

Challenges on Campus Journalism: Exploring Public School Paper Advisers' Journey

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Abstract. This study explored the challenges of School Paper Advisers in handling journalism. Specifically, it aimed to answer their perceptions about it simultaneously as the coping mechanisms for the emerging challenges. To achieve the objectives of the study, I made use of phenomenology. The 5 participants for the in-depth interview and 6 participants for the focus group discussion of this study were female or male teachers of Panabo City Division. I used a semi-structured online interview using the coding technique to analyze the data. The study disclosed different themes, such as in the first Objective, experiences of School Paper advisers in handling campus journalism. The results were Challenges and Obstacles, Balancing Roles, and Technological Challenges. The second objective is to provide Coping strategies for school paper advisers to the challenges they perceive as effective in handling campus journalism. In collecting results, the themes are Professional Development and Training, Time Management, and Building Supportive Network. In summary, these emergent themes provide insights that emphasize the significance of holistic approaches to the School Paper Adviser's well-being. Educational institutions and legislators may support more resilient and content campus journalism by cultivating a culture that prioritizes Professional Growth and Development and Time management and Organizational Skills. It was essential to identify and address these coping mechanisms to foster an atmosphere in which school paper advisers can flourish on the job while preserving the integrity of journalism. Despite these obstacles, school paper advisers remain deeply committed to nurturing young journalists by going above and beyond their regular duties. They often collaborate with fellow advisers from other schools to exchange strategies that can enhance their programs.

KEY WORDS

1. School Paper Advisers 2. Campus Journalism 3. Student Journalist

Date Received: April 05, 2025 — Date Reviewed: May 15, 2025 — Date Published: June 18, 2025

1. Introduction

School paper advisers (SPAs) play a crucial role in guiding student journalists, shaping the editorial voice of school publications, and maintaining the standards of journalism within educational institutions. Their responsibilities encompass mentoring students, overseeing the production of the school paper, managing ad-

ministrative duties, and often advocating for journalistic integrity and freedom. Journalism, for some, argues that it has been forming democratic countries (Allen et al., 2020). Thus, teaching journalism is crucial since it could form a society. In writing journalism articles such as news, editorials, and others, SPAs are more

concerned about students with the use of critical thinking skills (Nettlefold Williams, 2021) since their articles could make or break a society. (Morris Yeoman, 2023) mentioned that some SPAs focus on teaching how to look for misleading information so they can write rich and true data, labeling such misleading information as non-journalism and low-quality journalism. Also, in other schools, SPAs aim to have a neutral tone in their article to see the two sides of the coin (McAnulty, 2020). While SPAs in other schools have been brawling about the content, some tend to direct their attention to the structure of an article. In Africa by (Solkin, 2022) found out that one of the of SPAs struggles in teaching journalism is how to employ a standard form of writing journalism in their context. Also, in writing journalism articles, SPAs must make sure that the Campus Journalist must be fluent in the language that is used, which is why (Khansir et al., 2021) said that, for campus journalists to communicate properly, SPAs must be fluent in the language that is used in writing, especially in countries in which English is a secondary language. While globally, content and structure were discussed as salient scuffles in teaching campus journalism, in the Philippines, teachers have also different challenges, as the Philippines education system tries to inculcate Freedom of Speech, hence the birth of Campus Journalism Act of 1991 so that learners can express themselves in journalistic ways. In Region III, Philippines, concerns pertaining to the implementation of Campus Journalism in schools found out that School Paper Advisers (SPA) in teaching journalism were greatly affected by lack of trainings, seminars, and colloquiums. Also, SPAs found it difficult to reach out to possible candidates to be a campus journalist who showed unwillingness and lack of courage to compete (Cervantes, 2020). In Tandag City, (B. Espadero, 2022) revealed that among the challenges SPAs gone through in teaching journalism pertains

to the clash between SPAs and the administration namely editorial policies, editorial board, school paper advisership, and financial aspects of campus journalism. She further elaborated that, most of the trained Campus Journalists have already graduated thus SPAs are forced to look out for another potential writers as the school year begins, some schools keep replacing SPAs from time to time. She also added that School Heads are also responsible for choosing SPA. She elaborated the lack of support from SPA which relate to financial challenges encountered by the SPA. While the challenges of other SPAs point towards the struggle between SPAs and their administration, others talked about the structure and syntax of writing a journalistic article. COVID-19 also caused ripples of problems that include education. COVID-19 also caused ripples of problems that include education. School paper advisers, found out that most of the campus journalist who were products of asynchronous mode of learning, have problems with their grammar (Mangompit et al., 2024). Locally, the Division of Panabo City focused on the Elementary School Paper Advisers' challenges. In the Division of the current study, there are whispers of challenges of SPAs, from winning an event to accepting defeat. Also, SPAs experienced the same struggles with the mentioned research papers above, like changing from one trained SPA to a neophyte as the new school year begins, the school budget, and support from the school PTA. Despite these challenges, SPAs' strive to offer good journalistic writing experiences to learners. With the significant impact of their work, the difficulties experienced by school paper advisers are not extensively documented or understood. The findings of this study will highlight the challenges experienced by Elementary School Paper Advisers in Panabo City Division, particularly in Public Schools. Insights and coping strategies of SPAs will come up through the difficulties documented that SPAs experience. This will

contribute to broader discussions on improving support for school journalism, which can lead to better educational outcomes for students, fostering a more vibrant and expressive journalism experience.

1.1. Purpose of the Study—This study aims to document and understand the challenges experienced by School Paper Advisers in Public Schools while teaching journalism. The challenges SPAs face are multifaceted, aiming to provide a comprehensive understanding of the various obstacles these educators encounter. The first thing to do is to identify the challenges SPAs face. These challenges can manifest from logistical issues, such as limited resources and time constraints, to more nuanced problems like administrative support and student engagement. Next is to understand the impact of these challenges on SPAs. This includes examining the effects on student learning, the quality of the school paper, and the advisors' professional satisfaction and stress levels. Then, explore solutions to these challenges. This might involve looking at best practices from schools that have successfully navigated similar issues or proposing new policies and support mechanisms. If solutions are set, then school administrators can proceed in contributing to policy and practice. The findings can help school administrators, policymakers, and educational organizations develop better support systems for advisors, ultimately enhancing the educational experience for students involved in journalism. Then school administrators can plan professional development for School Paper Advisers and strategic design to manage the Journalism program in school. Understanding the challenges can lead to creating targeted training programs and resources to better equip advisors for their roles. Overall, the purpose of such a study is to create a detailed and actionable understanding of the difficulties faced by public school paper advisers, ultimately aiming to improve the conditions under which they work and enhance the educational outcomes for students involved in school journalism.

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

- (1) What are the challenges of School Paper Advisers in handling Campus Journalism?
- (2) What are the coping strategies of School Paper Advisers in handling Campus Journalism?
- (3) What educational insights gained from the challenges of School Paper Advisers?

1.3. Definition of Terms—For the ease of understanding of this paper, terminologies that are essential to this research will be conceptually and operationally defined. School Journalism. Students involved in print journalism can use a newspaper to gain real-world experience. They can write about school events or even local events. They can conduct interviews with teachers, administrators, and fellow students (as well as people in the community). Public School Paper Adviser (SPA). Teachers who are tasked to handle campus journalism programs in school, whether they might be teachers in a Special Program in Journalism or not. This role involves overseeing the editorial process and helping students develop journalistic skills. The adviser also provides ethical and legal guidance, ensuring that the student-produced content adheres to journalistic standards and school policies. Campus Journalists (CJ). Students trained under the Campus Journalism program in schools. They write and edit news stories about the school. Campus Journalism. As defined by the Campus Journalism Act of 1991 and repealed as Campus Press Freedom in 2022 it is a student-run publication about school. The students are named student journalists or campus journalists (CJ). Teachers are called School Paper Advisers (SPA) to articles in many forms, which can be news, sports, feature, photojournalism, editorial,

and the like. It also includes group events, such as radio broadcasting and collaborative publica-

1.4. Significant of the Study—This study will be significant to the following bodies that links to Education. First on the list are the School Paper Advisers (SPAs) The findings will provide insights into the common challenges and best practices in teaching journalism, helping SPAs improve their mentoring and instructional strategies. Understanding these challenges can lead to better support systems and professional development opportunities. Second are the educational institutions and administrators by highlighting the specific needs and struggles of SPAs, schools and administrators can develop targeted programs and policies to support journalism education, such as providing more training, resources, and financial support. Third are the student journalists, they will have more improved guidance from better-supported SPAs that will enhance the learning experience for student journalists, fostering their critical thinking, writing skills, and understanding of journalistic integrity. Fourth are the policymak-

tions.

ers and educational planners who have insights from this research that can inform policy decisions and the development of initiatives aimed at strengthening journalism education, such as the implementation of the Campus Journalism Act of 1991. Fifth, private and public individuals are interested in conducting a study on campus journalism. This study adds to the body of knowledge on journalism education, providing a detailed examination of the lived experiences of SPAs, which can serve as a foundation for further research and exploration in this field. Sixth are the parents and community members by understanding the challenges faced by SPAs and the importance of campus journalism, parents and community members can better support school journalism programs and advocate for necessary resources and support. Last on the list are the Future Educators: Prospective SPAs and educators can benefit from the documented challenges and identified challenges, preparing them to navigate the complexities of teaching journalism more effectively.

1.5. Theoretical Lens—This study is anchored on three theories, namely Learning Curve Theory by Ebbinghaus (1885), Self-Directed Learning Theory by Garrison (1992) which theory built upon the Theory of Andragogy by Knowles (1968), and General System Theory by von Bertalanffy (1968). The first theory is the Learning Curve Theory by Ebbinghaus (1885) is a graphical depiction of how a skill is improved over time due to learning and repetition, also the same goes for when a skill is not performed repeatedly it will slowly deplete. This theory goes for the SPAs who have been handling Campus Journalism over the years. The longer their years of experience

in teaching journalism the richer their ideas and knowledge on the topic, the shorter their years of experience in teaching journalism the more the SPA needs training to bridge the gap. The second theory is the Self-Directed Learning Theory of Garrison (1992) states that adults learn differently compared to young learners. Adults can learn on their own by being resourceful. This is evident currently due to the widespread use of technology wherein knowledge and ideas are within reach of everyone. This theory is anchored upon the Theory of Andragogy by Knowles (1968) which tackles how adults learn and how different adults learn from children. (Jarvis and Griffin 2023) cited in their book

the works of Knowles (1968) that adults learn differently because they are self-directed, they have their experiences that they can learn from, and they are ready to learn which makes them willing to learn. SPAs are adult learners too, since the writing structure of a journalistic article changes over time, they need to unlearn and relearn from time to time. Also, when a neophyte SPA is put on the spot to teach journalism articles this SPA has no better thing to do but to study and learn how to write articles. Lastly is the System Theory by von Bertalanffy (1968). This theory states that the organization is an open social system that must interact with its environment to survive. Campus Journalism is a program that needs support for it to thrive. Thus, SPAs need support from the school administration for the SPAs to teach better and to provide for campus journalists needs in terms of supplies, trainings, and guest speakers if needed. In summary, this study is anchored to the theories that underscore the importance of experience,

continuous learning, and institutional support for SPAs in effectively teaching campus journalism. The conceptual framework of the study is presented in Figure 1 on the next page. Based on the figure, there are three interconnected variables, these variables are the challenges by SPAs, SPAs' coping strategies, and the insights gained from their challenges and their coping strategies. These are three main things that I want to answer in my study. The first variable is the SPAs' challenges while handling the Journalism Program in Schools. I want to know their struggles, issue, and their problems that they have faced. Next is their coping strategies, for the challenges that they have experienced, I want to answer how these SPAs cope with these challenges, do they talk about it with their School Administration, or do they handle it on their own. Lastly are the insights that will be gained by knowing their challenges and answering what are the SPAs' coping strategies.

2. Methodology

The methodology was discussed in this chapter. This section included the research design that described the approach used to conduct the study. The research informants and participants were also identified, along with the research environment. The role of the researcher, which outlined the expected tasks of the researcher, was also presented. The process of obtaining data, including data sources, data collection procedures, and data analysis, was covered in this section. The trustworthiness of the study was established here, along with the ethical considerations for creating a good rapport with the informants and participants.

2.1. Philosophical Assumptions—Philosophical assumptions in qualitative research were fundamental beliefs that underpinned the research process, guiding the choice of methodology, methods, and interpretation of findings. For this study I followed Cresswell's four Philosophical Assumptions (2013). These assumptions shaped how researchers understood and approached their study.

Ontology This assumption pertained to the nature of reality and what could be known about

it. In qualitative research, reality was often viewed as subjective and multiple. Researchers believed that individuals constructed their own realities based on their experiences and interactions with the world. Therefore, there was no single, objective reality but rather multiple realities shaped by social, cultural, and contextual factors. In this study, it reflected on the School Paper Advisers' perspectives on what makes managing Campus Journalism challenging for them. **Epistemology** This related to the



Fig. 1. The Conceptual Framework of the Study

nature of knowledge. It dealt with the nature and scope of knowledge, including how knowledge was acquired and what counted as valid knowledge. Knowledge was seen as constructed through interactions between the researcher and the informants and participants. It emphasized the importance of context and the subjective meanings that individuals attached to their experiences. Researchers aimed to understand these meanings and provide rich, detailed descriptions of the phenomena under study. In this research, epistemological assumptions pertain to the knowledge on the challenges faced by School Paper Adviser that can be best understood through their personal experiences and perspectives.

Axiology This linked to the role of values. This assumption involved the role of values in the research process. Qualitative researchers acknowledged that their own values and biases could influence the research process. They aimed to be transparent about their perspectives and reflected on how these might have affected their interpretations and interactions with informants and participants. The researcher's values were considered an integral part of the research, contributing to the depth and richness of the findings. As the researcher of this study, I believe that understanding and valuing the School Paper Advisers' lived experiences is needed to answer the challenges in campus journalism.

2.2. Qualitative Assumptions—This study was a phenomenological study that utilized a triangulation approach, combining in-depth interviews and focus group discussions. To ensure the richness and depth of the data, the sample size consisted of 3 to 25 participants, following Creswell and Creswell's (2019) recommendation for phenomenological studies. This range allowed for a comprehensive exploration of the lived experiences related to the research phenomenon. By including a diverse group of participants, the study aimed to capture a broad

My role as the researcher and fellow School Paper Adviser adds strength and depth to empathize to the research process. Methodology This related to the process of research. It involved the approach to inquiry and the methods used to gather and analyze data. Research methods were flexible, evolving, and emergent. They often included in-depth interviews, informants and participant observation, and document analysis. The goal was to understand phenomena from the informants and participants' perspectives, allowing the research design to adapt as new insights emerged during the study. In summary, philosophical assumptions in qualitative research reflected a commitment to understanding the complexity and richness of human experiences. They emphasized the subjective, constructed nature of reality, the importance of context and interaction in knowledge creation, the role of values, and the use of flexible, emergent methodologies. These assumptions guided qualitative researchers in their quest to provide deep, nuanced insights into the phenomena they studied. This study assumes that the lived experiences of School Paper Advisers can be truly understood through qualitative using phenomenological approach. This allows me, as the researcher to access deeper insights into the meaning and core of their challenges they experienced in managing Campus Journalism.

range of perspectives and experiences, contributing to the depth and richness of the data analysis. The research participants consisted of 5 informants for the in-depth interviews (IDI) and 6 participants for the focus group discussions (FGD), totaling 11 participants. Participants were required to have served for 5 or more years handling Campus Journalism in Elementary. To gather rich data, I, as the researcher, aimed to include 1 or 2 informants and participants from each district of the Panabo City Division, namely Central, South I, South II, and North.

2.3. Design and Procedure—This study employed a qualitative research design utilizing a phenomenological approach. Qualitative research design was interpretative in nature (Locke et al., 2020), as cited by Creswell (2020). It studied human life as experienced individually (Fink, 2020). It explored and sought to understand the meanings individuals or groups attributed to a social phenomenon or human problem. Qualitative research honored an inductive style, focused on individual meaning, and emphasized the importance of particular situations (Creswell, 2019). A phenomenological study examined how human beings gained

knowledge of the world around them (Willig, 2021). It also explored the essence of human experiences as described by the participants in the study (Creswell, 2019). Overall, a phenomenological study tackled human experiences that were examined and understood through data provided by purposefully selected participants. For this research, I conducted a phenomenological study to explore such a phenomenon. This type of qualitative study suited the research because it focused on the lived experiences of School Paper Advisers in Elementary Public Schools in Panabo City. I investigated the teachers' challenges and coping strategies to develop insights into handling Campus Journalism.

2.4. Research Participants—This study was conducted in the Panabo City Division. The informants and participants were Elementary School Paper Advisers who came from different districts of the said division, namely Panabo Central, Panabo South I, Panabo South II, and Panabo North. I conducted in-depth interviews and a focus group discussion. For the in-depth interviews, I selected 5 SPAs, as suggested by Polkinghorne (1989), with 1 or 2 informants

from different districts, as mentioned above. For the focus group discussion, I included 6 participants, as suggested by Krueger and Casey (2000), in a single group discussion, with informants also coming from different districts of the said division. A set criterion was established for selecting research participants and informants. They had to be SPAs actively handling an event in the Journalism Program in their school. Additionally, they must have served as an SPA for 5 or more years.

2.5. Ethical Considerations—The informants and participants of this study were the School Paper Advisers in Elementary Public Schools who handled Campus Journalism. Creswell and Poth (2019) cited in their book the ethical considerations outlined by Weis and Fine (2020). One of the key issues that needed to be considered was the sensitivity of certain disclosures, the unbiased relationship established between the informants and participants and the researcher, the avoidance of labels or names that informants and participants did not accept, the inclusion of responses in the final study, and the protection of the identities of

both the informants and participants and the researcher (Creswell and Creswell, 2019). Social Value This study held significant social value as it highlighted the resurgence of School Paper advisers in equipping students with essential 21st-century life skills. By investigating how School Paper advisers fostered competencies such as good reporting, the study contributed to a broader societal goal of preparing individuals for self-sufficiency and adaptability in an evolving world. Furthermore, the findings informed policymakers and educators about the role of journalism and the School Paper advisers in addressing contemporary challenges, such as

economic sustainability, food security, and responsible consumption. Strengthening School Paper programs within the Panabo City Division led to more skilled and resourceful individuals who contributed positively to their families, communities, and the local economy. Additionally, the study reinforced the value of vocational education in bridging the gap between academic learning and real-world applications, promoting holistic development among students.

Informed Consent Informants and participants, including School Paper advisers, and relevant stakeholders, were fully informed about the study's purpose, procedures, potential benefits, and risks. They voluntarily agreed to participate by signing an informed consent form, ensuring they understood their rights, including the right to withdraw at any time.

Vulnerability of the Respondents The vulnerability of research respondents in this study primarily arose from their roles as Elementary School Paper advisers within the Panabo City Division. They might have concerns about job security and professional reputation, which could lead to hesitation in sharing candid insights about the challenges they face. Discussing issues related to curriculum relevance, resource availability, and institutional support might involve critiques of existing educational policies, placing them in a sensitive position. Given the small sample size, maintaining confidentiality and anonymity was crucial to prevent unintended identification and potential bias in professional relationships. Additionally, respondents could experience emotional or psychological stress, especially if topics like workload, lack of resources, or difficulties adapting Journalism education to modern needs were discussed. To address these vulnerabilities, the study ensured voluntary participation, upheld strict confidentiality measures, and used anonymized reporting of data. Clear informed consent procedures were followed, and respondents were given the option to withdraw at any point without any consequences. Risks,

Benefits and Safety This study adhered to the principle of avoiding harm in research, ensuring that participants did not experience physical, emotional, or psychological distress. As School Paper advisers in the Panabo City Division, respondents might have felt vulnerable when discussing challenges related to curriculum implementation, resource limitations, and institutional support. According to Creswell (2019), researchers had to take great care to minimize any potential harm or distress when interacting with informants and participants. To mitigate these risks, interview questions were designed to be respectful and non-invasive, avoiding topics that might cause emotional discomfort. Additionally, respondents had the option to skip any question or withdraw from the study at any time without consequences. This study provided significant benefits by highlighting the resurgence of School Paper advisers in fostering good journalism and 21st-century life skills. The findings helped educators, administrators, and policymakers recognize the value of Journalism in equipping students. By identifying challenges and best practices in Journalism, the study contributed to the improvement of teaching strategies, curriculum development, and resource allocation, ultimately enhancing the quality of education in the Panabo City Division. Moreover, teachers had the opportunity to share their insights and experiences, which led to a better understanding of their needs and the support required to enhance their professional practice. To ensure the safety and well-being of respondents, the study provided a comfortable and supportive environment during data collection. Interviews were conducted in a setting where informants and participants felt at ease, and strict confidentiality measures were implemented to protect their identities. The researcher also established clear communication about the voluntary nature of participation and provided respondents with an informed consent form detailing their rights. If any informants

and participants experienced distress during the interview, they were given the option to pause or discontinue their participation. By upholding ethical research practices and prioritizing respondent safety, the study ensured that no harm came to participants. They gathered valuable insights on the role of journalism in 21st-century education. Privacy and Confidentiality Ensured that the identity of the informants and participants were anonymous, they were entitled to protection. Before conducting the study, I submitted an informed consent wherein I included the procedure of my research, the purpose of my study, the risks and anticipated benefits that they might encounter and acquire, the alternative procedures for gathering data, and a statement that offered the informants and participants the opportunity to ask questions about the study and the opportunity to leave at any time from the research.

Justice Gave fairness in distribution and what was deserved. To achieve justice, informants and participants were treated equally without discriminating against those who gave substantial answers to the questions. Their answers were used equally as they provided rich data for the analysis of this study. Also, by strict compliance with the Data Privacy Act of 2012, the study protected individuals from unauthorized access to personal data (Data Privacy Act, 2012). Transparency The results of the study were accessed by the respondents and heads of the participating schools because the information is available and will be placed on CD or other storage devices, which can be requested from the researcher to provide. In addition, by learning about the results of the study, school paper advisers will be aware of the significance of the study and its contribution to their well-being. Further, each of the informants and participants 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 can be requested

and allowed to verify their transcript after the interview is carried out. This provided the informants and participants with the opportunity to amend or remove any information that 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 informants and participant in all subsequent data analysis and reporting. Qualification of the Researcher The researcher ensured that he or she possessed the needed qualifications to conduct the study. The researcher had completed the academic requirements and passed the comprehensive examination before thesis writing, which was the final requirement to obtain the master's degree, and the researcher was qualified to conduct the study physically, mentally, emotionally, and financially. In addition, the advisee-adviser tandem ensured that the study would reach its completion. Conflict of Interest To prevent conflicts of interest, the researcher maintained a neutral stance when analyzing data and reporting findings. Responses from Elementary School Paper Advisers in the five participating districts—Panabo Central District, Panabo North District, Panabo South District 1, and Panabo South District 2—wee handled with transparency and fairness, ensuring that no school or informants and participants received undue advantage or disadvantage. Additionally, the researcher disclosed any potential biases or external influences that arose during the study, reinforcing the commitment to ethical research practices. By prioritizing objectivity and fairness, the study ensured that its conclusions genuinely reflected the role of campus journalists in equipping students with essential 21st-century life skills. Adequacy of Facilities The researcher strived to complete the study successfully within the specified time and ensured that they were equipped with the necessary resources. Likewise, the technical committee contributed to the enhancement of the paper by pro-

viding relevant suggestions and recommendations for the improvement of the study. The researcher also ensured that sufficient funds were available to sustain and complete the research. Thus, the study was completed within the targeted timeframe. Community Involvement In this study, community involvement played a crucial role in ensuring that the perspectives of Elementary School Paper Advisers from the four districts were represented authentically. By engaging School Paper Advisers who were deeply embedded in the local educational system, the research acknowledged the community's direct influence on how 21st-century life skills were taught. These educators, who were already familiar with the curriculum and its challenges, offered insights that reflected the realities of implementing such programs in a rural and diverse district setting. Their involvement ensured that the findings of the study were grounded in

the lived experiences of those who were part of the community. Additionally, by conducting focus group discussions (FGDs) and interviews in collaboration with the districts, the research fostered a participatory approach where educators actively shaped the direction of the study. This inclusion of the four district teachers enhanced the relevance of the findings, ensuring that the study did not just serve academic purposes but also contributed to the community's ongoing dialogue about improving education in the region. Furthermore, the study provided an opportunity for teachers to voice their challenges and successes in delivering Journalism, strengthening the connection between research and the local educational context. The insights gathered from these interactions were used to inform policy development, improve teacher training, and guide curricular improvements in the district, benefiting the broader community.

2.6. Role of the Researcher—In a qualitative study, there was another person aside from the researcher who served as an instrument to provide data on the phenomenon that was being studied, as stated by Lave and Kvale (2019) and cited by Fink (2020) in her journal article. As the study progressed, I acted as an interviewer for my informants and a moderator for my participants in the focus group discussion. I was the first person to receive information about the phenomenon that was being studied. Then, as the IDI and FGD took place, I also served as the recorder. I recorded the interview with my participants. Of course, this was done with the

informants' and participants' consent and was discussed with them through the informed consent that they had signed. I also acted as a transcriber. I had to convert whatever was recorded in the form of audio copies into written form. Additionally, I served as a translator, translating certain words into the target language that the informants and participants were comfortable with. I was also the primary analyst in this research. I analyzed the text to understand the context and formulated themes from my informants' and participants' responses. Lastly, my responsibility as a researcher was to be an encoder. I encoded the data that I had gathered in a manner that was easy to read and understand.

2.7. Data Collection—In a qualitative study, there was another person aside from the researcher who served as an instrument to provide data on the phenomenon that was being studied, as stated by Lave and Kvale (2019) and

cited by Fink (2020) in her journal article. As the study progressed, I acted as an interviewer for my informants and a moderator for my participants in a focus group discussion. I was the first person to receive information about the

phenomenon that was being studied. Before I conducted an interview I secured formal permission from the Dean, School Principals or School Heads, and School Paper Advisers of the 4 districts of Panabo City Division. Then, as I got my permission to conduct an interview, I then proceeded to gather the data. I used semi-structured questionnaires that were aligned with the research objectives and validated by EdDs. I also served as the recorder of this interview, but I first asked my participants' and informants' consent before proceeding on recording the interview. After the interview, I also acted as a transcriber. I converted whatever was recorded

in the form of audio copies into written form. Interview was transcribed verbatim. Additionally, I served as a translator, translating certain words into the target language that the informants and participants were comfortable with. I was also the primary analyst in this research. I analyzed the text to understand the context and formulate themes from my informants and participants' responses, while maintaining my informants' and participants' confidentiality. Lastly, my responsibility as a researcher was to be an encoder. I encoded the data that I had gathered in a manner that was easy to read and understand.

2.8. Data Analysis—In qualitative research, data analysis required preparing and organizing the data, reducing it into themes through coding, and presenting it through figures, tables, or narrative discussions (Creswell Poth, 2019). Data coding was defined by Creswell and Poth (2019) as a process of breaking down and categorizing information to develop explanations and overarching themes. Similarly, it was described by Attride-Stirling (2001), as cited in Akinyode and Khan (2018), as a method by which the researcher gathered

and tagged content based on recurring themes or ideas. After completing the data collection through in-depth interviews and focus group discussions, the next step was to analyze the gathered responses. For this phenomenological study, I employed Colaizzi's (1978) method of data analysis. The collected data were carefully examined to identify significant statements and emerging themes that captured the essence of the informants' and participants' lived experiences. Outlined below was the seven-step process of Colaizzi's (1978) data analysis method (Morrow King, 2015).

2.9. Framework of Analysis—The analytical framework for this study was flexible, allowing me, the researcher, to gather all data and analyze it comprehensively. I was also given the option to evaluate the data concurrently with collection. During the analysis phase, the data were sifted, charted, and categorized according to key topics and emerging themes. Familiarization involved becoming deeply acquainted with the data by reading and re-reading interview transcripts. I considered it valuable to immerse myself fully by listening to audio recordings, reading transcripts, and

reviewing any contextual or reflective notes I had taken. Repeatedly re-listening to all or parts of the audio recordings further aided this process. Through these actions—re-listening, re-exploring the field, and re-reading transcripts—I became fully immersed in the data and aware of critical ideas and recurring themes. The first step of Colaizzi's method involved thoroughly reading and re-reading all transcribed interviews. This was crucial for immersing myself in the data and ensuring a full understanding of the in informants' and participants' within their contexts. This repeated engagement helped me

identify recurring patterns, themes, and subtle nuances that were not immediately obvious, laying a solid foundation for deeper analysis. In the second step, I extracted significant statements directly related to the phenomenon under investigation. These key phrases or sentences were isolated as they provided essential insights into the participants' and informants' lived experiences, helping distill the core essence of the phenomenon. The third step involved interpreting these significant statements to give them meaning. I categorized pertinent quotes into broader themes by analyzing their underlying implications. Organizing the data in this way allowed me to observe how different aspects of the informants' and participants' experiences interconnected and related to the overall phenomenon. The fourth step required repeating the previous steps for each interview. This iterative process ensured consistent, thorough analysis across all data sources. By examining each interview individually and then comparing themes across interviews, I identified commonalities and differences that enriched the analysis and strengthened the study's rigor. After completing the initial analysis, the fifth step involved

compiling an exhaustive description that incorporated all significant statements, their meanings, and the identified themes. This comprehensive summary provided a detailed and holistic representation of the data, capturing the full complexity of the informants' and participants' experiences. The sixth step consisted of summarizing the exhaustive description to identify the fundamental structure of the phenomenon. This process distilled the detailed findings into a concise and coherent narrative that highlighted the core elements of the informants' and participants' and informants' experiences, clarifying the essential features of the phenomenon and how it manifested in their lives. Finally, the seventh step ensured the credibility of the data through discussions with experts and independent reviewers. This external validation confirmed the accuracy and reliability of the findings, helping to identify and address any potential biases or gaps. This crucial step enhanced the trustworthiness and validity of the research. By systematically following these seven steps, I conducted a thorough and credible phenomenological analysis that provided deep insights into the phenomenon under study.

2.10. Trustworthiness of the Study—The trustworthiness of this study ensured the authenticity and rigor of its findings (Korstjens Moser, 2019). To evaluate the quality and worth of the research, I followed the criteria established by Lincoln and Guba (1986), which include credibility, transferability, dependability, and confirmability. Credibility Credibility referred to the level of confidence in the “truth” of the research findings. Unlike quantitative research, which collected numerical data to produce precise results, qualitative research was descriptive and aimed to accurately interpret informants' and participants' original perspectives. To ensure the credibility of this study, I employed several strategies: persistent observation, tri-

angulation, and member checking. Initially, I conducted persistent observation by closely examining the characteristics and elements relevant to understanding the phenomenon under investigation. I selected informants for in-depth interviews (IDI) who were School Paper Advisers (SPAs) from various schools within the Panabo City Division. To further strengthen the accuracy of the findings, I triangulated the data by conducting a focus group discussion (FGD) with participants who met the same selection criteria and belonged to the same research locale. Finally, I conducted member checking by sharing the study's findings with the participants, allowing them to verify their accuracy. Upon confirming that the findings reflected their

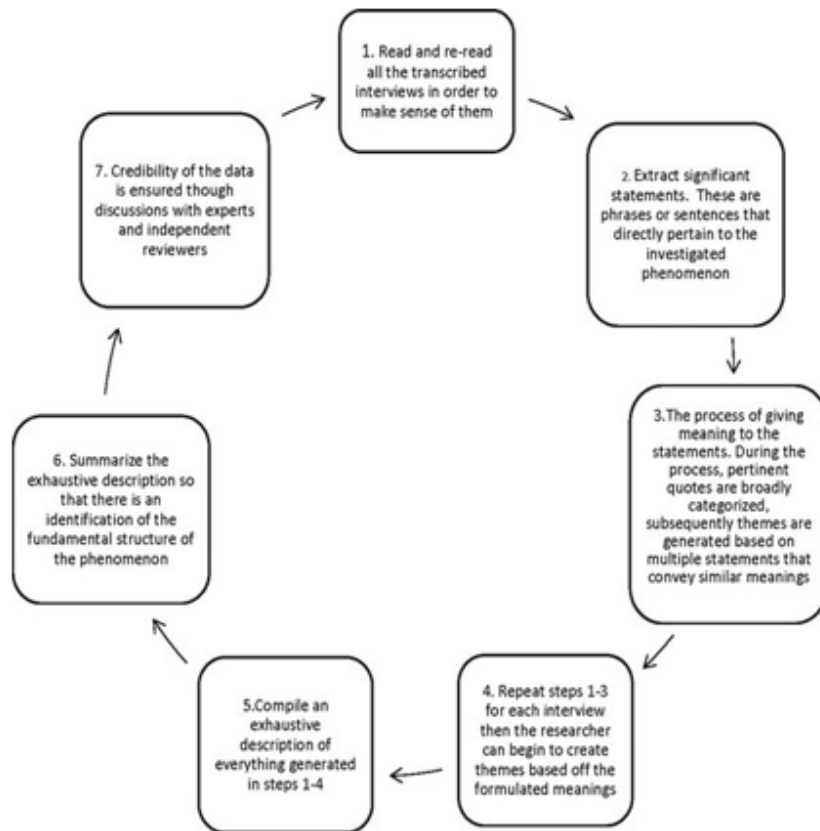


Fig. 2. Colaizzi's Analysis Framework as cited by (Finlayson et al., 2018)

views accurately, the informants' and participants signed certificates acknowledging their review and approval of the research results. Dependability This allows the researcher to use the collected information and document the procedure allows for comparing the outcomes with those obtained by other researchers studying similar data (Kumar 2015). This is to determine whether a study's findings would yield the same results if replicated with another informant and participant under similar criteria and context. Dependability referred to the idea that the study's findings were credible and reliable. I tested the dependability of the study's findings by applying triangulation. I compared data gathered from interviews with data collected from focus group discussions (FGDs) to determine whether they produced consistent results. Transferability Demonstrated how the study could be relevant to other studies for future research (Moon et al., 2019). Transferability was critical because policy and management relied on data, conclusions, and recommendations. Therefore, it was crucial for the researcher to clearly state to what extent the research findings were ap-

plicable to another context. For this study, I provided a thick description. The Robert Wood Johnson Foundation, citing Holloway (2021), described thick description as a detailed account of experiences (Lincoln Guba, 1985). All collected data were transcribed and printed. Copies were scanned and securely stored in a cloud, along with electronic copies. Additionally, transcripts were included in the appendix to serve as references for future use. Confirmability Focused on neutrality. The interpretation of data was not influenced by the researcher's biases, interests, or preferences and had to be grounded in the data (Korstjens Moser, 2019). For this study, I used an audit trail. An audit trail was a step-by-step record that documented how the research was conducted from the beginning to the reporting of findings. I followed Lincoln and Guba (1985) six categories for reporting information in an audit trail, as cited by Halpern (2019): raw data, data reduction and analysis products, data reconstruction and synthesis products, process notes, materials related to intentions and dispositions, and instrument development information (Lincoln Guba, 1985).

3. Results and Discussion

This chapter discussed the research questions and their findings based on informant and participant responses. The study examined the challenges faced by School Paper Advisers in Public Schools while teaching journalism. Aiming to provide a thorough understanding of the various barriers they encountered, the issues faced by SPAs are diverse.

3.1. Exploring School Paper Advisers Challenges on Campus Journalism—Advisers of school papers have several difficulties when managing campus journalism. The availability of necessary resources like computers, software, and printing materials is impacted by budgetary restrictions faced by many schools. This can limit the quality and frequency of student publications. Advisers and students may not always have access to comprehensive journalism training. Moreover, there may be pressures or re-

strictions from the school administration that affect the content and editorial independence of the school paper. Encouraging consistent participation and enthusiasm among students can be difficult. Students might struggle with balancing their responsibilities in the paper with their academic workload and other extracurricular activities. Time Management is another challenge SPA Advisers may encounter. Often advisers juggle their responsibilities as teachers guiding the school paper. This can lead to

time constraints that affect their ability to provide adequate support and mentorship. Securing financial support and institutional backing for campus journalism activities can be difficult. This includes finding sponsors, managing budgets, and navigating administrative procedures. Addressing these challenges often requires collaboration between the school administration, advisers, students, and the wider community to foster a supportive environment for effective campus journalism. In accordance with the laws, the Department of Education is required to host writing contests, press conferences, and training seminars regularly. Participants in these events must be teachers who advise student publications in elementary and secondary school (Regional Memo 174 s. 2014). Due to schools' limited ability to fund student publications, campus journalism currently faces challenges to student journalists and advisers of school papers. The lack of funding makes it difficult for student journalists and even their advisers to pay for their attendance at events like trainings, workshops, seminars, and forums (Calub, 2023). Stu-

dent publications have played a significant and seamless role in the educational system, particularly in meeting the information needs of a huge student readership. Student publications play a crucial role in the fast-paced global environment, particularly when disseminating information about the educational institution and the student body. Their knowledge also enables them to make well-informed decisions for the community (Cainong 2024) Administrators at schools play a variety of roles. Some of them oversee the school newspaper aside from being the principals which requires them to perform additional duties. Managing the school paper with the teacher as an adviser should have the credentials suited for the job. Here lies one of the most fundamental issues when school administrators, whose specialties are other than journalism are assigned to manage the school paper (Valeza et al., 2021). Considering school paper advisers' challenges managing campus journalism, there are several viewpoints the school paper advisers' participants and those mentioned writers have in common.

3.1.1. Challenges and Obstacles—This is the first theme that came up from the informants and participants responses. Managing a school newspaper comes with unique challenges and obstacles such as limited resources, tight deadlines, or conflicts among staff members. Moreover, financial constraints of Schools often have tight budgets, that limit the resources available for printing, technology, and other materials needed for the newspaper. Limited access to quality paper, printing equipment, or software can hinder production quality and efficiency. As IDI 1 said, Being a campus journalism adviser was quite challenging, especially since I also carried the responsibility of serving as the English coordinator in our school. Balancing these roles required careful time management and a deep commitment to both journalistic ex-

cellence and language instruction. This dual role and its effect on time management of teachers shows findings of the research conducted by Tana Leon et al. (2023). Their qualitative study presented that advisers dealt with competing priorities and limited resources pertaining to time. These factors significantly impacted on their ability to manage time and responsibilities effectively. The same with Badmus (2025) in his work he found that teachers with extra duties often rely on structured scheduling and task delegation to minimize stress and maximize school task performance. This highlights the need for strong time-management strategies among School Paper Advisers. The informant's experience shows how School Paper Advisers tasks when combined with academic coordination duties, surges the need for their

strong time-management skills and help from the administration in relation to their workload. In line with Badmus (2025), the informant's need for "careful time management" reflects the positive link between effective scheduling to lower stress. At the same time, Tana Leon et al. (2023) found that post-pandemic advisers had to constantly reorganize their tasks due to shifting

deadlines and changing schedules. Basilan and Padilla (2023) confirm in their study on being the School's English Coordinators and at the same time Campus Journalism Advisers that due to overlapping roles as Classroom Advisers and School Paper Advisers compromise their ability to fulfill either of their roles.

3.1.2. Technological Challenges—Adapting to and integrating new technologies in journalism, from digital publishing tools to social media platforms requires skills training for coaches and student journalists. A school paper adviser and students may encounter several technological challenges in managing and producing a school paper. Not all students may have equal access to computers, software, or reliable internet, which can hinder their ability to participate fully in the paper's production. Students and staff may use different software or versions, leading to compatibility issues when sharing documents or working collaboratively. FGD 5 reiterated that one of the challenges they faced as a school paper adviser was adapting to the use of technology, particularly digital publishing tools and social media platforms. While they were well-versed in traditional journalism, the shift toward online publishing required new skills that they had yet to master. Since the use of laptops and cameras as well as using of digital platforms to produce a school paper, this becomes a problem for participant 5. They recognized the need to enhance their knowledge so that they could effectively train my campus journalists. Though their school had sufficient computers and stable internet connectivity, the limited experience with digital publishing tools made it difficult to maximize these resources. Without proper training, participant 5 felt that it could not fully equip his/her students with the skills they needed to produce and publish digital versions of their school paper. To address this, they sought the support of the principal to

secure a budget for conducting training sessions on using technology for school paper publication. With the right funding, they aimed to invite experts who could guide both the teachers and student journalists in utilizing digital platforms for journalism. These training sessions would focus on topics such as layout design using online tools, content management on social media, and responsible digital publishing. By integrating technology into campus journalism, we could make our publication more accessible to a wider audience, allowing students to showcase their work beyond the confines of printed newsletters. They remained hopeful that with adequate support and training, It would soon be able to bridge the gap between traditional and digital journalism, ensuring that our student journalists remained competitive in the ever-evolving media landscape. Furthermore, teacher expertise having only one adviser for all aspects of journalism can be overwhelming. It's beneficial to have additional mentors or specialists for different areas. Technological Issues were also challenging. Lacking access to up-to-date technology can hinder the production process, from writing and editing to layout and printing. Students may lack the technical skills to use advanced publishing software or handle digital media effectively. Addressing these challenges often requires a proactive approach, including seeking additional funding, improving time management, providing thorough training, and fostering a collaborative and respectful environment among staff members. Student publications have played a significant

and seamless role in the educational system, particularly in meeting the information needs of a huge student readership. Student publications play a crucial role in the fast-paced global environment, particularly when disseminating information about the educational institution and the student body. Their knowledge also enables them to make well-informed decisions for the community. Moreover, Students and advisers might have varying proficiency with word processing, graphic design, and publishing software, which can affect the quality and efficiency of the paper. Protecting sensitive information, such as student data or unpublished articles, from breaches or unauthorized access is crucial. Ensuring that digital platforms used for collaboration are secure is a significant concern. Students and advisers might struggle with layout, typography, and graphic design. Technical Support is another thing. Schools might not always have dedicated IT support for issues that arise, leaving students and advisers to troubleshoot problems or rely on external help. Addressing these challenges often involves training, resource allocation, and good planning to ensure that both advisers and students can produce high-quality work effectively. The technological, economic, and social underpinnings of journalism have all been significantly impacted by digitalization, which has also significantly altered the work processes and competencies of journalists. This change takes place at the same time as—and is somewhat linked to—an intensification of the conversation regarding the place of journalism in society. On the one hand, governments and political interest groups put pressure on journalism, and some people question its democratic value because they believe it serves as little more than a mouthpiece for the ruling class. However, there appears to be a renewed focus on enhancing journalistic quality and a greater awareness of the social media role that plays (Booth et al., 2024). Concurrently, developments are occurring in the field of journal-

ism education. More educational programs and institutions mean more competitiveness in many nations (Nowak, 2019). The results of the discussions clearly show that being a School Paper adviser is not easy. The school paper advisers faced difficulties handling campus journalism including finances for the publication's distribution, issues with the advisers' tenure and area of responsibility, and lack of preparedness. The participants' responses proved that most teachers are not qualified to act as advisers due to a lack of knowledge about journalism. Teachers assigned to handle Journalism are under-skilled. Further, the primary factor for teachers' lack of formal training is that journalism is not incorporated into the Basic Education curriculum. On the other hand, the teacher's bulk of work each day in a week, and few school publications are handled by two to four advisers while most schools assign one teacher (Natividad, 2021). Problems encountered by the School Paper Advisers such as the teachers' workload and qualifications are the common experience of SPA. Most teachers are not qualified to act as advisers due to a lack of knowledge about journalism. Teachers assigned to handle Journalism are under-skilled. The teacher's bulk of work each day in a week that only a few school publications are handled by two to four advisers while most schools assign one teacher. Another factor affecting the SPAs is the financial constraints and material resources allocated for campus journalism programs use. According to Villanueva (2022), public school paper advisers often face budget constraints that hinder the proper training and development of student journalists. With insufficient funds for printing, training, and competition fees, advisers must seek external sponsorships or use personal resources to sustain their school publication. This financial load adds to the already demanding role of a school paper adviser, requiring them to juggle fundraising efforts alongside their teaching and journalism duties. No particular source

of funds for the sustainability of the student publication, and no budget for the student publication because of the “No Collection Policy”. To sustain the circulation of the school publications, they exerted alternative ways like funding came from sponsors and alumni. The adviser is

3.1.3. Time Management—Time Management is also one of the challenges of School Paper Advisers. Balancing the production schedule of School Papers while doing academic responsibilities can be challenging for SPAs. Multi-tasking of roles even if with effective time management can sometimes lead to poor productivity and reduces effectiveness in being both School Paper Adviser and English Coordinator (Laguna, 2021). IDI 2 and 4 stated that, one of their greatest challenges encountered as a school paper adviser was the limited financial resources available to train our student journalists. In the study of Johnson (2019) it highlighted the challenges SPAs face due to lack of financial resources, thus resulting to lack of training for SPAs and poor publication. Financial support is needed by the SPAs for developing CJs skills in writing, editing, and reporting entails attending workshops, purchasing reference materials, and procuring necessary equipment such as computers, printer and cameras, resources that were often difficult to secure due to budget constraints (Johnson, 2019). The situation is further complicated by the voluntary collection policy, which made it difficult to collect financial assistance from the PTA during the first quarter as stated by the DO 20, s. 2006 – Guidelines on the Voluntary Collection of Fees from Students of Public Elementary and Secondary Schools. Without sufficient funding, it was challenging to provide students with the proper training and exposure they needed to compete in journalism contests or produce high-quality school publications (Yeng, 2024). As a result, they had to explore alternative solutions, such as seeking sponsorships, collabo-

rating with local media professionals for free training sessions, and utilizing available school resources creatively (Tagapulot and Macalisang, 2024). Despite these financial limitations, they remained committed to ensuring that our student journalists received the best possible support and opportunities to develop their talents. Given their limited resources for producing publications or newsletters, they sought support from well-off parents who could sponsor the printing of our campus newspaper (Klos, 2021). Since printing costs were often beyond our school’s budget, securing financial assistance from generous individuals became a crucial strategy to ensure that our student journalists’ hard work reached the school community (Natividad and Gapasin, 2021). They reached out to parents, alumni, and local businesses, explaining the importance of campus journalism in developing students’ communication skills and fostering awareness of relevant issues (Villanueva, 2022). In return, they acknowledged their contributions in the publication, encouraging more stakeholders to support our initiative. Despite the challenges, this collaborative effort helped sustain their school paper, allowing students to see their work published and gain motivation to continue honing their journalistic skills. Another Theme emerge was; Balancing Roles. Balancing the adviser’s responsibilities with their other professional duties, and the impact on their workload and stress levels is quite challenging for School Paper Advisers. Prioritizing and Planning creates a clear plan for teaching responsibilities and the school paper. A calendar to map out deadlines, meetings, and important events is helpful. This can help avoid last-minute stress

and manage time effectively. FGD 3 said, being a school paper adviser was especially difficult when the principal did not prioritize the journalism program. Without strong administrative support, securing resources, scheduling training sessions, and obtaining approval for activities became constant challenges (Cainong, 2024). They wanted to produce a school paper that showcased the talents and voices of our students, but due to these limitations, they could only provide them with the basics of writing for each section (Yeng, 2024). This challenge that SPAs face due to weak support from the administration resonates with the study of Alcantara et. al., (2023), that hinders the full potential of sound campus journalism. This lack of prioritization affected not only the quality of our publication but also the morale of our aspiring student journalists, who needed structured training and adequate support to refine their skills. Without proper funding and institutional backing, the campus paper struggled to maintain consistency, and students missed valuable opportunities for growth and competition. Moreover, They firmly believed that journalism training should be more specialized to be truly effective. As the only trainer, they had to handle all aspects of journalism, from news and feature writing to editorial cartooning and layout design. However, each of these areas required different skill sets, and ideally, different teachers should be assigned to guide students in their respective specializations (Tanaleon et. al., 2024). Sports feature writing, editorial writing, and photojournalism, for instance, demanded expertise that could be better provided by teachers with relevant backgrounds in those fields. If their school had a structured journalism training program with multiple mentors, our student journalists could receive more focused guidance, leading to a more competitive and well-rounded school paper (Natividad and Gaspin, 2021). Unfortunately, with limited manpower and support, they had to make do with what was available, ensuring that students at

least grasped the fundamentals of campus journalism despite the constraints. FGD 4 stated, balancing responsibilities as both School Paper Adviser and a Classroom Teacher with a full subject load was quite challenging. This is similar with Gonzlez and Cruz (2021) with their teaching duties demanding most of their time, they found it difficult to dedicate enough attention on training campus journalists and ensuring the production of a quality school paper. The participant requested to lessen the workload to effectively manage Campus Journalism. Since the participant holds the position of being a Master Teacher in their school, the request was not granted, as the teaching responsibilities were considered essential. This meant that they had to find alternative ways to support their student journalists without compromising their primary role as a classroom teacher. Thus, the participant results to having training after classes and during weekends, since the participant cannot compromise either of his/her tasks in school. This is further supported by Gonzalez and Cruz (2021) that since Campus Journalism lack designated time for training, SPAs tend to conduct training after classes and weekend which requires the SPA to work beyond the working hours. According to Reyes (2020) being an SPA requires time and effort to train campus journalists. The multiple-role of the participant being an SPA and classroom advisers demand balance which can be overwhelming at some point, which can lead to burn-out and fatigue for most of the SPAs. Journalism programs and curricula are the concrete manifestations of education discourse and practice. Digitalization has had a profound impact on the technological, economic, and social foundations. Because the digital transformation of journalism is a fast and in many ways uncertain process, journalism educators are faced with the dual challenges of having to keep up with technological developments and changing media platforms and having to select from a growing number of potentially relevant



Fig. 3. Challenges of School Paper Adviser in Handling Campus Journalism skills and knowledge (Kirchhoff, 2022).

3.2. Coping Strategies Of School Paper Advisers In Handling Campus Journalism — Handling campus journalism as a school paper adviser involves coping strategies to manage the diverse challenges that arise. It includes fostering open communication. Encourage a culture of open dialogue between students and advisers. Regular meetings and feedback sessions help address issues early and ensure feel heard.

3.2.1. Professional Development and Training—Professional development training for campus journalism advisers is crucial for several reasons. The media environment is rapidly changing, with new technologies and platforms emerging regularly. Training helps advisers stay current with digital tools, social

Further, by setting clear expectations clearly outlining roles, responsibilities, and deadlines from the start students understand what is expected of them and reduce confusion. The informants' responses from the IDI and participants' responses from FGD support the mentioned themes. These themes draw attention to the diverse coping strategies by School Paper advisers to navigate the difficulties of implementing Campus Journalism.

media trends, and multimedia storytelling techniques, ensuring that their students produce relevant and engaging content. In addition, advisers benefit from training in various areas such as editorial standards, ethical journalism, legal issues, and crisis management. These skills are essential for guiding students effectively

and maintaining high journalistic standards. Professional development helps advisers improve their leadership and mentoring abilities. Effective guidance can empower students to take initiative, develop their voices, and produce high-quality journalism. Training often includes strategies for fostering a positive and productive newsroom environment. Workshops and conferences provide opportunities for advisers to connect with peers, share experiences, and discuss challenges. This networking can lead to valuable collaborations and the exchange of best practices, enriching the adviser's approach to campus journalism. Overall, investing in professional development for campus journalism advisers enhances the quality of journalism education and ensures that students are well-prepared for future media careers. Most of the teachers who act as school paper advisers lack preparedness. They are not qualified to act as advisers due to a lack of knowledge about journalism. Teachers assigned to handle Journalism are under-skilled. The primary factor

for the current state of teachers are lack of formal training, as journalism is not incorporated in the Basic Education curriculum (Natividad, Gapasin, 2021). Moreover, student publications play a crucial role in the fast-paced global environment, particularly when it comes to disseminating information about the educational institution and the student body. Their knowledge also enables them to make well-informed decisions for the community. Training, seminars, and workshops for the student writers are needed to develop their technical skills further for the improvement of the management of student publication. The training and seminars will help the student writers polish their technical writing skills which will help in the performance of their tasks as campus writers. It is a fact that the students qualified for the position in the publication based on an editorial examination but there are facets in student publication management that they still need to learn and understand. (Cainong 2024)

3.2.2. Time Management—Time management is crucial for a Campus Journalist Adviser. By creating and sustaining a strong network of partners and sponsors, one may improve the efficacy of the journalism program, give students additional chances, and foster a more vibrant and encouraging environment for all parties. Without a balance of responsibilities as an adviser, the tendency is to juggle various roles, including mentoring students, overseeing content production, managing deadlines, and handling administrative tasks. Effective time management helps prioritize and balance these responsibilities. Campus journalism often involves strict deadlines for publishing articles, preparing editions, and organizing events. Good time management ensures that you and your students meet these deadlines without last-minute stress. As IDI 1 said; being a full-time Master

Teacher while also serving as a campus journalism adviser made it challenging to manage their time effectively for mentoring their student journalists. With my heavy workload, They had to be strategic in balancing their responsibilities to ensure that both teaching duties and journalism training were given proper attention. To stay organized, They maintained a calendar of activities posted on my table, which served as a constant reminder of their weekly schedule for mentoring sessions (Gonzalez and Cruz, 2021). This helped them allocate specific time slots for journalism training without neglecting classroom obligations (Santos and Lim, 2023). Despite the demanding schedule, their commitment to both roles pushed them to find ways to efficiently guide the students, ensuring they received the necessary support in developing their journalistic skills while they fulfilled their teaching

responsibilities. IDI 5 followed up that, to manage the demands of being both a class adviser and a campus journalism adviser, they relied on organizing my to-do lists to keep track of the responsibilities. Juggling these roles required careful planning, so they made it a habit to list down my tasks to ensure that nothing was overlooked. One of the strategies implemented was setting a fixed schedule for journalism training during after classes and every weekend (Reyes, 2020). This routine allowed them to balance teaching duties while providing consistent guidance to students. By sticking to a structured plan, they were able to fulfill both roles effectively, ensuring that the students received the necessary training while they managed my other responsibilities efficiently. FGD 2 and 5 also stated that being able to organize their activities effectively played a crucial role in ensuring quality training for their student journalists. By carefully planning our sessions and focusing on key writing and reporting skills, able to guide the students in honing their talents in various journalism categories (Lim, 2023). They ensured that each training session was well-structured, covering different aspects such as news writing, editorial writing, feature writing, and even editorial cartooning (Srivastava, 2020). Through this systematic approach, the student journalists gained confidence and developed a strong foundation in campus journalism. Their dedication and hard work, combined with the structured training they provided, prepared them well for competitions (Moyo, 2021). As a result of our consistent and well-planned training, their student journalists frequently won in the Division Press Conferences. Their strong performance at the division level reflected the effectiveness of our training sessions, as they demonstrated excellent writing and reporting skills in various categories (Moyo, 2021). With each victory, students became even more motivated to improve and push their limits. Their achievements at the division level also paved the way for opportuni-

ties to compete at the regional level, where they continued to showcase their skills and bring home awards. Seeing them succeed in these competitions was a testament to the effort and time we dedicated to their training (B .Espadero, 2022). Reaching the regional level was a significant accomplishment, as it meant that their school was recognized among the best in campus journalism. Competing against top schools in the region was both challenging and rewarding, as it provided the students with valuable exposure and experience. The rigorous training they conducted prepared them well to face the pressure of higher-level competitions (Ndungu, 2023). Their victories at the regional level not only brought pride to the school but also proved that with proper organization, dedication, and perseverance, success was within reach. These achievements inspired them to continue improving my training methods and to seek more opportunities for the students to excel in journalism (Johnson, 2020). Further, allocating time for mentoring and providing feedback to student journalists allows thoughtful, constructive guidance without feeling rushed. Effective time management helps the campus journalist adviser plan editorial calendars, organize meetings, and coordinate with other school departments or external parties. This ensures that all aspects of the journalism program run smoothly (Mustika and Khotimah, 2021). Managing time reduces the likelihood of feeling overwhelmed, which can negatively impact the ability to lead and support students effectively. Overall, time management helps ensure that both the adviser and the student journalists can perform their roles effectively and maintain a high standard of work (Santos, 2022). Time management skills are key to journalists' controlling time and maintaining mental health. Taking time off and making space for yourself empowers you to do better in your assignments (Chan-Smutko, 2023). Most journalists quickly realize that a day's worth of work may not be enough.

They handle everything, including chasing a lead, researching a story, speaking with sources, writing the piece, editing, and fact-checking it. Effective time management is thus essential. Another useful thing to remember while making

schedule, is to work back from the deadline to make sure everything is doable. Keeping everything organized and orderly is also important (Lim and Bautista, 2023).

3.2.3. Building a Supportive Network— Building a network with other advisers, school officials, and the journalism community at large can yield a wealth of information and support. As a Campus Journalist Adviser, developing a network of support is critical to the success of your journalism program and the development of your student journalists. Further, establish connections with other teachers, school administrators, and staff members. Their support can be invaluable in securing resources, gaining approval for projects, and integrating journalism into the broader school community. IDI 4 said, belonging to a medium-category school with limited resources posed challenges in training the student journalists, found ways to maximize what was available. One of the strategies was to connect with fellow campus journalism advisers from other schools who had more experience and expertise in coaching student journalists. By reaching out to them, they gained valuable insights into effective training methods, competition strategies, and ways to enhance students' writing skills despite the constraints (Cubillas and Cubillas, 2021). Their guidance allowed them to refine their approach to mentoring, ensuring that the students received quality journalism training even with limited resources (Cervantes, 2020). Aside from seeking advice, School Paper Advisers also invited their co-advisers to share their knowledge and experiences during training sessions (Hughes, 2021). Whenever possible, they asked them to give short talks or provide feedback on students' outputs to expose them to different perspectives in journalism. Their inputs were instrumental in broadening their students' understanding of var-

ious journalism techniques and styles. Through this collaborative effort, my students benefited from a well-rounded training experience, preparing them effectively for competitions. Despite the school's limitations, these connections with experienced advisers helped bridge the gap, ensuring that the student journalists continued to improve and succeed in the field. School Paper Advisers learn through the years because of their experiences as they teach journalism along the way (Omay, 2020). Nonetheless, these experiences also include training and workshops (B. Espadero, 2022). Mustika Khotimah (2021) cited Wijaya (2019) that attending trainings is one of the seven that enhances journalistic ways. FGD 1 supported that, recognizing the importance of learning from experts, they made it a habit to connect with school paper advisers from other divisions who were known for their expertise in mentoring student journalists. These advisers had years of experience and a proven track record in producing quality school paper outputs and winning competitions. They sought their guidance on best practices, effective teaching techniques, and strategies to enhance students' skills in writing, editing, and layout design. By engaging with them, they learned various ways to motivate the student journalists, such as providing constructive feedback, setting achievable goals, and incorporating engaging activities into our training sessions (Patel et al., 2021). Another researcher in the field of Journalism pointed out that not only training but also support is needed to retain SPAs and to achieve success in teaching (Johnson, 2020). That's why (Yedama, et. al. 2021) emphasizes the regular development initiatives that will help

employees motivated, and also he added that frequent training programs will also establish regular re-evaluation of SPAs and skills. In addition to gaining technical knowledge, these expert advisers also shared insights on how to inspire students to be more passionate about campus journalism. They emphasized the importance of creating a sense of purpose among student journalists by highlighting the impact of their work on the school community (Cubillas and Cubillas, 2021). They applied these techniques by encouraging my students to take ownership of their roles, assigning them meaningful stories to cover, and recognizing their efforts through simple rewards and public acknowledgment. These motivational approaches greatly improved their commitment and enthusiasm, leading to better-quality school paper outputs and a more dedicated team of student journalists (Ndungu, 2023). FGD 3 also revealed that, working alone as a campus journalism adviser while handling a full teaching load was undeniably challenging. The responsibility of mentoring student journalists, organizing training sessions, and ensuring the production of a quality school paper required time and effort beyond their regular teaching duties. However, they realized that it did not have to do everything alone. By reaching out to other advisers and experts in the field, they found a support system that helped them manage time more effectively. They provided with valuable resources, training materials, and techniques that streamlined my approach to coaching student journalists. Their advice allowed them to structure my training sessions efficiently, ensuring that my students received the necessary guidance without compromising their teaching responsibilities (Patel et al., 2021). Through collaboration, they were able to delegate certain tasks and seek external support, which significantly eased the burden of producing a school paper annually. Abad-Dadayan (2021) stated that other advisers shared templates, editing techniques,

and motivational strategies that kept my students engaged and productive. Additionally, working with experts gave them students opportunities to learn from seasoned journalists, further improving their writing and reporting skills (Moyo, 2021). By integrating these collaborative efforts into my workflow, they successfully balanced my dual roles and ensured that our school paper maintained its quality each year. The teamwork and shared knowledge made the process more manageable and rewarding, proving that collective efforts yield better results than working in isolation (Nettlefold and Williams, 2021). Therefore, engage with local or professional journalists who can offer mentorship, conduct workshops, or provide insights into the industry. The real-world experience can enrich the program and offer students valuable learning opportunities (Dela Cruz et al., 2020). Building a network among student journalists by fostering teamwork and collaboration encourages them to share ideas, support each other, and work together on projects to build a strong, cohesive team. Involving parents and local community members who can support the journalism program through volunteer work, financial contributions, or by offering real-world perspectives can help sustain and enhance your program (Santos, 2022). The field of journalism moves quickly, and meeting deadlines is common. Time management skills are essential and one should be able to adjust to changing circumstances. Without sacrificing the caliber of your work, learn how to prioritize your responsibilities, meet deadlines, and multitask (Yellowbrick, 2023). These themes provide a comprehensive framework for understanding the various aspects of managing a school paper and supporting student journalists, emphasizing importance of communication, organization, support, and ethical standards. Journalists should build networks with one another to reach and appeal to wider audiences. Connecting with colleagues in other regions and countries



Fig. 4. Coping strategies of school paper advisers in handling Campus Journalism can help them share their work faster and more effectively (Paguirigan and Paguirigan, 2022). It can also help reporters find colleagues who care about same issues and with whom they can collaborate. Journalists should approach their work with a sense of humility, understanding that their expertise doesn't extend to every field or geographic location (Sparling, 2021). When groups of people with different skill sets come together with a common purpose, they can achieve goals that they otherwise couldn't do alone (Gaspin, 2021).

3.3. *Educational Insights Gained From The Challenges Of School Paper Advisers*—Educational insights gained from the challenges of a school paper adviser can be broad and impactful. Advisers learn the importance of guiding and supporting students, helping them develop their skills, and fostering their growth as individuals and journalists. This experience highlights effective leadership strategies and the value of mentorship. The role of an adviser emphasizes the need for clear, constructive communication with students, colleagues, and the school community. Advisers develop skills in giving feed-

back, managing group dynamics, and articulating ideas effectively. Managing a school paper involves juggling multiple tasks, deadlines, and responsibilities. Advisers gain insights into efficient time management, task prioritization, and organizational strategies that can be applied to various contexts. Advisers gain insights into the ways journalism empowers students to voice their opinions, take ownership of their work (Sparling, 2021), and contribute to their school community. This experience underscores the importance of providing students with meaningful opportunities. The dynamic

nature of managing a school paper teaches advisers to be adaptable and resourceful in addressing challenges, finding solutions, and navigating changing circumstances (Natividad and Gapasin, 2021). Advisers often experience personal and professional growth through their role, including the development of new skills, learn-

ing about emerging trends in journalism, and adapting to technological advancements. These insights reflect the comprehensive educational value of the adviser's role, highlighting how it contributes to both their development and the growth of their students (Villanueva, 2022).

3.3.1. Professional Development and Training—Professional development and training for campus journalism advisers are crucial. Journalism is constantly evolving with new technologies and methods. Training helps advisers stay current with trends, tools, and best practices, ensuring they can effectively guide their students (Santons and Lim, 2023). Moreover, workshops and professional development opportunities can help advisers develop advanced skills in areas like multimedia reporting, digital storytelling, and data journalism (Moyo, 2021). Training equips advisers with strategies for better mentoring and leadership, helping them to support their students' growth, manage the journalism program more effectively, and foster a positive and productive environment (Santos and Reyes, 2022). Further, professional development helps advisers learn how to better utilize available resources, from digital tools to community partnerships, enhancing the overall quality and connecting with other journalism educators, which can lead to valuable collaborations, idea exchanges, and support systems (Mustika and Khotimah, 2021). Networking allows advisers to share experiences and best

practices with peers, gaining insights into how other schools manage their journalism programs (Sirvastiva, 2020). Overall, investing in professional development and training for campus journalism advisers is essential for maintaining a high standard of journalism and supporting student growth.

Campus journalism has become an avenue to hone skills, be disciplined, and think critically to be the upholders of freedom of the press even at a young age. Practicing campus journalism entails different cultures that the staffers may adopt as they get along in the process of learning and experience (Dela Rosa et al., 2021). Further, Campus Journalism, which is aligned with Skills Training and Literacy, plays a vital role in every school that molds the skills and ability of the pupils/students when it comes to creative writing and measures the capacity of schools to compete with the other institutions. Building seminars and workshops in campus journalism are necessary. A community service project in the education sector helped in journalism skill building, establishing a school paper, and honing competitive individuals who excel in competitions during Press Conferences (Chavez, 2023).

3.3.2. Time Management and Organizational Skills—In campus journalism, time management and organizational skills are crucial for effectively running a journalism program and ensuring that both advisers and student journalists can meet their goals and deadlines (Santos

Rivera, 2021). In addition, determining which tasks are most important for meeting deadlines and achieving goals, such as article submissions, editorial meetings, and publication schedules is essential, and assigning appropriate amounts of time to each task based on its priority and

complexity (Lim and Bautista, 2023). Tracking and monitoring progress regularly to ensure that tasks are being completed on schedule and addressing any delays promptly is fundamental in time management and keeping digital and physical files well-organized, including articles, photographs, and layout drafts, to ensure easy access and retrieval. In addition, documentation guidelines, and procedures for managing the paper help maintain consistency and efficiency to a quality school paper (Mendoza, 2020). Overall, effective time management and organizational skills are essential for the smooth operation of a campus journalism program, helping ensure that the publication runs efficiently and produces high-quality work (Gonzales, (2021). Managing responsibilities within tight deadlines and using mental resources to improve performance are not just nice abilities; they are crucial skills today (Vaida Brinzei, 2021). However, time management does not require a person to learn to do as many things as possible in a short period, but it ensures that the person does what needs to be done, dealing with the things that need to be addressed. The ability to manage your time effectively is important. Good time management leads to improved efficiency and productivity, less stress, and more success in life (Bucata et al., 2021). Journalism is a fast-paced and demanding profession that requires excellent time management skills. With tight deadlines, multiple projects, and constant updates, journalists need to stay organized and efficient to meet the demands of their work. In today's digital age, numerous time-management tools are available to help journalists stay organized (Santos et al., 2023). Use project management software, task-tracking apps, or online calendars to manage assignments and deadlines efficiently. Effective time management is vital for journalists to thrive in their fast-paced profession and mastering time management is an ongoing process (YellowBrick, 2023). To synthesize the results and discussion of the study various themes

were discovered during the in-depth interview and focus group. The experiences of the Campus Journalists Advisers brought educational Insights that can be learned from their experiences and challenges encountered as school paper advisers. Managing a school newspaper comes with unique challenges and obstacles such as limited resources, tight deadlines, or conflicts among staff members. Moreover, financial constraints of Schools often have tight budgets, that limit the resources available for printing, technology, and other materials needed for the newspaper (Reyes and Cruz 2022). Limited access to quality paper, printing equipment, or software can hinder production quality and efficiency. On the other hand, time management skills are key to journalists' controlling time and maintaining mental health. Taking time off and making space for yourself empowers you to do better in your assignments. (Chan-Smutko, 2023). Student publications play a crucial role in the fast-paced global environment, particularly when disseminating information about the educational institution and the student body. However, training and seminars will help the student writers polish their technical writing skills which will help their tasks as campus writers. The fact that the students qualified for the position in the publication is based on an editorial examination facet of student publication management that they still need to learn and understand (Gascon-Cabanizas, 2023). Tracking and monitoring progress regularly to ensure that tasks are being completed on schedule and addressing any delays promptly is significant in time management and keeping digital and printed files well-ordered, that includes articles, photographs, and layout drafts, to ensure easy access and retrieval. In addition, documentation guidelines, and procedures for managing the paper help maintain consistency and efficiency to a quality school paper (Mendoza, 2020). Overall, effective time management and organizational skills are essential for the smooth operation of a



Fig. 5. Educational insights gained from the experiences of School Paper Advisers campus journalism program, helping ensure that high-quality work (Gonzales, (2021). the publication runs efficiently and produces

4. Implications and Future Directions

This chapter offers an overview of the study. The summary of the results leads me to the implications and directions for the future. My study aimed to comprehend the perspectives, approaches, and insights of the school paper advisers and the challenges they faced in handling the campus journalism given to them.

4.1. Findings—I followed Cresswell’s (2006) recommendations and used a qualitative phenomenological technique with thematic analysis to accomplish the research aims. To comprehend the advisers’ experiences, open-ended interview questions were used. Additionally, I invited my participants to discuss how they define or understand the study’s issue by employing this interviewing technique. Based on the thematic analysis of the responses from the participants of the study, the following findings and their corresponding themes were revealed. The results of the discussions clearly show that handling campus journalism as an adviser comes with unique challenges and obstacles such as limited resources, and tight deadlines. More-

over, financial constraints of Schools often have tight budgets, that limit the resources available for printing, technology, and other materials needed for the newspaper. Problems encountered by the School Paper Advisers such as the teachers’ workload and qualifications are the common experience of SPA. The teacher’s bulk of work each day in a week that only a few school publications are handled by two to four advisers while most schools assign one teacher. Coping strategies were drawn out too, the findings revealed that school paper advisers would join training enhancements to keep up with the trends and updates of campus journalism, create their own schedule to conduct training and conduct fund raising activities as well as ask help

from well-off parents to support the financial needs. Training enhancements is done through the initiatives of the Division offices, however due to limited fundings, one or two SPAs could attend. If training is not available, they would opt to learn by themselves through research. As for time management, school paper advisers' resort to creating their own schedule to conduct their training. This includes after-class hours and weekend campus journalism training. They would also squeeze through their schedule crafting school paper since it is one of the requirements to join press conferences. For campus journalism fundings, if the school is not financially secure, school paper advisers follow through with fund raising activities and seeking help from well-off parents of their campus journalists. Insights were captured with school paper advisers' challenges and coping strategies that include professional growth and development, and time management and organizational skills. School paper advisers have improved unknowingly, while handling campus journalism. Since it is crucial for school paper advisers to keep up with the changes pertaining to the use of technology and methods of writing, they unconsciously refined their writing skills and updated their knowledge with the trends of technology. School paper advisers have learned to manage their time efficiently. They have learned to chunk their time to address the tasks that need to be done.

Pertaining to the theoretical lens used in this study, Learning Curve Theory by Ebbinghaus (1885), Self-Directed Learning Theory by Garrison (1992) and General System Theory by von Bertalanffy (1968). These theories are evident with the challenges and coping strategies of the school paper advisers discussed in this study. Firstly, school paper advisers undergo learning curve and self-learning as they conduct campus journalism training. School paper advisers conduct training every year. School paper advisers keep doing this on repetition which

results to mastering and improving their craft in campus journalism. Learning curve theory of Ebbinghaus (1885) states that a skill is improved over time due to learning and repetition. This means that school paper advisers hone their skills since they keep doing this every year. The more years of teaching experience in campus journalism the meaningful their knowledge on the subject. Secondly, if training enhancements were not available, they chose to learn by themselves through research. Self-directed Learning Theory of Garrison (1992) states that adults can learn by themselves. This means that as an adult learner they can improve by learning by themselves. School paper advisers are considered as adult learners, they unlearn and relearn from time to time. School paper advisers are encouraged to keep up with the changes of campus journalism. Lastly, school paper advisers need the support of the school administration for them to successfully implement campus journalism. System Theory of von Bertalanffy (1986) states that an organization needs support for it to thrive. Campus journalism is an organization in school that needs its school paper advisers, campus journalists, school administrators and parents for it to prosper. Without the support it needs, campus journalism will not flourish. Considering the challenges of the School Paper adviser in the in-depth interview, three themes were identified. The first theme is Challenges and Obstacles. The participants have shared that handling a school newspaper as an adviser comes with unique challenges and obstacles such as limited resources, tight deadlines, or conflicts among staff members. Moreover, financial constraints of Schools often have tight budgets, that limit the resources available for printing, technology, and other materials needed for the newspaper. Limited access to quality paper, printing equipment, or software can hinder production quality and efficiency. Problems encountered by the School Paper Advisers such as the teachers' workload and qualifications are the

common experience of SPA. Most teachers are not qualified to act as advisers due to a lack of knowledge about journalism. Teachers assigned to handle Journalism are under-skilled. The teacher's bulk of work each day in a week that only a few school publications are handled by two to four advisers while most schools assign one teacher. The second theme observed during the discussions was Balancing Roles. Balancing the school paper adviser's responsibilities with their other professional duties, and the impact on their workload and stress levels is quite challenging for Campus Journalists advisers. Prioritizing and Planning creates a clear plan for teaching responsibilities and the school paper. A calendar to map out deadlines, meetings, and important events is helpful. This can help avoid last-minute stress and manage time effectively. By creating and sustaining a strong network of partners and sponsors, one may improve the efficacy of the journalism program, give students additional chances, and foster a more vibrant and encouraging environment for all parties. Without a balance of responsibilities as an adviser, the tendency is to juggle various roles, including mentoring students, overseeing content production, managing deadlines, and handling administrative tasks. The third theme observed during the discussions was Technological Challenges: Adapting to and integrating new technologies in journalism, from digital publishing tools to social media platforms requires skills training for coaches and student journalists. A school paper adviser and students may encounter several technological challenges in managing and producing a school paper. Not all students may have equal access to computers, software, or reliable internet, which can hinder their ability to participate fully in the paper's production. Students and staff may use different software or versions, leading to compatibility issues when sharing documents or working collaboratively. Three themes have been found for coping strategies with difficulties

and challenges encountered by Campus Journalists' advisers. First, Professional Development and Training. Professional development training for campus journalism advisers is crucial for several reasons. The media environment is rapidly changing, with new technologies and platforms emerging regularly. Training helps advisers stay current with digital tools, social media trends, and multimedia storytelling techniques, ensuring their students can produce relevant and engaging content. In addition, advisers benefit from training in various areas such as editorial standards, ethical journalism, legal issues, and crisis management. These skills are essential for guiding students effectively and maintaining high journalistic standards. The second theme was Time Management. Time management is crucial for a Campus Journalist Adviser. Effective time management helps prioritize and balance these responsibilities. Campus journalism often involves strict deadlines for publishing articles, preparing editions, and organizing events. Good time management ensures that you and your students meet these deadlines without last-minute stress. Further, allocating time for mentoring and providing feedback to student journalists allows thoughtful, constructive guidance without feeling rushed. Effective time management helps the campus journalist adviser plan editorial calendars, organize meetings, and coordinate with other school departments or external parties. This ensures that all aspects of the journalism program run smoothly. Managing time reduces the likelihood of feeling overwhelmed, which can negatively impact the ability to lead and support students effectively. The third theme was Building a Supportive Network. Building a network with other advisers, school officials, and the journalism community at large can yield a wealth of information and support. As a Campus Journalist Adviser, developing a network of support is critical to the success of your journalism program and the development of your student journal-

ists. Further, establish connections with other teachers, school administrators, and staff members. Their support can be invaluable in securing resources, gaining approval for projects, and integrating journalism into the broader school community. Campus Journalists advisers engage with local or professional journalists who can offer mentorship, conduct workshops, or provide insights into the industry. Building a network among student journalists by fostering teamwork and collaboration encourages them to share ideas, support each other, and work together on projects to build a strong, cohesive team. Involving parents and local community members who can support the journalism program through volunteer work, financial contributions, or by offering real-world perspectives can help sustain and enhance your program. The ultimate goal of the study was to gain insight from the experiences of the School Paper advisers. The study has discovered two themes. The first theme was Professional Development and Training. Professional development and training for campus journalism advisers are crucial. Journalism is constantly evolving with new

technologies and methods. Training helps advisers stay current with trends, tools, and best practices, ensuring they can effectively guide their students. Moreover, workshops and professional development opportunities can help advisers develop advanced skills in areas like multimedia reporting, digital storytelling, and data journalism. Training equips advisers with strategies for better mentoring and leadership, helping to support their students' growth, manage the journalism program more effectively, and foster a positive and productive environment. The second theme was Time Management and Organizational Skills. In campus journalism, time management and organizational skills are crucial for effectively running a journalism program and ensuring that both advisers and student journalists can meet their goals and deadlines. In addition, determining which tasks are most important for meeting deadlines and achieving goals, such as article submissions, editorial meetings, and publication schedules is essential, and assigning appropriate amounts of time to each task based on its priority and complexity.

4.2. Implications—The following important conclusions were found in my analysis. School paper advisers face challenges that can have significant implications for the advisers themselves and the student publications they oversee. First, is the quality of content. If advisers struggle with workload or lack of resources, the quality of the student paper may suffer. This impacts the educational value for the students involved, and the reputation of publication within the school community. Second, is resource allocation. Advisers may face challenges related to funding, equipment, or access to training. Limited resources can restrict the scope and quality of the publication, affecting students' learning experiences and the paper's ability to cover a

broad range of topics. Time Management. Advisers often juggle their responsibilities with other teaching duties. Difficulties in managing time can lead to burnout, reduced effectiveness, and less engagement with the student staff, impacting the overall productivity and morale of the team. Finally, Professional Growth. Challenges in the adviser role impact their professional development and job satisfaction. Persistent issues might affect their ability to stay current with trends in journalism and media, impacting their effectiveness and career growth. Addressing these challenges often requires institutional support, professional development opportunities, and collaboration between advisers, students, and the broader school community.

4.3. Future Directions—

The primary audiences for whom this study was intended needed to be informed of the results and capable of making appropriate use of them. It is ensured that inexperienced school paper advisers have the technical help, resources, and training to overcome obstacles and succeed in their campus Journalism journey by maintaining effective communication with these important individuals or institutions. It also promotes a collaborative approach to addressing systemic issues within the Department of Education. The Department of Education. It is important to notify DepEd officials of challenges to school paper advisers in the schools, particularly Division Superintendents and DepEd Regional offices. To help improve the skills of school paper advisers, they can design Campus Journalism professional development programs, set unified policies, and carry out changes. School Heads. The school heads can provide financial resource assistance to school paper advisers for the school-level skills training of student writers and in the reproduction of school papers. English and

Filipino Supervisors/Division Journalism Focal Person. They can provide technical assistance to school paper advisers of the Division to overcome challenges in managing campus Journalism. They can provide skills training to school paper advisers and their student writers and conduct Press Conferences to showcase the skills of student writers. PTA and School Governing Council (SGC). They can support intensifying financial assistance for Campus Journalism in the school. Future Researchers. The difficulties faced by school paper advisers can be studied by researchers in the future utilizing techniques and viewpoints other than the methodology used by this study. They may employ large-scale surveys and questionnaires to collect quantitative data on the frequency and effects of particular challenges experienced by novice school heads. Large-scale surveys and questionnaires may be used to gather quantitative information on the prevalence and consequences of specific difficulties experienced by school paper advisers.

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