

Producing Wordsmiths: School Paper Advisers' Roles in Developing Students Journalistic Writing Skills

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Abstract. The study explored the key roles that school paper advisers assume in developing students' journalistic writing skills. This study employed a phenomenological research design to determine the experiences and perceptions of the eight (8) participants. The participants of this study were eight (8) school paper advisers in public high schools in Calinan District, Division of Davao City, and a purposive sampling design was used since the participants were chosen based on the criteria or purpose of the study. The findings revealed that the emerging themes on the key roles that school paper advisers assume in developing students' journalistic writing skills were instructor and content expert, constructive feedback provider, and curriculum designer. The emerging themes of the challenges with assuming the roles were using flexible teaching approaches, learning language through immersion, and seeking professional support. Lastly, the educational management insights drawn from the participants' experiences were building credibility and trust, continuing learning, and establishing positive relationships. The interconnectedness of these themes signifies a dynamic and mutually dependent relationship that serves as the foundation for successful interactions in nurturing the advancement of student's journalistic writing skills. All these emerging themes provide a framework for educational managers to support school paper advisers in this endeavor. In essence, the results generated provided comprehensive data for future research with a similar scope.

KEY WORDS

1. school paper adviser 2. students 3. journalistic writing skills

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1. Introduction

Journalism remains paramount in shaping public discourse, informing communities, and fostering critical thinking in the ever-evolving media and communication landscape. As students engage with the world of journalism, the guidance they receive during their formative years plays a crucial role in honing their skills, fostering their passion, and preparing them for the profession's challenges. As mentors and educators, school paper advisers have a unique and pivotal role in this process. As Aceron (2015) noted, journalism, as both a craft and a responsibility, demands a multifaceted skill set encompassing research, reporting, writing, and critical analysis. School paper advisers and educators with professional experience and pedagogical expertise bridge the gap between theory and practice for budding journalists. Bañez Latido

(2018) also noted that their guidance, mentorship, and instructional strategies are pivotal in sculpting students into adept storytellers who can capture the essence of events, scrutinize information, and communicate effectively to diverse audiences. Being a school paper adviser is a multifaceted role with its own challenges and complexities. This role involves guiding and mentoring students as they navigate the world of journalism, which includes developing their writing skills and producing content for the school paper or publication. While it can be gratifying, advisers commonly face several difficulties in honing students' writing skills for journalism. For instance, being a school paper adviser in the United States and teaching writing skills to students presents a unique set of challenges that require patience, adaptability, and a deep commitment to education. In the study of Kimaro and Machumu (2015), teachers in the United States encounter challenges in helping students develop their unique writing voice. Writing voice is the unique tone, style, and personality a writer infuses into their work. Encouraging students to express their thoughts and ideas authentically while adhering to the standards of journalism is a delicate balance because it requires students to have confidence in their perspectives and thoughts. Some students struggle with self-doubt or hesitancy in expressing themselves authentically. In Japan, honing students' writing skills as school paper advisers poses challenges shaped by the country's unique linguistic, cultural, and educational contexts. Japan uses Kanji characters and Kana scripts (Hiragana and Katakana) alongside modern Japanese for writing. Teaching students how to use these systems effectively and coherently is complex. Kothari and Hickerson (2015) discussed that Kanji characters have intricate meanings and multiple readings, making them challenging for students to master. The use of idiomatic expressions further complicates writing, requiring careful instruction. More-

over, Laya, Aleria, and Laroya (2018) explained that Japanese students' proficiency levels in reading, writing, and interpreting Kanji vary widely. School paper advisers encounter challenges in differentiating instruction to accommodate these differences. In the Philippines, honing students' writing skills as school paper advisers presents a unique set of challenges that require educators to navigate language proficiency, cultural context, and education system dynamics. The Philippines is a multilingual country with various regional languages and dialects alongside Filipino (Tagalog) and English. School paper advisers must address language diversity and help students navigate the complexities of writing in a language that may not be their first language. Ladia (2015) found out that Filipino students have varying proficiency levels in different languages, and their language preferences influenced their writing abilities. Some students excel in English but struggle with Filipino or vice versa. This led to uneven development of writing skills in different languages. Meanwhile, in the research locale, a public high school in Calinan District, Division of Davao City, the school paper advisers conveyed that assuming the role of a school paper adviser is challenging. Time constraints within the educational system present a significant challenge for them when effectively training students in journalism. The educational system typically operates within a structured curriculum, and school paper advisers must balance various responsibilities, including teaching core subjects and managing extracurricular activities like the school paper. The field of journalism education has witnessed a significant body of research dedicated to understanding the challenges and strategies associated with teaching writing skills to students. However, within this extensive literature, a noteworthy gap emerges that calls attention to an aspect of journalism education that has received comparatively limited scholarly attention. While numerous studies have delved into

the challenges of teaching journalistic writing skills to students, there remained a shortage of research investigating the key roles that school paper advisers undertake in instructing students on journalistic writing skills. Hence, this qualitative research undertook the aforementioned gap to add to the body of literature in this specific research domain. Ultimately, the insights garnered from this study may inform pedagogical enhancements, offer support mechanisms, and foster an enriched learning environment for both advisers and students.

1.1. Purpose of the Study—The primary objective of this study was to identify and analyze the key roles that school paper advisers undertake in instructing students on journalistic writing skills. These roles span a spectrum, from educational facilitators to ethical compasses. The study meticulously dissected these roles to understand the nuances of adviser-student interactions and their significance in knowledge transfer. Through an exploration of their roles, this research endeavored to provide a comprehensive understanding of the significant contributions these mentors make in shaping the future of journalism. In essence, this study aimed to underscore the indispensable value of advisers in molding the minds and abilities of aspiring journalists and nurturing the very essence of truthful and impactful storytelling.

1.2. Research Questions—The primary research questions of this study were the following:

- (1) What roles do school paper advisers assume in developing students' journalistic writing skills?
- (2) How do school paper advisers cope with the challenges associated with their roles in developing students' journalistic writing skills?
- (3) What educational management insights can be drawn from the experiences of the school paper advisers?

1.3. Definition of Terms—Furthermore, the following terms are operationally defined to make this study more comprehensive. Journalistic Writing skills refer to the abilities and techniques required to effectively communicate news, information, and stories through the written word, emphasizing accuracy, clarity, and engaging storytelling. These skills are essential for journalists and communicators who aim to convey information to the public in an informative, credible, and compelling way. Key Roles refer to the essential or fundamental functions, responsibilities, or tasks that individuals or entities perform within a specific context. These roles are often critical for achieving certain goals, maintaining efficient operations, or contributing to the success of a particular endeavor. School Paper Adviser – An educator, mentor, and guide overseeing and supporting the students producing a school's newspaper or publication. They play a crucial role in helping students develop their journalistic writing skills, guiding them in creating content, maintaining ethical standards, and managing various aspects of the publication process. School paper advisers provide expertise, feedback, and mentorship to students, helping them learn about journalism, storytelling, communication ethics, and the practical aspects of producing a newspaper or publication. They often contribute to fostering a culture of responsible journalism, critical thinking, and effective communication among students.

1.4. Significant of the Study—

To ascertain the results of this study and the recipients of its findings, the following individuals or organizations benefited from the research. Educational Policy Makers. This study served as a source of evidence-based information that empowers educational policymakers to make informed decisions. By leveraging the study's findings, policies can be devised that enhance the quality of journalism education, producing graduates who are well-versed in journalistic writing skills and ethical principles. This aligns with the broader goal of educational policy—to cultivate competent and socially responsible individuals who contribute meaningfully to society. School Administrators. This study guided administrators in facilitating an environment where school paper advisers are empowered to guide students effectively, fostering the development of journalistic solid writing skills. This, in turn, contributed to the reputation and educational quality of the institution and prepared students for success in their future

1.5. Theoretical Lens—This study is based on Transactional Leadership Theory of Max Weber in 1947. Transactional Leadership Theory emphasizes the leader-follower exchange relationship where leaders (in this case, school paper advisers) provide clear expectations, rewards, and guidance to followers (students) in exchange for their compliance and performance. This theory can be applied to the context of school papering, where advisers play diverse roles to develop students' writing skills in journalism. As explained by Fontana Frey (1994) transactional leadership involves setting clear expectations and goals for followers. School paper advisers use this approach by establishing specific writing objectives, deadlines, and quality standards for student assignments. By clearly outlining the desired outcomes, advisers provide a structured framework that guides students' writing development. Moreover, transac-

careers as proficient communicators. School Paper Advisers. The study's findings validated their contributions and highlighted their roles, but they also offered practical insights, encouraged collaboration, and facilitated professional growth. By recognizing the value of their efforts, this research empowered school paper advisers to continue their important work of shaping the next generation of skilled journalists. Stakeholders. This study informed and inspired stakeholders on the roles of school paper advisers in creating an educational ecosystem that produces skilled, ethical, and responsible writers. Ultimately, the study's findings fostered a sense of shared responsibility and collaboration among stakeholders, contributing to developing the next generation of proficient communicators. Future researchers. The results generated from this study provided comprehensive data for conducting future research with similar or relevant scope.

tional leaders offer feedback on followers' performance. In the context of journalism, school paper advisers provide detailed feedback on students' writing, highlighting strengths and areas for improvement. This feedback loop supports students in refining their writing skills over time. Furthermore, Garcia-Ruiz, et al. (2014) explained Transactional leadership involves structuring tasks to ensure they align with followers' capabilities. Advisers design writing assignments that gradually increase in complexity, aligning with students' skill levels. This progressive approach allows students to build their writing skills incrementally. Moreover, transactional leaders monitor followers' progress and intervene if necessary. School paper advisers track students' writing development over time, identifying areas where additional guidance or support is needed. This proactive monitoring ensures that students receive the help they need

to enhance their writing skills. Aside from this, the theory explained why school paper advisers maintain open communication channels with the students. School paper advisers foster a communicative environment where students can seek guidance, clarify doubts, and discuss their writing projects. This dialogue supports students in addressing challenges and refining their skills. In conclusion, the theory explains the key roles of school paper advisers in guiding students effectively on their writing journey, creating a structured and supportive environment that nurtures their journalistic writing skills. In addition to the Transactional Leadership Theory, the study was also substantiated by the Cognitive Apprenticeship Theory proposed by Brown, Collins, and Newman in 1989. The Cognitive Apprenticeship Theory emphasizes learning through guided participation in authentic activities, with expert practitioners (advisers) mentoring novices (students) to develop skills within a real-world context. Grabowski (2014) explained how the theory aligns well with the diverse roles that school paper advisers undertake to foster students' writing skills in journalism. Advisers, acting as expert practitioners, demonstrate effective writing techniques and journalistic practices. By modeling proper research,

writing structure, and ethical considerations, advisers provide students with tangible examples to follow. School paper advisers scaffold students' writing by offering assistance at the beginning and gradually allowing them more independence as their skills develop. In general, Cognitive Apprenticeship Theory aims to facilitate skill transfer to new contexts. School paper advisers help students apply their writing skills to school paper projects and other writing scenarios, enhancing their overall writing competence. By leveraging the principles of this theory, school paper advisers effectively guide students through the complexities of journalistic writing, nurturing their skills in an authentic and supportive environment.

The conceptual framework of the study is presented in figure 1. Based on the figure, there are three interconnected working themes. These working themes were the (1) roles assumed by school paper advisers in students' journalistic writing skills development, (2) school paper advisers coping with the challenges associated in their roles in students' journalistic writing skills development, (3) education management insights gained from the experiences of school paper advisers.

2. Methodology

This chapter presents the method, research participants, data collection, role of the researcher, data analysis, trustworthiness of the study, and ethical considerations. Exploring facts and knowledge in this study necessitated the consequent design and implementation.

2.1. Philosophical Assumptions—The philosophical assumption was a framework used to collect, analyze, and interpret data in a specific field of study. It established the background for the following conclusions and decisions. Typical philosophical assumptions had different types and were elaborated below. Ontology. This part of the research pertained to how the issue relates to the nature of re-

ality. According to Creswell (2013), reality was subjective and multiple as seen by participants in the study. The ontological issue addressed the nature of reality for the qualitative researcher. The reality was constructed by individuals involved in the research situation. Thus, multiple realities exist, such as the realities of the researcher, those of individuals being investigated, and those of the reader or

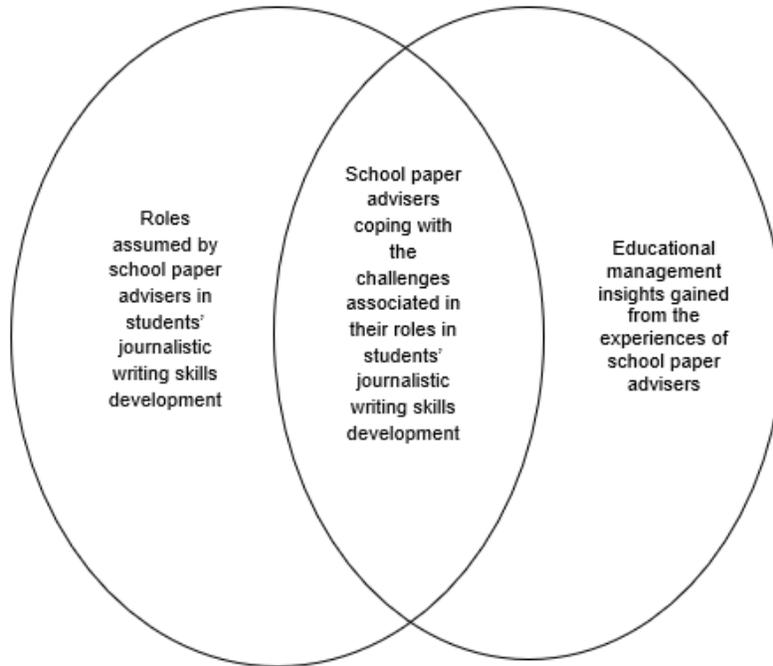


Fig. 1. The Conceptual Framework of the Study

audiences interpreting the study. In this study, the perspectives of school papers advisers in the roles they assumed in students' journalistic writing skills development were explored. In this study, as a researcher, I relied on voices and interpretations of the participants through extensive quotes and themes that reflected their words and provided evidence of different perspectives. The answers of the participants to the study were coded and analyzed to build and construct the commonality and discreteness of responses. The responses of the participants were carefully coded to ensure the reliability of the result. The researcher upheld the authenticity of the responses and precluded from making personal bias as the study progressed. Epistemology. This referred to the awareness of how knowledge claims were justified by staying as close to the participants as possible during the study to obtain firsthand information. Guba and Lincoln, as cited by Creswell (2013), stated that the researcher attempted to lessen the distance between himself or herself and the participants on the epistemological assumption.

He suggested that, as a researcher, he or she collaborates, spends time in the field with participants, and becomes an 'insider'. This study intended to gather information from the school papers advisers about their roles in students' journalistic writing skills development. As a researcher, I ensured that close interaction with the participants was established to gain direct information and shed light on the knowledge behind the inquiry. Axiology refers to the role of values in research. Creswell (2013) averred that the role of values in a study was significant. Axiology suggests that the researcher openly discusses values that shape the narrative and includes their interpretation in conjunction with the interpretation of participants. The researcher ensured the dignity and value of every detail of information obtained from the participants. The researcher understood the personal and value-laden nature of the information gathered from the study. Therefore, as a researcher, I preserved the merit of the participants' answers and carefully interpreted the answers in light of the participants' interpretation. Rhetoric.

This philosophical assumption stressed that the researcher wrote in a literary, informal style using the personal voice, qualitative terms, and limited definitions. In the context of the study,

2.2. Qualitative Assumptions—The methodology differed from the method because the methodology was a creative and responsive approach to understanding questions and subject matter, while the method referred to exact knowledge and procedure (Gerodias, 2013). This study explored the lived perspectives of school paper advisers in their roles in students' journalistic writing skills development, particularly those of school paper advisers from Calinan District, Division of Davao City. The researcher's drive to know the deeper meaning of their experiences became the basis for qualitative research. It was helpful to look for "meanings and motivations that underline cultural symbols, personal experiences, and phenomena." Using phenomenology, this need was hoped to be addressed by bringing the stories of the school paper advisers so that, as David (2005) wrote, the themes, symbols, and meaning of the experiences were presented.

2.3. Design and Procedure—This study employed a qualitative approach to research, specifically a phenomenological research design, since it focused on the perspectives of school paper advisers in the roles they assumed in students' journalistic writing skills development. According to Creswell (2012), phenomenology was an approach to qualitative research that focused on the commonality of lived experiences within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon. Typically, interviews were conducted with a group of individuals who have first-hand knowledge of an event, situation or

the researcher used the first person to elucidate Supreme Pupil Government (SPG) advisers on student leaders' servant leadership behavior.

Phenomenological research was based on two premises. The first was that experience is a valid, rich, and rewarding source of knowledge; this experience is a source of knowledge and shapes one's behavior. From the definition, human experience was viewed as a cornerstone of knowledge about human phenomena and not an unreliable source. The second premise of phenomenological research is that the everyday world is a valuable and productive source of knowledge, and we can learn much about ourselves and reap key insights into the nature of an event by analyzing how it occurs in our daily lives (Morrissey Higgs, 2006). By using phenomenology, which concerns the "what" and the "how" (Moustakas, 1995), the researcher projected that the subjective experiences, challenges, and coping mechanisms of the school paper advisers were explored and insights were drawn as a basis for possible future research and policy analysis in relation to this research.

experience. Other forms of data, such as documents, observations, and art, were also used. The data were read and reread and were culled for phrases and themes that were grouped into clusters of meanings. Through this process, the researcher constructed the universal meaning of the event, situation, or experience and arrived at a more profound understanding of the phenomenon. Moreover, Maxwell (2013) added that phenomenology, rooted in philosophy, psychology, and education, attempted to extract the purest, untainted data. In some interpretations of the approach, the researcher used bracketing to document personal experiences with the subject to help remove him or her from the pro-

cess. One method of bracketing is taking notes. According to Corbetta (2003), the phenomenological research design was a qualitative type of research for which interviews provided an in-depth method that granted access to deep knowledge and explanations and helped grasp the subjects' perspective. Creswell (2013) also claimed that qualitative research primarily used interviews. They occurred when researchers asked one or more participants general, open-ended questions and recorded their answers. Often, audio tapes were utilized to allow more consistent transcription. Interviews were also helpful in following up with individual respondents after questionnaires, such as to further investigate their responses. In qualitative research, interviews were used to pursue the meanings of central themes in the world of their subjects. The main task in doing interviews was to understand the meaning of what the interviewees said (McNamara, 1999). Based on Quad's (2016) statements, the researcher transcribed and typed the data into a computer file to analyze it after the interview. Interviews were particularly useful for uncovering the story behind a participant's experiences and pursuing in-depth information about a topic. The researcher collected data from individuals who have experienced the phenomenon under investigation, typically via long interviews. Next, the data analysis involved triangulation, extracting significant statements from the transcribed interviews. The significant statements were transformed into clusters of meanings according to how each statement fell

under specific psychological and phenomenological concepts. Moreover, these transformations were tied up together to make a general description of the experience both the textural description of what was experienced and the structural description of how it was experienced. The researcher incorporated his or her meaning of the experiences here. Finally, the report was written so that readers could better understand the essential, invariant structure of the essence of the experience. Conversely, several challenges have been pointed out. The researcher required a solid grounding in the philosophical guidelines of phenomenology. The subjects selected for the study were individuals who had experienced the phenomenon. The researcher needed to bracket his or her own experiences and observations, which was difficult. As a researcher, I also needed to decide how and when his or her observations were incorporated into the study. Epistemologically, phenomenological approaches were based on the paradigm of personal knowledge and subjectivity and emphasized the importance of personal perspective and interpretation. As such, they were powerful tools for understanding subjective experience, gaining insights into people's motivations and actions, and cutting through the cluster of taken-for-granted assumptions and conventional wisdom. Since this study focused on exploring and assessing the school papers advisers' roles in students' journalistic writing skills development, the researcher intended to employ phenomenological qualitative research methods.

2.4. Research Participants—The participants of this study were eight (8) school paper advisers in public high schools in Calinan District, Division of Davao City. The participants were chosen based on the following criteria: (1) had been in the present position for at least 5 years- regardless of their age, sex, and marital status; (2) had been a school paper adviser for at least 5 years- regardless of their age, sex,

and marital status; (3) and had at least a very satisfactory rating in IPCRF. As a Researcher, I utilized the purposive sampling design since the participants were chosen based on the criteria or purpose of the study (Creswell, 2013). It was also known as judgmental, selective, or subjective sampling. The selection of the participants was purposefully done to ensure that the findings were authentic (Marshall, 1996).

2.5. *Ethical Considerations*—Ethical considerations were significant in the design of this research study. The researcher needed to consider several ethical issues regarding the research participant in this fieldwork. Ethical considerations were specified as one of the most important parts of the research. I needed to adhere to the aims of the research, impart authentic knowledge and truth, and prevent errors. Social Value. The research was essential to society. In this study, the social value was focused on the experience of teachers. This study was explicitly conducted among the school paper advisers. This study also served as a basis for the higher authorities to create more programs and resolutions from which classroom teachers could benefit. Thus, the social problem that pushed the researcher's interest was the perspectives of school paper advisers in the roles they assumed in students' journalistic writing skills development. Informed Consent. In the conduct and practice of this study, the Treaty Principle of Participation, as cited by McLeod (2009), was adhered to. The invitation to the participants was ensured that their participation in the research was completely voluntary and was based on the understanding of adequate information. The recruitment and selection of participants were lodged in the appendices of this study. Gaining the trust and support of research participants was critical to informed and ethical academic inquiry and phenomenological research (Walker, 2007, as cited by Pillerin, 2012). All participants were given an informed consent form before scheduling the interviews and participating in the phenomenological research process. Each participant was required to provide a signed personal acknowledgment, consent, and an indication of a willingness to participate in the study release. The purpose of the informed consent letter was to introduce the research effort, provide contact information, articulate the study's intent, request voluntary participation by the recipients, and anticipate

the information the informants were expected to provide. All participants were required to sign and return the consent letter to the researcher before participating. Vulnerability of Research Participants. This study's participants could answer the research instrument, for they were all professional teachers in public high schools. Thus, the researcher assured them that as the researcher, he or she could easily be reached through the contact number and be addressed in case there were some clarifications or questions concerning the study. Risks, Benefits, and Safety. The recruitment of the respondents was free of coercion, undue influence, or inducement. Moreover, respondents were provided with the contact numbers of the panel chair or panel members if they had queries related to the study. Furthermore, in the event that respondents experienced potential discomfort and inconvenience while answering the questions, they were not compelled to participate in any manner. Further, the researcher ensured the respondents were safe during the survey and interview. Thus, the questionnaire was distributed in a safe venue and administered at a convenient time. The dominant concern of this study was the Treaty Principle of Protection, as reflected in the respect for the rights of privacy and confidentiality and the minimization of risk. This was done by assigning pseudonyms for each informant so as not to disclose their identity. The possibility of a degree of risk inherent to this was minimized by taking all reasonable steps to guarantee participant confidentiality. Privacy and Confidentiality of Information. This study observed the Data Privacy Act of 2002 to ensure that the data cannot be traced back to their natural sources to protect participants' identities. Thus, utmost care was taken to ensure the anonymity of the data sources. Hence, any printed output that was carried out from this study was kept in anonymity. Furthermore, all the issues were considered to avoid a conflict of interest between the researcher and the re-

spondents. Any misleading information and representation of primary data findings in a biased way were avoided. Justice. The respondents were informed of the researcher's role and their corresponding role during data gathering. They were briefed that they had to give their full honesty in answering the survey questions, and additionally, any type of communication in relation to the research was done with honesty. Similarly, they were informed that they were the ones to benefit first from the study's results. Transparency. The respondents accessed the results of the study heads of the participating schools because the information was available and was placed on CD or other storage devices, which can be requested from the researcher. In addition, by learning from the study results, participants were aware of the significance of the study and its contribution to their well-being. Further, each participant was advised that they have the right to withdraw their information at any time up to the completion of the data collection process and that they could be requested and allowed to verify their transcript after the interview. This allowed the participants to amend or remove any information they felt might identify them. The researcher reserved the right to employ the use of pseudonyms and changing names and or non-significant dates in the interest of the protection of the identity of the participant in all subsequent data analysis and reporting. Qualification of the Researcher. The researcher ensured that he or she was qualified to conduct the study. I completed the academic requirements, passed the comprehensive exami-

nation before thesis writing, the last requirement to obtain the master's degree, and was qualified to conduct the study physically, mentally, emotionally, and financially. In addition, the advisee-adviser tandem ensured that the study reached its completion. Adequacy of Facilities. I strived to complete the study successfully within the specified time and was equipped with the necessary resources. Likewise, the technical committee helped enhance the paper by giving the needed suggestions and recommendations. Also, the researcher ensured that he or she had enough funds to continue and finish the research. Thus, this study was hoped to be completed within the target time. Community Involvement. The researcher showed respect for the respondents' local traditions, culture, and views in this study. Moreover, this study did not use deceit in any stage of its implementation, specifically in recruiting the participants or data collection methods. Furthermore, the researcher expressed great pleasure in the interviewees' wholehearted participation in the study's conduct. Plagiarism and Fabrication as the researcher. As a researcher, I respected other works by properly citing the author and rewriting what someone else had said his or her way. The researcher also used quotes to indicate that the text had been taken from another paper. Similarly, the researcher assured that honesty was present when working on the manuscript and no intentional misrepresentation and making up of data or results was included or that conclusions were purposefully put forward that were not accurate.

2.6. *Role of the Researcher*—I was responsible for uncovering, transferring, and exploiting knowledge to benefit educational institutions. To do so, the researcher took up the following roles in the course of the study: Facilitator and Promoter of Unbiased Research. The researcher conducted interviews with the

participants and guided them in the process. The researcher interpreted ideas and responded based on existing literature and related studies rather than on the researcher's own knowledge, thoughts, and feelings to avoid the intrusion of bias. Expert in qualitative methods. The researcher implemented the qualitative method

correctly. To do so, the researcher assessed himself and sought help from the research adviser and other professionals. These helped him demonstrate competence in explaining the study without biasing the participants, conducting interviews according to the design, making appropriate field observations, selecting appropriate artifacts, images, and journal portions, and employing Environmental Triangulation and Thematic Content Analysis precisely. Collector and Keeper of data. The researcher ensured different ways of making a record of what was said and done during the interview and Focus Group Discussion, such as taking handwritten notes or audio or video recording. The recordings were transcribed verbatim before data analysis can begin. Records done by the researcher were secured adequately as they contained sensitive information and were relevant to the research. However, the data were being collected, and the researcher's primary responsibility was to safe-

guard participants and their data. Mechanisms for such safeguarding were clearly articulated to participants and were approved by a relevant research ethics review board before the research began. Analyst of data. The researcher saw the phenomenon or problem from the participants' perspective by interpreting data, transcribing, checking, reading between the lines, coding, and theming. The researcher ensured that the findings were true to the participants and that their voices were heard. The researcher organized and presented the data, the problem, and the related literature and studies that supported it. The study's findings were presented, too, by the research question, stating the results for each one using themes to show how the research questions were answered in the study. Moreover, the researcher gave future directions and implications of the study for improving educational policy and practices.

2.7. Data Collection—The following was the step-by-step process of gathering the data needed. Asking permission from the Schools Division Superintendent. In September 2023, the researcher asked permission from the Schools Division Superintendent to conduct the study in the identified school. The researcher sent a letter addressed to the Schools Division Superintendent with Chapters 1 and 2 attached, and the research instrument explaining the study's objectives and the participants' identification. The researcher waited for the SDS's response before conducting the study. Asking permission from the school heads. In the same month, after securing the approval of the SDS, the researcher sent letters to the principals of the schools explaining the study to be conducted in their schools. Obtaining consent from the participants. In September 2023, the researcher asked permission from the participants. They were formally oriented about the study and

the process they would undergo as participants. Conducting the interview. From September to December 2023, the researcher conducted in-depth interviews using the interview questionnaire. The profile of the participants was taken, notes were jotted down, and conversations were recorded using a sound recorder for ease of transcription. The researcher carefully listened and responded actively during the interviews. Transcribing the interviewees' responses. From January to February 2024, the researcher transcribed the interviewees' responses precisely by recalling their answers from the sound recorder. Since the participants used their vernacular language (Dabaw Bisaya), the researcher translated it into English. Data Coding and thematizing. After the transcription, the data were categorized and coded from March to May 2024. Then, themes were extracted, and individual participant data were compared and contrasted. The researcher then conducted a second round of

interviews (FGD) to corroborate any data that needed further explanation and input from the participants. Additional information gathered was examined thoroughly and integrated into

2.8. Data Analysis—In this study, thematic analysis was utilized to analyze the gathered data. The researcher analyzed the participants' answers from the interviews using Creswell's Model, specifically the identifying of themes approach. According to Creswell (2012), themes in qualitative research were similar codes aggregated together to form a major idea in the database. Familiarization with the data was common to all forms of qualitative analysis; the researcher immersed herself in and became intimately familiar with the data, reading and re-reading it and noting any initial analytic observations. Coding was also a common element of many approaches to qualitative analysis, involving generating pithy labels for essential features of the data relevant to the (broad) research question guiding the analysis. Coding was not simply a data reduction method; it was also an analytic process, so codes captured both a semantic and conceptual reading of the data. The researcher coded every data item and ended

2.9. Framework of Analysis—The framework analysis of this research was flexible to allow the researcher to either collect all the data and then analyze it or do data analysis during the collection process. In the analysis stage, the gathered data was sifted, charted, and sorted by key issues and themes. This involved a five-step process: (1) familiarization, (2) identifying a thematic framework, (3) indexing, (4) charting, and (5) mapping and interpretation (Ritchie Spencer, 1994). Familiarization refers to the process during which the researcher became familiarized with the transcripts of the data collected (i.e., interview or

the existing body of data. After this, data were compared and contrasted between the participants to develop patterns and trends.

this phase by collating all their codes and relevant data extracts. Searching for themes was a coherent and meaningful pattern in the data relevant to the research question. The researcher ended this phase by collating all the coded data relevant to each theme. Reviewing themes. The researcher reflected on whether the themes tell a convincing and compelling story about the data and began to define the nature of each theme and the relationship between the themes. Defining and naming themes: The researcher prepared a detailed analysis of each theme, identifying the 'essence' of each theme and constructing a concise, punchy, and informative name for each theme. Writing-up involved weaving together the analytic narrative and data extracts to tell the reader a coherent and persuasive story about the data and contextualizing it about existing literature. The researcher made sure that the perspectives of school paper advisers in their roles in students' journalistic writing skills development were presented comprehensively.

focus group transcripts, observation, or field notes) and gained an overview of the collected data (Ritchie Spencer, 1994). In other words, the researcher became immersed in the data by listening to audiotapes, studying the field, or reading the transcripts. Throughout this process, the researcher became aware of key ideas and recurrent themes and noted them. Due to the sheer volume of data collected in qualitative research, the researcher could not review all the material. Thus, a selection of the data set was utilized. The selection depended on several aspects of the data collection process—for example, the mix of methods used (e.g. interviews,

documents, observations). The second stage, identifying a thematic framework, occurs after familiarization, when the researcher recognizes emerging themes or issues in the data set. These emerging themes or issues had arisen from a priori themes issues. However, at this stage, the researcher allowed the data to dictate the themes and issues. The researcher used the notes taken during the familiarization stage to achieve this end. The key issues, concepts, and themes that the participants had expressed now formed the basis of a thematic framework used to filter and classify the data (Ritchie Spencer, 1994). Indexing meant identifying portions or sections of the data that corresponded to a particular theme. This process was applied to all the textual data that had been gathered (e.g., transcripts of interviews). For convenience, Ritchie and Spencer recommend that a numerical system be used to

index references and annotate them in the margin beside the text. Qualitative data analysis tools were ideal for such a task. The final stage, mapping, and interpretation, involved the analysis of the key characteristics as laid out in the charts. This analysis provided a schematic diagram of the event/phenomenon, thus guiding the researcher in his/her interpretation of the data set. At this point, the researcher was cognizant of the objectives of qualitative analysis, which were defining concepts, mapping the range and nature of phenomena, creating typologies, finding associations, providing explanations, and developing strategies. Once again, these concepts, technologies, and associations reflected the participant. Therefore, any strategy or recommendations the researcher made echoed the participants' true attitudes, beliefs, and values.

2.10. Trustworthiness of the Study—Words on the other. The chart should include references to exciting or illustrative quotations. The final stage, mapping and interpretation, includes an analysis of the essential qualities depicted in the charts. This analysis should be able to provide a schematic diagram of the event/phenomenon, assisting the researcher in interpreting the data set. The researcher must be cognizant of the objectives of qualitative analysis: defining concepts, mapping the range and nature of phenomena, creating typologies, finding associations, providing explanations, and developing strategies (Ritchie Spencer, 2002 as cited by Delve, Ho, Limpaecher, 2021a). These concepts, technologies, and associations mirror the participant. Therefore, any strategies or recommendations the researcher offers reflect the participants' real views, beliefs, and values. Trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Polit Beck, 2014). Trustworthiness consists of

the components such as credibility, transferability, dependability, and conformability (Harts, 2016). Researchers should establish the protocols and procedures necessary for a study to be considered worthy of consideration by readers (Amankwaa, 2016). Credibility or confidence in the truth of the study and, therefore, the findings were the most crucial criterion (Polit Beck, 2014). The researcher must link the research study's findings with reality to demonstrate the truth of the research study's findings. The extent to which findings were helpful to persons in other settings and that readers could determine how applicable the findings were to their situations (Polit Beck, 2014). Researchers support the study's transferability with a rich, detailed description of the context, location, and people studied and by being transparent about analysis and trustworthiness. Researchers must provide a vivid picture that informs and resonates with readers (Amankwaa, 2016). Dependability refers to the data's stability over time and the study's conditions (Polit Beck, 2012). It was

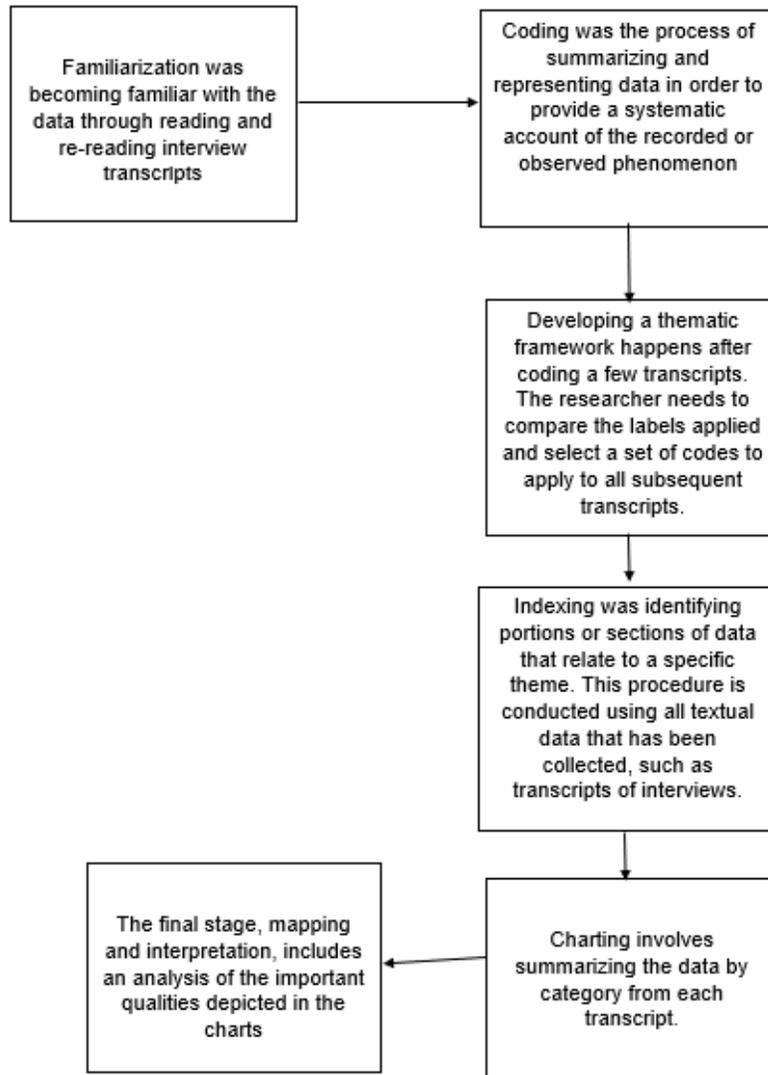


Fig. 2. Analytical Framework of the Study

the extent to which other researchers could repeat the study and that the findings would be consistent. In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. Conformability was neutrality or the degree to which findings are consistent and could be

repeated. It was analogous to the objectivity of research during data collection and analysis. There must be congruency between two or more independent persons about the data's accuracy, relevance, or meaning (Polit Beck, 2012). Conformability also indicates a means to demonstrate quality.

3. Results and Discussion

This chapter presents and discusses the study's results and its aim. Moreover, it discusses the themes that emerged from the data gathered. The results present the description and background of the participants assigned pseudonyms to conceal their identities.

3.1. School Paper Advisers' Key Roles in Developing Students' Journalistic Writing Skills—In the dynamic landscape of education, school paper advisers emerge as pivotal figures

in shaping students' writing prowess. Beyond the conventional role of overseeing school publications, these advisers play a multitude of roles aimed at honing students' writing skills.

3.1.1. Instructor and Content Expert—Having school paper advisers who are both instructors and content experts in journalism offers several advantages for the students and the school community. Rudfo (2013) stated that journalism has its own set of standards, ethics, and conventions. Participants asserted that a content expert in journalism is well-versed in these principles and can guide students to produce content that adheres to professional standards. For them, an instructor with expertise in journalism is better equipped to teach students the fundamentals of the field. They can provide valuable insights, share real-world examples, and offer constructive feedback to help students develop their skills. The participants suggested that assuming the role of a school paper adviser, possessing expertise and practical instructional skills, led to recognizing diverse learning needs among their student journalists. This experience was a genuine test of their adaptability and teaching capabilities. While some students ex-

celled with advanced writing techniques, others required more foundational support. Indeed, striking a balance in instruction that engaged all students became a delicate task. School paper advisers should strive to strike an instructional balance between advanced and struggling student journalists for several reasons. According to Faunce (2010), school paper advisers achieving an instructional balance fosters an inclusive learning environment where all students feel valued and supported. It promotes a sense of belonging and encourages a collaborative spirit within the school paper team. Galen (2015) stressed that school paper advisers should have in-depth knowledge of journalism and how to impart such knowledge to advanced and struggling students. This knowledge allows them to provide accurate and comprehensive information, ensuring that students receive a solid foundation in the content. Regardless of student learning style or current skills, they can access high-quality instruction in an inclusive and supportive learning environment.

3.1.2. Constructive Feedback Provider—For the study participants, school paper advisers should assume the role of feedback provider to help students learn to revise and improve their work based on constructive criticism, promoting students' continuous development. Moreover, school paper advisers are responsible for providing individualized guidance, addressing each student's strengths and improvement areas. Indeed, school paper advisers play a pivotal role in fostering continuous improvement in students writing skills in journalism. However, assuming the role of feedback providers poses a significant challenge for school paper advisers. Primarily, to deliver high-quality feedback on students' writing skills, advisers must possess a strong command of grammar, syntax, and style, aiding students in honing their expression and communication capabilities. Moreover, their feedback should encourage critical thinking. They should be able to highlight strengths

3.1.3. Curriculum Designer—The participants disclosed that they address not just one facet of journalistic writing but encompass nearly all aspects, including news reporting, feature writing, opinion pieces, and beyond. When instructing students in journalistic writing skills, it is important to structure a curriculum incorporating pertinent readings, assignments, and projects. This approach allows students to engage in activities that align with their interests or are most suitable for their skill development. The study participants claimed that school paper advisers are responsible for structuring the journalism program in a way that systematically develops the students' journalistic skills. For them, a well-designed curriculum ensures a comprehensive approach to skill development and addresses the varying aspirations of aspiring journalists. However, assuming the role of curriculum designer for the journalism program is a challenging task for school paper advisers. The participants emphasized that diversity

and weaknesses in a student's work to stimulate deeper reflection and analysis, fostering intellectual growth. Some researchers revealed that being an English school paper adviser can be challenging for teachers who are not native speakers of the English language. Sirsilla (2023) noted that non-native speakers face challenges in achieving the same language proficiency as native speakers. This could impact their ability to accurately assess and guide students in matters of grammar, syntax, and style. As a result, non-native speakers experience feelings of insecurity and self-doubt, especially when providing feedback on language-related issues, according to Vijayamohan (2023). This emotional aspect impacts teachers' confidence and the quality of guidance they provide. These teachers must invest additional effort in ongoing professional development to stay current with language trends and pedagogical approaches in English.

in the student population extends beyond cultural backgrounds to encompass unique writing needs and preferences. School paper advisers recognize that students enter journalism programs with varying experiences, interests, and aspirations. Some may be drawn to investigative reporting, while others might find their passion in feature writing, opinion pieces, or multimedia storytelling. Advisers must acknowledge this diversity and design a curriculum accommodating various writing styles and genres. The participants also recognized that assuming the role of curriculum designer is challenging for them. School paper advisers strive to create a curriculum that comprehensively explores different writing forms so students can identify their areas of most significant interest and proficiency. This includes designing learning activities on news reporting, feature writing, editorial columns, and digital journalism, ensuring students receive exposure to a broad spectrum of journalistic writing. Another realization the par-

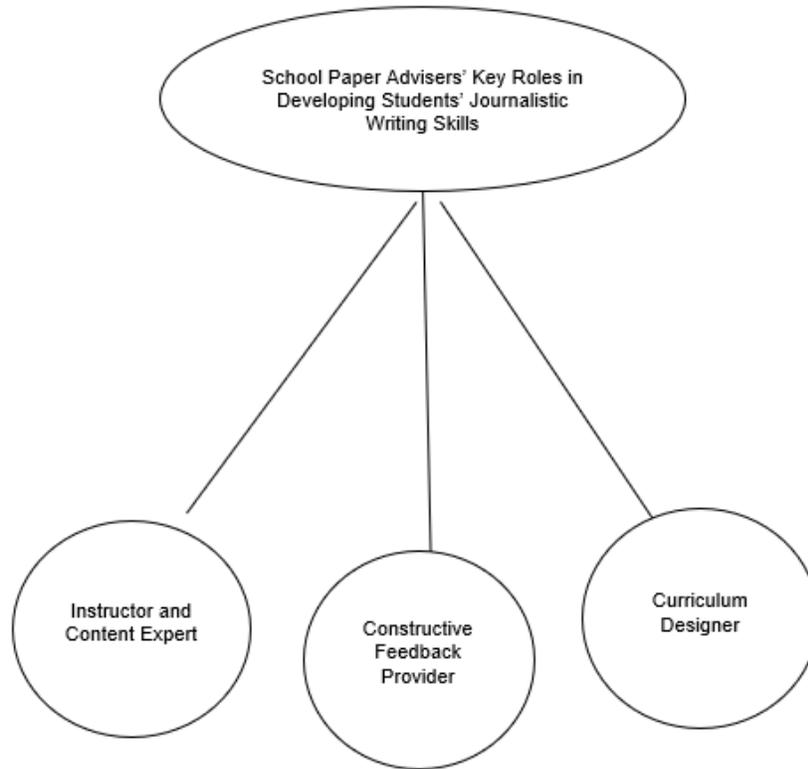


Fig. 3. Emerging Themes on School Paper Advisers' Key Roles in Developing Students' Journalistic Writing Skills

Participants made is that despite their noble intention of designing a comprehensive curriculum, they often grapple with limited time. Juggling roles as school paper advisers, class advisers, and instructors in other subjects leave them with minimal time for the meticulous planning and customization required for an effective curriculum. The challenge lies in finding the delicate equilibrium between meeting the diverse needs of students and managing the multitude of tasks that come with their multifaceted roles. Rivera (2013) stated that being a curriculum designer for a journalism program is challenging because it requires a combination of educational expertise, adaptability, and a commitment to ongoing process and improvement. Successfully meeting these challenges ensures that students receive a high-quality and relevant education in journalism. Elumba (2014) also supported the participants' claims that they are not just school

paper advisers but also educators with responsibilities spanning various domains. This leaves them with a limited window to dedicate to the thoughtful and nuanced curriculum design necessary to address the diverse writing skills and interests of the students effectively. The figure 3 shows the emerging themes on school paper advisers' key roles in developing students' journalistic writing skills. The key roles are instructor and content expert, constructive feedback provider, and curriculum designer. In essence, the school paper advisers' effectiveness in these roles is interconnected. Content expertise informs instruction, which influences feedback provision, and all these aspects contribute to the ongoing refinement of the curriculum. This holistic approach ensures a more comprehensive and student-centric educational experience in the journalism program.

3.2. School Paper Advisers' Coping Ways With The Challenges In Their Roles In Developing Students' Journalistic Writing Skills—

School paper advisers face numerous challenges when it comes to developing students' journalistic writing skills. These challenges hinder students' progress and create barriers to effective learning. However, committed school paper advisers discovered methods to overcome these challenges and put strategies into action

3.2.1. Using Flexible Teaching Approaches—The participants of the study revealed that as school paper advisers, they embarked on a journey of teaching journalistic writing skills that demanded flexibility in their teaching methods. Recognizing their students' diverse learning styles and preferences, they took an unconventional approach to engage and inspire them. The participants emphasized that a one-size-fits-all approach needs to be revised in addressing the unique strengths and challenges each student presents. Their flexibility in teaching methods ensures that the curriculum accommodates various learning styles, whether it be through traditional lectures, hands-on projects, collaborative activities, or multimedia exploration. With these varied activities, students can discover more about their skills, interests, and passion in journalism. The feedback they received from the learning activities will be meaningful too. The participants' responses highlighted the ever-evolving landscape of journalism. The success

3.2.2. Learning Language through Immersion—Students and school paper advisers, being non-native speakers, can enhance their language skills by actively immersing themselves in the language within different contexts and practicing in authentic settings. Both students and advisers must engage in language immersion as non-native speakers, providing opportunities for continuous learning and refinement of their language abilities. For the participants, regular

to develop students' writing skills in journalism. This section presents the coping strategies of school paper advisers, and their responses were narrowed down into one to generate themes and subthemes. These were carefully analyzed and formulated based on what came from informants' accounts and reflections.

of school paper advisers in delivering a flexible teaching approach hinges on a combination of essential elements. The blend of pedagogical adaptability, technology literacy, and a deep commitment to student-centered learning helps school paper advisers move beyond traditional teaching methods in journalism. Laroya Limjoco (2016) claimed that flexibility in teaching methods accommodates the differences of student journalists, ensuring that students with varying strengths and interests can thrive. Some students excel in traditional listening and writing techniques, while others prefer visual or multimedia approaches or representations of the lesson. Also, Patajo (2017) asserted that flexible teaching methods enhance student engagement and motivation. Flexibility allows educators to create interactive and relevant learning experiences, increasing student interest and participation in the program. This engagement contributes to a positive and dynamic learning environment and produces reliable and credible school publications.

exposure to well-structured English sentences in written materials aids in the internalization of proper grammar and syntax. Students unconsciously absorb grammatical patterns and sentence structures, enhancing their understanding of how to construct grammatically sound sentences. This way of coping is not only for students but also for teachers. The participants implied that school paper advisers who exhibit strong writing skills set high standards for the

quality of work expected from students. This encourages students to strive for excellence in their own writing and raises the overall standard of the school paper. Furthermore, the participants strongly believed that demonstrating writing excellence builds credibility for them. When their students witness their ability to craft well-written and compelling articles, they are more likely to trust and respect the school paper adviser's guidance and constructive feedback. To achieve such excellence in writing, school paper advisers need to pursue professional development. The participants' responses clearly stated that school paper advisers can develop and maintain excellent writing skills to effectively teach students through continuous learning, practical experience, and a commitment to improvement. Furthermore, their responses pinpointed that school paper advisers have a reflective mindset. They regularly reflected on their own writing practices and teaching methods. They identified their areas for improvement and were willing to iterate on their approach. Their reflective mindset contributed to the continuous growth and re-

finement of their writing skills. The coping way of language learning through immersion relates to the study of Adeno (2011) that a passionate and skilled school paper adviser can instill a love for writing in students. Observing the educator's skills and absorbing them, students may discover inspiration and delight, fostering an outlook that regards writing not merely as an obligation but as a means of expressing oneself and embarking on exploration. Meanwhile, Zenodo (2018) stressed that immersing students in the language through reading helps develop their critical thinking skills. Students learn to analyze and evaluate arguments, identify logical structures, and discern between credible and unreliable information. This heightened critical thinking ability translates into more thoughtful and well-constructed writing. Zenodo (2018) also added that reading extensively exposes students to a myriad of topics and writing styles. This exposure broadens their knowledge base, making them more versatile writers capable of addressing a variety of subjects with depth and insight writing.

3.2.3. Seeking Professional Support—For the participants, having a mentor who is experienced in advising school publications can offer guidance, share insights, and provide practical advice. A mentor can help school paper advisers navigate challenges, improve their teaching methods, and offer support tailored to their specific situations because, in reality, school paper advisers have a degree in education but not specifically in journalism. In many cases, these teachers were asked to teach journalism in school even though they do not have enough background knowledge. From the responses, fellow school paper advisers have likely encountered similar challenges and situations. Sharing experiences creates a sense of camaraderie and provides valuable insights into handling common issues. The participants shared that the

more experienced school paper advisers mentor and guide those who are newer to the role. This mentorship helps navigate the complexities of journalism education and school publications. Seeking professional support could sometimes be demanding. The participants shared that some needs should be met to have successful collaborations with fellow school paper advisers. The study participants emphasized that professional development events provide a platform for networking. Attending conferences, workshops, and seminars allows participants to meet and connect with experts in their field. Meeting this need of the participants allows them to stay informed about the latest trends and best practices in journalism because such opportunities facilitate the exchange of knowledge and ideas. Interacting with experts can be motivating and

inspiring. Learning from the experiences and successes of others can fuel one's passion for their work and provide a renewed sense of purpose. This coping way of the participants is related to the study of Hayan Bosche (2012) that seeking help allows individuals to address challenges more effectively. Others may offer fresh perspectives or solutions that individuals might have yet to consider, contributing to problem resolution. Sawkins Salvins (2015) also stated in their study that getting assistance can expedite the resolution of issues, leading to increased efficiency and productivity. It prevents the prolonging of problems and helps maintain workflow as industries continue to evolve and professionals need to adapt. Schmuetz (2016) stressed that regular professional development helps individuals stay ahead of changes, enabling them to navigate shifts in their field more effectively. Moreover, it could also foster a

sense of community. Connecting with other experts creates a supportive environment where individuals can share and get insights. Figure 4 shows the emerging themes in school papers' advisers' coping with the challenges in developing students' journalistic writing skills. The emerging themes were using flexible teaching approaches, learning language through immersion, and seeking professional support. The connection between the themes lies in their synergistic impact on creating adaptive, effective, student-centered, and continuously improving language education environments for students in journalism programs. The school paper advisers have a holistic approach to coping with the challenges by gaining linguistic fluency and the ability to teach writing skills in diverse language contexts. This integration enhances the overall quality of language learning experiences and student outcomes.

3.3. Educational Management Insights Gained From The Experiences Of School Paper Advisers In Developing Students' Journalistic Writing Skills—The insights derived from participants' experiences as school paper advisers offer valuable perspectives that contribute significantly

to enhancing teaching and learning practices in school journalism programs. The participants' responses were narrowed down into one to generate themes and subthemes. These were carefully analyzed and formulated based on what came from informants' accounts and reflections.

3.3.1. Building Credibility and Trust—For the participants, school paper advisers should build credibility and trust with their students. Credibility and trust reinforce their authority as a guide in developing student's journalistic writing skills, making students more receptive to advice and feedback. The responses showed that school paper advisers should create an approachable demeanor to make students feel comfortable seeking guidance and asking questions. This could be done by demonstrating genuine interest in students' well-being, learning, and success in their writing. The educational manage-

ment insights of the participants coincide with the findings of Waru Nguya (2017) that credibility and trust could be built on consistency. Consistency creates a predictable environment for the students. Predictability is reassuring and helps students feel secure in their mentorship journey. When a teacher consistently adheres to agreed-upon standards, follows through on feedback and commitments, and maintains a steady approach to problem-solving, it establishes a stable and conducive atmosphere for learning and growth. Thompson et al. (2016) also discovered that credibility and trust play a crucial

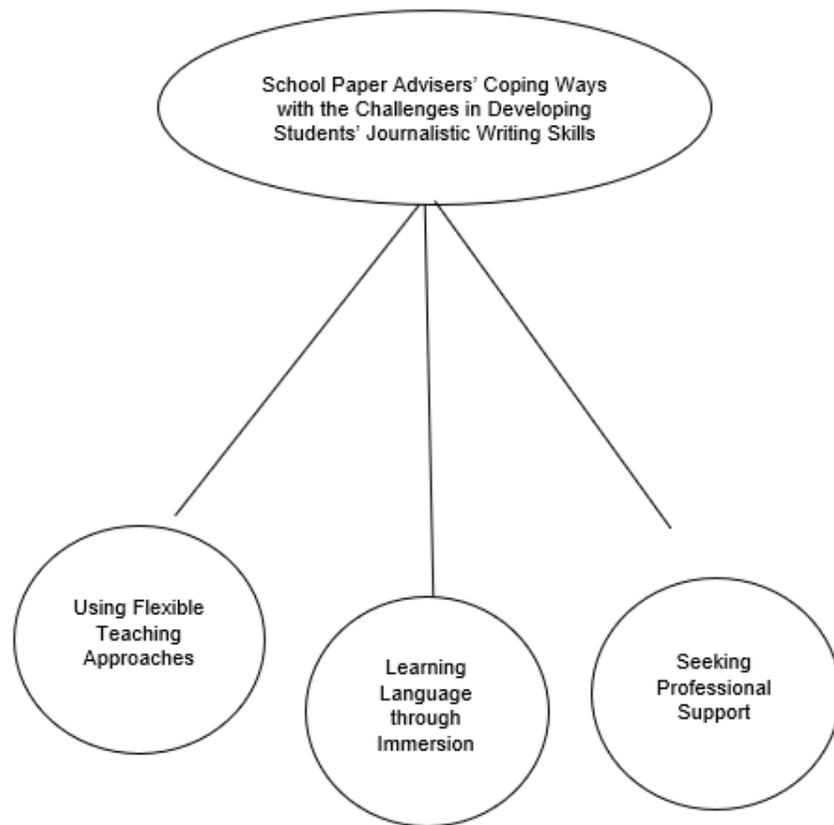


Fig. 4. Emerging Themes on School Paper Advisers' Coping Ways with the Challenges in Developing Students' Journalistic Writing Skills

role in student success. Their research revealed that students tend to excel when teachers and students engage in open discussions about concerns and collaboratively explore solutions to

address performance issues. Moreover, students are more inclined to heed teachers' advice when they perceive the teacher as demonstrating excellence in their role.

3.3.2. Continuing Learning—Participants revealed that limited resources, including personnel, resulted in teachers being assigned additional responsibilities based on availability rather than expertise. In such cases, teachers were asked to take on roles for which they may need to gain specialized training. The participants revealed that teachers possess a broad range of skills. While a teacher may not have a specific expertise or degree in journalism, they may be selected based on their general teaching skills, leadership qualities, or ability to engage with students. These teachers see the assignment as a school paper adviser as an opportunity for professional development. They see the assignment as a way to encourage them to develop new skills and gain experience in dif-

ferent areas. Accepting this challenge needs an open mind and courage. The participants stressed that continuing learning is powerful for personal and professional development, offering benefits that extend beyond the immediate acquisition of knowledge. It is a lifelong journey that contributes to adaptability, growth, and success in various aspects of life. These insights of the participants are related to the findings of Brahim (2014) that continuing learning leads to increased efficiency and productivity. This positively impacts an individual's performance in both personal and professional tasks. Also, Russo Colombo (2011) emphasized that continuous learning sharpens analytical and problem-solving skills. It equips individuals with the ability to approach challenges with a strategic and informed mindset.

3.3.3. Establishing Positive Rapport—Establishing rapport with students is essential in developing students' journalistic writing skills. This could be shown by their genuine interest in their capabilities as writers. The sense of connection between the school paper adviser and students significantly increases students' motivation to engage in writing activities and put forth effort in their work. The participants stressed that positive rapport with students creates a foundation of trust, respect, and collaboration, significantly enhancing the correction process. Students are more likely to view corrections as opportunities for learning and growth rather than punitive measures, ultimately leading to improved writing skills and academic success. Additionally, creating a connection to enhance students' journalistic writing skills is

essential, not only for the students but also for building a rapport with fellow school paper advisers. For the participants, effectively conveying thoughts, ideas, and emotions lays the foundation for positive rapport, creating an environment conducive to learning, collaboration, and growth. These participants' insights relate to the study of Silva and Costa (2014), which states that communication and positive rapport create a harmonious interplay that enriches the student's educational experience. They noted that teachers can create an environment where trust, understanding, and collaboration flourish by recognizing the profound connection between effective communication and cultivating positive relations. In addition, Barbosa (2018) also noted that teachers should embrace the transformative power of communication, understanding that it

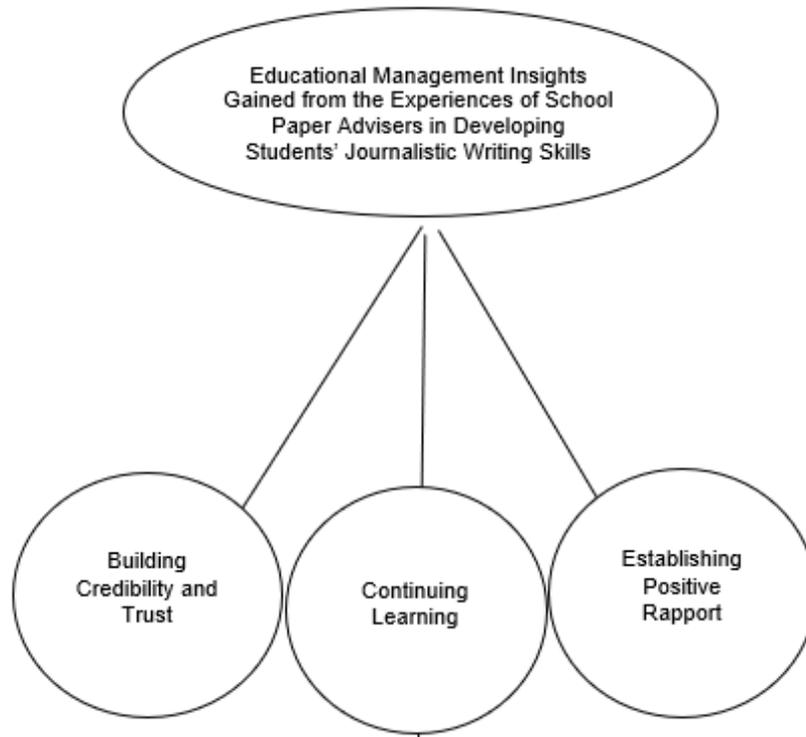


Fig. 5. Emerging Themes on Educational Management Insights Gained from the Experiences of School Paper Advisers in Developing Students' Journalistic Writing Skills

is through this dynamic exchange of ideas that they pave the way for meaningful connections and enduring positive rapport. As teachers foster positive rapport, they contribute significantly to the holistic growth of students as competent and confident writers. Figure 5 shows the emerging themes of educational management insights gained from the experiences of school paper advisers in developing students' journalistic writing skills. The emerging themes were building credibility and trust, continuing learning, and

establishing positive rapport. The connection among the themes is a dynamic and interdependent relationship that forms the bedrock of successful interactions with students to successfully develop their journalistic writing skills. Each theme reinforces and complements the other, creating a symbiotic relationship that enhances overall effectiveness and collaboration between the school paper adviser and the students, as well as between the school paper adviser and their fellow advisers of the school paper.

4. Implications and Future Directions

This chapter presents a brief overview of the study and its implications based on its findings. Future directions in the field of school paper advisers' experiences were also discussed here.

4.1. Findings—

4.2. Implications—

The study aimed to explore school paper advisers' roles in developing students' journalistic writing skills. The challenges in taking on these roles and the strategies employed to manage them are also discussed. The emerging themes in the roles that school paper advisers assume were instructor and content expert, constructive feedback provider, and curriculum designer. Instructor and Content Expert. School paper advisers possessing substantial expertise is more adept at instructing students in the fundamentals of journalistic writing. They can impart valuable insights, draw upon real-world examples, and deliver constructive feedback to aid students in honing their writing skills. However, taking on this role entails significant responsibility. School paper advisers should aim to achieve an instructional equilibrium between proficient and challenged student journalists. Constructive Feedback Provider. School paper advisers were encouraged to provide feedback to assist students in learning how to revise and enhance their work through constructive criticism. Nevertheless, taking on the role of providing feedback presents a notable challenge for school paper advisers. Essentially, to provide constructive feedback on students' writing skills, advisers must possess a proficient grasp of grammar, syntax, and style, assisting students in refining their abilities to express themselves and communicate effectively. Curriculum designer. School paper advisers are responsible for organizing the journalism program to systematically enhance students' journalistic writing skills. For them, a thoughtfully crafted curriculum guarantees a comprehensive writing skill development strategy that accommodates budding journalists' diverse aspirations. Nevertheless, undertaking the role of designing the curriculum for the journalism program poses a challenging task for school paper advisers. The student population extends beyond cultural backgrounds to encompass unique writing needs and preferences. These themes emphasize that the proficiency

of school paper advisers in these capacities is interrelated. Expertise in content shapes teaching methods and impacts the delivery of feedback, and all these elements collectively contribute to the continuous improvement of the curriculum. This comprehensive approach guarantees a more thorough and student-focused educational experience in the journalism program. Meanwhile, the emerging themes in the strategies employed by school paper advisers to handle the challenges were using flexible teaching approaches, learning language through immersion, and seeking professional support. Using Flexible Teaching Approaches. School paper advisers undertake the task of instructing journalistic writing skills, requiring adaptability in their teaching approaches. Their flexibility in teaching methods ensures that the curriculum caters to diverse learning styles, encompassing traditional lectures, hands-on projects, collaborative activities, and multimedia exploration. Students can explore and uncover their writing skills, interests, and enthusiasm for journalism through this array of activities. Learning Language Through Immersion. Non-native English speaker students and school paper advisers can improve their language proficiency by actively immersing themselves in the language across various contexts and practicing in authentic settings. Engaging in language immersion was essential for both students and advisers, offering continuous learning opportunities and allowing them to refine their language skills. Consistent exposure to well-constructed English sentences in written materials contributes to the internalization of correct grammar and syntax. Students naturally assimilate grammatical patterns and sentence structures, improving their grasp of constructing grammatically sound sentences. Seeking Professional Support. Having a mentor with expertise in advising school publications can provide guidance, share valuable insights, and offer practical advice. A mentor assists school paper advisers in navigating challenges,

enhancing their teaching methods, and providing personalized support tailored to their unique situations. This is especially valuable considering that school paper advisers typically have a background in education but may need more specific training in journalism. In essence, the interconnection among these themes lies in their collaborative influence on establishing adaptable, efficient, student-centric, and consistently improving language education environments within the journalism program. School paper advisers take a holistic approach to address challenges, striving to achieve linguistic fluency and the capacity to teach writing skills across diverse language contexts. This integration significantly elevates the quality of language learning experiences and student outcomes. Meanwhile, regarding the educational management insights gained from the school paper advisers' experiences developing students' journalistic writing skills, the emerging themes were building credibility and trust, continuing learning, and establishing positive rapport. **Building Credibility and Trust.** School paper advisers must establish credibility and trust with their students. Building credibility and trust strengthens their position as mentors in enhancing students' journalistic writing skills, fostering a greater openness to advice and feedback. Moreover, credible and trusted school paper advisers are vital in defining clear standards for writing excellence. By establishing expectations grounded in their credibility, they assist student journalists in comprehending the characteristics of high-quality written work, thereby creating a standard for performance and continuous improvement. **Continuing Learning.** Constrained resources, such as personnel shortages, led to teachers being assigned extra duties based on availability rather than expertise. In these instances, educators

were tasked with responsibilities for which they might need more specialized training. Ongoing learning is a potent instrument for both personal and professional advancement, providing advantages beyond the immediate acquisition of knowledge. It represents a lifelong pursuit that fosters adaptability, growth, and success across various facets of life. **Establishing Positive Rapport.** Nurturing a relationship with students is vital for advancing their journalistic writing skills, demonstrated through a genuine interest in their writing capabilities. Creating a significant connection between the school paper adviser and students amplifies their enthusiasm to engage in writing activities and dedicate themselves to their assignments. Additionally, establishing connections to improve students' journalistic writing skills is crucial, not only in the context of student interactions but also in fostering a rapport with fellow school paper advisers. The key to success in this endeavor lies in effective communication. The interrelation among these themes reflects a dynamic and interdependent connection that forms the basis for successful interactions in fostering the development of students' journalistic writing skills. Each theme reinforces and complements the others, creating a mutually beneficial relationship that improves overall effectiveness and collaboration between the school paper adviser and the students and among the school paper advisers themselves. All these emerging themes provide a framework for educational managers to support school paper advisers in developing the journalistic writing skills of the students. Through effective educational management, educational leaders could help school paper advisers promote effective writing practices in campus journalism programs.

4.3. Future Directions—Data obtained had implications for various educational stake-

holders, including policymakers, administrators, and teachers. The future directions of

this study are as follows: For Policy Makers, they may invest in comprehensive and ongoing professional development programs for school paper advisers. These programs should highlight the competencies and practices a school paper adviser should possess to successfully develop the student's journalistic writing skills. Moreover, they could provide incentives for school paper advisers who actively pursue further education and training in journalistic writing. This could include financial incentives, recognition, or opportunities for career advancement based on demonstrated competence and ongoing professional development. For Administrators. They may conduct a thorough needs assessment to identify specific areas of journalistic writing competence that school paper advisers require. Tailor training programs to address these identified needs, ensuring that advisers receive targeted support for enhancing their skills in mentoring students. Moreover, they could also facilitate networking opportunities between school paper advisers and industry professionals. Involve journalists, editors, and media experts in workshops, seminars, or guest speakers to provide real-world insights and guidance to their teachers for the students they are handling. Teachers may document and showcase students' successes under the teacher's guidance as a school paper adviser. Building a portfolio of student-written work not only highlights achievements but also serves as evidence of effective teaching practices. Moreover, they could also engage in reflective practice to continuously assess and refine teaching methods. Regular self-reflection, coupled with feedback from students and peers, can lead to continuous improvement in the teaching of journalistic writing skills. For Future Researchers. Further development on the similar and different contexts can be done in this study. It is recommended that the roles of school paper advisers be explored beyond improving students' journalistic writing abilities. Subsequent researchers may delve into additional aspects, such as cultivating oral communication skills like interviewing and reporting. Investigating students' research proficiency in collecting data and facts pertaining to diverse issues or topics could also be a significant area for examination. Furthermore, there is also a need to examine the views and beliefs of administrators and policymakers, which were not tackled in this study.

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