

From Classroom to Newsroom: The Lived Experiences of School Paper Teacher-Advisers in Campus Journalism

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ABSTRACT: This study explored the lived experiences of School Paper Teacher-Advisers (SPAs) in campus journalism. It aimed to address the concerns of the SPAs for a better implementation of the provisions of the R.A. 7079. There were eight chief SPAs, chosen through purposive sampling, from private and public secondary schools in the Schools Division of San Pablo City, who served as the participants of the study. This study employed a researcher-made interview questionnaire. It employed Inductive Thematic Analysis of data, using Semantic Coding, through Transcendental Phenomenological Framework of Moustakas (1994). The study reveals that the SPAs implement editorial practices in leading/managing their school publications including: proper selection of campus journalists; efficient organization of a school newspaper; collaborative editing and feedback; responsible journalism; school-based training; and the use of productivity and content creation tools. Additionally, the SPAs utilized positive reinforcements to their campus journalists. This study also reveals that the SPAs encounter challenges in leading/managing their school publications such as: uncalled appointment of school paper adviser; lack of training opportunities; lack of support; inadequate publication budget allocation; time constraint; workload overload; lack of publication resources; and unsatisfactory performance of campus journalists. Correspondingly, the SPAs specified their journalistic needs to perform their duties and responsibilities in their school publications more productively and effectively including: professional development opportunities; satisfactory workload of school paper advisers; sufficient budget allocation; adequate publication resources; school publication written guidelines; support from the school administration; performance review; and recognition/acknowledgment.

KEYWORDS: Lived Experiences, School Paper Teacher-Advisers, Campus Journalism, Editorial Practices, Challenges Encountered, School Publication

INTRODUCTION

Journalism represents the craft of reporting on events, crafting stories for print, digital media, or broadcast. It's a process that includes gathering, organizing, and disseminating information, along with commentary and other features, across a range of platforms, from traditional print to modern digital channels. As an academic discipline, journalism is concerned with the techniques and ethics of information collection and narrative construction, aiming to enlighten, inform, and captivate audiences. In contemporary society, journalism is instrumental in molding public perception and fostering a space for dialogue and democratic engagement.

In the Philippines, freedom of the press equates to every Filipino's right to express themselves. This resulted in Republic Act 7079, also known as the "Campus Journalism Act of 1991." The act defines campus journalism as "that enjoyable activity of the staff of the campus paper in collecting, organizing, and presenting news; writing editorials, columns, features, and literary articles; taking pictures; cartooning; copy-reading, proofreading, dummyping, and writing headlines" (Espadero, 2022).

Campus journalism is a pivotal element in nurturing education, instilling values, and promoting discipline among students. It plays a crucial role in enhancing students' growth across literary, societal, and scholarly dimensions. The ethos of campus journalism underscores the significance of honesty, societal change, and proficient communication, extending its impact beyond educational institutions to the wider community. Moreover, student publications act as a primary stage for budding journalists to showcase their technical and literary prowess, alongside their inventive capabilities.

Republic Act No. 7079 upholds the freedom of expression in educational settings, particularly within school publications. It encourages the growth of campus journalism as a means to instill ethical standards, promote critical and innovative thinking, and develop moral integrity and self-discipline among young Filipinos. In alignment with this act, the government is committed to initiating a range of programs and projects designed to improve the journalistic abilities of student participants and to foster a culture of accountable and liberated journalism.

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The Department of Education, Culture and Sports (DECS) has the duty to arrange regular activities for student-editors/writers and teacher-advisers of student publications in various levels of education, as stated in Section 8 of R.A. 7079. These activities include competitions, press gatherings, and workshops, and will be held at the institutional, divisional, and regional levels. The final activity will be the yearly national elementary, secondary or tertiary School Press Conference in places that have historical and/or cultural importance in the country. Further, as stated in the R.A. 7079 Section 6, "The school administration shall choose the publication adviser from a list of nominees submitted by the publication staff. The adviser's role shall be confined to one of technical guidance." (Supreme Court E-Library, 2019)

With the aforementioned legal basis of campus journalism in the Philippines, school paper teacher-advisers should be equipped with relevant and sufficient background, training, exposure and/or experience in campus journalism; hence, making them effectively functional to provide technical guidance to the campus journalists. Moreover, in the conduct of different press conferences, school publication advisers are also encouraged, aside from campus journalists, to attend trainings and seminars, so their skills will be enhanced.

OBJECTIVES OF THE STUDY

This study aimed to explore the lived experiences of school paper teacher-advisers in campus journalism in the Schools Division of San Pablo City.

Specifically, it aimed to achieve the following objectives:

1. identify the editorial practices that school paper teacher-advisers practice and implement in their school publications;
2. recognize the challenges encountered by school paper teacher-advisers in leading and managing their school publications; and
3. investigate the needs of school paper teacher-advisers to perform their duties and responsibilities in their school publications more productively and effectively.

METHODOLOGY

The study utilized a qualitative-phenomenological transcendental research design. As defined by Delve and Limpaecher (2022), the goal of phenomenological research, a qualitative methodology, is to identify and characterize a phenomenon's fundamental qualities. The methodology suspends the researchers' prior beliefs about the phenomenon in order to explore people's everyday experiences. Put differently, phenomenology research investigates lived events to learn more about how individuals interpret those experiences. Moreover, phenomenology is used to describe, in depth, the common characteristics of the phenomena that have occurred.

To guarantee the participation of individuals with relevant experiences and viewpoints in campus journalism, the study's participants were carefully selected using preset criteria, through purposive sampling technique. The participants came from identified private and public secondary schools in the Schools Division of San Pablo City – eight (8) chief school paper teacher-advisers, for S.Y. 2024-2025, specifically English language teachers, whose publications participate in various levels of press conferences, e.g. division, regional, and national.

An interview questionnaire is the primary research instrument that was used by the researcher. This study focused on using the researcher-made questionnaire, utilizing open-ended questions to extract thorough answers from the participants. To help participants feel more comfortable providing their honest answers, they have the option to have their names removed from the personal information sheet.

Data gathering procedure serves as the foundational steps in this study, ensuring the collection of pertinent and comprehensive information.

First, the researcher prepared a researcher-made structured interview questionnaire, which was then validated by three experts in the field of language and campus journalism: an education program supervisor in English, person in charge in campus journalism; a head teacher in English; and a master teacher in English.

Second, the researcher identified eight (8) participants – secondary school English teachers who are also appointed as school paper advisers in their respective schools; four (4) from public schools and four (4) from private schools – who will be involved in the data gathering procedure.

Third, the researcher sought the approval of the dean of the graduate studies and applied research for the conduct the study.

Fourth, the researcher sought the approval of the schools division superintendent of the Schools Division of San Pablo City for the conduct of the study, specifically, the administration of the research instrument to the participants. Then after, the researcher received a response stating that the Schools Division of San Pablo City has no objection to the conduct of the study.

Fifth, the researcher prepared request letters for the conduct of the study addressed to the school heads of the eight participants. The request letters were then signed and approved by the schools heads for the actual conduct and administration of the research instruments.

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Sixth, the researcher informed the eight participants of the approved letters by the schools division superintendent and the school heads. The researcher also asked the participants of their willingness to participate in the study. Upon the consent of the participants, the researcher set specific schedule of personal interview to each one of them (based on their convenience and availability).

Seventh, the researcher commenced with the personal structured/in-depth interview with the participants, on their assigned schedule. Before the interview commenced, the researcher informed each participant of what will take place during the interview. Further, participant's consent form was also presented, and was signed by the participants. Then after, the researcher strictly followed the validated and approved research instrument for a smooth administration and efficient data gathering. Correspondingly, observation notes were accomplished during the interview to record their behavior as they answer the research questions. Meanwhile, the interview was audio-recorded, which lasted for about 30 to 60 minutes.

Eighth, the researcher requested the participants of photo documentations during their trainings, seminars, workshops, as well as their awards received in campus journalism from press conferences.

Ninth, the researcher proceeded with the data retrieval by transcribing the audio recordings using a free online transcription tool – TurboScribe – that converts audio files into text quickly and accurately. After the transcription process, the researcher listened thoroughly in each audio recording while reading carefully the complete transcripts for verification of the statements of each participant for each research question.

Tenth, the researcher printed out the complete and verified transcripts and commenced with the thematic analysis of the gathered data, which includes identifying codes and themes, using Moustakas (1994) Transcendental Phenomenological Framework. Lastly, the researcher proceeded with the analysis and interpretation of the identified themes and categories.

Generally, Inductive Thematic Analysis was employed in this study, using Semantic Coding technique. As mentioned by Dawadi (2020), thematic analysis is a method used in qualitative research for the systematic categorization and interpretation of intricate data collections. This technique involves seeking out recurring patterns that encapsulate the stories within the data. It requires meticulous examination and repeated scrutiny of the transcribed material. Such a diligent approach to thematic analysis can yield perceptive and credible outcomes. On the other hand, Semantic Coding is a method used in qualitative data analysis to extract themes based on the clear and explicit content of the data. Instead of delving into deeper or implicit interpretations, it prioritizes analyzing what is directly stated. This approach is especially useful for categorizing straightforward feedback into actionable insights, streamlining the process of summarizing and presenting results (Oberoi, 2025).

Specifically, the study used Transcendental Phenomenological Framework of Moustakas (1994) where the researcher adhered to the following thematic analysis procedures: (1) familiarization with the data; (2) initial coding; (3) identifying potential themes and categories thru horizontalization of codes; (4) reviewing the themes and categories; (5) naming and defining themes and categories; and (6) making the descriptions or interpretations.

In the first step, the researcher read and reread the printed copies of audio transcripts to gain a comprehensive understanding of the gathered data. Secondly, the researcher focused on pinpointing keywords and concepts by highlighting words, phrases, or ideas that appeared to hold importance in answering the research questions. Thirdly, the researcher transferred or encoded the identified words, phrases, or ideas in MS Excel for horizontalization of codes to identify potential themes and categories per research question. Fourthly, the researcher proceeded with reviewing the themes and categories that will attainably answer the research questions. Then, the researcher continued to naming and identifying concluded themes and categories. Lastly, the researcher crafted descriptions or interpretations for each theme and category for a comprehensive presentation of data.

RESULTS AND DISCUSSION

this section outlines the structural descriptions and analysis of the identified themes and categories, detailing how participants experienced or perceived the phenomenon. To construct these explanations, significant quotes or statements from the data were grouped into relevant categories.

In order to accomplish the data triangulation in this study, observation notes of the participants' behavior during personal interviews was done, and by analyzing their photo documentations during their trainings, seminars, workshops, as well as their awards received in campus journalism from press conferences.

The research questions that guided this study were: (1) What are the editorial practices that school paper teacher-advisers practice and implement in leading or managing their school publications?; (2) What challenges do school paper teacher-advisers encounter in leading or managing their school publication?; and (3) What are the needs of school paper teacher-advisers to perform their duties and responsibilities in their school publications more productively and effectively?

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I. Editorial Practices School Paper Teacher-Advisers Practice and Implement in Their School Publications

A. Theme 1: School Publication Policies

In high school journalism, editorial practices or the so-called school publication policies are the collection of rules, values, and procedures that editors and student journalists adhere to in order to guarantee the quality, honesty, and moral standards of their work. These procedures are essential for producing content for their school community that is powerful, accountable, and educational. Under Republic Act (RA) 7079, commonly referred to as the Campus Journalism Act of 1991, "editorial practices" refers to the rules and regulations that control how student newspapers are run, including the editorial board's authority to set rules and allocate budget.

Category 1: Proper Selection of Campus Journalists

The role of campus journalist is not only limited to covering school events; they act as bridge of information between the students and the school administration by telling the truth and bringing positive changes in the school community. Consequently, the strength and credibility of the school publication rely significantly on the proper and careful selection of campus journalists. During the interviews, Participants 1, 6, and 8 confidently and completely attributed that they follow proper selection process of their campus journalists.

As Participant 1 stated, *"For the editorial practices, I make sure that there's proper scouting, that there's proper orientation to the students, the job description from all the editorial board lineups, from the editor in chief down to the lowest position."*

Participant 6 also expressed, *"In the selection of the edboard members, we conduct the editorial board exam. So, we suggest the students who are interested to apply as members of the publication, they will select as least two categories. After passing the examination, there is also the interview. This is intended for the edboard prospects starting from the EIC, going to the section editors. Interview so that, dito namin matetest 'yung kanilang dedication or commitment..."*

In addition, Participant 8 emphasized, *"In our school publication, we do implement the proper selection of the edboard, specifically on choosing the best EIC among the candidates from grades 9, 10, 11, and 12. We followed this process in order for us to find the best EIC."*

The findings align with Cervantes' (2020) study, which emphasizes the necessity of conducting a qualifying examination, overseen by a committee, as part of the editorial board selection process. Similarly, Rosario and Ibojo (2024) highlighted that certain SPAs established screening programs to identify and retain top-performing students for inclusion in their roster. Espadero (2022) further reinforced this approach through research on schools practicing campus journalism, where school paper advisers implemented systematic selection procedures to evaluate prospective journalists.

The participants' statements are also supported by their photo documentations during the conduct of their editorial examinations and screening of aspiring campus journalists.

Category 2: Efficient Organization of a School Newspaper

The foundation of a worthy and noble school newspaper is efficient and effective organization. This ensures that ideas and concepts flow systematically from ideation stage to publication stage. A carefully-organized school newspaper boosts productive cooperation among campus journalists and cultivates enhanced journalistic writing, editing, and reporting skills. A quality newspaper captures the spirit of the school community while demonstrating high editorial standards by establishing distinct roles, efficient procedures, and effective discourse among publication members. During the interviews, Participants 2, 4, and 8 proudly and certainly attributed that they observe efficient organization of their school newspaper in their respective school publications.

As Participant 2 specified, *"We usually talk within the EICs, both English and Filipino, then the SPAs. So, we list down certain issues that would help us filter them because we always have to consider the final layout of the paper."*

Participant 4 also conveyed, *"We gathered the editorial board. So we assigned people that's going to collect, like let's say for example, this particular student is going to collect all the news for the news page, for the feature, and so on and so forth. And then after that, we're going to sort those news."*

Likewise, Participant 8 highlighted, *"In our publication, we do follow the press work. Every now and then, we always implement the Monday meeting, Friday submission or the articles. And of course, we try to gather together and decide on what particular topic should be included in our newspaper, as well as assigning the tasks and their submissions, as well as the deadline."*

The participants' statements are supported by Rosario and Ibojo's (2024) study, which highlighted the role of school paper advisers in guiding student writers. Advisers provided tasks and relevant materials to help students enhance their journalistic skills, reviewing their submissions to offer feedback. Following these sessions, students benefited from individualized mentoring, where coaches monitored their progress and delivered constructive criticism along with targeted guidance. The study also emphasized the importance of maintaining a structured timeline to streamline the production process. Advisers underscored the value of trusting their writers and encouraging early article collection at the start of the school year, ensuring a steady flow of content while upholding high-quality standards.

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The participants' statements are also supported by their photo documentations during the conduct of their press works where members of the editorial board gather in one place to accomplish their editorial tasks and responsibilities, particularly brainstorming, writing articles, editing, and laying out the newspaper. Likewise, their statements are reinforced by their winnings, reflected in their photo documentations, in school paper category in various press conferences.

Category 3: Collaborative Editing and Feedback

Collaborative editing and feedback leads to an engaging, active, and comprehensive working environment where school publication members work together to achieve quality articles in a school newspaper. By employing various journalistic viewpoints, suggestions, and knowledge, collaborative editing and feedback improves the final output, the school newspaper, while promoting active collaboration and appreciation among publication staff. During the interviews, Participants 1, 5, and 8 assertively and clearly attributed that they practice collaborative editing and feedback to achieve high quality school newspaper.

As Participant 1 detailed, *"To check the quality, I made sure that each category, there would always be a fact checker, there would always be a copy reader to proofread, or course, each articles, because as a school paper adviser and as a writer/journalist/broadcaster, we could never go wrong with the facts, with the ideas, with the grammar, with the structure."*

Participant 5 also stated, *"What we do is direct commenting on their documents and then right after those comments, they're going to improve their outputs. So, we start with something that's nice and good about their output and the later up to the last part, we're going to give the things that they need to improve."*

Moreover, Participant 8 stressed, *"We also implement this kind of strategy in which we do the on-the-spot editing and proofreading of the articles, in which the articles are actually projected, so that everyone would be able to see it. Plus, we do implement this constructive feedback among each other. We do ask the members of the edboard to give their insights about the write-ups of one particular writer. And then of course, we try to improve it."*

The participants' statements align with the findings of Rosario and Ibojo (2024), who emphasized that advisers, alongside fellow teacher-coaches, actively foster the development and growth of student writers. They achieve this through personalized coaching, targeted training, and constructive feedback. Such an approach not only enhances students' journalistic skills but also nurtures their sense of awareness and responsibility, as highlighted by Kammerl and Kramer (2016).

The participants' statements are also supported by their photo documentations during the conduct of their press works where writers submit and present their articles for critiquing, with members of the editorial board, with the adviser, provide comments and suggestions for the betterment of each journalistic output before laying it out in the newspaper, and before its publication.

Category 4: Responsible Journalism

Responsible journalism is anchored with essential principles and publication ethics. These serve as framework for guaranteeing that facts are conveyed accurately, truthfully, and objectively. It specifies the campus journalists' responsibility to maintain the rights and dignity of people involved while putting the public interest first. School publication that observes trustworthiness, transparency, and liability, upholds trust, strengthens credibility, and helps in defending democratic values. During the interviews, Participants 2, 3, and 7 attributed that they practice responsible journalism in their school by adhering to publication ethics.

As Participant 2 stated, *"I told them that to always be logical. Though in column writing, you have the freedom to express yourself, that's your opinion, but always have to be guided by logic and factual information that will not hinder you in releasing what's your emotions, but not too emotional. So when it comes to editorial press freedom, as much as possible, as long as it is backed up by facts and information, they are free to do so."*

Participant 3 also explained, *"I just always said to the student that just be careful to what you are writing. Be careful analyze what you are writing. So we have to be responsible, we have to be careful and watchful to what we are saying and what we are writing."*

Similarly, Participant 7 emphasized, *"The campus journalist, before they write, before they're going to publish their work, I, as the adviser, the admins, like the consultants, try to check it first because not all, not everything that they write can be published. So, we have to check it first whether it is...there's no bias, especially in news writing. It's one of my duties to check their work. It shouldn't be biased. It's always the truth, but they must be accountable for their words that they write..."*

The participants' statements align with Moyo's (2021) study, which emphasizes that responsibility entails being accountable for decisions affecting both an organization and its members. The ability to assess and determine which information upholds truth and credibility is crucial in ensuring the delivery of reliable and unbiased news. By attaching their name to a published article, writers assume a significant responsibility, not only for themselves but also for the broader community. Furthermore, the study highlights that fostering a commitment to factual and impartial journalism instills lasting values in student journalists, influencing them to uphold these principles even beyond their academic careers.

During the interview, the participants were very honest and insightful with their answers. They are certain that they really follow ethical journalism to the extent that they will not violate any school and/or community standards with the articles they publish in their newspaper.

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Category 5: School-based Training

School-based training on campus journalism serves as a very significant avenue for campus journalists to enhance their journalistic writing skills while acquiring practical experience in the field. Such opportunities allow campus journalists to actively participate in reporting and ethical journalism in the school community, and develop their creative and critical thinking skills while demonstrating a strong sense of accountability and awareness, leading them to become knowledgeable and effective campus journalists. During the interviews, Participants 1, 3, and 8 proudly attributed that they conduct school-based training opportunities for their campus journalists.

As Participant 1 stated, *“There’s a lot of preparations, from mental preparation, to the physical preparation, to the venue preparation. So we have a school-based press conference. I give them challenges, which is aligned to the RSPC rules and regulations. I made it a point to aim it to NSPC or RSPC’s regulations.”*

Participant 3 also articulated, *“Before the school year starts, I have already this preparation during summer. And I already have the list, the so-called action plan. We have action plan to be accomplished every quarter. Don’t wait for the memo to come. Otherwise, you will not be prepared. So initially, during Brigada Eskwela, pinagsusulat ko na po sila, new and old writers. Kasi dun sila madedevelop.”*

Additionally, Participant 8 explained, *“We also do continuous training. I always give my co-teachers the opportunity to meet other students to teach them on a particular category. So I designate teachers who will be handling such particular or such category. And before the DSPC, we also implement the month-long and week-long training in which they are being excused from their classes.”*

The participants' statements align with the findings of Rosario and Ibojo (2024), which emphasize that SPAs facilitate rigorous training through school-based programs and workshops designed to refine students' skills for school publications and competitions, such as press conferences. To ensure optimal outcomes, SPAs initiate a series of intensive training sessions from the start of the academic year. Similarly, Miranda (2023) reinforced the importance of equipping students with capacity-building training, recognizing that acquiring essential knowledge in journalistic writing would prepare them for real-world journalism within their schools in the coming years.

Participants' statements are also supported by their photo documentations during their school-based trainings and seminar-workshops, where before and even during the school year, they conduct intensive training in different categories of campus journalism in preparation for Division Schools Press Conference.

Category 6: Use of Productivity and Content Creation Tools

Productivity and content creation tools foster innovation and efficiency in campus journalism tasks and responsibilities. This lets campus journalists to craft interesting news stories and improve workflows in the school publication. Campus journalists may produce quality content that involves their school community through the use of such tools. Such tools enable them to productively perform their duties and responsibilities in researching, writing, and editing. During the interviews, Participants 3, 4, and 6 genuinely attributed that they utilized online productivity and content creation tools to make their editorial processes even more efficient and productive.

As Participant 3 highlighted, *“We do the tasking of watching and reading the newspaper, watching the news in the television station. So with that, we crafted all the headlines for editorial day by day so that the student and the teacher itself will grow on the latest trend about editorial writing. Another good practice is we update ourselves, not just by attending seminars, but YouTube. You can get in the YouTube some effective way of learning. So through that, I can be able to compile all the resources from written, television, and radio.”*

Participant 4 also stressed, *“Whenever we are having our trainings, we allow them to use their phones, because it’s going to expose them to a wide source of information.”*

Accordingly, Participant 6 explained, *“We maximize the use of our Google Workspace. So we have the file, ‘yung Google Docs, the file name of which is the list of staffers and their categories. Aside from the Google Docs of the list of staffers and their categories, we also have the Google Sheets in which we list down the articles, the topics, or the headlines. And then may remarks doon ng progress...”*

The participants' statements are supported by the findings of Rosario and Ibojo (2024), which emphasize that some SPAs utilized online platforms to facilitate training sessions, allowing them to effectively monitor campus journalists' assignments. Similarly, the study by Namit, Parico, and Magno (2022) revealed that student journalists find remote work more convenient and manageable. Additionally, significant improvements were observed in various aspects of article production, including grammar, structure, layout design, and content selection. Online media platforms also provided readers with broader access to diverse news and information.

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B. Theme 2: Positive Reinforcements

Campus journalists play a significant role in influencing the speech, expression, and uniqueness of the school community. They inform and inspire their fellow students through their articles in the newspaper. Hence, positive reinforcement is a prevailing strategy to recognize their skills, talent, and contributions, and to encourage them to sustain their commitment, dedication, and passion to this meaningful endeavor. By recognizing their valuable efforts and appreciating their achievements, we can promote a supportive environment where campus journalists increase and continue develop their skills needed to fulfill their duties and responsibilities in the school publication and in the school community.

Category 1: Intrinsic Motivation

Campus journalists find their dedication, commitment, and enthusiasm deeply rooted in intrinsic motivation. With a strong internal drive, they engage in discussions about challenges with strength, face obstacles with determination, and continually strive to improve their skills. This self-directed passion not only fosters personal growth but also stimulates the exchange of ideas and perspectives within their school environment. During the interviews, Participants 1, 4, and 6 thoughtfully attributed that they provide intrinsic motivation to their campus journalists that help unlock their full potentials.

As Participant 1 exclaimed, *"As a school paper adviser, it's really a mandate that, aside from giving them tasks, it's really a mandate to motivate them all the time. So I always tell them that you are here for a reason. That you were chosen; that you deserve to be here, and whatever your position is, it's a privilege."*

Participant 4 also stated, *"...once a journalist, always a journalist. We always remind them that during elimination, we ask them if they are really interested. Then, they have to put their heart into it. So, whenever they are feeling down, whenever they are losing interest, we ask them the same question."*

Consequently, Participant 8 shared, *"They were actually telling me that, 'Sir we are not that really good', but then I provided them with some insights coming from my experiences, from my friends. And then we also give them some sort of reminders. I always throw jokes, but those jokes are actually with double meaning. So with that, they're being reminded of performing their tasks, and of course, being motivated to do more, and explore more, and compete, and perhaps, win."*

The participants' statements align with Bowen's (2013) assertion that school paper advisers should empower student journalists to take the lead in producing their school publication, serving as facilitators who provide constructive feedback to refine their work. Additionally, Rosario and Ibojo (2024) emphasized the need for advisers to remain adaptable in navigating unpredictable challenges, as campus journalism requires responsiveness to evolving situations and strict deadlines. Likewise, Advincula and Adtoon (2024) highlighted the valuable role of mentorship in shaping student journalists' personal and professional development. Through guidance, encouragement, and a supportive platform for expression, advisers help reinforce the significance of campus publications as spaces for intellectual and creative growth.

Participants' statements are also supported by the observation notes during the interview where they sincerely narrated how they motivate their journalists when they feel demotivated and exhausted due to school works and other academic and personal problems.

Category 2: Extrinsic Motivation

Extrinsic motivation is essential for inspiring campus journalists to excel in their editorial duties. It involves providing recognition and rewards, which act as strong elements for improved efficiency, pursuit of excellence, and impactful contributions. By fostering a sense of accomplishment and offering consistent encouragement, extrinsic motivation greatly boosts the productivity and performance of campus journalists. During the interviews, Participants 4, 5, and 7 certainly attributed that they provide extrinsic motivation to their campus journalists that help them perform more effectively their publication responsibilities.

As Participant 4 specified, *"The certificate and the medals for the upcoming recognition and graduation also motivates them."*

Participant 5 also described, *"I added the pointing system for each houses so that they know how to be responsible in handling themselves."*

Correspondingly, Participant 7 specified, *"As one of the motivations, at the end of the school year, they will be awarded. There is an award for them. It could be medals or certificates for as long as they are able to come up with the criteria. For example, they must have these proposals, outside winnings, things like that. So, if I tell them that, they're inspired to pursue."*

The participants' statements align with the findings of Ng and Ng (2015), which describe extrinsic motivation as deriving from external factors. Learners experience this type of motivation when their efforts are driven by rewards such as grades or praise, rather than an inherent interest in the learning process itself. Additionally, Locke and Schattke (2019) emphasize that extrinsic motivation plays a crucial role in energizing, directing, and shaping behavior toward achieving specific goals. For student journalists, this form of motivation can enhance their effectiveness and productivity in fulfilling editorial responsibilities, as they remain driven by the prospect of earning recognition for their dedication and hard work.

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II. Challenges School Paper Teacher-Advisers Encounter in Leading and Managing Their School Publications

A. Theme 1: Uncalled Appointment of School Paper Adviser

Appointment and assignment of school paper adviser is a very critical and important decision that influences the effectiveness and quality performance of the school publication. Conversely, appointments made without proper guidelines and policies, including credentials and relevant field experience, can affect the exclusive mission and quality of the school publication. Such practices may affect the improvement of campus journalists and weaken the school publication's role as a medium for student expression and community involvement. During the interviews, Participants 1, 3, and 6 attributed that there is no existing school policies that guide the selection of school paper advisers.

As Participant 2 expressed, *"I was just actually recommended. There's no such thing as qualifications, that the school paper adviser should be like this, should possess like that. I think it's more of recommendation."*

Participant 3 also stated, *"There is no specific guidelines. So what we have now, they are assigning who has the potential, who has the passion, and who has the experience."*

Further, Participant 6 emphasized, *"To tell you honestly, there are no existing school policies that guide the selection of the school paper adviser. It was through appointment."*

The participants' statements align with the findings of Natividad and Gapasin (2021), which emphasize that under RA 7079, a background in journalism is not required for an adviser to be appointed to oversee the school program. Section 6 of the law specifies that the adviser, selected by the school administration based on recommendations from the publication staff, is primarily responsible for providing technical guidance. This supports the informants' observations, affirming that the selection of advisers is at the discretion of the school administrator. Statements such as "Being a new teacher, I was not in a position to decline the principal's appointment, leading to my role as SPA," "Designated by the School," and "At the principal's discretion" illustrate this process. Additionally, the study highlights that the selection of advisers is often arbitrary, resulting in cases where some appointees lack a clear understanding of their responsibilities, as reflected in the remark, "Advisors are typically chosen or pointed out by the school head, leaving some without a clear understanding of their responsibilities."

This challenge was explicitly stated by the participants during the interview. They were really communicative in answering the research question, as recorded in the observation notes.

B. Theme 2: Lack of Training Opportunities

Relevant training opportunities are very essential for campus journalists and school paper advisers in enhancing their knowledge, skills, and abilities to reach their full journalistic potentials. Unfortunately, lack of adequate training opportunities leaves students and advisers unprepared to meet the demands of their publication responsibilities. Without proper and adequate training in campus journalism key areas such as writing, reporting, and editing, their capability to produce quality output and develop professionally is significantly affected.

Category 1: Lack of Professional Training for School Paper Advisers

School paper advisers have a significant role in guiding, training, and supervising their campus journalists. They play a big part in the success of their school publications. Nonetheless, inadequate professional training for school paper advisers seems to be a major area of concern. Without appropriate expertise in areas such as editorial leadership, mentorship, and journalistic principles, they may experience challenges in providing vital support and supervision needed for campus journalists to perform their duties and responsibilities productively. During the interviews, Participants 5, 6, and 7 clearly attributed that they experience lack of training that affect their performance as school paper advisers.

As Participant 5 shared, *"Lack of training as well for myself. It's like I have to train news writing and everything to myself, even though I don't know. So I have to learn everything by scratch."*

Participant 6 also expounded, *"I would admit, I am honest naman to my student journalists, that we do not have the mastery of all the categories. I do not draw. I rarely take pictures. Broadcasting, even. There are specific or particular categories na we are not really skilled at. Even teachers, as teachers, we need the proper training din. We do not know everything yet."*

In addition, Participant 7 exclaimed, *"I don't have any training. I don't have this expertise in training my students. It's very limited. So, I'm not really this confident to train my students. I think, I need trainings..."*

The participants' statements align with the findings of Al'Adawi (2017), which highlight that teachers at Compostela National High School (CNHS) receive limited journalism training due to the presence of multiple special programs beyond SPJ. Similarly, Marbella (2025) identified a significant gap in formal training among School Paper Advisers (SPAs), with 58.8% lacking training in campus paper management, while only 41.2% had undergone formal instruction. This disparity suggests that many SPAs rely on trial-and-error learning rather than structured professional development, potentially affecting the quality of school publications and limiting students' learning experiences. The absence of formal training may result in inefficient resource management, inconsistent publication standards, and missed opportunities for student journalists to refine their skills.

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Participants' statements are supported by the observation notes during the interview where they exclaimed that they really lack training in various campus journalism categories. They specified that if they lack training, their performance as SPA will be affected.

Category 2: Lack of Training for Campus Journalists

Lack of training for campus journalists is another challenge that school paper advisers experience. Appropriate and adequate training is very essential for campus journalists to advance the skills required for quality writing, editing, and reporting of news stories. However, lack of training opportunities leads to compromised quality of the school publications. Without appropriate trainings, numerous campus journalists face challenges in meeting the expectations of their editorial roles, and hinder them to discover their full potentials. During the interviews, Participants 2, 4, and 8 clearly attributed that they also encounter lack of training among their campus journalists that affect their editorial processes and policies.

As Participant 2 specified, *"Lack of trainings, that's one. Even if you have skillful learners, CJs, if they don't have enough trainings, school-wide, division-wide, I think, it will be a neglect effort for the students. You teach them again and again what is the basic format of writing campus journalist."*

Participant 4 also shared, *"We're only having our trainings during the weekends. The problem is that, some students are not available during weekends."*

Accordingly, Participant 8 stated, *"Their skills and knowledge are somehow needing more improvement."*

The participants' statements align with the findings of Rosario and Ibojo (2024), which indicate that student writers often struggle to stay engaged in journalism due to challenges in reading comprehension and critical reading skills. Additionally, many students leave school immediately after classes because of the long distances they must travel between home and school, leading to missed training sessions with their advisers. Similarly, Natividad and Gapasin (2021) identified several concerns, including limited training time before press conferences and a lack of depth in subject matter experts' presentations to student journalists. They also highlighted students' inadequate experiences, pointing to an overall deficiency in training programs.

Participants' statements are also supported by the observation notes during the interview where they communicatively stated that their campus journalists also lack training due to several factors including fund, time, schedule of activities, and the like.

C. Theme 3: Lack of Support

Campus journalism is an influential medium for the studentry to share ideas, address concerns, and encourage critical thinking within the school community. However, the lack of support for this significant activity poses some obstacles. Thus, such can impede the development of campus journalists and affect the overall quality of their publications.

Category 1: Lack of Support from the School

The success of campus journalism endeavors rely heavily on support and encouragement from the stakeholders of the school. However, insufficient institutional support could lead to challenges, restricting the development and effectiveness of student publications. Such challenges lead the entire publication worried to meet their editorial responsibilities. This insufficiency not only affects the quality of the school paper, but also reduces valuable opportunities for campus journalists to develop pertinent skills and share their perspectives within the school community. . During the interviews, Participants 1 and 5 communicatively attributed that they experience lack of support from the school administration and staff that hinders effective productive implementation of their editorial policies.

As Participant 1 exclaimed, *"They are not in favor that I am the school paper adviser, because I think they want the people pleaser to be as the school paper adviser. I cannot say that my colleagues do not like me, but the principal do not like me as the school paper adviser."*

Accordingly, Participant 5 elaborated, *"The first thing is about the school's policies on publishing specific materials, because campus journalism, you must always share something that is factual and something that's true and something that you want to report. However, since we are prohibited to publish specific things, we cannot do that. Another thing is the lack of support from our school, specifically for campus journalism."*

The participants' statements align with Marbella's (2025) findings, which emphasize that administrative support plays a critical role in the effectiveness of school paper advisers in the Ligao City Division. Many advisers expressed concerns that their roles were undervalued by school administrators, leading to inadequate support for their journalism initiatives. One adviser noted, "You have to find ways yourself," reflecting the sense of isolation experienced when managing a school paper without institutional backing. Others shared similar frustrations, citing difficulties in securing resources such as funding for materials and time for training sessions. Quantitative data further supports these observations, indicating that advisers rated their administrative support as "moderate" at best, which directly impacts their ability to run successful journalism programs. Without clear guidance from school leadership, advisers may struggle to prioritize campus journalism alongside other academic responsibilities.

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Similarly, Natividad and Gapasin (2021) highlighted that some school principals failed to support advisers in implementing journalism programs. Survey results confirmed these concerns, with 13 respondents stating that “Support from the school heads and teachers is not sufficient,” reinforcing the challenges faced by advisers in sustaining effective campus journalism initiatives. Participants’ statements are also supported by the observation notes during the interview where they transparently exclaimed that they receive insufficient support from the school, especially during conduct of trainings and participation in press conference.

Category 2: Lack of Support from Co-teachers

The success of school publications is not just because of the campus journalists and their school paper advisers, but also with the help and support from the entire teaching staff, co-teachers. However, when co-teachers do not offer help or support, it can make things more challenging for school publications to achieve its goals and to execute its mission. With the absence of their involvement and support, campus journalists may struggle doing their editorial tasks. During the interviews, Participants 1, 2, and 8 certainly attributed that they also experience lack of support from co-teachers that affects their publication preparations, trainings, and campus journalists’ development.

As Participant 1 specified, *“One factor would be the teachers’ inconsideration. You cannot erase the fact that there are teachers who are inconsiderate. That would be hindrance to the students’ development, to the students’ editorial skills, abilities, and everything. So, I just need support from them. There are people who would try to put down the organization.”*

Participant 2 also emphasized, *“One of the problems that I see here in our school is the lack of support from other co-teachers. It’s difficult to ask for help from other teachers because they are busy as well. It’s difficult to do it alone...without really the full support of your co-teachers. As well as, there are teachers who don’t allow their students to be excused. So, it goes back again to the support of the teachers, because some of them don’t see it as a serious matter.”*

In addition, Participant 8 elaborated, *“Another thing is the support from some teachers. Not all teachers are actually supporting the collection of the school papers as I have experienced last year.”*

The participants’ statements align with the findings of Rosario and Ibojo (2024), which highlight that SPAs frequently faced challenges in obtaining support from their colleagues, often receiving minimal or no assistance. Similarly, Natividad and Gapasin (2021) identified a lack of support from school heads and fellow teachers as a significant issue encountered by school paper advisers, further complicating their ability to effectively manage campus journalism programs.

Participants’ statements are also supported by the observation notes during the interview where they deliberately expressed that they receive unsatisfactory support from their co-teachers, especially when excusing students from classes for trainings and competitions, and when conducting school-based journalism trainings.

D. Theme 4: Inadequate Publication Budget Allocation

Having enough funds is important to keep school publications of good quality and successful. However, limited budgets remain a common problem in campus journalism. With fewer resources, it becomes harder to get the tools, materials, and opportunities needed to create meaningful newspaper contents. This lack of funding also makes it difficult to hold trainings, events, and activities that help campus journalists grow. During the interviews, Participants 1, 2, and 6 intensely attributed that they are really having a problem when it comes to publication budget allocation.

As Participant 1 emphasized, *“I wonder that it’s part of the MOOE, but then again, we don’t get the spare of budget for MOOE. I guess, I mean, it’s limited.”*

Participant 2 also stated, *“Budget is one of the biggest issues. Since there are no collection policy, we cannot collect for the school paper. Therefore, we cannot have our own fund. Sometimes, we don’t have budget for paper, for printing, for trainings. I know we are part on the MOOE, but, we are not a program, a recognized program for the school, we are part but not part of the budget.”*

Likewise, Participant 6 highlighted, *“In terms of budget...kapag may supplies kami na need irequest, kailangan pang maghanap ‘nung aming admin saan s’ya ibabawas.”*

The participants’ statements align with the findings of Natividad and Gapasin (2021), which emphasize the lack of allocated funds for press conferences and training seminars for campus journalists and advisers. This financial limitation has contributed to a decline in student interest in campus journalism training. School Paper Advisers (SPAs) voiced concerns over restricted time and resources, noting that only larger schools with sufficient budgets tend to benefit from Department of Education (DepEd)-sponsored training programs.

Similarly, Rosario and Ibojo (2024) highlighted ongoing budget challenges faced by SPAs in campus journalism. These difficulties stem from DepEd’s No Collection Policy and the prioritization of other financial needs, which have led to disruptions in school paper production. Furthermore, Natividad and Gapasin (2021) documented the sacrifices made by SPAs to sustain campus journalism programs, with many advisers taking on the responsibility of devising strategies to generate funds in compliance with school publication regulations. One adviser even shared, “I use my own resources/funds to sustain the program”. Participants’ statements are also supported by the observation notes during the interview where they completely voiced that the top concern they face in the promotion of campus journalism in their schools is budget.

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E. Theme 5: Time Constraint

In leading and managing a school publication, school paper advisers constantly experience challenges in time management. They deal with deadlines, especially when press conferences are approaching, while assisting their campus journalists craft exceptional newspapers. Managing different tasks, handling deadlines, and making sure the newspaper contents are accurate and interesting can be stressful and demanding, especially that they are also handling or teaching regular English classes. During the interviews, Participants 4, 6, and 7 expressively attributed that time constraints is really one of their major problems in leading their school publication.

As Participant 4 explained, *"Time constraint. It's kind of hard to balance your time, like preparing for your classes and then preparing the training materials, and then allotting your weekends on trainings. So, it's kind of hard to balance..."*

Participant 6 also specified, *"...we have the workload overload, the time management, and conflicting deadlines."*

Similarly, Participant 7 detailed, *"In leading and managing...well...time. Since I am a teacher, I'm also an adviser. That's really my problem. I don't have enough time to train students even though they keep on asking me. I don't have time."*

The participants' statements align with the findings of Rosario and Ibojo (2024), which highlight that school paper advisers often extend their work beyond regular class hours to train student writers, balancing curriculum priorities with extracurricular activities. Similarly, Marbella (2025) noted that many advisers struggle to manage their primary teaching responsibilities alongside their duties in guiding student journalists. Advisers frequently juggle lesson planning, grading, and committee work while assisting students with story development, article editing, and layout design. When campus publication deadlines coincide with end-of-quarter exams, advisers often find themselves investing personal time and resources to meet these demands effectively.

Participants' statements are also supported by the observation notes during the interview where they seriously expressed that they are having problem in time management, balancing their academic/teaching responsibilities and duties as paper adviser.

F. Theme 6: Workload Overload

The role of school paper advisers in campus journalism seems challenging. They face challenges of having workload overload as they handle many tasks and responsibilities to support their campus journalists, and at the same time, performing their duties as English teacher and other tasks given by the school. Additionally, they face challenges from making editorial decisions and mentoring or coaching their campus journalists to meeting deadlines. During the interviews, Participants 3, 6, and 8 seriously attributed that balancing their role as school paper advisers and as permanent English teachers can cause stress and burnout.

As Participant 3 highlighted, *"It's very difficult, because I have to attend the needs also of my regular students. My policy 'na hindi ko pababayaan ang classroom management.' But I have to balance also the schedule of campus journalism. To be honest, I'm already tired, but I have to do this not for me, but always for the school."*

Participant 6 also shared, *"Being both a school paper adviser and as an English teacher is really quite challenging 'kasi...student publication, let us admit, this is an additional workload, which is equally too demanding. 'So ang nangyayari, yung lesson planning namin, yung grading and checking of papers, nacoconsume sya ng publication duties."*

Accordingly, Participant 8 elaborated, *"Honestly, I have been encountering problems with my teaching assignment. I tried to balance my teaching and then being the SPA. Because most of the time, I'm not actually present in my class because of some errands. And the tasks that the school is giving me, even though I am doing the crafting of the newspaper. You are not doing it one after the other, but you are doing it simultaneously."*

The participants' statements align with the findings of Natividad and Gapasin (2021), which highlight that campus journalism responsibilities frequently overlap with regular teaching workloads, particularly in rural or under-resourced schools. In many cases, teachers must also serve as advisers for multiple clubs, which can negatively impact the overall quality of campus journalism output.

Similarly, Horbach and Halfmann (2020) emphasize that effective mentoring requires consistent coaching sessions and one-on-one consultations. However, when teachers lack a designated schedule for advising tasks, they often resort to last-minute editing, rushed production, and fewer in-house training programs for student journalists. Marbella (2025) further supports this concern, noting that treating campus journalism as a secondary responsibility can hinder students' ability to develop essential real-world writing skills.

Participants' statements are also supported by the observation notes during the interview where they seriously expressed that workload overload is really one of the major problems they face in performing their roles as school paper advisers. They find it difficult to balance their time, effort, and energy to multiple tasks given to them by their school heads, as well those that they need to accomplish as part of being a teacher.

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G. Theme 7: Lack of Publication Resources

School publications frequently experience challenges due to insufficient resources which makes it more challenging to craft quality and interesting newspaper contents. Limited tools, technology, and funding create difficulties for both school paper advisers and campus journalists in meeting deadlines and maintaining high and ethical standards. This deficiency can restrict creativity and opportunities for improvement in campus journalism. During the interviews, Participants 1, 3, and 6 importantly attributed that they experience lack of publication resources that hinder effective implementation of editorial practices, publication of the school paper, and in joining press conferences.

As Participant 1 highlighted, *"Technology. Resources, just like bond papers, materials, simple materials like bond papers, ball pens, pens, crayons, or sketch pads, or whatever."*

Participant 3 also shared, *"There's a need for some materials to be used. But for now, I always looking sponsors for our bond paper. And the most challenging is the use of printer. Second po is facilities. We don't have radio room. So talagang resource..."*

In addition, Participant 6 elaborated, *"Technology... 'siguro ito yung' biggest challenge for us. We do not have the space. We do not have an office. We do not have the necessary supplies. We do not have a printer. We do not have the computer. Not even the internet..."*

The participants' statements align with Marbella's (2025) findings, which highlight that technological and infrastructural limitations present significant challenges for school paper advisers in the Ligao City Division. One adviser encapsulated the issue by stating, "Some of them don't have cellphones, no TV," emphasizing the scarcity of even basic devices. This lack of resources restricts student journalists from utilizing essential modern media tools, such as word processing software, digital layout programs, social media, and online collaboration platforms, ultimately hindering their grasp of contemporary journalism practices. Additionally, Rosario and Ibojo (2024) noted that some school paper advisers struggle with inadequate equipment, which affects the overall quality of school publications.

Participants' statements are also supported by the observation notes during the interview where they seriously expressed that they lack resources like bond paper, camera, printer, laptop, etc. They do not have even a room designated for school publication. These, according to them, hinder the publication process.

H. Theme 8: Unsatisfactory Performance of Campus Journalists

The unsatisfactory performance of campus journalists poses challenges to the quality and effectiveness of school publications. Issues like insufficient training, lack of enthusiasm, and difficulties with time management can prevent them from creating accurate, engaging, and prompt content. These problems affect the publication's credibility and limit the development of campus journalists. During the interviews, Participants 2, 7, and 8 attributed that they encounter challenges among their campus journalists in dynamically performing their editorial responsibilities.

As Participant 2 indicated, *"They lack in time management. They quite neglect what is needed to be done. They are quite lax; they are quite unserious about what they are doing. And clubs and organizations is very active... So it's a tug of war when it comes to my students."*

Participant 7 also clarified, *"Not everyone are doing their job well. I have encountered one of my editors who is not performing well, and I think she's lazy ding her job. So maybe, the student is not inspired to do the work. You know, no matter how much you try to encourage students, if students are not interested to write, it would be challenging for us to encourage them. If the student is not interested, and it is not in their blood to write, it's really hard to convince them."*

Similarly, Participant 8 described, *"...most of them are having some sort of problem with their willingness, as well as their motivation. Another thing is the problem of the students when it comes to their eagerness to learn more or to join particularly the contest. They would just simply wait for my go signal... Not all are being engaging themselves to being part of the school paper."*

The participants' statements align with the findings of Rosario and Ibojo (2024), which highlight the difficulty of re-engaging students in journalism once they become focused on specific academic goals. Concerns about academic performance often make students hesitant to participate in school organizations, posing challenges for SPAs in maintaining a thriving journalism program. Similarly, Marbella (2025) emphasized the issue of student confidence, with one adviser noting, "Building their self-confidence is another factor I've noticed. They are very shy and lack confidence in writing." This suggests that addressing self-esteem and writing anxiety is crucial for fostering a more dynamic and engaged journalism program. Another adviser reinforced this challenge, stating, "Finding student writers and editors who have dedication and motivation for writing is a challenge." These insights underscore the ongoing effort required to cultivate a committed and enthusiastic group of student journalists, highlighting the need for targeted strategies to enhance student involvement in campus journalism activities.

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III. Needs of School Paper Teacher-Advisers to Perform Their Duties and Responsibilities in Their School Publications

More Productively and Effectively

A. Theme 1: Professional Development Opportunities

Professional development opportunities are vital for school paper advisers to enhance their knowledge, skills, and capabilities on the different aspects and/or categories in campus journalism. Seminars, workshops, and mentoring opportunities offer continuous learning, help school paper advisers to be updated and informed of the latest or current trends and ethical standards in campus journalism, and impart them of effective strategies for guiding campus journalists. Being part of such programs and activities enable school paper advisers to craft a more active, productive, and meaningful environment in their schools.

Category 1: Specialized Training Opportunities

Specialized training opportunities are significant to school paper advisers for enhancing their skills in campus journalism. Programs and activities like press conferences, seminars, workshops, and other short journalism courses equip advisers with updated knowledge and practical skills appropriate to their specific roles and responsibilities. During the interviews, Participants 5, 6, and 8 attributed that with such specialized and concentrated training opportunities, school paper advisers can keep up with the latest trends, tools, and effective strategies and methods, helping them guide and support their campus journalists and improve the quality of school publications.

As Participant 5 detailed, *“To give time and emphasis on training teachers, not only those who are in public, but also in private schools. More on trainings that focus on specific things, like not only the basics, but more on the practical side...practicality on how to produce outputs. It will be better if the output of each teacher would be judged so that they know what to improve and what not to do.”*

Participant 6 also elaborated, *“Sana ‘yung press conferences, hindi lang s’ya intended for students, sana meron din sya for teachers. Seminar workshops led by the division office of San Pablo para ‘yung training na magegain ng teachers, matransfer s’ya, ‘yung skills, matransfer sa student journalists. Training s’ya in specific categories. Pwede rin magconduct ng competitions, specifically for SPAs, for teachers. Sessions with the judges; invite the NSPC judges for six sessions to train. Aside from writing part, pwede ring magconduct ng program sa management, yung managerial area, so we could adapt this method, ‘yung management in leading the publication.”*

Similarly, Participant 8 underscored, *“Other divisions are actually having a very rigid training. They do train within a month. It is an in-house training of the teachers and the students as well. And the speakers there are not simply someone. Most of the speakers were actually from GMA, ABSCBN, I mean, those are really in the field of journalism. The division should also provide us more trainings, and give us opportunities to attend trainings internationally, nationally, and would be gaining more insights about the campus journ, of course, handling the school paper.”*

Furthermore, majority of the participants emphasized the need for specialized trainings in group or collaborative categories including: Broadcasting, both Television and Radio; Paper Layout and Page Design; and Online and Collaborative Desktop Publishing.

The participants' statements align with Carpenter and Kanver's (2017) assertion that professional duties are regarded as expert services, requiring individuals to apply their knowledge in practical ways. Nikunen (2014) further emphasizes that journalists must possess specific skills to operate effectively in the field. Similarly, campus journalism teachers must be innovative and adaptable to meet the evolving needs of student journalists. As part of the intervention process, journalism educators are encouraged to attend additional training and seminars on contemporary trends in journalism.

Balinas and Ibojo (2023) highlight the importance of seminars and training in journalistic skills for both teachers and students, as these programs raise awareness and enhance productivity. By staying informed about emerging talents and updating existing skills, journalism educators can better support student journalists. Omay (2020) reinforces this idea, recommending that teachers and coaches have opportunities to stay current with the latest trends and techniques through professional development programs. This aligns with Bloom and Davenport's (2012) perspective that writing training is a fundamental component of journalism education.

Participants' statements are also supported by the observation notes during the interview where they explicitly stated that they need more training, intensive and practical trainings for them to function more effectively and productively as school paper advisers.

Category 2: School-based Mentorship Opportunities

School-based mentorship opportunities give school paper advisers pieces of journalistic advice, motivation, and vital support from mentors within their school. Such mentorship opportunities aim to help advisers develop personally and professionally, overcome challenges, and achieve their editorial goals. By pairing advisers with other teachers, they could share their knowledge and skills

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among each other. During the interviews, Participants 2, 3, 4 attributed that mentorship opportunities serve as an important avenue to increase confidence and learn new or updated knowledge and skills in campus journalism.

As Participant 2 said, *“Let’s start with the coordinator. I believe that even before that there is a bridging between a seasoned and a newbie SPA, the coordinator of the English department should be knowledgeable also on campus journalism, just to be able to bridge the gap. So in case that the seasoned SPA will not be able to help the newbie, at least the coordinator is there to guide.”*

Participant 3 also explained, *“There should be a regular mentorship schedule. Sana, maglagay na po na bagong anon a. hanggang nandito po ako. I can do mentorship. We have to take the knowledge of one person to another. We learn from others din po. So sana po ay magkaroon ng ganon na...transfer of learning to the newly hired from the one in the industry. So, that can be, that mentorship will be available anytime...”*

Likewise, Participant 4 expounded, *“Before stepping down...or at least have two SPAs, and then have the understudy. Have an understudy SPA so that when the SPA resigned or retired, the SPA that’s going to take over already has experiences and inputs from the SPA.”*

The participants' statements align with the findings of Rosario and Ibojo (2024), which emphasize the significance of building partnerships and connections with experienced school paper advisers, particularly those who have excelled in recent press conferences. These relationships enable SPAs to stay informed about the latest updates and trends in campus journalism.

Additionally, Spikes (2023) highlights that seasoned educators, drawing from extensive experience and expertise, employ teaching methodologies that differ significantly from those of novice teachers. As originally noted by Livingston and Borko (1989), veteran educators possess a refined understanding of classroom dynamics, including student behaviors and feedback, allowing them to adapt their teaching strategies more effectively. Bastian et al. (2022) and Van Es & Sherin (2002) further support this perspective, noting that experienced teachers demonstrate greater flexibility in instructional approaches. Moreover, Borko & Livingston (1989) observed that veteran educators take a strategic approach in selecting and utilizing instructional resources, whereas novice teachers often rely on a limited set of predetermined materials, such as district-approved textbooks.

Participants' statements are also supported by the observation notes during the interview where they openly stated that they need mentorship from the seasoned advisers in their school, or from the previous school paper advisers who handled the publication.

Category 3: Division-based Mentorship Opportunities

Division-based mentorship opportunities for school paper advisers center on providing support, journalistic advice, and training opportunities. These activities provide a significant discourse between skilled advisers and novice advisers to share valuable and practical tips, provide feedback and constructive criticisms, and improve journalistic quality in schools. Participants 5, 6, 8 attributed that through collaboration and learning, such mentorship opportunities aim to foster better school publications, help advisers lead and manage their campus journalists with confidence, serve as an important avenue to learn new or updated knowledge and skills, and prepare for future endeavors and achievements.

As Participant 5 indicated, *“Seminars can be one of the good avenue for introducing the seasoned ones with the new ones. Through that way, maybe we can have team building, and then through the team building, for sure, they’re going to share their experiences as advisers. Through that way, the new ones are going to learn from the old ones through the shared experiences.”*

Participant 6 also clarified, *“Sana magkaroon ng isang event in which the SPAs ay mag-ga-gather sila altogether. Siguro ‘yung elderly, ‘yung mga seasoned na SPA, ‘yung matagal na as SPA, sana ay magkaroon ng activity with the other SPAs who are younger like me, na bago pa lang sa field. Para ‘yung mga practices nila in their schools ay...maybe, we could adopt.”*

In addition, Participant 8 explicated, *“The district, they are having their collaborative sharing and it is a good point. With that, they would know who might be having their, the possibility or the quality of winning the DSPC. They’re also consulting their newspapers to those who are very inclined with journalism.”*

The participants' statements align with the findings of Rosario and Ibojo (2024), which emphasize the importance of building connections with experienced school paper advisers, particularly those who have excelled in recent press conferences. These relationships enable SPAs to stay informed about the latest updates and trends in campus journalism. Seeking guidance from proficient advisers and experts has also been identified as a key strategy for improving the quality of school publications. Some SPAs collaborate with fellow advisers to refine their school papers, ensuring they meet high standards.

Additionally, staying updated with the latest trends in layout and design is essential for SPAs to remain competitive in school paper contests at press conferences. Marbella (2025) further underscores the need for teachers to receive adequate support from principals and district-level administrators, allowing them to engage in meaningful mentorship and professional development.

Participants' statements are also supported by the observation notes during the interview where they willingly specified that sharing of knowledge, skills, and expertise in different categories of campus journalism among SPAs in the division would be of great help for every SPA to improve themselves, as well as to improve the quality of their publication and the quality of outputs that their student journalists produce.

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B. Theme 2: Satisfactory Workload of School Paper Advisers

Tasks including managing school publications, coaching or training campus journalists, and planning activities can become too much without adequate support. A manageable workload helps advisers focus more on guiding students, promote creativity, achieve quality, and maintain the standards of campus journalism while also considering their own well-being and career development. During the interviews, Participants 5, 7, and 8 attributed that they need manageable and satisfactory workload for them to perform their duties and responsibilities as school paper advisers more productively and effectively.

As Participant 5 stated, *“Reduce the teaching load for school paper advisers, because handling school...campus journalism is not that easy because there’s a lot of things to do, especially if it’s DSPC season. Acknowledge that the time of the teachers are not enough to train the students, and that there should be specific time that will be dedicated for campus journalism.”*

Participant 7 also highlighted, *“I would like to have my own time as the school paper adviser. I need that. I need to deload. If they want me to focus on that area, I need to deload. If possible, I need assistance and co-advisers.”*

Correspondingly, Participant 8 emphasized, *“I would suggest, since it is also part of the RA 7079, I would suggest perhaps to give us, SPA, with lesser ancillary tasks, because since you are...it’s not an easy task to craft a certain newspaper. And few tasks given to us because it is very time-consuming to craft the newspaper...”*

The participants' statements align with Marbella's (2025) findings, which suggest that addressing these challenges may involve establishing designated "official adviser hours" or providing service credits for advising tasks. Such measures would ensure that teachers receive adequate support from principals and district-level administrators, allowing them to engage in quality mentorship. Implementing structured time management policies could lead to more systematic and effective campus journalism programs.

Similarly, Natividad and Gapasin (2021) highlighted that campus journalism responsibilities often overlap with regular teaching workloads, particularly in rural or under-resourced schools, where teachers may also serve as advisers for multiple clubs. This additional workload can negatively impact the overall quality of campus journalism output. Horbach and Halfmann (2020) further emphasized that effective mentoring requires consistent coaching sessions and one-on-one consultations. Reducing SPAs' workload would allow them to dedicate more time to their editorial duties, ultimately enhancing productivity and benefiting campus journalists.

Participants' statements are also supported by the observation notes during the interview where they seriously indicated that they need to be 'deloaded' so they could perform better as school paper advisers.

C. Theme 3: Sufficient Budget Allocation

Sufficient budget allocation is imperative to ensure that campus journalism succeeds in achieving its mission and goals, and continues to improve in schools. With proper and adequate financial support, school paper advisers can produce quality newspapers, acquire the necessary tools, materials, and equipment they need, and join press conferences and trainings to improve their journalistic knowledge, skills, and abilities. During the interviews, Participants 3, 5, and 6 attributed that they need sufficient budget allocation to enable campus journalists and school paper advisers to produce quality contents and outputs, and maintain responsible and meaningful campus journalism standards in their schools.

As Participant 3 shared, *“It is the ESP (EPS) and the chief po natin sa DO...gumagawa ng...they doing, find ways in order to allocate the budget. Financial resource po that...collaborated/shouldered by local government. Hindi po kaya ng DepEd alone budget. It should be sufficed by, or supported by local government.”*

Participant 5 also described, *“They can give us like budget or a specific time frame in order to invite guests and judges to teach our students on the basics and on the practicality of different categories in campus journalism. Maybe they can have like session of meeting with all the school heads on how they are going to support their campus journalism group in their specific areas. Maybe they can share their difficulties in budgeting so that, they can have a proposed solution to it. Then, they can have an organized way of handling their budgeting so that they can support their campus journalists.”*

In addition, Participant 6 stated, *“They could shoulder the expenses, and once we invite outside speakers, which we do need just for us to keep updated kasi may mga bagong trends nga sa mga categories na ito. Ayun po, to shoulder the expenses, ‘yung honorarium, even yung venue. In terms of sa schools (private), they could...sa enrollment fee...magbigay sila ng portion don intended for publication.”*

The participants' statements align with Marbella's (2025) findings, which emphasize the importance of strengthening partnerships with local government units (LGUs), NGOs, and other community stakeholders. Abad-Dadayan (2021) suggested that such collaborations could support campus journalism by establishing local sponsorship programs, sharing technology resources among schools, and initiating grant programs to enhance hands-on media experiences.

Similarly, Natividad and Gapasin (2021) highlighted ongoing concerns regarding budget constraints and fund allocation, noting that the Act “has no teeth” in enforcing financial support for campus journalism. Without adequate funding, the implementation of journalism programs in schools remains slow and challenging.

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Participants' statements are also supported by the observation notes during the interview where they seriously expressed that they need sufficient budget in campus journalism for them to achieve the editorial goals of their school publication and for the better implementation of Campus Journalism Act, specifically, budget for essential publication materials and/or resources, trainings, seminars, and competitions.

D. Theme 4: Adequate Publication Resources

Adequate publication resources are significant for preparing and producing high-quality and stimulating school publications. These resources include publication room, sufficient materials and equipment, as well as support that enable school paper advisers and campus journalists to produce well-crafted, informative, and quality journalism contents. By providing adequate publication resources, school publications can empower their members to effectively share worthy stories, ideas, and achievements with their community.

Category 1: Publication Room/Office

A publication room/office, also referred to as newsroom, serves as a convenient and productive working space for school paper advisers and campus journalists to brainstorm, collaborate, create, and perform their editorial duties and responsibilities. With necessary tools, materials, and equipment, this publication room provides an organized environment where concepts and ideas can emerge and campus newspapers can be effectively produced. During the interviews, Participants 2, 3, and 4 attributed that they need a separate office, specifically a functional newsroom or publication room, that guarantees smooth, efficient, and productive workflow in campus journalism.

As Participant 2 specified, *"One of the biggest dream that they would want to have here (in our school) is a newsroom for my CJs, so that they would be able to fully embrace what campus journalism is all about. We really don't have a classroom provided for us."*

Participant 3 also added, *"We need to have a permanent room, journalism room."*

Similarly, Participant 4 specified, *"To give our own office. I wish the school can provide us our own office where we can put our stuffs, where we can conduct our trainings. We used to put our stuff in our faculty where it's not supposed to be there."*

The participants' statements align with the findings of Maares, Banjac, and Nölleke (2023), which emphasize that the newsroom, as both a physical and lived space, plays a significant role in shaping journalists' work practices and professional identity. While the importance of the newsroom as a material space has often been overlooked, their study explores its impact on journalistic practice, particularly in fostering a sense of belonging and identity among journalists. They highlight that newsrooms function as sociomaterial environments that encourage proximity and serendipitous interactions, which are perceived as essential for creative and effective work. Additionally, the newsroom serves as a tangible representation of in-group belonging, reinforcing professional connections and collaborative dynamics among journalists.

Participants' statements are also supported by the observation notes during the interview where they seriously articulated that they need newsroom/publication room for them to do their tasks more conveniently and more productively.

Category 2: Publication Materials and Equipment

Publication materials and equipment are vital in achieving and maintaining success in school publications. These include necessary tools like computers/laptops, printers, cameras, design software, as well as pertinent supplies like bond papers, ink, and writing and drawing materials. Participants 1, 2, and 6 attributed that having such access to reliable and sufficient materials and equipment facilitates school paper advisers and campus journalists produce high-quality and interesting publication contents and outputs.

As Participant 1 emphasized, *"...materials would follow, the printers, the cameras. We don't even have our own camera, our own DSLR camera, which hinders the process of ease and the process of fast-paced information. We need high-end technology because regardless of how good the writer is, if the publication material is blurred, it's not well-documented, poor quality of paper, I think that's a great factor."*

Participant 2 also enumerated, *"Laptops, printers. It's very difficult to function without laptops since it will be used also for competitions. Also, extra camera for our photojournals. Our photojournals are using their own cameras, exclusive for the campus journalism."* Consistently, Participant 6 stated, *"Specific resources in terms of software. Honestly, the application, software applications that are used in the competition, we are not very familiar, particularly in categories of radio broadcasting. From our school admin, I think 'yung mga requests nga po namin na supplies and space...to respond to these requests which are necessary for us to be productive."*

The participants' statements align with Marbella's (2025) findings, which emphasize that achieving lasting improvements in campus journalism requires systematic support from both the division office and local government units. This includes securing funding for hardware upgrades, expanding broadband access, and providing teacher training in digital literacy.

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Additionally, Dalan and Enciso (2023) proposed a strategic blend of school-led fundraising initiatives and public-private partnerships to bridge the technology gap and enhance the digital readiness of school paper advisers and student journalists. Similarly, Abad-Dadayan (2021) advocated for strengthening collaborations with local government units (LGUs), NGOs, and other community stakeholders. These partnerships could facilitate local sponsorship programs, shared technology resources among schools, and grant initiatives aimed at enriching campus journalism through hands-on media experiences.

Participants' statements are also supported by the observation notes during the interview where they completely verbalized that they need sufficient materials and equipment for them to produce more quality outputs and/or newspapers, and for them to achieve their editorial goals.

E. Theme 5: A Need for School Publication Written Guidelines

It is crucial to have written guidelines for the selection of school paper advisers to ensure a reasonable, objective, and consistent procedures. A clear set of criteria helps the school administration to justifiably identify qualified teachers who possess the necessary journalistic knowledge and skills, dedication and commitment, and expertise and experience needed to guide or assist campus journalists effectively. This guideline stimulates transparency and accountability, guaranteeing that the selection process is aligned with the goals and objectives of campus journalism. During the interviews, Participants 2 and 3 attributed that schools must be firm in assigning SPAs, and there must be a school publication written guidelines.

As Participant 2 highlighted, *"Be firm in assigning SPAs. One of the problems that we encounter is that, every year, appointment of the SPA changes. Sometimes, if you're a new teacher, you're assigned as an SPA."*

Similarly, Participant 3 detailed, *"To have a standard procedure or technicalities about the procedure in campus journalism, not only as SPA but also for the young future journalists. So, to have a legal basis written on the whys, the how, the who, the when, and the where. They should set a rule on how to select also SPA...to have particular written guidelines on how to select SPA and how to select student journalists..."*

The participants' statements align with Marbella's (2025) findings, which advocate for comprehensive policy guidelines emphasizing professional development, resource management, and technology infrastructure support. Establishing clear, published guidelines for selecting school paper advisers is crucial to ensuring transparency, fairness, and an optimal match between students and mentors.

Additionally, Marbella (2025) highlights the importance of examining the educational background of School Paper Advisers. While most advisers possess fundamental teaching qualifications, there is a notable lack of specialized training in journalism. Many advisers demonstrate strong teaching skills, but few pursue further studies, and when they do, their focus tends to be on Leadership and Administration rather than journalism. This suggests that while SPAs are proficient in general teaching, they may lack the specific expertise required for effective journalism education and school publication oversight.

Furthermore, Marbella (2025) underscores the need for strong institutional guidelines and policies to clearly define roles and responsibilities, competition procedures, and long-term objectives, ensuring a structured and effective campus journalism program.

Participants' statements are also supported by the observation notes during the interview where they vividly expressed that there must be written guidelines in campus journalism, especially in the selection of school paper adviser.

F. Theme 6: Support from the School Administration

Support from the school administration is vital for the attainment of school publication's success. When members of the school administration provide resources, guidance, and encouragements, they help empower school paper advisers and campus journalists to produce quality, meaningful, and relevant contents and outputs. Such support system guarantees that the school publication can prosper as an avenue for learning, creativity, and studentry involvement. During the interviews, Participants 1, 4, and 5 attributed that for them to perform their editorial responsibilities effectively and productively, they need valuable and thoughtful support from the school administration.

As Participant 1 exclaimed, *"Understanding, consideration, and they should think of the purpose why we are doing this. It could be through a form of collaboration with other subjects."*

Participant 4 also described, *"They need to recognize all the winners, also the participants, not only the first placers. That's what's going to motivate the students to join. Encourage the teachers to encourage their students to be a journalist, to join the publication. If they help us in inviting speakers, it's going to train our students more. For the other teachers to allow the students to be excused. Though we have excuse letters, some teachers are not honoring that, even if it's signed by the principal."*

Additionally, Participant 5 elaborated, *"Maybe...more emphasis on press freedom, to allow our children to express what they want and not only focus on the positive side."*

The participants' statements align with Marbella's (2025) findings, which emphasize that administrative support plays a crucial role in the effectiveness of school paper advisers in the Ligao City Division. Without clear guidance from school leadership, advisers may struggle to prioritize campus journalism alongside their other academic responsibilities.

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Similarly, Advincula and Adtoon (2024) highlight the importance of strong administrative backing in fostering a culture of journalism within schools. To address these challenges, school leaders should actively collaborate with advisers, recognize their contributions, and provide the necessary logistical and financial support to strengthen campus journalism programs. This could involve integrating journalism into broader school objectives, ensuring that advisers have the authority and resources to cultivate a dynamic and impactful journalism program that benefits both students and the school community.

Participants' statements are also supported by the observation notes during the interview where they thoughtfully conveyed that they really need support from the school administration, especially appreciation, recognition, understanding, and considerations, as well as financial and material support for them to function more effectively.

G. Theme 7: Performance Review

Performance review for school paper advisers is a fundamental process to assess and evaluate their role effectiveness, dedication, and commitment in assisting campus journalists and in attaining the editorial goals of the student publication. This performance review aids in recognizing their strengths, identify key areas for improvement, and guarantee that they are supported in their role. With regular performance review, through feedback and comments from school's staff and campus journalists, the school community helps maintain the quality of campus newspaper and promote the professional growth and development of school paper advisers.

Category 1: Staff Evaluation

Staff evaluation of school paper advisers is an important process to attest their effectiveness in leading and managing school publications, as well as in guiding and assisting their campus journalists in their valuable endeavors. This kind of assessment aids in identifying strengths, areas for improvement, and in providing constructive feedback to sustain their personal and professional development. During the interviews, Participants 2, 5, and 7 attributed that regular staff evaluation upholds responsibility and maintains the quality of campus journalism in schools.

As Participant 2 indicated, *"For every activity in DepEd, we are tasked to have the monitoring and evaluation, not only for the improvement of a particular program or activity, but to improve as well the proponents. At least through the monitoring and evaluation tool, they are guided on how to improve what is needed to be improved of. So the effectiveness, usually, papasok din dito yung feedback from your colleagues and your CJs as well."*

Participant 5 also elaborated, *"I think this can be seen through the awards that a school receives, because receiving these specific awards are not easy, so getting one is really a good thing. Also, another thing is maybe a review from the school staff would be a nice way of evaluating the performance as well of the paper advisers. Here (in our school), we do that at the end of the school year. We evaluate the school programs. I was evaluated last year, and I think it would be nice if it would be applied to other school systems as well, so that the school paper adviser can know what to improve with his or her practice."*

Correspondingly, Participant 7 stated, *"I hope there are still employees who became the SPA before to observe me or to evaluate me."*

The participants' statements align with Marbella's (2025) findings, which emphasize the need to evaluate the performance of school paper advisers to identify both their strengths and areas for improvement. The study highlights that while some advisers successfully adapt to the evolving landscape of campus journalism, others require additional professional development and institutional support.

To bridge these gaps, implementing targeted training programs and establishing clear policy guidelines is essential. These measures would promote a more consistent and effective approach to managing school publications, ensuring that advisers are equipped with the necessary skills and resources to support student journalists effectively.

Category 2: Student Feedback

Student feedback for school paper advisers is a crucial tool for assessing and evaluating their influence and effectiveness in leading and managing their school publications, as well as in guiding their campus journalists. By communicating their thoughts and experiences, campus journalists can provide valuable insights into the adviser's editorial methods and strategies, support, and most importantly, leadership. During the interviews, Participants 3, 6, and 8 attributed that students' feedback helps ascertain areas for improvement and success, guaranteeing a stronger collaboration and a more conducive learning environment for all members of the school publication.

As Participant 3 stated, *"They have the written evaluation. And we have also standard feedback. They will be answered...the student...sa online platform. Meron doon talaga category for the speaker or the SPA."*

Participant 6 also specified, *"...every after coverage ng school event or school program, magkaroon ng evaluation na sasagutan ng student journalists, so that maging aware yung SPA of their needs. Where they could pour out their good and bad insights about what they experienced sa organization. So, siguro 'yun nga, magkaroon ng evaluation. Pwede naman siya sa Google Forms, or na pasasagutan siya regularly, like every after ng pagkako-cover ng CJs."*

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Similarly, Participant 8 highlighted, *“The edboard can also have their assessment of their SPA so that they would know what to improve and what particular aspects should they be exerting more effort to elevate from what they are doing. And it is a good thing that they would share open forum sessions so that they would know their strengths and weaknesses.”*

The participants' statements align with the findings of Hunukumbure et al. (2021), which emphasize that student evaluation plays a crucial role in feedback processes for both faculty and learner development. Their study highlights the importance of a feedback tool that fosters two-way communication, enabling open and transparent discussions between teachers and students. This approach provides valuable insights into both educators' and peers' perspectives, ultimately enhancing engagement. Additionally, students are more likely to participate actively when their responses are acknowledged by teachers, reinforcing the effectiveness of constructive feedback in academic settings.

H. Theme 8: Recognition/Acknowledgment

Recognizing and acknowledging school paper advisers, both intrinsic and extrinsic, is essential for appreciating their efforts, passion, dedication and commitment, hard work, and sacrifices in leading and managing school publications, especially in guiding and assisting their campus journalists. With such gratitude, it delights their efforts in honing campus journalists, managing and leading school publications, and promoting quality in campus journalism. By valuing their incomparable contributions, schools can motivate and inspire school paper advisers to continually improve their skills with passion, commitment, and enthusiasm.

Category 1: Monetary Incentives

Monetary incentives for school paper advisers are one of the ways to recognize and appreciate their hard works and continuous efforts in honing and guiding campus journalists. These rewards is a means to show appreciation for their valuable efforts, as well as a motivation for them to continue achieve quality and excellence in whatever they do in their respective school publications. During the interviews, Participants 1, 4, and 6 attributed that monetary incentives may help school paper advisers feel valued and motivate them to maintain their commitment in producing quality and interesting school publications.

As Participant 1 shared, *“When it comes to incentives, I don't think that's possible for public schools, but honorarium for private schools, that's possible. I think it would be very beneficial to them, their motivation, if there are incentives.”*

Participant 4 also conversed, *“Having an additional would be good. I think it's going to really motivate SPA to train the CJs better.”* In addition, Participant 6 discussed, *“Incentives are truly motivating. ‘Yung pagiging SPA namin ay may additional siyang increment sa salary.’”*

The participants' statements align with the findings of See et al. (2020), which indicate that financial incentives have proven effective in attracting teachers to challenging schools but are insufficient for long-term retention. To ensure teachers remain in these environments, it is essential to foster a supportive and conducive working atmosphere that encourages professional growth and stability.

Participants' statements are also supported by the observation notes during the interview where they considerably stated that monetary incentives could be one of the ways to recognize or acknowledge the efforts and hard work exerted by school paper advisers in the promotion and implementation of Campus Journalism Act.

Category 2: Moral Complimentary Incentives

Moral complimentary incentives for school paper advisers provide appreciation, encouragement, and respect for their utmost dedication and efforts. These may include verbal recognition, community acknowledgment, and/or genuine complimentary messages from the administration, co-teachers, students, and parents. During the interviews, Participants 2, 3, and 8 attributed that such moral complimentary incentives highlight their valuable contributions, and such acts inspire school paper advisers to continue their significant work in school publications and promotes a sense of pride in guiding their campus journalists.

As Participant 2 stated, *“The CJs and the publication itself, for me, are incentives enough. Proper recognition of coaches and SPAs...to fully recognize those coaches and SPAs for their particular CJs, I think is enough as an incentive.”*

Participant 3 also exclaimed, *“...with or without incentives, I'm giving always my 100% best... My incentives is the thank you word from the parent, from my co-teacher...”*

Similarly, Participant 8 described, *“Incentives have a very big impact on the teachers. The best incentive would be the winnings of the students. And it motivates us to improve more that maybe next time, I should be achieving more. We do appreciate the fact that you're the one who trained him or her and then eventually he or she won the competition. The support coming from the school, and of course, the teachers themselves.”*

The participants' statements align with Zhang's (2020) findings, which emphasize that integrating material incentive mechanisms with moral encouragement can enhance management practices and strengthen professional ethics. This approach contributes to the development of a high-quality faculty team by fostering motivation and ethical commitment among educators.

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Participants' statements are also supported by the observation notes during the interview where they sincerely expressed that words of recognition and complimentary statements from the school's staff and from the school division make them more motivated and inspired in fulfilling their duties and responsibilities as school paper advisers.

CONCLUSIONS

School paper teacher-advisers implement and practice pertinent editorial practices in leading and managing their school publications. These editorial practices primarily comprise various school publication policies including: (1) proper selection of campus journalists; (2) efficient organization of a school newspaper; (3) collaborative editing and feedback; (4) responsible journalism (publication ethics); (5) school-based training; and (6) the use of productivity and content creation tools. Additionally, school paper teacher-advisers utilize positive reinforcements to their campus journalists which include both intrinsic and extrinsic motivations. These editorial practices facilitate school paper teacher-advisers in achieving quality journalistic contents and/or outputs and in attaining the goals and objectives of their respective school publications, in compliance with RA 7079.

School paper teacher-advisers encounter various challenges in leading and managing their school publications. These challenges stem from: (1) uncalled appointment of school paper adviser; (2) lack of training opportunities, specifically, lack of professional training for school paper advisers and lack of training for campus journalists; (3) lack of support, specifically, lack of support from the school and lack of support from co-teachers; (4) inadequate publication budget allocation; (5) time constraint; (6) workload overload; (7) lack of publication resources; and (8) unsatisfactory performance of campus journalists. These challenges hinder the efficient and effective implementation of editorial practices that school paper teacher-advisers practice and implement in leading and managing their school publications.

School paper teacher-advisers specified the following journalistic needs to perform their duties and responsibilities in their school publications more productively and effectively: (1) professional development opportunities, particularly, specialized training opportunities, school-based mentorship opportunities, and division-based mentorship opportunities; (2) satisfactory workload of school paper advisers; (3) sufficient budget allocation; (4) adequate publication resources, specifically, publication room/office, and publication materials and equipment; (5) school publication written guidelines; (6) support from the school administration; (7) performance review, comprising staff evaluation and student feedback; and (8) recognition/acknowledgment, including monetary incentives, and moral complimentary incentives. These needs and courses of action will significantly, profoundly help them to perform their duties and responsibilities in their school publications more productively and effectively, and in addressing the challenges they encounter in leading and managing their respective school publications.

RECOMMENDATIONS

Department of Education (DepEd). The Department of Education may review the (existing) budget allocation for campus journalism so as to allot sufficient budget to support campus journalism initiatives. Adequate funding would enable schools to address existing challenges and elevate the standards of student publications. Further, adequate funding will not only address current challenges but also empower campus journalism to succeed as a vital educational component. Meanwhile, the department may design and implement standard school publication written guidelines for the selection of school paper advisers and campus journalists. Further, the DepEd may propose in the Senate of the Philippines and/or in the House of Representatives to review, revisit, and propose possible amendments and improvements, particularly in budget allocation.

Schools Division Office (SDO). The schools division office may establish and conduct in-depth professional development opportunities, particularly, intense and specialized training opportunities and division-based mentorship opportunities, that can enhance both school paper advisers' and campus journalists' knowledge, skills, and abilities; thus, making them more capable in guiding and training their campus journalists during division, regional, and national schools press conferences, as well as in leading and managing their school publications.

School Heads/Administrators. School heads and/or administrators may arrange and provide satisfactory workload for school paper advisers enabling them to have sufficient time in performing their duties and responsibilities in their school publications. They may also have a provision of adequate publication resources and facilities, specifically, publication room/office, and publication materials and equipment, to facilitate journalistic activities and editorial practices more conducive, productive, and effective. In addition, school heads may organize school-based mentorship opportunities to pair new advisers with seasoned ones. Moreover, school heads and administrators, together with other teachers, are encouraged to have an unwavering support in promoting and fostering press freedom in their respective schools. Further, they may have a standard and systematic performance review or evaluation, including staff evaluation and student feedback, for the school paper advisers. Lastly, school heads and administrators may provide recognitions and/or acknowledgments, including monetary incentives, and moral complimentary incentives, for school paper advisers for them to stay motivated in performing their duties and responsibilities.

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Local Government Unit (LGU). Local Government Units (LGUs) may actively support campus journalism initiatives by having financial assistance to strengthen the trainings and preparations of campus journalists and school paper advisers for division, regional, and national schools press conferences. By providing financial support, LGUs can help overcome challenges encountered by school paper teacher-advisers and campus journalists, promoting educational and community development.

Future Researchers. Future researchers may explore similar studies to adopt approaches that will deepen the understanding of school paper teacher-advisers' challenges, practices, and aspirations. Specifically, they may explore quantitative research methodologies, explore diverse contexts, and include campus journalists' perspectives. They may also consider longitudinal studies to observe how their lived experiences evolve over time.

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