

Trends in Development Journalism in Student Publication: A Longitudinal Content Analysis

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Abstrak

Publikasi mahasiswa di institusi pendidikan tinggi Filipina memainkan peran penting dalam jurnalisme pembangunan, namun tren jangka panjang konten komunikasi pembangunan dalam publikasi tersebut masih kurang diteliti, khususnya pada universitas negeri berbasis pertanian dan sains. Penelitian ini menganalisis konten komunikasi pembangunan dalam CLSU Collegian, publikasi mahasiswa resmi Central Luzon State University, pada terbitan berkala yang diterbitkan dari tahun 2021 hingga 2025. Dengan menggunakan desain metode campuran, penelitian ini memadukan analisis kuantitatif deskriptif dengan analisis framing kualitatif dan analisis agenda-setting terhadap artikel editorial dan opini. Temuan mengungkapkan tren peningkatan yang konsisten dalam artikel bertema pembangunan, dari lima artikel pada tahun 2021 menjadi sembilan belas pada tahun 2025. Pendidikan, Pertanian dan Sistem Pangan, serta Pembangunan Ekonomi muncul sebagai tema dominan sepanjang periode tersebut. Analisis framing menunjukkan pergeseran yang jelas dari perspektif editorial yang berfokus pada masalah menuju perspektif yang berorientasi solusi dan advokasi, dengan isu-isu yang secara konsisten dikaitkan pada penyebab struktural dan institusional. Cakupan pemberitaan juga meluas dari pelaporan yang berpusat pada universitas menuju isu-isu pembangunan komunitas lokal dan nasional, yang mencerminkan fungsi agenda-building publikasi yang semakin berkembang. Penelitian ini menyimpulkan bahwa CLSU Collegian telah berkembang menjadi platform yang bermakna bagi jurnalisme pembangunan. Penelitian ini merekomendasikan pelembagaan seksi komunikasi pembangunan melalui pelatihan editorial dan perencanaan tematik, sekaligus mendorong penelitian komparatif di masa mendatang pada institusi pendidikan tinggi negeri sejenis.

Keywords: Agenda-Setting; Jurnalisme Kampus; Komunikasi Pembangunan; Jurnalisme Pembangunan; Framing

Abstract

Student publications in Philippine higher education institutions play a significant role in development journalism, yet long-term trends in their development communication content remain understudied, particularly within agricultural and science-oriented state universities. This study analyzed the development communication content of the CLSU Collegian, the official student publication of Central Luzon State University, across periodical issues published from 2021 to 2025. Employing a mixed-methods design, the study combined descriptive quantitative analysis with qualitative framing and agenda-setting analysis of editorial and opinion articles. Findings revealed a consistent upward trend in development-related articles, growing from five in 2021 to nineteen in 2025. Education, Agriculture and Food Systems, and Economic Development emerged as the dominant thematic concerns throughout the period. Framing analysis showed a discernible shift from problem-focused to solution-oriented and advocacy-driven editorial perspectives, with issues consistently attributed to structural and institutional causes. Coverage scope also expanded from university-centered reporting toward local community and national development issues, reflecting the publication's growing agenda-building function. The study concludes that the CLSU Collegian has evolved into a meaningful platform for development journalism. It recommends institutionalizing the development communication section through editorial training and

thematic planning, while encouraging future comparative research across similar public higher education institutions.

Keywords: *Agenda-Setting; Campus Journalism; Development Communication; Development Journalism; Framing*

Introduction

Student media organizations in higher education institutions have long served as a platform in shaping public discourse by means of a source of information, amplifying issues that affect campuses and communities. In the Philippines, campus journalism plays a vital role in promoting social, political, environmental, and economic awareness among students and surrounding communities. As higher education institutions increasingly engage in nation-building and sustainable development efforts, student publications are also expected to reflect development-oriented reporting that highlights societal issues and possible solutions (Altbach, 1989). Development journalism, which focuses on issues related to social progress, governance, education, health, agriculture, and community welfare, has therefore become an important area of analysis within campus media.

Development journalism emphasizes contextual and solution-oriented reporting rather than merely presenting events (Quebral, 2012). It aims to explain the causes and implications of social issues while encouraging citizen participation and development awareness. According to Melkote and Steeves (2015), development communication media contribute to social transformation by informing audiences about community concerns and public policies. In student publications, development-oriented stories may include topics such as educational reforms, environmental sustainability, agricultural innovation, public health, and community extension programs.

Numerous scholars have shown that campus publications increasingly engage with developmental issues, particularly in response to shifting social and political contexts. During periods of crisis and social change, student newspapers often intensify coverage of governance, education, and public welfare concerns (McCombs & Shaw, 1972). Similarly, studies on journalism during the COVID-19 pandemic observed a rise in community-centered reporting that emphasized public welfare and citizen concerns (Waisbord, 2020). Literature on campus and community journalism also revealed that student publications expanded their coverage beyond campus events to include local community issues and national development agendas (Atton, 2002).

Studies on media framing suggest that the way issues are presented influences audience interpretation and understanding. Robert Entman (1993) explained that framing involves selecting and emphasizing particular aspects of reality to define problems, diagnose causes, and suggest remedies. In the context of journalism reporting, development issues may be framed as problem-focused, highlighting societal problems, or solution-focused, emphasizing responses and interventions. Research on media framing has shown that journalistic framing often becomes more critical during periods of political tension and crisis (Iyengar, 1991). However, recent literature also notes a gradual shift toward constructive and solution-oriented journalism among younger journalists and digital media practitioners (McIntyre & Gyldensted, 2018).

Longitudinal content analysis has been widely used in media studies to identify changes in themes, framing, and coverage over time. Neuendorf (2017) stated that longitudinal analysis allows researchers to observe patterns and shifts in media representation across specific periods. Studies in journalism research demonstrated that issue emphasis in media coverage changes depending on political climates, institutional priorities, and national events (McCombs, 2004). Furthermore, framing studies revealed that journalists increasingly combine advocacy with developmental perspectives in reporting public concerns (Entman, 1993).

Despite existing studies on campus journalism and development communication reporting, limited scholarship is concentrated on the long-term trends of development journalism content in student publications, particularly within agricultural and science-oriented state universities. Most previous studies concentrated on short-term media coverage or specific national issues. Thus, there remains a gap in knowledge and the need to further examine how development-related reporting evolves over time in campus publications and how framing and scope of coverage shift across years. By addressing this gap, the present study contributes to the growing body of development communication scholarship in Southeast Asia by providing longitudinal empirical evidence of how campus journalism in a Philippine state university reflects and responds to development agendas over time. More specifically, it advances the field by demonstrating how student publications in agricultural and science-oriented institutional contexts function not only as training grounds for journalism practice but as active sites of development discourse formation.

In this regard, the study aims to analyze the trends in development communication content of the official student publication of Central Luzon State University in Science City of Muñoz, Philippines, published in their periodical issues covering the period from 2021 to 2025.

Specifically, it seeks to: examine the changes in the frequency of development-related articles over time and determine whether such coverage has expanded or declined across the study period; identify the dominant development issues that have emerged and persisted within the publication. Moreover, to assess how development issues have been framed in published editorial articles and trace any discernible shifts in framing orientation, particularly the transition from problem-focused to solution-focused perspectives; and investigate the evolving scope of coverage, with particular attention to the gradual movement from campus-centered concerns toward broader, community-oriented reporting.

Methods

This study employed a mixed-methods research design, integrating both quantitative and qualitative approaches to generate a comprehensive understanding of development communication coverage in the student publication of Central Luzon State University (CLSU). The convergence of these two strands allowed for the triangulation of findings, thereby strengthening the validity and depth of the analysis (Creswell & Plano Clark, 2018).

In term of Sampling, Participants, and Data Collection, the data corpus for this study was drawn exclusively from the official online archive of CLSU's student publication. The sampling was purposive and criterion-based, limited to periodical releases, specifically the newsletter, magazine, and tabloid, published within the five-year period spanning 2021 to 2025. Only materials accessible through the media organization's publicly available digital repository were included, ensuring consistency and retrievability of sources.

Consistent with the practice of student publications in the Philippine campus journalism context, the CLSU Collegian maintains a dedicated Development Communication section within its periodical releases. Accordingly, only articles published under this designated section were included in the analysis, as their placement already reflects the editorial classification of content as development-oriented. Articles published under other sections of the publication, such as news, sports, literary, or opinion columns not appearing within the Development Communication section, were excluded from the corpus. For the purposes of thematic categorization, development issues covered in the selected articles were classified using the United Nations Sustainable Development Goals (SDGs) as an organizing framework, allowing for a systematic and internationally recognized basis for grouping stories according to their primary development concern, such as education, food security, economic growth, and environmental sustainability, among others.

While in relation to Data Analysis and Measures, in relation to quantitative analysis. The quantitative strand employed descriptive statistical analysis to examine the frequency and distribution of development communication content across the study period. Frequency counts and corresponding percentages were computed to determine the volume of development-related articles published per year, thereby providing an empirical basis for identifying trends in coverage over time. A simple linear trend line was applied to visualize the overall directional pattern of publication output across the five-year period. To assess the evolving scope of coverage, a cross-tabulation of publication year against story scope was constructed, categorizing articles as either campus-centered or community-oriented. All quantitative data were organized and processed using Microsoft Excel and subsequently presented through frequency charts and tabular displays to facilitate systematic interpretation.

While in terms of qualitative analysis. The qualitative strand involved a theoretically informed textual analysis of editorial and opinion articles retrieved from the student publication. These materials were subjected to framing analysis, which examined how development communication issues were constructed, emphasized, and presented to the readership. Furthermore, the observed shifts in coverage scope, from university-level reporting toward community, provincial, regional, and national-level stories, were analyzed through the lens of agenda-setting theory, tracing the publication's evolving role in shaping public discourse beyond the campus community. To ensure analytical consistency, intercoder reliability and peer validation procedures were applied during the content analysis process. A second coder independently coded selected data samples, and coding differences were discussed until agreement was reached. Peer review was also conducted to evaluate the interpretation of themes and framing categories, thereby improving the credibility of the findings.

This study is anchored on two complementary communication theories: Framing Theory and Agenda-Setting Theory. Framing Theory, as conceptualized by Entman (1993), posits that media texts actively construct reality by selecting and emphasizing certain aspects of information to promote particular interpretations among audiences. In this study, framing theory guided the qualitative analysis of editorial and opinion articles, examining how development communication issues were narratively constructed and presented within the student publication, whether framed as institutional responsibilities, community challenges, or advocacy imperatives.

On the other hand, Agenda-Setting Theory, originally formulated by McCombs and Shaw (1972), argues that media significantly influence public consciousness by controlling the

salience of issues in discourse. The theory informed the analysis of the longitudinal shift in coverage scope, tracing whether the publication progressively expanded its thematic attention from campus-centered concerns toward broader community, provincial, regional, and national development issues over the five-year period. Together, these frameworks provided complementary analytical perspectives: Framing Theory illuminated the qualitative dimensions of how development content was constructed, while Agenda-Setting Theory offered a macro-level lens for understanding the temporal and quantitative shifts in the publication's topical priorities from 2021 to 2025.

As this study involved no human participants and relied solely on publicly accessible archival materials, it posed minimal ethical risk. All documents analyzed were drawn from open-access institutional repositories, and no personal or sensitive information was processed in the course of the research.

Results and Discussion

Trends in the Frequency of Development Communication Articles in the CLSU Collegian

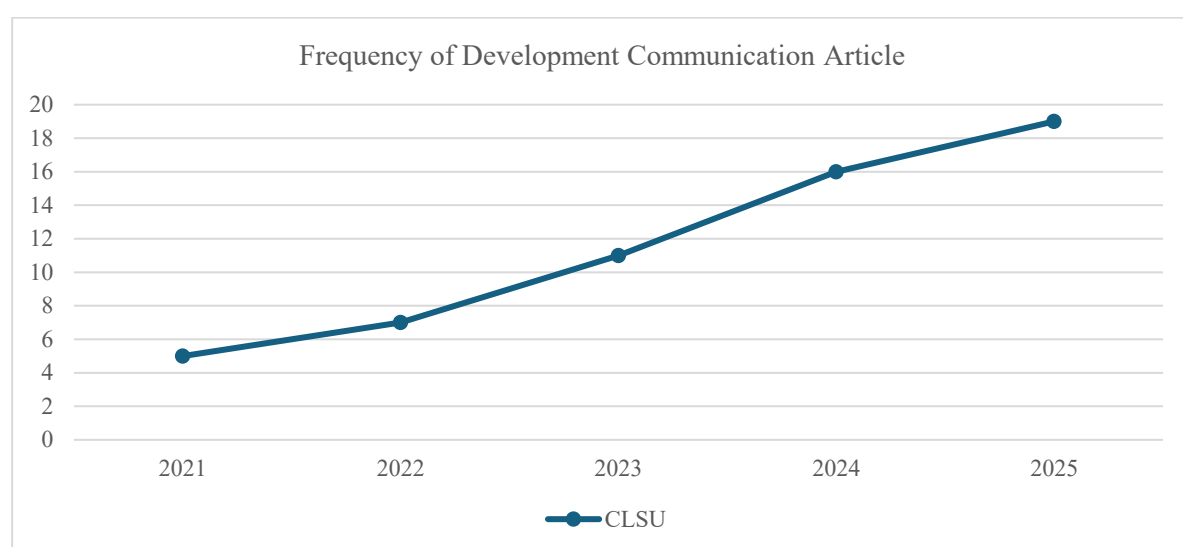
From the published periodical issues of the CLSU Collegian, Figure 1 illustrates a notably consistent and upward trajectory in the volume of articles published under the Development Communication section over a five-year period spanning from 2021 to 2025. This steady growth reflects a growing institutional and editorial emphasis on development communication as a discipline worthy of dedicated coverage within the campus publication.

In 2021, the Development Communication section featured five articles, which may be attributed to the limited contributor pool or the section's relatively nascent presence within the publication's editorial lineup. However, the succeeding years demonstrated a clear and accelerating momentum. By 2022, the count rose to seven articles, marking a 40% increase from the previous year. This initial growth suggests an emerging interest among student writers and editors in exploring development communication themes and issues.

The upward trend became more pronounced in 2023, when the number climbed to eleven articles, a near doubling from the 2021 baseline. This substantial leap may indicate a broader recognition of the field's relevance, particularly as topics such as community development, information dissemination, and social advocacy gained prominence both locally and nationally. The momentum carried further into 2024, with sixteen articles published, reflecting a well-established and thriving section that had successfully cultivated a consistent base of contributors and a receptive readership.

By 2025, the section reached its peak within the observed period, publishing nineteen articles, nearly four times the volume recorded in 2021. This remarkable growth over five years underscores not only the expanding scope of development communication coverage in the CLSU Collegian, but also the increasing awareness among student journalists of the discipline's critical role in bridging information gaps and advocating for community welfare. Taken together, these figures point to a vibrant and evolving section that continues to gain both breadth and depth within the campus media landscape.

Figure 1:
Frequency of Development Communication Articles



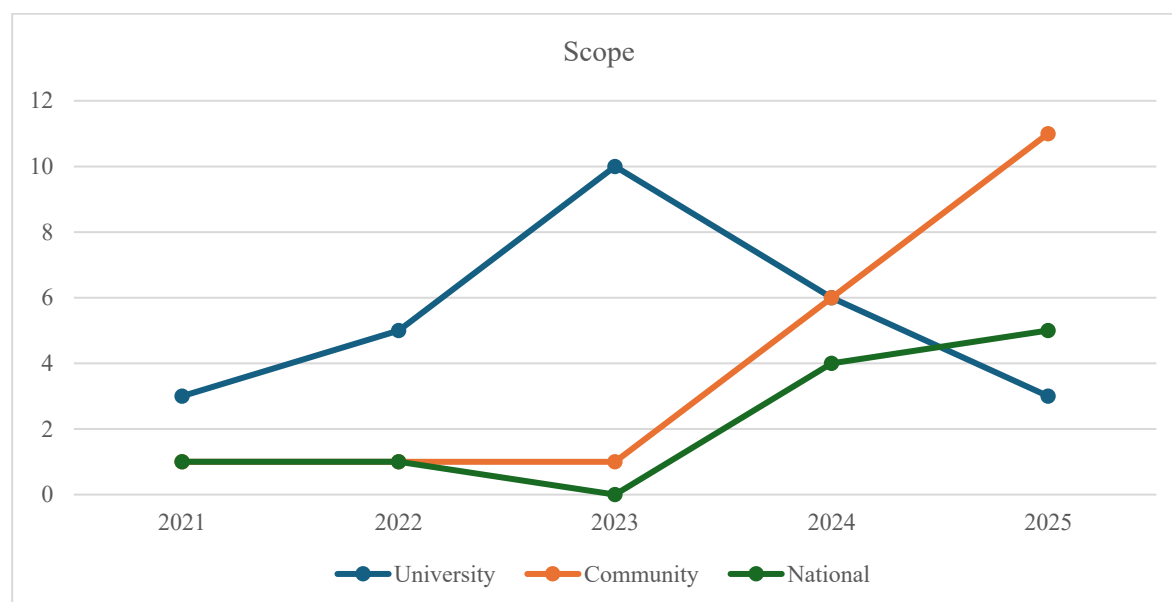
Source: Obtained from Primary Data

Evolution of Coverage Scope: From Campus-Centered to Community-Oriented Stories

The coverage patterns of the development communication section of CLSU Collegian reflects a meaningful editorial evolution that can be understood through the lens of agenda setting theory. First articulated by McCombs and Shaw (1972), agenda setting theory posits that media organizations shape public perception by prioritizing certain topics over others, not by telling audiences what to think, but by determining what issues deserve public attention. In a student media context, this function becomes especially consequential when coverage decisions determine whose voices and whose problems are made visible. Within the specific context of a student publication, the agenda-setting mechanism operates through editorial selection, that is, the decisions made by student editors and writers about which development issues are assigned space, framing, and prominence across successive issues. Each time the CLSU Collegian chose to foreground a local community concern or a national development issue over a campus-centered story, it enacted a salience-transfer

process, signaling to its readership, which includes students, faculty, administrators, and community members, that these issues warrant attention and public deliberation. Over the five-year period, this cumulative pattern of editorial prioritization constitutes a traceable agenda-setting effect, one in which the publication progressively shaped the contours of what development issues its audience was invited to recognize, discuss, and respond to.

Figure 2.
CLSU Collegian Evolution of Coverage Scope



Source: Source: Obtained from Primary Data

In Figure 2, data reveal that from 2021, university-wide stories constituted the dominant coverage category for the development communication section, with 27 stories published across the observed period. Coverage peaked in 2023 with 10 published articles but declined sharply to only three stories in 2025. This shift in editorial emphasis reflects a deliberate broadening of the media organization's agenda, one that increasingly centers on communities beyond the campus gates. McCombs and Valenzuela (2021) affirmed in the updated third edition of *Setting the Agenda* that the salience-transfer function of news media operates not only in political contexts, but across any media environment where editorial selection shapes which issues gain public attention.

This broadening is most evident in the growth of local community coverage. From a single article in 2021 to 2023, local community stories increased to six in 2024, then to 11 articles in 2025, accumulating a total of 20 stories over the period. This trajectory represents not merely a numerical shift but a substantive repositioning of what the publication considers newsworthy. Such an approach aligns with what scholars describe as the agenda-building

function of community-oriented journalism. Hasan & Adnan (2024) found that community media platforms provide rural, marginalized, and hard-to-reach populations with an avenue to express concerns and engage in the development process of their communities, bridging gaps between grassroots individuals and policymakers. Similarly, Neff and Pickard (2023), examining journalism systems across multiple countries, argued that media structured around public service principles, including providing information across all social groups and fostering civic engagement, are better positioned to serve communities as enduring social institutions.

In this regard, the CLSU Collegian's increasing orientation toward local community stories can be understood as a concrete instantiation of the agenda-building process, wherein the publication does not merely reflect community concerns but actively constructs their visibility and legitimacy within public discourse, contributing to a media environment where grassroots development issues gain the salience necessary to enter broader institutional and policy conversations.

On the other hand, the publication's national-level coverage, though modest at 11 total stories, similarly demonstrates a capacity to extend development discourse beyond institutional boundaries. Notably, no national-level stories were published in 2023, suggesting that editorial resources may have been redirected toward the expanding local community beat during that period, before national-level output recovered in subsequent years. Lee et al. (2026), in an analysis of agenda-setting dynamics in a hyperconnected media environment, found positive correlations among policy agendas, media agendas, and public agendas, with news media serving as a crucial mediating factor in how issues come to be owned and prioritized by the public.

Applied to the CLSU context, this dynamic suggests that the publication's national-level coverage, even when limited in volume, performs a meaningful connective function by linking student and community audiences to broader development discourses, thereby extending the reach of its agenda-setting influence beyond the immediate campus readership.

The significance of this coverage pattern is further underscored by what the literature says about the consequences of local media silence. Research on local journalism has raised concerns about the emergence of news deserts, where affected communities lose access to credible and comprehensive news that feeds democracy at the grassroots level (Neff & Pickard, 2023), a reality that makes the CLSU publication's growing community coverage particularly meaningful. By consistently increasing its presence in local community

reporting, the section performs an agenda-building function: amplifying development concerns that might otherwise remain unheard in broader public discourse.

Wenzel and Crittenden (2021), in a study published in *Journalism Studies*, highlighted how community-centered journalism interventions strengthen ties between local media and communities by assessing information needs, amplifying underrepresented voices, and designing coverage that reflects the lived realities of residents rather than institutional priorities. The data from CLSU's development communication section suggest that this mandate is being operationalized not only within the university but across local and national levels, transforming the publication from an institutional bulletin into a genuine platform for development journalism. This shift echoes what Wenzel (2023) describes as journalism moving away from its historic role as a detached gatekeeper, toward a model in which the media functions as a collaborative partner and community builder, one that prioritizes the voices of those who have historically been absent from mainstream coverage.

In relation to these, the data illustrate how the CLSU Collegian development communication section is exercising its agenda-setting function with increasing deliberateness, moving from a university-centric editorial lens to one that increasingly captures and elevates development issues from local communities and national contexts. This editorial trajectory reflects a deeper organizational commitment which ensures that the grassroots calls and lived experiences of communities beyond the campus are not only documented but actively placed on the public agenda.

Dominant Development Issues in the CLSU Collegian's Development Communication Section

The development issues identified in this study were categorized into nine thematic areas. Analysis of the dominant development issues covered by the media organizations in their periodical publications reveals that Education emerged as the most frequently addressed theme throughout the study period, with 15 articles published. This was followed by Agriculture and Food Systems and Economy, each represented by 12 articles. Health ranked fourth with 5 articles. The remaining five categories recorded comparatively lower coverage. Environment and Sustainability, Transportation, and Human Rights each accounted for 4 articles, while Science and Technology and Culture received the least attention, with 1 article each.

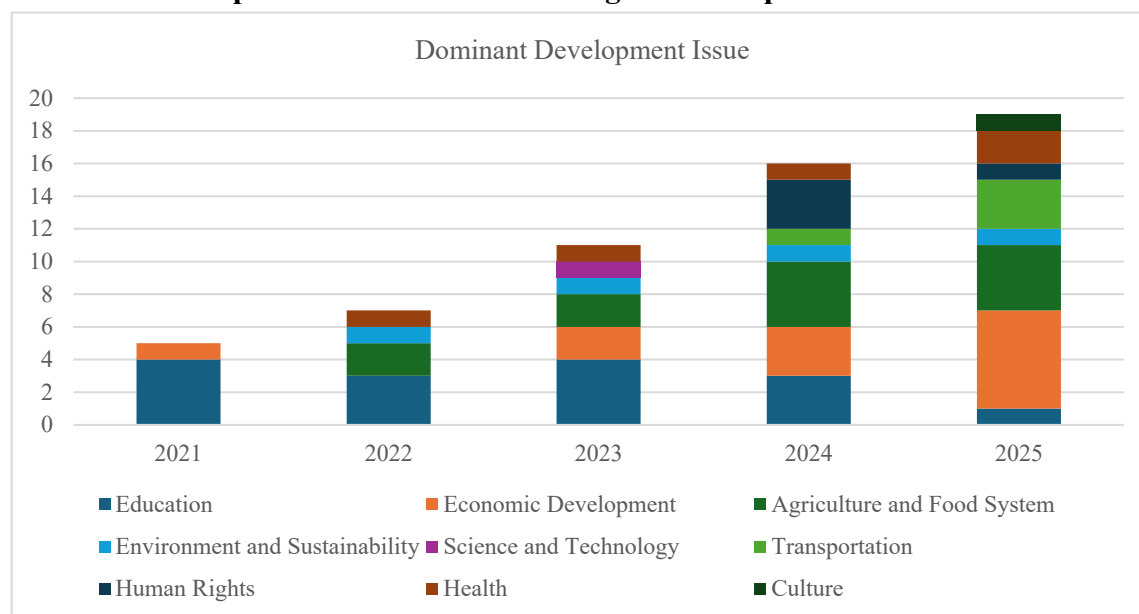
Education emerged as the leading development issue, encompassing a range of concerns such as educational facilities, academic policies, online learning, the digitization of

education, and curriculum revision. These topics reflect the ongoing discourse surrounding the quality and accessibility of education within the institutions covered. Agriculture and Food Systems stories highlighted the adoption of new technologies in agriculture and extension services, university food options, produce from the agricultural sector, and the plights of local farmers, particularly those raising concerns about cropping conditions and land-grabbing issues that demand government attention.

Economic development coverage addressed pressing socioeconomic concerns, including unemployment and employment challenges, business obstacles, taxation issues, rising rental rates, and the experiences of working students and small business operators. Health-related stories centered on mental health awareness and the need for academic breaks, underscoring the growing recognition of student well-being as a critical development concern. Environment and Sustainability coverage focused on environmental policies within university settings, solar-powered building initiatives, and waste management programs.

Transportation issues highlighted the lack of adequate public transportation and the impact of rising fuel prices on commuters. Human Rights stories examined student activism and the social rights of the elderly. While Science and Technology featured innovations and research outputs produced by the university, while Culture documented stories of local *perya* (community fairs), reflecting efforts to preserve and celebrate local traditions.

Figure 3:
Dominant Development Issue in CLSU Collegian Development Communication Section



Source: Obtained from Primary Data

Framing Orientations in Development Communication Editorial Articles

Fifteen of the 58 articles published under the Development Communication section of the *CLSU Collegian* were selected for analysis using Entman's Framing Theory. Table 1 presents each article's title, year of publication, type, and the development issue it addresses. The framing analysis categorized the articles into six thematic areas: Education, Health, Economic Development, Agriculture and Food Systems, Environment and Sustainability, and Human Rights. Only editorial articles were included in this analysis.

Table 1.
List of Articles Analyzed Using Entman's Framing Theory

Number	Title	Year Published	Type of Publication	Development Issue
1	Pantay na Konsiderasyon	2021	Newsletter	Education
2	Huwag Purong Politika	2022	Tabloid	Health
3	Malawak na Pang-unawa	2022	Tabloid	Education
4	Gutom na Pamamalakad	2023	Newsletter	Education
5	Kinalimutang Pundasyon	2023	Newsletter	Economic Development
6	Plethoric Deficiency	2023	Tabloid	Education
7	Helping Hands	2023	Tabloid	Health
8	Hindi Naman Inuulam ang Kanin sa Kanin	2024	Newsletter	Agriculture and Food Systems
9	Pasyon ng Passion	2024	Magazine	Education
10	Hindi Kayang Magsalba ng mga Repormang Hindi Lumulubog sa Masa	2024	Magazine	Environment and Sustainability
11	Walang kahihiyan sa pagsasabi ng "Ma, Anong Ulam?"	2025	Magazine	Education
12	Silang Palamuti sa Kalsada	2025	Magazine	Economic Development
13	Isang laki sa layaw	2025	Magazine	Economic Development
14	Konswelo de Perwisyo	2025	Newsletter	Human Right
15	Hindi nagagamot na Suliranin	2025	Newsletter	Health

Source: Obtained from Primary Data

Agriculture and Food Systems

Applying Entman's (1993) four-stage framing model to media discourse on agriculture and food systems reveals how journalistic choices construct and reinforce structural narratives about farmer vulnerability and state accountability. Coverage within this theme frames the central problem not as farmer inadequacy but as government-engineered inadequacy. Through the metaphor of a *nakagapos na manok* (bound chicken), the article positions farmers as captives of a policy environment that offers cosmetic relief while the

Philippines remains the world's leading rice importer. This aligns with broader framing literature showing that media in the agriculture and food security context tend to define problems through visible symptoms, food bank use, and loan programs rather than underlying structural deficits (Kerins et al., 2023).

Blame is distributed across policy failure and structural economic forces: the Marcos Jr. administration's continuation of massive rice importation, the exclusionary design of the APPP, unresolved land redistribution, and soaring input costs, reflecting a pattern noted across food insecurity media coverage where structural causes are frequently acknowledged yet remain secondary to immediate, surface-level explanations (Kerins et al., 2025). The article renders a clear moral verdict that government programs function as instruments of political image-making that exploit and perpetuate farmer poverty, mirroring findings by Kerrigan et al. (2024), who observed that food poverty media framing frequently centers on the "deservingness" discourse, constructing the affected as morally innocent while attributing failure to government neglect. Rather than reforming the APPP, the article calls for upstream structural interventions, amending land reform legislation, strengthening disaster-response support, and substantially reducing rice importation, reflecting what Kerins et al. (2023) identify as a necessary but consistently underrepresented shift in food system media discourse.

Environment and Sustainability

Media discourse on the environment and sustainability frames the central problem not as the natural occurrence of flooding itself but as the government's reliance on structurally deficient and ecologically harmful flood control infrastructure. The ₱268 billion worth of flood control projects under the Marcos Jr. administration is presented not as an achievement but as a liability, projects overwhelmed during successive typhoons, causing land collapse and crop devastation across Pampanga and Nueva Ecija, mirroring how media framing in disaster contexts tends to foreground institutional inadequacy over natural hazard severity (Albrecht, 2021). Causally, the articles attribute flooding crises to the state's adoption of palliative band-aid solutions built without a structural master plan, scientific hydrological assessment, or community participation, with compounding causes including unsystematic urban planning and the neoliberal commodification of natural resources, aligning with Bailon et al. (2025), who observe that media framing of flood disasters frequently highlights governance failures rather than environmental forces alone.

The moral verdict is unambiguous: the administration is condemned for prioritizing high-cost, contractor-driven infrastructure over evidence-based, community-centered solutions, with the ₱137 million lost across two collapsed projects framed as a moral indictment of public funds squandered while families lose homes and harvests. Treatment recommendations favor non-structural, ecologically grounded interventions, mangrove plantation rehabilitation, green urban spaces, underground drainage systems, and genuine land reform, reflecting a prevention-over-response orientation consistent with disaster resilience scholarship, which emphasizes that framing flood risk purely through infrastructure perpetuates cycles of community vulnerability (Albrecht, 2021; Bailon et al., 2025).

Human Rights

Media discourse on human rights frames the central problem not as isolated administrative delay but as the deliberate conversion of rights into political favors, with the ₱500 monthly social pension guaranteed under Republic Act No. 9994 rendered symbolic of welfare entitlements systematically withheld and disbursed as patronage, reducing elderly beneficiaries like Tatay Narciso to supplicants rather than rights-holders, a pattern consistent with scholarship showing that media representations of older adults are shaped by narratives of vulnerability and institutional neglect rather than agency and entitlement (Camacho-Markina & Santos-Diez, 2025). Causally, the articles attribute the crisis to mutually reinforcing failures: local officials who weaponize public funds, a dysfunctional bureaucratic infrastructure, and a legal environment rendered toothless by impunity, grounded empirically in the Commission on Audit's 2023 finding of mismanaged ₱6.16 billion in SPISC funds, aligning with scholarship arguing that pension discourse disproportionately prioritizes fiscal concerns while obscuring the human rights dimensions of benefit denial (van den Heijkant et al., 2024).

The moral indictment is sharp: the state has converted a legally mandated duty of care into a mechanism of *utang na loob*, compelling elderly citizens to perform deference in exchange for benefits they are already owed, with the closing line, *ang konswelo ng iilan ay perwisyong pasanin ng marami*, framing individual political gain as a collective moral injury. Treatment recommendations call for DILG and COA investigations and a reframing of social pensions from discretionary largesse to non-negotiable rights, consistent with frameworks that advocate integrating human rights principles into welfare policymaking to prevent the politicization of entitlements (van den Heijkant et al., 2024).

Education

Development communication articles on education consistently construct student welfare as a persistent, systemic issue embedded within institutional structures rather than as isolated or individual experiences. Across texts such as *Malawak na Pag-unawa*, *Pantay na Konsiderasyon*, *Gutom na Pamamalakad*, *Pasyon ng Passion*, and *Walang Kahihayan sa Pagsasabi*, student concerns are collectively framed as conditions that reflect deeper institutional realities, positioning student welfare as a central rather than peripheral concern of the educational system. Causally, the articles attribute student-related problems to structural and socioeconomic conditions, poverty, limited institutional funding, inadequate student services, and weak educational planning, with the shift toward flexible and online learning framed as a factor that exposes and exacerbates existing inequalities, intensifying academic pressure and mental health concerns. These conditions are morally evaluated as manifestations of institutional neglect and governance deficiency, with unequal learning conditions and insufficient student services positioned as socially unjust outcomes that fundamentally undermine educational equity, a framing that aligns with Jules (2022), who argued that educational discourse shapes how readers understand inequalities and institutional responsibilities. Treatment recommendations privilege institutional reform and student-centered governance, promoting equal access, improved institutional systems, and participatory decision-making processes that actively involve the student sector.

Compared to other thematic categories, what distinguishes education framing is its consistent foregrounding of students' lived experiences as the primary evidential basis for structural critique, a tendency consistent with Matsa and Walker (2021), who observed that contemporary media framing increasingly adopts human-centered narratives to render structural issues more accessible and relatable to audiences, though Waisbord (2020) cautioned that such framing risks oversimplifying complex phenomena by concentrating heavily on institutional blame while neglecting broader political and cultural factors.

Health

Health-related development communication discourse frames medical and welfare concerns as socially situated and structurally conditioned issues rather than individual failures. Across articles such as *Huwag Purong Politika*, *Helping Hands*, and *Hindi Nagagamot na Suliranin*, the central problem is defined through lived experiences of distress and unmet health needs, academic stress under flexible learning, constrained access to psychological support, overcrowded health facilities, and inconsistent public adherence to

health protocols during crises. Causally, these narratives attribute the persistence of health struggles to poor governance, insufficient health investment, unequal resource distribution, and ineffective policy implementation, constructing health crises as outcomes of systemic inequality rather than isolated circumstances, consistent with Guenther et al. (2021), who explained that health communication often frames healthcare issues through governance and institutional responsibility. Morally, government institutions are evaluated as neglectful in their duty to protect public welfare, with specific failures, limited bed capacity, inadequate staffing, gaps in PhilHealth coverage, serving as concrete indicators of weak healthcare governance, while public non-compliance with health protocols is simultaneously framed as a compounding factor.

This pattern aligns with recent scholarship on Southeast Asian media indicating that health crises are frequently framed as fragmented narratives where political partisanship converts public welfare into club goods and where local or alternative media foreground structural injustice and the agency of vulnerable sectors rather than state authority and official chronologies (Piedad, 2026; Yamaguchi et al., 2023; Abdurrahman & Virgiallo, 2026). Treatment recommendations advocate for comprehensive healthcare prioritization through policy reform and enhanced institutional accountability, constructing these measures not merely as administrative responses but as moral imperatives toward a more equitable public health system. Notably, when compared across thematic categories, health framing is distinctive in its simultaneous critique of both institutional and public behavioral failures, a dual attribution pattern less prominent in education or human rights coverage.

Economic Development

Development communication articles on economic development frame economic issues as systemic problems rooted in inequality, labor exploitation, and bureaucratic negligence. Across articles such as Kinalimutang Pundasyon, Silang Palamut sa Kalsada, and Isang Laki sa Layaw, economic development is consistently portrayed as uneven, with institutions and businesses accumulating gains while marginalized sectors bear disproportionate burdens, defining the problem through the lived economic precarity of the working class and constructing inequality and power imbalance as the structural foundations of contemporary labor conditions (Scheufele, 2020). Causally, hardship is attributed not to individual shortcomings but to entrenched institutional failures, low wages, contractual employment, limited upward mobility, and inadequate state intervention, with modernization and market-driven economic models framed as factors that concentrate economic benefits

among elite sectors while deepening the vulnerabilities of low-income communities, consistent with current discourse attributing labor instability to administrative gatekeeping and contractualization arrangements that delimit the economic agency of low-income families (Wandag & De Leon, 2026; Mendoza, 2026). The moral evaluation adopts a bottom-up stance that foregrounds a recurring tension between the cultural valorization of labor and the structural reality of undercompensation, framing institutional neglect of working-class conditions as socially unjust and in need of redress, aligning with scholarship critiquing the inclusive growth narrative for masking a reality where corporate productivity rises while real wages remain stagnant (OECD, 2026).

Treatment recommendations advocate for policy-oriented reforms, increasing the national minimum wage, ensuring labor benefits, and strengthening worker protections, linking labor policy to broader questions of social mobility and intergenerational inequality, consistent with current emphases on transitioning from reactive poverty relief to proactive resilience building through nationalized wage reforms and stricter enforcement of security of tenure (Eloriaga et al., 2026; PIDS, 2026). Across all economic development articles, what distinguishes this thematic category from others is its explicit linkage between labor conditions and intergenerational consequences, particularly how wage disparities directly constrain access to education and upward mobility, a cross-cutting analytical thread not as prominently foregrounded in the agriculture, health, or human rights framing categories.

Conclusion

The analysis of development communication content in the CLSU Collegian from 2021 to 2025 reveals a publication that has undergone meaningful and measurable growth across all dimensions examined in this study. In terms of frequency, the section demonstrated a consistent upward trajectory, expanding from five articles in 2021 to nineteen in 2025, nearly quadrupling its output and affirming that development communication coverage has not merely persisted but has actively expanded over the study period. The dominant development issues that emerged across the five-year span led by Education, Agriculture and Food Systems, and Economic Development, reflect the publication's attentiveness to concerns that are both institutionally immediate and structurally significant to the communities it serves. Framing analysis through Entman's four-stage model further reveals that editorial treatment of these issues consistently moved beyond surface-level problem definition toward structural causal attribution, moral evaluation of institutional failures, and the recommendation of systemic, policy-oriented solutions, signaling a discernible shift toward a more solution-conscious and

advocacy-oriented framing orientation. Finally, the evolution in coverage scope, from a predominantly university-centric focus to an increasingly local community and national orientation, reflects the publication's growing exercise of its agenda-setting and agenda-building functions, positioning the CLSU Collegian not merely as a campus bulletin but as a genuine platform for development journalism that amplifies grassroots voices and places community concerns at the center of public discourse. It must be acknowledged, however, that this study carries inherent limitations, as the analysis is confined to a single student publication and draws exclusively from archived textual materials, which necessarily bounds the generalizability of its findings. These constraints nonetheless open productive avenues for future inquiry, wherein multi-site comparative studies and mixed-method approaches incorporating interviews or audience reception analysis could yield a fuller and more nuanced portrait of development journalism practice within Philippine campus media.

In light of these findings, it is recommended that the publication institutionalize its development communication section through structured editorial training, mentorship programs, and thematic coverage planning that ensures continuity and depth across underrepresented issues such as Science and Technology, Culture, and the Environment. Future studies may also consider expanding the scope of analysis to include other student publications across similar public higher education institutions, enabling a comparative understanding of how development journalism is practiced and evolving within the broader Philippine campus media landscape.

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