agree
b. Adviser is knowledgeable on student publication	4.89	0.31	Strongly Agree
c. Adviser applied for the position	3.64	1.28	Agree
d. Administration tasked the adviser to accept the position	3.91	1.15	Agree
Total	4.16	0.97	Agree

Table 2 shows that advisers selected by the editorial board and staff as submitted to the administration are qualified to hold their positions. Student publication advisers are selected through a list submitted by the editorial board and staff of each publication. The said faculty advisers may have a background or experience on student publication and its management.

Based on the interaction with the student publications from the different SUCs in Region III, members of non- teaching staff were not considered in the selection for the position because of the qualifications.

Table 3

Functions of the Student Publication Staff

Indicators	Mean	SD	Interpretation
a. EB and staff determines the content of the publication	4.85	0.37	Strongly Agree
b. THE Editor-in-chief and staff conducts regular meetings for the student publication	4.74	0.51	Strongly Agree
c. EB and staff manages the operation of the publication	4.73	0.47	Strongly Agree
d. EB and staff prepares and follows a General Plan of Action and Budget Plan	4.70	0.53	Strongly Agree
e. Section editors are in-charge of articles to be included in their sections	4.83	0.41	Strongly Agree
	4.77	0.46	Strongly Agree
Total			

A grand mean of 4.77 (SD=0.46) was obtained with a description of strongly agree. This means that the student writers are functioning or performing their duties and roles as prescribed in their constitution and by-laws / Campus Journalism Act of 1991. With this result, it means that the student writers may further practice their roles properly in the dissemination of information to the university and community as well.

Table 4

Functions of Student Publication Adviser

Indicators	Mean	SD	Interpretation
a. Adviser is limited to technical advising and guidance only	4.85	1.04	Strongly Agree
b. Adviser trains student writers in journalism skills	4.74	0.69	Strongly Agree
c. Adviser provides assistance in managing the student publication	4.73	0.77	Strongly Agree
d. Adviser's function is limited to press work only	4.70	1.21	Strongly Agree
	4.83	0.92	Strongly Agree
Total			

Table 4 shows that the student writers and advisers are aware of the different functions of the faculty adviser based on the Campus Journalism Act of 1991 and their Constitution and By-laws.

All the participants except SU-B (which does not have an adviser), said that “the function of the faculty adviser is limited to technical guidance which is the reason why the editorial board is held responsible for issues or articles included in the publication.”

Table 5
Membership of Student Publication Staff

Indicators	Mean	SD	Interpretation
a. Student Publication staff maintains his/her academic rating in order to retain membership in the student publication	4.05	1.34	Agree
b. Student publication staff membership is for one academic year	3.15	1.33	Neutral
c. Student Writers submit articles on time	4.28	1.10	Agree
d. Student Publication staff has an active involvement in student publication activities	4.66	1.41	Strongly Agree
Total	4.03	1.29	Agree

Table 5 shows a grand mean of 4.03 (SD- 1.29) with a description of agree. However, item **b** which deals with “Student publication staff membership is for one academic year”, the respondents indicated a verbal interpretation of Neutral. On the interview conducted, student publications staff revealed that there are instances when staff writers would leave the student in the middle of the school year for some reasons.

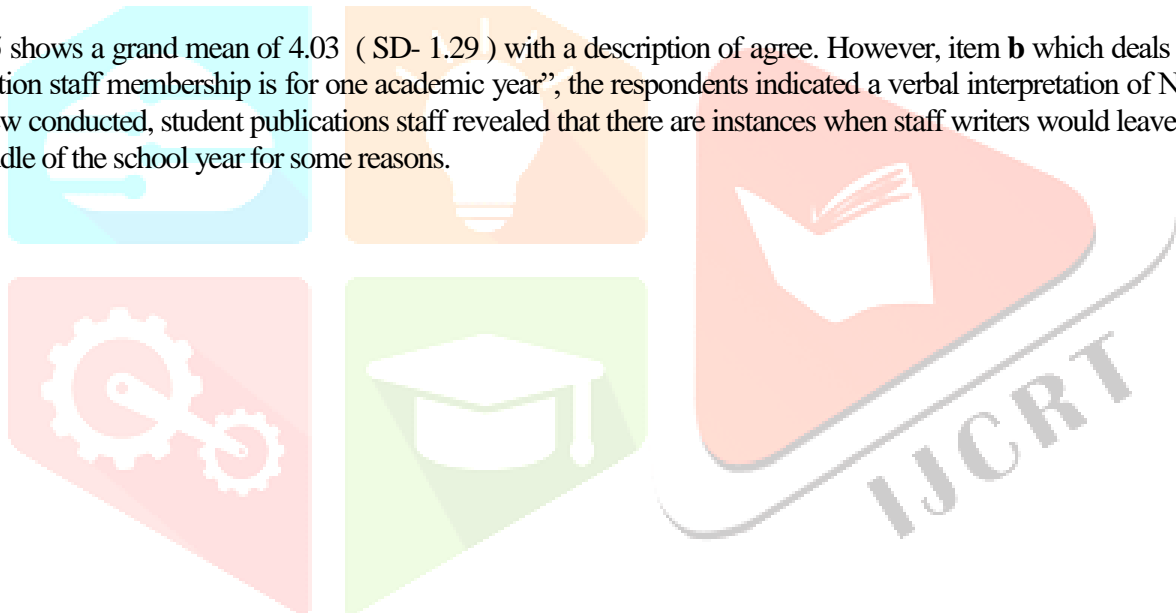


Table 6
Student Publication Financial Management

Indicators	Mean	SD	Interpretation
a) Publication fees are sourced from savings realized from the school's appropriation	4.04	1.13	Agree
b) Publication fees are sourced from donations, grants and advertisements	2.91	1.18	Neutral
c) Student publication budget plan is prepared by the editorial board and staff every semester/year	4.40	0.82	Strongly Agree
d) Budget plan is approved after a budget hearing is conducted by the administration with the adviser	3.93	1.04	Agree
e) Budget plan includes budget for printing costs, transportation and needs during presswork, office supplies, attendance to seminars and press conferences	4.71	0.67	Strongly Agree
f) Disbursement of funds is according to accounting and auditing regulations for state universities and colleges	4.38	0.81	Agree
g) The school collects the subscription fee from students upon enrolment	4.62	0.66	Strongly Agree
h) Publication fees are determined by the Editorial board in consultation with the student body	3.94	1.28	Agree
i) Publication fees are automatically released after approval of the budget plan	3.78	1.29	Agree
j) Publication fees are deposited in the account of student publication in an authorized bank	4.07	1.31	Agree
k) The Editor-in-Chief and the Managing editor are the two signatories in the student publication account	4.01	1.14	Agree
l) The adviser, editor-in-chief and managing editor are the signatories in the bank account	3.95	1.21	Agree
m) Financial report of expenses is prepared by the EB and submitted to the authorized auditor or COA	4.49	0.75	Strongly Agree
n) Administration cuts down budget allocation of the publication during budget hearings	3.58	1.17	Agree
o) Budget/ Funding is released for specific student publication activities upon approval of resolutions for such.	4.33	0.87	Agree
Total	4.08	1.02	Agree

Table 6 shows student publication financial management, a grand mean of 4.08 which has a description of agree was obtained.

Although, the Campus Journalism Act states that “Section 5. Funding of Student Publication- Funding for the student publication may include the savings of the respective school’s appropriations, student subscriptions donations and other sources of funds.”

Table 7

Incentives for Student Publication Staff

Indicators	Mean	SD	Interpretation
a. EB and staff receive allowances from the student publication every month	3.33	1.48	Neutral
b. EB and staff receive allowances from the student publication every semester	3.70	1.49	Agree
c. EB and staff receive allowances from the student publication	3.73	1.47	Agree
d. EB and staff receive registration fees and allowances in attendance to press conferences and seminars	4.53	0.83	Strongly Agree
e. Editorial Board receives student journalism scholarship from the University/ college	4.45	1.04	Strongly Agree
Total	3.94	1.26	Agree

Table 7 shows the incentives for student publication staff.

Table 8

Incentives of Student Publication Adviser

Indicators	Mean	SD	Interpretation
a. Adviser receives monthly allowance from the student publication funds	3.21	1.08	Neutral
b. Adviser receives allowance every semester from the student publication funds	3.13	1.37	Neutral
c. Adviser receives registration fees and allowance in attendance to press conferences and seminars	4.11	0.88	Agree
d. Adviser is deloaded to three units ,as publication advising is considered as one teaching load	3.60	0.60	Agree
Total	3.51	0.98	Agree

Table 8 shows incentives for student publication adviser with a grand mean of 3.51 and a description of agree. Two (2) items a and b show a verbal description of operating with difficulty and these are: “Adviser receives monthly allowance from the student publication funds” with a mean of 3.21 and “Adviser receives allowance every semester from the student publication funds” with a mean of 3.13.

Table 9
Editorial Policies

Indicators	Mean	SD	Interpretation
a. There is an existing constitution and by-laws (CBL)	4.74	0.57	Strongly Agree
b. EB and Staff had an orientation on their CBL	4.55	0.68	Strongly Agree
c. CBL is based on Campus Journalism act of 1991 or RA 7079	4.60	0.73	Strongly Agree
d. CBL clearly defines sanctions for violations done by student writers	4.58	0.66	Strongly Agree
e. CBL states the press freedom of student writers	4.65	0.57	Strongly Agree
f. Student writers practice fair and just journalism	4.65	0.57	Strongly Agree
g. Student writers practice honesty and truthfulness in reporting	4.79	0.43	Strongly Agree
h. Adviser is knowledgeable on the content of the CBL and RA 7079	4.82	0.42	Strongly Agree
i. Student Publication issues are distributed on time	4.80	0.43	Strongly Agree
j. Student Publication writers are responsible to the college/university and to third parties for its decision, actions , policies and legal consequences	4.31	0.91	Strongly Agree
k. Administration censors articles of the student publication	4.66	0.72	Strongly Agree
Total	4.65	0.61	Strongly Agree

Table 9 shows that student publications in state universities and colleges in Region III practice the editorial policies indicated in their constitution and by- laws.

Table 10

Students' rights to press freedom

Indicators	Mean	SD	Interpretation
a. Student writers are free to examine and discuss issues of interest as long as other rights are not violated	4.74	0.57	Strongly Agree
b. Student writers are free to supports causes which does not disrupt the operation of the university/college.	4.56	0.67	Strongly Agree
c. Student writers are free to express opinions / views on issues of institutional policies and other matters that interests the student body	4.62	0.74	Strongly Agree
d. Student Publication is free from censorship	4.23	0.87	Strongly Agree
e. Student Writers are free to develop their own editorial policies and news coverage	4.53	0.67	Strongly Agree
f. Student writers are protected from expulsion or suspension solely on the basis of their performance and duties in the publication	4.18	1.05	Agree
g. Student writers are knowledgeable about libel	4.62	0.58	Strongly Agree
h. Student writers avoid articles on obscenity, undocumented allegations, attacks on a person and his/her integrity and harassment	4.53	0.70	Strongly Agree
i. Student writers have responsibilities for press freedom	4.81	0.47	Strongly Agree
j. Student writers and advisers are responsible in establishing and adhering to the standards of responsible campus journalism	4.78	0.46	Strongly Agree
Total	4.56	0.68	Strongly Agree

Table 10 shows students' rights to press freedom which means that it is exercised in student publications among state universities Region III.

Table 11
ANOVA on the Selection of Student Publication Staff

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.673	7	1.382	4.361	.001
Within Groups	12.675	40	.317		
Total	22.349	47			

Table 11 shows that there is a significant difference on the selection of student writers among selected State Universities in Region III.

Table 12.
ANOVA on the Selection of Student Publication Adviser

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.598	7	.228	.477	.842
Within Groups	11.483	24	.478		
Total	13.081	31			

Table 12 shows the acceptance of the null hypothesis. Further, this denotes that in the selection of student publication advisers among State Universities in Region III, the student publication follows what is stated in their policies.

Table 13.
ANOVA on the Functions of Student Publication Staff

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.971	7	.139	5.842	.000
Within Groups	.760	32	.024		
Total	1.731	39			

Table 13 that the means of State Universities C, D, E, F, G, H between State Universities A and B have a significant difference in terms of assessing the functions of student writers in favor of SU-B. This further means that editorial board and staff of SU-B have a sig difference in comparison with SU-A that they determine the content of the publication.

Table 14.
ANOVA on the Functions of Student Publication Adviser

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.360	7	.337	.681	.686
Within Groups	11.875	24	.495		
Total	14.235	31			

Table 14 presents the ANOVA on the functions of student publication advisers among selected State Universities in Region III which implies the acceptance of the null hypothesis.

Table 15.
ANOVA on the Incentives of Student Publication Staff

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17.125	7	2.446	5.216	.000
Within Groups	15.010	32	.469		
Total	32.135	39			

Table 15 presents the test of difference between means for the Incentives of Student Writers for the comparison of student publications. This denotes the rejection of the null hypothesis

Table 16.

ANOVA on the Incentives of Student Publication Advisers

Source of Variance	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	18.782	7	2.683	8.884	.000
Within Groups	7.249	24	.302		
Total	26.031	31			

Table 16 also presents the comparison of the Incentives of Student Publication Advisers among selected State Universities in Region III which implies the rejection of the null hypothesis

Table 17.

ANOVA on Membership of Student Publications Staff

Source of Variance	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.835	7	.405	.741	.640
Within Groups	13.123	24	.547		
Total	15.959	31			

Table 17 presents the ANOVA on membership of student publications among selected State Universities in Region III. This implies the acceptance of the null hypothesis.

Table 18.

ANOVA on Student Publication Financial Management

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.003	7	1.572	3.865	.001
Within Groups	45.556	112	.407		
Total	56.559	119			

Table 18 presents the ANOVA on student publication financial management among selected State Universities in Region III. This implies the rejection of the null hypothesis.

Table 19.

ANOVA on Editorial Policies

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.914	7	.559	1.321	.251
Within Groups	33.873	80	.423		
Total	37.788	87			

Table 19 presents the ANOVA on editorial policies of student publications among selected State Universities in Region III. It shows that the computed F-ratio (1.321) has no significance (.251) beyond the alpha level (0.05). This implies the acceptance of the null hypothesis.

Table 20.

ANOVA on Students Rights' to Press Freedom

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.179	7	.168	1.010	.432
Within Groups	12.007	72	.167		
Total	13.186	79			

Table 20 presents the ANOVA on students' rights to press freedom among selected State Universities in Region III. It shows that the computed F-ratio (1.010) which has no significance (.432) within the alpha level (0.05). This implies the acceptance

of the null hypothesis.

From the extracted data and codes using Thematic Analysis, the following diagram presents the emerging themes:

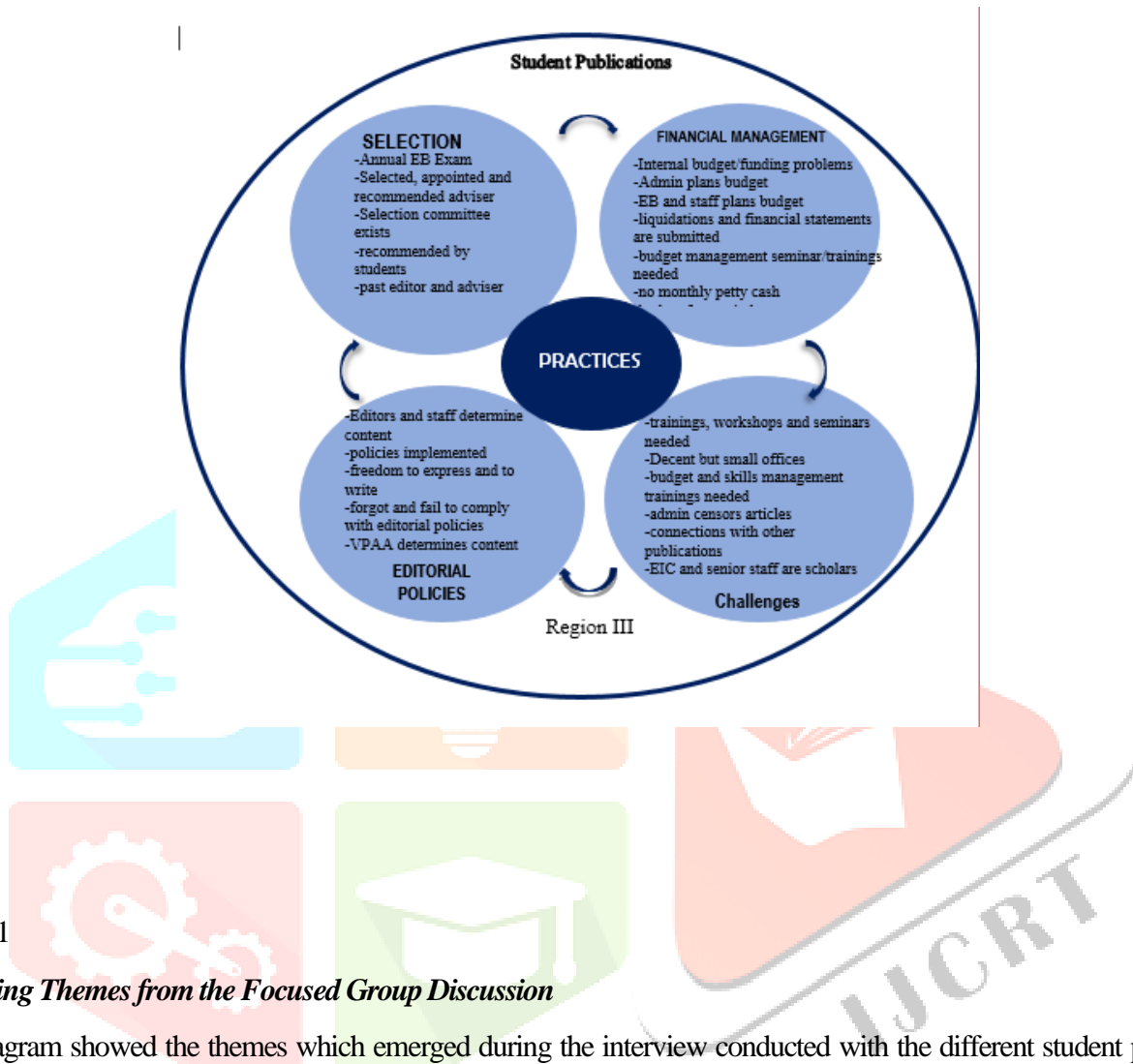


Figure 1

Emerging Themes from the Focused Group Discussion

The diagram showed the themes which emerged during the interview conducted with the different student publications in Region III. Under the category on the selection of student writers and advisers, the following themes were revealed: annual examination is conducted to interested student writer, evaluation is done for the selection, a selection committee exists, advisers were selected and appointed, and majority of the respondents comply with the provisions set by the Campus Journalism Act of 1991 or Republic Act 7079 in the selection of student writers and advisers.

In the participants' financial management, the following themes emerged: there exist a General plan of action (GPOA), budget plan, liquidation and financial statement. There is an absence of budget hearing, no petty cash, delayed release of budget and budget is determined by the administration.

In terms of editorial policies, the following were repeatedly mentioned during the interview: editorial policies are implemented, writers speak their minds, they are independent, impartial and there is responsibility among the student writers. And lastly, the following are other problems repeatedly mentioned: budget management, censorship of the administration and more trainings, team buildings, workshops and seminars specially on technical writing skills.

The results of the study which focused on student publication practices and challenges among state universities in Region III revealed during the focus group discussion that in the selection of student writers, the student publications follow the Campus Journalism Act of 1991 and their respective constitution and by-laws which states that an "annual editorial board examination should be conducted." The Act also states that the publication staff is composed of "students selected through fair and competitive examinations." The participants were accurate in their agreement in the selection of student writers. However, in the selection of publication adviser, the administration selects and appoints them. The result in the group discussion is accurate with the results generated from the quantitative part of the study which states that "Adviser is selected and appointed by the administration from a list submitted by the editorial board and staff with only a description of agree. The three advisers

interviewed revealed that they were selected and appointed by the administration. Additional researches which focus on the selection and effectiveness of student publication advisers need to be conducted. It is also highly important that the administration appoint advisers based on a list submitted by the publication staff.

The group discussion on the financial management of student publication revealed that there is an absence of budget hearing for the programs and activities of the publication. Budget hearings determine the different activities, programs and projects with the corresponding budget. Expenses are broken down for each activity or program. Through this, the Internal Audit and the Accounting Unit of the institution may be able to monitor the expenses of the student publication. Moreover, corruption is prevented among the student publication staff.

In addition, The focus group discussion showed that there are student publications without petty cash which is needed for emergence expenses. This is also liquidated based on the existing government policies on expenditures. Moreover, student publications in Region III accurately said that the administration determine the budget. One of the reasons is student publication fund is collected during enrolment. Publication fee is included in the collection of miscellaneous fees. This is the reason why the general plan of action and the budget plan need to be approved before the request for the transfer of fund to the student publication. However, the administration determines the approval of the proposed budget plan and the general plan of action.

It is in this manner that the above-mentioned contributes to the delay in the release of budget for the student publication. Additional research is deemed necessary particularly on budget management and the effectiveness of budget appropriations for student publications.

Moreover, the participants revealed in the group discussion that the administration censor their articles. This means that before the articles are printed, the administration reads and edit the content first. This becomes a problem to the publication staff because the content of the articles become limited and lack of balance in reporting and delivering the news story becomes evident.

Trainings, seminars and workshops for the student writers are needed in order to develop their technical skills further for the improvement of the management of student publication. The trainings and seminars will help the student writers polish their technical writing skills which will help in the performance of their tasks as campus writers. It is a fact that the students qualified for the position in the publication based from an editorial examination but there are facets in student publication management that they still need to learn and understand. In addition research to further determine the different challenges and problems encountered by student publication staff and advisers may be conducted by future researchers.

Conclusion

Student publications play a vital role in higher education and they are protected by law which should be strictly implemented with proper guidance and monitoring from the institution's administration. The administration's role is to motivate the student publication staff to perform their tasks better which is also a way to promote harmony in the campus and community. In this manner, the aim or goal for improvement in each student publication is achieved with focus on the content and issues of the publication plus the delivery of the information to its readers. The following are the conclusions of the study:

1. Student publications in state universities in Region III follow the provisions in the Campus Journalism Act of 1991 in terms of publication practices. However, under the selection of student publication advisers, there are two state universities that appoint and replace advisers each year.
2. There is a significant difference among the State Universities in terms of the functions of publication staff, incentives for advisers and staff and the financial management of the student publications.
3. The following were the challenges encountered: replacement of adviser every year, budget is not enough in attendance to seminars and trainings, administration determines the budget, there is no budget hearing conducted, lack of scholarship grants, lack of trainings and seminars for the improvement of writing skills and attendance to budget management seminars/workshops.

Recommendations

1. Student publications in state universities may comply with the provisions of Republic Act 7079 or Campus Journalism Act of 1991 in the selection of the student writers and publication adviser.
2. Administration and the student publication may agree on opening a bank account exclusively for the student publication fund in order to avoid the administration's control of funds.
3. A budget proposal and budget hearing may be conducted in order for the administration and student publication to monitor their funds/ budget.
4. Trainings on the following may be provided for the student publications:
 - a. Media ethics
 - b. Awareness on freedom of speech and expression
 - c. Writeshops and journalism trainings
 - d. Technical writing
 - e. Workshops in the independent financial management of student publication funds
 - f. Workshops on climate change and environmental issues
 - g. Workshops on culture and values orientation and integration.
5. The state university or college may enhance or improve the following:
 - a.) Maintenance of the printing press;
 - b.) Selection of quality printing press;
 - c.) Publication of quality student publication, and
 - d.) Training on the management of student publication writers for the editorial board

Implications for Student Publications

The proposed management framework can be distributed to the different student publications staff and their advisers to help them become more aware of their roles and responsibilities not just to the publication but also to the administration (in terms of government expenditures) and the community, if proper authorities put some refinements on the content of the management framework.

Student publications staff and advisers will have a better understanding and knowledge in terms of the different writing skills training and development need. Moreover, the process by which finances can be managed will be easier and that strategies to achieve their goals in terms of funding and budgeting by both the administration and the staff will be easier.

Implications for Research

Further research that will focus on the development of journalism writing seminars and workshop is needed. The development program also needs an evaluation to know the impact to student publication staff and interested campus journalists.

Future research also needs to look into the best practices of student publications in terms of the use of freedom of information, restrictions and the frequency of the delivery of the different issues of the campus paper.

Implications for Leadership and Management

A better understanding of how leadership and management in student publications an important factor in order is to provide quality services to the academe and the community where it belongs. There is a chance of understanding different individuals because leadership trainings prepare students to better perform in their organizations.

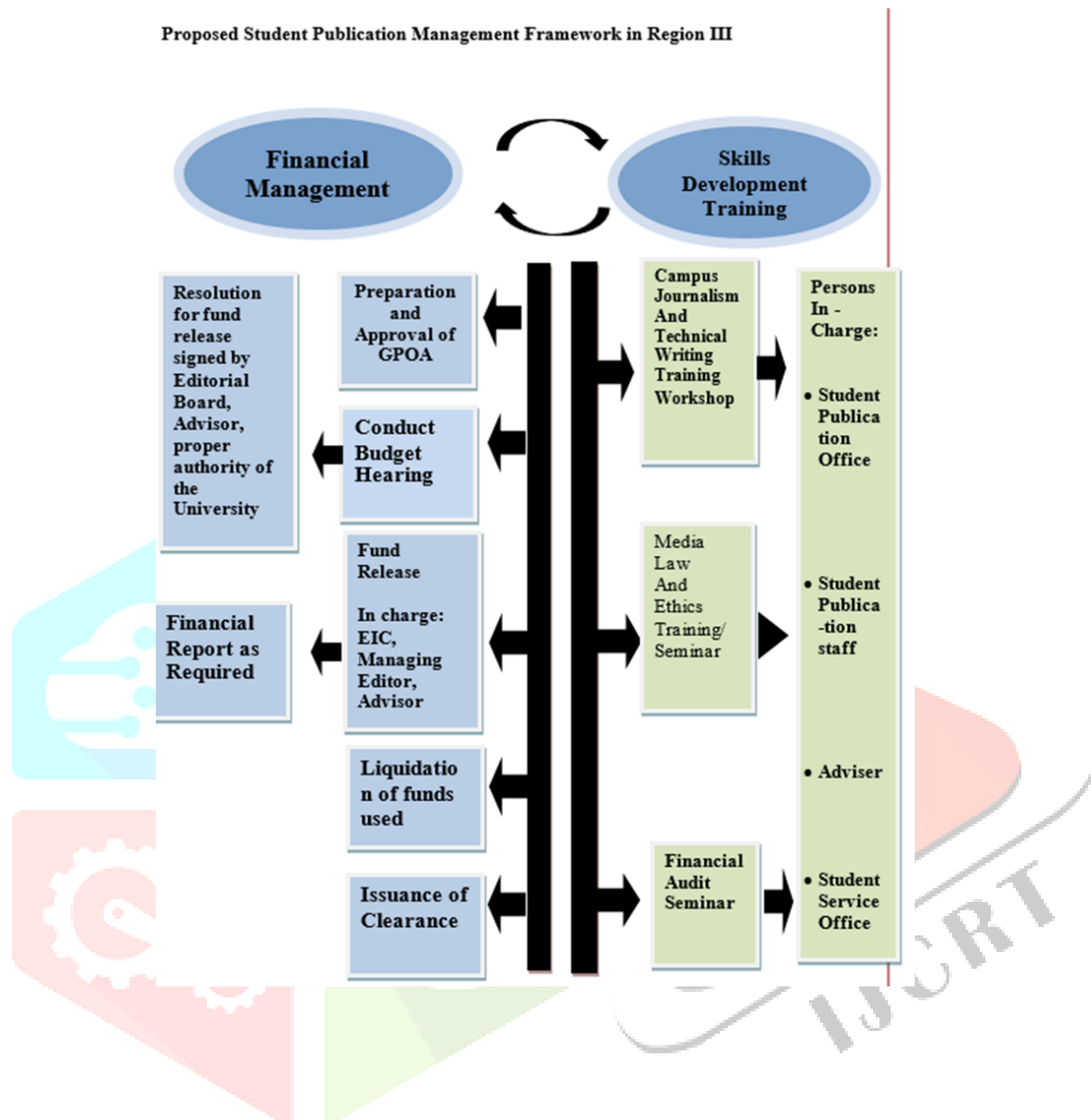


Figure 3

State Universities and Colleges in Region III aim to holistically develop students and prepare them for the work force. Training starts in each academic institution and the sense of responsibility is continuously being imbibed in each student. The key component in providing students with a good learning environment is to ensure that they perform well and have the initiative and the action to do their roles effectively and efficiently.

The purpose of this student publications management framework is to provide an outline of planning and accomplishing pertinent documents and the conduct of trainings for student publications staff among state universities in Region III. Furthermore, the researcher believes that after a few sharing of best practices of student publications in Region III during seminars and conferences for student affairs practitioners and advisers and informally speaking with advisers during the seminars, the proposed management framework will be of help. The researcher further believes that the framework will also help student publications be responsible individuals in the performance of their roles and responsibilities.

1. Student Publications Financial Management

- 1.1 The academic institution, upon enrolment of students, collects the student publications fee which is included in the miscellaneous fees.
- 1.2 A General Plan of Action (GPOA) and Budget Plan is prepared among the student publications staff and adviser. The GPOA with the corresponding budget plan must cover each semester for the whole academic year.
- 1.3 A budget hearing is conducted with representatives from the Student Affairs/ Student Publications Unit/ Student Development Office, Student Publication Editor-in-Chief and managing editor and the Internal Audit Office or its equivalent. Advisers may or may not attend the budget hearing. If revisions have been made, the student publication should submit a final copy to the Vice President for Academic Affairs/ Office of the Student Affairs duly approved by the student publications staff, adviser and, head of student publications/ dean of student affairs/ student development office.
- 1.4 For the release of funds, the following should be followed:
 - 1.4.1 A copy of the officially enrolled students must be obtained which will serve as the basis for the release of funds.
 - 1.4.2 A resolution for the release of funds must be done following the protocol in the signatories of the academic institution
 - 1.4.3 Upon approval of the resolution, a pre-numbered Check Voucher must be prepared stating the specific purpose and the amount
 - 1.4.4 A check with the approved amount must be prepared and attached to the Check Voucher for recording at the Office of Student Affairs or Internal Audit Office.
 - 1.4.5 Check signatories must include the Editor-in-Chief, Managing Editor, Dean of OSA or authorized signatory from the academic institution.
- 1.5 Liquidations are done immediately after every activity. The following should be followed in preparing a liquidation report:
 - 1.5.1 Liquidation report form with corresponding number (institutional form), including the date, signed by authorized signatories and state the specific purpose and amount.
 - 1.5.2 Preparation of the cash advance expense summary report.
 - 1.5.3 Attachment of the following supporting documents to the liquidation report:
 - 1.5.3.1 Approved resolution for the release of the cash advance
 - 1.5.3.2 Pre-numbered and approved check voucher
 - 1.5.3.3 Photocopy of signed check
 - 1.5.3.4 Pre-numbered and approved Cash Advance Disbursement Voucher (CADV) stating specific amount and purpose
 - 1.5.3.5 Valid documents/ evidences of expenses or payments made such as: Acknowledgement receipt, pre – numbered certificate of no receipt (CNR). For attendance to seminars, the following should be presented: Certificate of appearance, invitation letter, program of activity/ies.
 - 1.5.3.6 Payroll for any type of allowances
 - 1.5.3.7 Deed of donation, if there are donations made
 - 1.5.3.8 Canvass forms
 - 1.5.4 Excess amounts must be deposited to the bank within two weeks upon accomplishment of the activity.
 - 1.5.5 The student publication must also submit to the Internal Audit Office or Office of the Student Affairs

within 30 days after the accomplishment of the activity a copy of the liquidation report of cash advance properly supported by documents with the following additional documents: cash advance summary report, updated passbook/statement of account, check booklet and list of cancelled checks.

1.6 Clearance to the student publications will be released upon compliance of liquidation reports.

2 Training Workshops/ Seminars

The following trainings/ seminars/ workshops must be done within the academic school year in order to enhance the writing/ journalism skills of the student publication writers. The said activity will ensure that student journalists, even in the higher education will be equipped with skills

2.1. Journalism and technical Seminar workshop. Speakers from within or outside the university may be invited to discuss topics and provide workshop on the following categories:

- 2.1.1 News writing
- 2.1.2 Editorial writing
- 2.1.3 Feature writing
- 2.1.4 Sports writing
- 2.1.5 Development communication
- 2.1.6 Literary writing
- 2.1.7 Graphics design
- 2.1.8 Cartooning photojournalism
- 2.1.9 Comic strip making
- 2.1.10 Newspaper makeup/ design
- 2.1.11 Newspaper management

2.2. Media law and ethics seminar which may include the following:

- 2.1.12 Ethical standards in journalism
- 2.1.13 Campus Journalism Act of 1991
- 2.1.14 Roles and responsibilities of Student Publication Writers
- 2.1.15

3 . Financial Audit Seminar may be conducted by the academic institution. Speakers may come from the Accounting Office or the Internal Audit system.

An evaluation must be done after every activity to ensure that proper procedures and quality programs and activities are delivered to the students, student writers and the university/ college.

In the event that student publication writers resign or leave office in the middle of the semester or school year, a resolution must be provided by the student publication editorial board to be signed/ approved by proper authorities of the university/ college.

It is hoped that with the proposed management framework for student publications in Region III, existing problems or challenges of the different publications may be addressed. It is further hoped that the framework may serve as a guide and reminder not just for Region III student writers but for other state universities and colleges, as well, to comply with the existing policies that may have an effect on student publications. Furthermore, with the proposed framework, it is also hoped that the student publication staff from the different institutions, may be better citizens not just of the community but of the country.

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