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FACTORS AFFECTING THE COMPETENCE OF PUBLIC ELEMENTARY SCHOOL PAPER ADVISERS IN LIGAO CITY DIVISION

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ABSTRACT

This study investigated the factors affecting the competence of Public Elementary School Paper Advisers (SPAs) in Ligao City Division during School Year 2024-2025. Using a mixed-method research design, the study gathered data from 68 SPAs across three districts through surveys and semi-structured interviews. The research examined advisers' profiles, competency levels in school paper management and coaching, and challenges faced. Results revealed that most SPAs held BEED degrees (69.1%) with limited specialized journalism training, and over 76% had 5 years or less experience. Key challenges included time management constraints, inadequate technological infrastructure particularly in rural areas, and limited institutional support. The study found significant gaps in professional development, with 58.8% of advisers lacking formal training in campus paper management. Geographic location emerged as a critical factor, with 76.5% of schools in rural areas facing additional challenges in internet connectivity and resource access. Based on these findings, the study proposed comprehensive policy guidelines focusing on professional development, resource management, and technology infrastructure support. The recommendations emphasized establishing sustainable funding mechanisms, facilitating mentorship programs between experienced and novice advisers, and creating collaborative networks to enhance the quality of campus journalism education in Ligao City Division.

KEYWORDS: - Competence, campus journalism skills, school paper management, resource access, challenges, policy guidelines.

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1.0 INTRODUCTION

The landscape of journalism education has been rapidly evolving in recent years. This is due to the rapid developments in digital media and the rise of fake news. Globally, journalism is no longer confined to traditional media such as newspapers and television. It has taken on various forms and requires new skills. Individuals need to be equipped with digital literacy, ethical reporting, and critical thinking skills. UNESCO (2024) has emphasized the importance of media literacy education for children to better understand the news. This will help them combat fake news and practice good journalism from a young age.

In Southeast Asia, the rise of digital media has prompted governments and schools to incorporate media literacy and journalism education in primary and secondary schools. However, not all schools have equal access to technology, training, and resources (Agbisit, 2024). While some countries in the region are doing well in terms of media literacy education, others are facing challenges such as lack of funding and policies that restrict press freedom (UNICEF East Asia and Pacific Regional Office, 2021). This is a major concern in campus journalism, where the gap between traditional and new journalism is widening.

In the Philippines, campus journalism is enacted by Republic Act No. 7079 or the Campus Journalism Act of 1991. It aims to educate students in journalism and uphold press freedom in schools. However, campus journalism programs vary, especially in rural areas where schools lack resources and training for school paper advisers (Quilinguing, 2021). The Department of Education (DepEd) has policies (DepEd Order No. 42 s. 2017 and Regional Memorandum No.17 s. 2015) to guide in the selection, retention, and designation of school paper advisers. However, these policies do not address all the issues that school paper advisers are facing such as the need to learn digital journalism and to practice ethical reporting (Natividad & Gapasin, 2021).

In Ligao City Division, concerns have been raised regarding the competence of public elementary school paper advisers. In the 2023 Regional Schools Press Conference, only one public elementary school from the division won an individual award and none won in the group categories. This reflects the issues that school paper advisers are facing such as lack of journalism experience, lack of training in digital journalism, lack of resources and technology, lack of continuous training programs, and lack of monitoring of the effectiveness of existing training programs. This hinders the school paper advisers from effectively teaching the student journalists.

This study aimed to identify the factors that influence the competence of public elementary school paper advisers in Ligao City Division. Previous studies have shown that campus journalism develops the critical thinking and ethical reporting of students. However, there is a deficiency of studies on the competencies of school paper advisers, particularly in the elementary level. This study aimed to determine the strengths and weaknesses of school paper advisers, the challenges they encounter, and propose measures to enhance their competencies. This contributes to the improvement of campus journalism in Ligao City and to the attainment of national and international standards, and to the development of students' news literacy in the digital age.

2.0 FRAMEWORK

The theoretical framework of this study is based on several interconnected theories that together explain how school paper advisers develop and assess their competence. At its foundation, Social Cognitive Theory (Bandura, 1986) plays a crucial role, highlighting that learning happens through the dynamic interplay of personal factors, behavior, and the environment (Schunk & DiBenedetto, 2023). In this setting, the competence of school paper advisers is influenced by their self-efficacy, vicarious experiences, and interactions with students, colleagues, and the wider educational community. The idea of reciprocal determinism within this theory illustrates how advisers' personal development is shaped by their surroundings, including institutional support, available resources, and training opportunities. This core theory directly informs our understanding of self-efficacy, which is essential for investigating how advisers view their ability to effectively mentor student journalists. It also lays the groundwork for exploring how environmental factors, such as resource availability and institutional policies, affect adviser competence.

Expanding on Social Cognitive Theory, Adult Learning Theory (Andragogy) offers further insights into the professional growth of school paper advisers, who are adult learners (Anderson & Boutelier, 2021). This theory emphasizes the self-directed and experience-based nature of adult learning, indicating that advisers gain the most from practical, problem-centered approaches that align with their intrinsic motivations to improve their journalism and mentoring skills. By incorporating principles of Andragogy, the study highlights the significance of structured professional development programs designed to meet the specific needs of adult learners, thereby supporting the ongoing learning process described in Social Cognitive Theory.

Situated Learning Theory (Lave & Wenger, 1991) enhances the framework by emphasizing the importance of learning in real-world contexts and communities of practice (Renga, 2022). This theory posits that advisers shape their professional identities through active engagement in authentic journalism tasks, collaborative learning settings, and interactions with peers. Situated Learning Theory works in tandem with both Social Cognitive Theory and Adult Learning Theory by highlighting how context influences adviser competence. It underscores the significance of practical experience and mentorship in developing well-rounded advisers who can adeptly navigate the complexities of modern journalism education.

The integration of Situated Learning Theory and Adult Learning Theory supports the idea that advisers' professional growth is shaped by their active participation in real-world tasks, collaborative environments, and peer interactions, all of which are crucial for developing competencies in modern journalism education. This combined approach ensures that advisers not only gain technical skills but also apply them in meaningful ways, bridging traditional practices with contemporary digital storytelling demands.

In the current digital landscape, the Media Literacy Framework (Potter, 2022) is crucial for tackling the challenges of misinformation, managing digital media, and adapting to new storytelling methods. This framework emphasizes the need for critical analysis, ethical considerations, and skillful use of digital tools, all vital for effective journalism education. By integrating the Media Literacy Framework, the study connects traditional journalism practices with contemporary needs,

ensuring that advisers are prepared to help student journalists create accurate, ethical, and compelling content.

Competency-Based Education Theory (Ford, 2014) takes the insights from the previously mentioned theories and provides a structured method for identifying and assessing adviser competencies. This theory categorizes competence into three areas: knowledge (including journalism principles, pedagogy, and technical skills), skills (such as writing, editing, digital production, and mentoring), and attitudes (focusing on ethics, accuracy, and adaptability). By connecting the study's goals with measurable results, Competency-Based Education Theory ensures that the research not only delves into theoretical foundations but also presents practical applications aimed at enhancing adviser effectiveness. Competency-Based Education Theory complements Media Literacy Framework by providing a structured approach to assessing and developing adviser competencies across knowledge, skills, and attitudes, ensuring measurable outcomes in areas like digital literacy, editorial skills, and ethical reporting. These two theories highlight the importance of integrating traditional journalistic principles with contemporary digital practices, offering a comprehensive system for evaluating and enhancing adviser capabilities while addressing the evolving demands of journalism education. This combined approach ensures advisers are well-prepared to mentor students in producing accurate, ethical, and engaging content across various media platforms.

Using CIPP (Context, Input, Process, Product) Evaluation Model, the conceptual framework study highlights the adviser competencies across multiple dimensions. This includes their educational background, journalistic skills, and school paper management capabilities. The study evaluated school paper advisers' competence in various areas including news writing, editorial writing, feature writing, and other journalistic skills. It also examined their effectiveness in school paper management. Through this assessment, the research identified challenges faced by school paper advisers, such as limited training opportunities and resource constraints, ultimately proposing policy guidelines to enhance the quality of campus journalism education in Ligao City Division. The findings contributed to developing targeted interventions and capacity-building initiatives to improve adviser competencies and strengthen student journalism programs.

3.0 OBJECTIVES OF THE STUDY

The main objective of the study is to determine the factors affecting the competence of Public Elementary School Paper Advisers in Ligao City Division. Specifically, it aimed to determine the profile of the School Paper Advisers along educational background, years of experience as school paper adviser, journalistic skills in the different areas of journalism (News Writing, Editorial Writing, Feature Writing, Sports Writing, Column Writing, Photojournalism, Science and Technology Writing, Copy reading and Headline Writing, Editorial Cartooning, Radio Scriptwriting and Broadcasting, Collaborative Desktop Publishing, TV Broadcasting), campus paper management skills, school classification, and the school's geographical location. It also aimed to evaluate the level of competence of School Paper Advisers along coaching campus writers in the different areas of campus journalism and the management of school paper, and to identify the challenges encountered by the school paper advisers along with the above-mentioned variables. Lastly, it aimed to propose policy guidelines on school paper management.

4.0 METHODOLOGY

This study employed a mixed-method research design. Specifically, it utilized a descriptive-normative approach to determine the factors affecting the competence of 68 Public Elementary School Paper Advisers in Ligao City Division. The descriptive method was used to obtain complete information about the present condition of phenomena and to describe accurately the characteristics of the subjects involved in the study. In this study, it focused on the factors affecting the competence of public elementary school paper advisers. This research combined both quantitative and qualitative data collection techniques to ensure a comprehensive understanding of the research problem. Quantitative data was gathered through a structured survey questionnaire administered to public elementary school paper advisers. This measured specific variables related to their competencies and challenges. The survey utilized a Likert scale (1-4) to measure various aspects of school paper advisers' competence, including their proficiency in different areas of journalism and school paper management. Complementing the quantitative approach, qualitative data was collected through semi-structured interviews with selected school paper advisers. To ensure instrument validity and reliability, a rigorous validation process was undertaken. Content validation was performed through consultation with experts in journalism education and research methodology. They examined the clarity, relevance, and appropriateness of items relative to the study's objectives. The mixed-method approach captured both measurable aspects of competence and the underlying reasons for any deficiencies in training or support. This comprehensive approach aligned perfectly with the study's objectives of determining advisers' profiles, evaluating competence levels, identifying challenges, and proposing policy guidelines for improved school paper management in Ligao City Division.

The researcher followed a systematic data gathering procedure. The data collection period lasted for a month. Descriptive statistics were used in determining the factors affecting the competence of school paper advisers, patterns and relationships within the data. The researcher used frequency count to determine the number of respondents, and the instruments distributed and retrieved. In this study, percentage was also used to determine the percentage of school paper advisers who perform the indicators along coaching of campus writers in different areas of campus journalism and school paper management. Weighted mean was then used to compare the level of competence and challenges of school paper advisers along coaching of campus writers and school paper management. Thematic analysis was carried out on the transcribed interviews from the interviews. This method helped the researcher in observing patterns that emerge repeatedly throughout themes, challenges, and insights on training and practices as school paper advisers. Similarities and differences in the response from the school paper advisers were also captured. Ethical protocols in conducting this study were observed throughout the process of data collection. Strict participant's confidentiality and anonymity were assured, with no personal identifiers appearing in reports or any publications that may arise from this study. Data storage was secured, and access was limited strictly to the researcher or personnel authorized to analyze the data.

5.0 RESULTS AND DISCUSSIONS

The results of this study provide important insights into the factors affecting the performance of public elementary school paper advisers in Ligao City. The data collected through survey questionnaire distributed on a face to face and online modality and through a semi-structured

interview to selected respondents. After a thorough data gathering procedure, here are the findings of the study:

5.1 Profile of School Paper Advisers

The demographic profile of School Paper Advisers (SPAs) reveals several key variables, including educational background, years of experience as school paper adviser, journalistic skills, campus paper management skills along trainings and workshops attended, school classification, and school's geographical location.

5.1.1 Educational Background

The data collected reveals the predominance of Bachelor in Elementary Education (BEED) degree holders. This suggests that most SPAs have foundational teaching skills but may lack specialized journalism training. The significant percentage of SPAs with advanced degrees in leadership and administration (38.2%) indicates a strong foundation in management skills, though not necessarily in journalism-specific competencies.

This educational profile presents both opportunities and challenges. While the strong pedagogical background enables effective teaching, the limited specialized journalism education might affect the quality of journalism instruction.

This finding aligns with Advincula & Adtoon's (2024) observation that journalism education requires more specialized skills than standard teaching qualifications provide. It also supports Cainong's (2024) research showing that advisers with specialized training achieve higher success rates.

5.1.2 Years of Experience as School Paper Adviser

The years of experience of school paper advisers indicates a relatively young workforce, with over three-quarters having 5 years or less experience. This suggests a potential gap in long-term expertise and institutional knowledge. The predominance of less experienced school paper advisers might affect the depth and quality of journalism instruction, particularly in more complex aspects of publication management and advanced writing techniques.

This connects to Natividad & Gapasin's (2021) findings that advisers with longer careers excel in mentoring students and managing publications. However, as Cubillas & Cubillas (2021) noted, experience alone isn't sufficient without continuous professional development. The range and depth of journalistic skills possessed by SPAs directly impacts their ability to teach and guide student journalists.

5.1.3 Journalistic Skills of School Paper Advisers

The findings suggest that News Writing emerges as the most common skill (67.6%), followed by Copyreading and Headline Writing (25%), Editorial Writing (19.1%), and Feature Writing and Sports Writing (17.6%). Notably, there's a complete absence of skills in Collaborative Desktop Publishing and TV Broadcasting (0%), with very low representation in Radio Script Writing and Broadcasting (2.9%).

This reveals a significant imbalance in skill distribution, with basic writing skills being more prevalent than multimedia and technical skills. The complete absence of certain modern journalism skills suggests a potential gap in contemporary media competencies.

This skill distribution may limit students' exposure to modern journalism practices and multimedia storytelling, potentially affecting their preparedness for contemporary journalism. This aligns with Deloria, Eslabon, & Eslabon's (2024) observation that advisers need to broaden their professional roles across various writing styles and multimedia production to cultivate versatile student journalists.

5.1.4 Campus Paper Management Skills along Training and Workshops on Journalism

The findings show a concerning gap in formal training, with 58.8% of School Paper Advisers (SPAs) lacking training in campus paper management, while only 41.2% have received formal training. The significant majority lacking formal training (58.8%) suggests a critical skills gap in publication management. This disparity indicates that many school paper advisers may be learning through trial and error rather than structured professional development.

Such lack of formal training could significantly impact the quality of school publications and limit students' learning experiences. It may lead to inefficient resource management, inconsistent publication quality, and missed learning opportunities for student journalists.

This finding aligns with Florendo's (2019) assertion that effective management is essential for maintaining quality and longevity of campus journalism programs. It also supports Somosot, Landasan, & Salvacion's (2024) emphasis on the importance of structured management approaches. The data also reinforces Abad-Dadayan's (2021) concerns about the need for proper training in resource allocation and budget management.

5.1.5 School Classification

This study reveals the predominance of small schools (50%). This suggests that many School Paper Advisers work in environments with potentially limited resources and infrastructure. The decreasing percentage as school size increases indicates that fewer advisers have access to the typically better-resourced environments of larger schools.

Such distribution may create disparities in the quality of journalism programs, as smaller schools often have fewer resources for training, equipment, and publication support. The concentration of school paper advisers in small schools suggests a need for targeted support and resource allocation strategies.

This finding connects strongly with Wood's (2023) observations about resource disparities between different school types. It also supports Singca's (2024) findings regarding educational opportunity gaps. The data particularly reinforces Xuan et al.'s (2019) research showing that economically advantaged schools (typically larger ones) have better access to trained teachers and resources.

5.1.6 School's Geographical Location

Geographically, the majority (76.5%) are based in rural areas, with just 23.5% working in urban settings. Table 1.f indicates disparities in the quality of journalism programs, as rural schools often have fewer resources for technology, training, equipment, and publication support. The concentration of school paper advisers in rural schools suggests a need for targeted support and resource allocation strategies.

Same with school classification, the finding also supports Singca's (2024) findings regarding educational opportunity gaps. The data particularly reinforces Xuan et al.'s (2019) research showing that economically advantaged schools (typically urban schools) have better access to trained teachers and resources.

5.2 Level of Competence of School Paper Advisers

5.2.1 Level of Competence in Coaching Campus Writers in Different Areas of Journalism

This study presents the level of competence of School Paper Advisers (SPAs) in performing thirteen key functions as mandated by RA 7079 or the Campus Journalism Act, ranging from preparation of guidelines to performance appraisal of staff members. These functions encompass various aspects of publication management and student mentorship, which are crucial for developing effective campus journalism programs such as preparing guidelines that include the procedure, criteria, number of staff members needed by student publication and others on the selection of the editorial board, formulating and administering the qualifying examination and interviews the aspirants, conducting orientation on the responsibilities and accountabilities of the staff members, meeting at least once a week with the editorial board, designing and conducting in-house needed trainings and workshops, managing procurement of needed materials and supplies subject to the approval of school authorities, preparing financial reports after every issue and at the end of the school year, managing the facilities and ensuring the safety of the staff and the facilities, working one-in-one and in groups with campus journalists assigned as copyeditors with other writers' work, analyzing editorial board and staff's strengths and weaknesses, reviewing and editing articles of campus journalists, producing winners in the Division/Regional/National School Press Conference, and determining the basis for performance appraisal, retention, suspension/expulsion of staff members.

The data reveals an overall "Moderately Competent" level with an average weighted mean of 2.30. Among the 13 functions evaluated, only two functions achieved a "Competent" rating: "Reviews and edits articles of campus journalists" (2.66) and "Conducts orientation on the responsibilities and accountabilities of staff members" (2.59). The remaining 11 functions fell within the "Moderately Competent" range, with scores between 1.75 and 2.49.

The highest-rated function was reviewing and editing articles (2.66), suggesting that advisers are most competent in direct editorial supervision. This is followed by conducting staff orientations (2.59), indicating relative strength in establishing foundational guidelines for student journalists. The lowest-performing areas include meeting with the editorial board (2.01) and designing in-house training workshops (2.06). These scores suggest challenges in maintaining regular engagement with student staff and developing structured learning opportunities. Mid-range competencies include

preparing guidelines (2.21), managing procurement (2.21), and producing winners in press conferences (2.24), indicating consistent but not outstanding performance in these administrative and competitive aspects.

These findings reveal gaps in school paper advisers' competencies, particularly in areas requiring regular student interaction and structured training development. The data suggests a need for enhanced professional development programs focusing on mentorship and workshop facilitation skills. The moderate competence levels across most functions indicate room for improvement in overall adviser effectiveness.

The above findings support Advincula & Adtoon's (2024) assertion that specialized teaching skills are crucial for journalism education, as evidenced by the moderate performance in training-related functions. It also reinforces Horbach & Halfmann's (2020) findings about the importance of hands-on experience in mentorship, particularly given the higher scores in direct editorial supervision. The moderate scores in training and workshop development align with Cainong's (2024) emphasis on the need for advanced specialized training for advisers. The findings also support Wood's (2023) observations about resource and training opportunity disparities, as reflected in the lower scores for in-house training and workshop development.

5.2.2 Level of Competence of Campus Writers in Management of School Paper

The level of competence of School Paper Advisers (SPAs) in managing school publications across 16 key management functions are used in this study. These are preparing the school paper development plan supportive of the school improvement plan/annual improvement plan, ensuring the implementation, monitoring, and evaluation of the school paper development plan, consulting the school head on matters pertaining to the supervision and administration of the school paper, rendering periodic reporting to the school administration of the school paper, orienting the campus writers on the current trends and new developments in campus journalism, assisting campus writers in editing, typing, and publishing of newspaper, approving the page design or dummy of school paper before printing, ensuring that the school paper is delivered on time and distributed properly, requesting for funds and generating needed resources for the operation of the school paper, managing procurement of needed materials and supplies for school paper production subject to the approval of school authorities, preparing financial reports after every issue and at the end of the school year, implementing assessment tools to evaluate the effectiveness of the school paper, actively seeking input and collaboration from the school community for new ideas and improvements, encouraging and adopting new technologies and trends for school paper publication, participating in school paper publication contests, and establishing a system of advocacy and development of campus journalism in the school and community level.

This study evaluates the competence levels of School Paper Advisers (SPAs) in managing and administering school publications, focusing on sixteen essential management functions. The findings indicate varying levels of proficiency across areas such as planning, implementation, supervision, and program development, as prescribed by RA 7079. Respondents' performance was classified into four categories: highly competent, competent, moderately competent, and not competent.

The level of competence in school paper management among public elementary school paper advisers in Ligao City Division reveals varying degrees of competence across different managerial functions. The data presents an overall average weighted mean of 2.28, indicating that school paper advisers are "Moderately Competent" in performing their functions.

The strongest areas of competence are found in three key functions, each garnering a weighted mean of 2.56-2.62 and interpreted as "Competent." These include consulting with school heads on supervision and administration matters (2.62), orienting campus writers on current journalism trends (2.56), and assisting writers in editing, typing, and publishing (2.56). This suggests that school paper advisers prioritize direct mentorship and administrative coordination in their roles.

However, most management functions fall under "Moderately Competent" category, with weighted means ranging from 1.93 to 2.46. Notable areas requiring improvement include entering school papers in contests (1.93), rendering periodic reports (2.00), and ensuring timely delivery and distribution (2.13). The preparation of development plans (2.16), financial management (2.21), and implementation of assessment tools (2.19) also show moderate competence levels.

These findings align with the literature, particularly with Advincula & Adtoon's (2024) observation that institutional support significantly impacts adviser capabilities. The moderate performance in resource management and planning reflects Alvarez & Limpiada's (2024) findings regarding limited institutional support affecting publication quality, especially in rural schools.

The data also supports Somosot, Landasan, & Salvacion's (2024) emphasis on planning and scheduling importance, as evidenced by the moderate ratings in development plan preparation and implementation. Furthermore, the findings echo Valeza, Bermudo, & Yango's (2021) stress on maintaining quality standards, though the moderate performance in assessment and evaluation suggests room for improvement.

The implications of these findings are significant for achieving the study's objectives, particularly in identifying areas where school paper advisers' competencies need strengthening. The data suggests that while school paper advisers maintain basic operational functions, they require additional support and trainings in strategic planning, resource management, and quality assessment. This aligns with the study's aim to determine factors affecting school paper advisers' competence and propose policy guidelines for improved school paper management.

These results contribute to the broader understanding of school paper adviser competencies and challenges, providing concrete evidence for areas requiring intervention through policy development and professional support systems. The findings particularly highlight the need for enhanced institutional support in competition participation, resource management, and systematic evaluation processes.

5.3 Challenges Encountered by School Paper Advisers

5.3.1 Challenges Encountered in Coaching Campus Writers in Different Areas of Journalism

The data collected from 68 respondents reveals fifteen distinct challenges ranging from administrative tasks to professional development, with frequency and percentage distributions showing the extent of difficulty experienced by SPAs in each area.

The data reveals significant challenges faced by School Paper Advisers (SPAs) in coaching campus writers across various areas. The most pressing challenge is managing time and work pressures while maintaining productivity, with 89.7% of respondents identifying this as a major concern. This is followed by reviewing and editing articles of campus journalists (79.4%), which requires substantial time and expertise. Two challenges share similar levels of difficulty, with 76.5% of SPAs struggling with preparing guidelines for student publication and editorial board selection and producing winners in press conferences.

The study also shows that 73.5% of SPAs face challenges in designing and conducting in-house training workshops, while 57.4% struggle with formulating and administering qualifying examinations and selecting editorial board members. Working one-on-one with campus journalists as copyeditors presents challenges for 45.6% of advisers, while 38.2% report difficulties in attending professional development opportunities related to journalism.

Less prevalent but still notable challenges include determining training needs of campus writers (33.8%), analyzing editorial board strengths and weaknesses (30.9%), and conducting orientation on staff responsibilities (27.9%). The least reported challenges involve managing procurement of materials (23.5%) and preparing financial reports (20.6%), along with determining the basis for performance appraisal and staff retention (20.6%).

These findings align with previous research, particularly studies by Natividad & Gapasin (2021) regarding time management challenges in digital journalism, and Wood's (2023) observations about resource disparities between urban and rural schools. The high percentage of SPAs struggling with technology access (73.5%) supports Dalan & Enciso's (2023) findings about digital literacy needs in campus journalism. Additionally, the challenges in producing competition winners (76.5%) echo Somosot, Landasan, & Salvacion's (2024) research on coaching challenges in campus journalism programs.

5.3.2 Challenges Encountered in Management of School Paper

The data collected from 68 respondents reveals sixteen distinct challenges ranging from planning and implementation to resource management and contest participation, with frequency and percentage distributions showing the extent of difficulty experienced by SPAs in each area.

The study reveals that the most significant challenge faced by school paper advisers is entering papers in appropriate contests, with 85.3% (58 out of 68) respondents identifying this as a major concern. This high percentage suggests that advisers struggle with competition preparation and participation which aligns with Cainong's (2024) findings regarding the importance of specialized training for competition success.

The second most prevalent challenge is assisting campus writers in editing, typing, and publishing newspapers, reported by 76.5% (52) of advisers. This finding corresponds with Patrimonio & Machutes's (2023) observations about advisers' difficulties with editing principles and the lack of modern tools.

Two challenges tied at 70.6% (48 respondents each): preparing the school paper development plan and encouraging technological advancements in publication. This mirrors Deloria, Eslabon, & Eslabon's (2024) findings regarding the challenges of adapting to digital journalism requirements and Somosot, Landasan, & Salvacion's (2024) emphasis on planning importance.

Implementation and monitoring of the development plan emerged as another significant challenge at 61.8% (42 respondents), supporting Advincula & Adtoon's (2024) observations about advisers struggling with multiple roles and management responsibilities.

The high percentage of challenges in contest participation suggests a need for more structured training and support systems for competition preparation. The significant difficulties in editing and publishing indicate a necessity for enhanced technical support and resources. The challenges in development planning and technology adoption point to a need for more comprehensive adviser training programs.

5.3.3 Thematic Analysis of Qualitative Data from Interviews

A deeper look at the interview data indicates multiple, interlocking themes shaping the day-to-day experiences of school paper advisers. These themes provide confirmation of the quantitative findings:

5.3.3.1 Time Management & Multiple Responsibilities

Many respondents expressed challenges in balancing their main teaching responsibilities with the duties of advising student journalists (SPA 1). Advisers often find themselves managing lesson plans, grading assignments, and serving on various committees, all while helping student writers with story development, article editing, and layout design. When the deadlines for campus publications align with the end-of-quarter exam periods, advisers frequently have to dedicate personal time and resources to meet these demands. Similarly, students face class requirements and extracurricular commitments that can restrict their availability for writing and editorial tasks. One participant noted, "As teachers, we have many responsibilities, so one of the biggest challenges is how to divide ourselves among different tasks especially when we have deadlines to meet" (SPA 5). Consistent with Natividad and Gapasin (2021), campus journalism responsibilities often overlap with regular teaching workloads particularly in rural or under-resourced schools, where teachers may also serve as advisers for multiple clubs.

This teachers' workload can undermine the overall quality of campus journalism output. According to Horbach and Halfmann (2020), effective mentoring requires regular coaching sessions and one-on-one consultations. When teachers have no designated schedule for advising tasks, many rely on last-minute editing, rush production, and fewer in-house training programs for student journalists. Some advisers expressed concern that relegating campus journalism to "spare time" can

compromise students' ability to learn critical, real-world writing skills. Addressing this issue may involve establishing clear "official adviser hours" or providing service credits for dedicated advising tasks, ensuring teachers have the space and support both from principals and district-level administrators to engage in quality mentorship. Ultimately, structured time management policies could pave the way for more systematic and effective campus journalism programs.

5.3.3.2 Resource and Budget Constraints

Limited financial resources emerged as a significant challenge for school paper advisers, with many having to use their own money for essential supplies and publication costs. In the interviews, several participants mentioned the ongoing out-of-pocket expenses required for printing student work, buying paper and ink, and covering mobile data fees for online coaching sessions (SPA 2). For schools in more remote areas, budget constraints become even more evident, as shipping and travel costs for materials like specialized inks or printing paper can rise sharply. The quantitative findings also support this trend, revealing that 73.5% of surveyed advisers find it difficult to design training workshops due to limited funding. One adviser expressed frustration, saying, "We don't release school paper because of budgeting ... we need budget and time" (SPA 3), highlighting how financial pressure restricts both the frequency and quality of campus paper production. This situation leads some advisers to reprioritize journalism activities, inadvertently reducing students' opportunities to enhance their writing and reporting skills.

In addition to issues with paper and printing, budget limitations can significantly impede the adoption of technology which is an increasingly vital component of contemporary journalism training. Wood (2023) pointed out that the funding gap in rural areas can exacerbate inequalities, leading to situations where advisers have limited access to computers, digital layout software, or reliable internet connections. This digital divide not only impacts content creation but also diminishes opportunities for advisers to acquire or impart advanced media skills, such as photography and broadcasting. To help ease some of these financial challenges and enhance resource-sharing opportunities, Abad-Dadayan (2021) suggested strengthening partnerships with local government units (LGUs), NGOs, and other community stakeholders. These collaborations could involve creating local sponsorship programs, sharing technology resources among schools, or initiating grant programs for campus journalism which could enhance schools' ability to offer comprehensive, hands-on media experiences.

5.3.3.3 Technology and Infrastructure Challenges

The limitations in technology and infrastructure pose a significant challenge for many school paper advisers in Ligao City Division. A large number of respondents, particularly those from rural or coastal areas, indicated that they lack reliable internet connectivity (SPA 2, SPA 3). This deficiency can be especially detrimental for schools with tight budgets, such as ensuring stable Wi-Fi or having access to computer laboratories becomes a formidable task. One adviser summed up the issue clearly: "Some of them don't have cellphones, no TV," highlighting that even basic device are in short supply (SPA 3). This lack of resources ultimately restricts student journalists' ability to utilize modern media tools such as word processing and digital layout software, as well as social media and online collaboration platforms. This hinders their understanding of contemporary journalism practices.

The digital divide goes beyond just having access to devices. It also encompasses the necessary skills and infrastructure support. The data supports this concern, with 73.5% of respondents indicating that technology access is an issue, a finding that aligns with other research showing a lack of digital resources in rural areas (Wood, 2023). In response, some advisers have turned to personal laptops or sought private funding to help with connectivity expenses. However, these makeshift solutions often lack the reliability needed for sustained, year-round use of new media tools. To achieve lasting improvement, systematic support from both the division office and local government units is essential. This includes funding for hardware upgrades, installing broadband connections, and providing teacher training in digital literacy. A strategic combination of school-led fundraising efforts and public-private partnerships, as proposed by Dalan & Enciso (2023), could gradually close the technology gap and improve the digital readiness of school paper advisers and their student journalists.

5.3.3.4 Professional Development Needs

A common theme that emerged from the interviews was the absence of formal training and structured support for many advisers, highlighting a significant need for professional development. One adviser noted, “Mostly Ma'am, we develop skills on our own just to stay updated” (SPA 2), which reflects a dependence on self-directed learning to meet changing demands. This challenge is particularly pronounced for newly assigned advisers who are expected to manage the basics of writing, editing, and publication without much direction. Another adviser shared, “I’m not yet very familiar with the writing processes and newspaper management” (SPA 5), illustrating the need for growth in both creative and administrative skills. The lack of organized training leaves advisers unsure about effective methods for mentoring student writers, adhering to ethical standards, or utilizing multimedia tools. This is an issue that directly impacts the quality of campus journalism.

While some advisers rely on personal research and trial-and-error methods, interviews indicate that many prefer structured, ongoing capacity-building sessions, professional mentorship networks, and district-level training. This preference is supported by research from Cainong (2024) and Paguirigan & Paguirigan (2023), which shows that regular upskilling contributes to higher success rates in competitions and stronger publications. Advisers are particularly interested in workshops covering advanced topics like collaborative desktop publishing, digital storytelling, and broadcast journalism to tackle the significant skill gaps in multimedia production. Ultimately, a more comprehensive and institutionalized approach to professional development that incorporates in-person workshops, peer mentoring, and easily accessible online resource. These can help close these knowledge gaps and better equip advisers to nurture journalistic skills in their students.

5.3.3.5 Geographical Location

The interviews showed that most School Paper Advisers (SPAs) work in rural or coastal regions, where logistical issues can greatly hinder campus journalism efforts. One adviser shared, “We can’t keep students late because it might be around five o’clock when they need to go home to far mountains” (SPA 3), highlighting how long travel times impact both students and teachers. This scenario restricts the scheduling options for writing workshops, editorial meetings, and after-school training. These are essential moments for helping students with story drafts or design projects. Another adviser emphasized the challenge, mentioning that some students have to “cross mountains

and water” just to get to their regular classes (SPA 3). This geographical barrier significantly affects publication schedules and overall participation rates, particularly when student attendance and adviser availability depend on local transportation or weather conditions.

Some respondents argued that location isn't always the key factor. One adviser noted, “The coastal area isn't really left behind; it depends on the teacher” (SPA 2) but it's evident that rural areas often face resource challenges. Schools in remote communities typically deal with lower bandwidth internet, fewer computers, and limited access to electricity, which worsens the technology issues that many SPAs already encounter. The interviews also highlighted that being far from urban centers increases costs for printing and transportation, making it pricier to produce and distribute school papers. These insights support Wood's (2023) analysis of the urban-rural education divide and emphasize the need for additional support whether through infrastructure improvements, travel reimbursements, or flexible scheduling. This is to ensure that geographical isolation doesn't hinder effective campus journalism.

5.3.3.6 Administrative Support

The level of administrative support has proven to be a crucial factor affecting the effectiveness of school paper advisers in the Ligao City Division. Many advisers voiced their concerns that school administrators often undervalue their roles, resulting in insufficient support for their journalism efforts. One adviser remarked, “You have to find ways yourself,” highlighting a feeling of isolation when trying to manage a school paper without proper institutional backing (SPA 2). This feeling was shared by others who mentioned that their attempts to obtain resources, like funding for materials or time for training sessions, frequently went unheard. The quantitative data supports these qualitative observations, showing that advisers rated their administrative support as “moderate” at best, which directly influences their capacity to run effective journalism programs. Without a clear directive from school leadership, advisers may find it challenging to prioritize campus journalism amid other academic obligations.

The lack of administrative prioritization can result in inadequate resource allocation, such as funding for printing and technology, which are crucial for creating quality publications. Advisers pointed out that when campus journalism is excluded from the School Improvement Plan, it undermines the perceived significance of their efforts, making it challenging to push for necessary changes or enhancements. As Advincula & Adtoon (2024) indicated, strong support from administration is essential for nurturing a culture of journalism in schools. To tackle these issues, it is important for school leaders to actively collaborate with advisers, acknowledge their contributions, and offer the logistical and financial backing required to strengthen campus journalism. This might include incorporating journalism into broader school objectives, ensuring that advisers have the authority and resources to develop a dynamic and effective journalism program that benefits both students and the school community.

5.3.3.7 Student Engagement

The interviews revealed significant challenges regarding student engagement in campus journalism, showcasing a complex mix of scheduling, logistical, and motivational issues. One adviser pointed out the practical difficulty of balancing student participation with academic commitments, saying,

"You can't just pull them out of class since they'll miss their lessons. They have to attend classes of course; we can't just pull them out whenever we want" (SPA 1). This statement emphasizes the limitations set by academic schedules, which often restrict the time students have to engage in journalism activities. Furthermore, logistical factors add to the complications, as another adviser mentioned, "If I take them to the center to have internet access, I need to inform...You need parents' permits" (SPA 2). This illustrates the bureaucratic challenges and the necessity of parental consent for extracurricular activities, which can discourage student involvement and create further obstacles to engagement.

The interviews indicated that many students do not have prior experience or exposure to journalism, which can affect their willingness to get involved. One adviser pointed out, "First, the students' experience. They're not very exposed to school paper," highlighting the necessity for basic training in journalism skills (SPA 4). This lack of familiarity poses a challenge for advisers, who must not only teach the necessary skills but also inspire students to connect with the subject matter. The issue of student confidence emerged frequently, with one adviser remarking, "Building their self-confidence is another factor I've noticed. They are very shy and lack confidence in writing" (SPA 4). This implies that tackling student self-esteem and writing anxiety is essential for creating a more dynamic and engaged journalism program. Ultimately, the difficulty of finding motivated students was summed up by one adviser who said, "Finding student writers and editors who have dedication and motivation for writing is a challenge" (SPA 5). This underscores the persistent effort needed to nurture a dedicated and enthusiastic group of student journalists, pointing to the importance of focused strategies to boost student involvement in campus journalism activities.

6.0 CONCLUSIONS

To begin, it is important to examine the educational background of School Paper Advisers. The findings in the educational background indicate that most School Paper Advisers have fundamental teaching qualifications, but there is a significant lack of specialized training in journalism. While many advisers show solid teaching skills, only a few have engaged in further studies. When they do, their focus is often on Leadership and Administration instead of journalism. This educational background implies that although SPAs are capable of general teaching, they might lack the specific knowledge needed for effective journalism education and the oversight of school publications.

Building on the discussion of qualifications, it is important to turn to the experience levels of those in advisory roles. The data in years of experience of school paper advisers show that most School Paper Advisers are quite new to their roles, with many just starting their careers. Only a small number of advisers have been in their positions long enough to gain significant experience. This overall trend of relatively inexperienced advisers indicates a potential lack of long-term expertise, which may limit opportunities for mentorship and the transfer of institutional knowledge. To tackle these challenges, it is essential to implement targeted professional development and structured mentoring programs to enhance adviser effectiveness and foster the growth of campus journalism. Another critical aspect to consider is the skillset of the advisers, and the types of skills where they're confident and more proficient. The findings in journalistic skills among school paper advisers reveal that while many School Paper Advisers exhibit solid competency in basic news

writing, there exists a pronounced deficit in advanced journalistic skills. In areas such as collaborative desktop publishing, TV broadcasting, and radio scriptwriting as well as in digital journalism practices, advisers display considerable weaknesses. This gap highlights a disconnect between traditional training methods and the evolving requirements of modern media platforms, suggesting that many advisers may be inadequately prepared to equip students with the skills needed for today's dynamic journalistic environment.

Delving deeper, the performance of advisers needs to be evaluated regarding what they do well, and where there is room for improvement. The findings in management skills indicate that the performance of School Paper Advisers showcases a mix of significant strengths and areas that need additional support. Many advisers exhibit strong leadership skills and a solid ability to manage school publications, especially in traditional editorial roles and classroom guidance. However, there are noticeable differences in advanced management capabilities and the use of innovative digital practices. This variation in performance implies that while some advisers are effectively adapting to the changing landscape of modern campus journalism, others could benefit from focused professional development and institutional backing. To address these gaps, it is crucial to implement tailored training programs and establish clear policy guidelines, ensuring a more uniform and effective approach to managing school papers overall.

In addition to the advisers, it's equally important to consider the impact of schools and their size. The data in the school size shows that a significant number of School Paper Advisers are in small schools, while a notable portion works in medium-sized schools. In comparison, there are only a handful of advisers in larger or mega-sized institutions. This distribution implies that most advisers are in environments where resources and infrastructure may be constrained, which could affect the overall quality and support for campus journalism programs.

To expand on this point, it is crucial to recognize how location affects resource availability. The findings on the school classification highlight a significant urban–rural divide among School Paper Advisers. A large number of advisers are situated in rural schools, indicating that many work in settings where access to modern resources, professional development, and technological infrastructure is limited. Conversely, urban schools generally provide stronger support systems and better access to training and resources. This uneven distribution points to potential inequities that could impact on the overall quality and effectiveness of campus journalism programs, as advisers in rural areas encounter extra challenges that may impede their professional growth and the advancement of student journalism.

Given the challenges faced by advisers, the role of institutional support systems becomes paramount. The findings indicate that School Paper Advisers receive a varied level of institutional and operational support. On one side, there is strong evidence that schools offer vital resources and a solid foundation for managing campus publications. Conversely, advisers often face shortcomings in areas like technological infrastructure and continuous professional development. This suggests that while existing support systems facilitate regular publication activities, they may not adequately address the changing needs of digital and contemporary journalistic practices. Addressing these

shortcomings through improved policy frameworks and focused training could greatly enhance the overall effectiveness and creativity of school paper programs.

As such, the findings of the research underscore the balancing act required of each individual in these positions. While most advisers show a fair level of skill in coaching campus writers and overseeing school publications, many still face challenges with certain tasks, especially those involving advanced or digital journalism. Balancing classroom responsibilities with publication duties can be tough due to time limitations and a lack of essential resources. Moreover, there is a shortage of specialized training in modern journalism tools, which makes it hard for advisers to effectively incorporate digital platforms into their publications. This issue becomes even more pronounced when they try to undertake interactive or multimedia projects that require a higher degree of technological expertise.

Lastly, it is important to recognize the over-arching challenges the positions face that need to be addressed. School Paper Advisers face numerous challenges in campus journalism that highlight the demanding nature of their roles and the limitations of available resources. Time management and juggling multiple responsibilities are significant issues, as advisers often find their teaching duties clashing with the extra workload of organizing and mentoring student writers. Many advisers also feel uncertain about how to structure qualifying exams, run workshops, and offer personalized editorial support, which points to a need for more formal training and clearer institutional guidelines. Furthermore, limited access to technology and materials, along with a lack of professional development opportunities, restricts advisers' ability to effectively guide their students. These challenges emphasize the need for structured support systems, better resource allocation, and continuous training for advisers to enhance campus journalism programs.

Finally, it is important to acknowledge the factors that make it difficult for advisers to complete their jobs. Based on the findings, School Paper Advisers often face a variety of challenges that disrupt the effective operation of campus publications. They frequently express difficulty in balancing their administrative duties with teaching responsibilities, indicating a need for improved time management strategies and more administrative assistance. Many advisers struggle to integrate modern publishing technologies into their work, which points to a lack of resources and training opportunities. They also stress the necessity of ongoing support and clear policy guidelines to effectively handle competition participation, budget management, and the execution of development plans. Together, these issues underscore the need for better professional development, enhanced resource distribution, and stronger institutional support systems to bolster campus journalism programs.

7.0 RECOMMENDATIONS

Addressing the limitations in specialized training identified requires strategic intervention. Therefore, to bridge the gap indicated regarding specialized training in journalism, the Department of Education should partner with respected journalism schools and media organizations to create specialized certification programs that address both the basics of journalism and current digital media practices. Additionally, offering advanced educational support through scholarships and incentives would motivate advisers to seek further specialized training, rather than just focusing on

leadership and administration. Implementing regular professional development workshops and structured mentorship programs will also enhance advisers' skills by providing practical training and promoting a culture of ongoing learning.

Beyond formal training, gaining practical experience in today's evolving media landscape is essential. To that end, to tackle the issues concerning a lack of practical and up-to-date experience in today's media environments, it is crucial to form strong partnerships with leading media organizations and digital content creators. These collaborations can offer regular hands-on workshops, internships, and joint projects that give advisers valuable, real-world insights into modern journalistic practices. Additionally, structured mentorship programs, where seasoned media professionals support advisers, would not only help transfer essential practical skills but also promote ongoing professional growth. This strategy will better equip advisers to incorporate innovative media techniques into their teaching, ultimately enriching their students' educational experiences.

Considering the need for advanced skills, a multi-pronged approach is vital to equip advisers with the current skills needed. A comprehensive strategy is needed to tackle the issues regarding a lack of advanced journalistic skills. First, advisers should undergo extensive training in digital journalism, supplemented by hands-on multimedia workshops and partnerships with technology providers. Second, targeted training sessions in multimedia production focusing on audio-visual journalism and providing real-world broadcasting experience through collaborations with local media should be implemented to improve practical skills. Additionally, robust technical support is essential, including access to cutting-edge software, modern equipment, regular maintenance, and the creation of resource-sharing networks. Lastly, ongoing professional development should be promoted through continuous workshops, professional certifications, and online courses that highlight the latest trends in journalism, ensuring that advisers stay updated with modern media practices.

Targeted interventions should be implemented to help the advisers be well equipped. To address the need for advanced management capabilities and the adoption of innovative digital practices, it's important to create structured training programs that include essential basic training for newcomers, along with advanced modules for seasoned advisers and specialized workshops focused on the latest trends in journalism. Strengthening these efforts through collaborations with journalism organizations can enhance professional development by providing necessary funding, allowing time for workshops, and ensuring access to online learning resources. Additionally, setting up a mentorship system that connects experienced advisers with newer ones, conducting regular skills evaluations, introducing certification programs, and offering incentives for ongoing professional development are vital steps for promoting growth and upholding high standards in campus journalism management.

Taking a strategic approach will promote equity and offer the resources needed. To tackle the disparities regarding constrained resources and limited infrastructural support, it's essential to take a strategic approach to how resources are allocated. This should include creating networks for resource sharing and establishing mobile journalism resource centers that can provide crucial

training and tools to advisers in resource-limited environments. Additionally, implementing cluster-based training programs will encourage collaborative learning and offer customized professional development that addresses the unique needs of advisers in smaller schools. Targeted support initiatives, such as increased funding, dedicated support systems, and mentorship programs that connect advisers in larger schools with those in smaller ones, are also vital. Furthermore, enhancing access to technology by setting up shared computer labs, providing portable equipment, and developing digital resource libraries will empower advisers to improve their campus journalism programs.

To promote greater equity and allow all positions to be effective, the inequities have to be resolved. To tackle the inequities brought about by the urban-rural divide, it's important to create specific programs that address the distinct challenges faced by rural advisers. This might include using mobile training units and setting up regional resource centers to provide essential resources directly to rural communities. Improving digital infrastructure is also crucial by enhancing internet access, supplying digital devices, and ensuring availability of offline materials to level the playing field. Moreover, building strong professional networks through virtual communities and mentorship programs that link urban and rural advisers, as well as organizing regular regional meetings, will help close the gap. Lastly, developing distance learning programs, expanding digital libraries, and initiating resource-sharing efforts can further assist rural advisers in delivering effective campus journalism programs.

Based on the analysis, it's clear that there are areas where School Paper Advisers can use additional help. To enhance the effectiveness of School Paper Advisers, especially in areas needing improvement, it is essential to implement a regular monthly training program that emphasizes editorial board management and workshop design, facilitated by journalism professionals. Additionally, establishing a mentorship program is important. Support systems should be bolstered with standardized guidelines, readily available training materials, and an online resource bank. Improved time management support is crucial, which includes organized meeting schedules, and administrative assistance for workshops. Regular performance evaluations through competency assessments, student feedback, and documentation of best practices are necessary. Lastly, integrating technology should involve training on digital tools for editorial management, online meeting platforms, and digital templates for training materials.

In response to the findings, this is a step that needs to be considered for the School Paper Advisers. While most advisers show a fair level of skill in coaching campus writers and overseeing school publications, many still face challenges with certain tasks, especially those involving advanced or digital journalism. Balancing classroom responsibilities with publication duties can be tough due to time limitations and a lack of essential resources. Moreover, there is a shortage of specialized training in modern journalism tools, which makes it hard for advisers to effectively incorporate digital platforms into their publications. This issue becomes even more pronounced when they try to undertake interactive or multimedia projects that require a higher degree of technological expertise. Enhancing professional development and providing adequate institutional support are vital steps to help overcome these obstacles.

Lastly, it is important to acknowledge the over-arching challenges the positions face that need to be addressed. To address the issues along coaching, a well-rounded strategy is essential. This strategy should incorporate a time management support system that features administrative help, effective scheduling, time-blocking techniques, and well-defined priorities. School administrators and educational authorities should consider offering dedicated workshops and training sessions that emphasize effective time management, editorial planning, and best practices in journalism education. By allocating specific resources and providing technical support, especially in rural or under-resourced schools, advisers will be better equipped to guide student writers. Creating clear guidelines and processes for conducting qualifying exams, mentoring campus journalists, and organizing tailored workshops can help reduce advisers' uncertainty and encourage consistency. Strong professional development programs along with access to modern technology and supportive institutional policies can assist advisers in balancing their teaching responsibilities with campus journalism duties, ultimately enhancing student publications and nurturing a stronger culture of journalistic excellence in schools.

As such, it's crucial to create initiatives focused on bolstering skills and resources in various areas. To manage the problems in school paper management, schools should consider implementing targeted professional development programs specifically designed for school paper advisers. These programs ought to include regular, hands-on training in modern publishing technologies, enabling advisers to effectively incorporate current digital tools into campus journalism. Furthermore, it is essential to provide adequate administrative support, such as assigning additional help for tasks like budget management and event planning, allowing advisers to concentrate on editorial duties while balancing their teaching responsibilities.

Improving resource allocation is also vital for the smooth functioning of school publications. Funding should be allocated to essential software, hardware, and other publication-related necessities, with a focus on transparent and fair financial distribution. Additionally, strong institutional guidelines and policies should be established to clearly outline roles and responsibilities, competition procedures, and long-term goals.

Lastly, schools are encouraged to foster ongoing collaboration and support by forming partnerships with local media organizations, universities, and professional journalism associations. This approach creates mentorship opportunities, broadens learning resources, and enhances the overall visibility and impact of campus journalism programs.

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