

## Navigating the pen: challenges and triumphs of school paper advisers in San Fernando City division

Barandoc, Sheena Lyn N. ✉

St. Mary's College, Philippines ([sheenalyn.barandoc@deped.gov.ph](mailto:sheenalyn.barandoc@deped.gov.ph))

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### **Abstract**

This study explored the challenges and accomplishments of school paper advisers in San Fernando City Division. It specifically examined five components: time management, adequacy of resources, technical and editorial competence, support from administration and stakeholders, and advisers' sense of accomplishment and triumphs. Using a descriptive research design, data were gathered through questionnaires and analyzed using weighted means. Findings revealed that advisers generally managed their time efficiently (WM=3.81, Very Good) but faced challenges in balancing advisory tasks with teaching loads (WM=4.10). Resources for school publications were adequate overall (WM=3.57), though access to reference materials and technology was moderately sufficient. Advisers' technical and editorial competence was satisfactory (WM=3.48), with higher proficiency in editing and journalistic ethics but lower skills in layout and attendance to training. Support from administration and stakeholders was very supportive (WM=3.60), which positively influenced advisers' motivation. Advisers reported a very satisfactory level of accomplishments and triumphs (WM=4.08), deriving fulfillment from student achievements and successful publication outcomes. Based on the findings, a three-day Enhancement Plan for School Paper Advisers was developed, focusing on time management strategies, resource utilization, technical skill development, and recognition of achievements. The study concludes that strengthening advisers' competencies, support systems, and structured professional development can enhance the quality of school publications and promote sustained engagement and success among both advisers and student journalists.

**Keywords:** school paper advisers, time management, resources, technical competence, professional development, accomplishments

## **Navigating the pen: challenges and triumphs of school paper advisers in San Fernando City division**

### **1. Introduction**

In the evolving landscape of Philippine education, literacy remains a cornerstone of academic success and lifelong learning. Effective reading instruction not only equips learners with the ability to comprehend and interpret texts but also fosters critical thinking, communication, and problem-solving skills across all subject areas. In this context, the role of the Filipino Reading Coordinator has become increasingly significant, particularly in ensuring that literacy programs are well-implemented, systematic, and responsive to learners' needs. Coordinators serve as key facilitators, guiding teachers in designing, executing, and evaluating reading initiatives that aim to enhance pupils' proficiency and promote a culture of reading in schools. Despite numerous literacy programs implemented by the Department of Education (DepEd), including the Every Child a Reader Program (ECARP) and Brigada Pagbasa, many Philippine classrooms continue to face challenges in reading outcomes. In particular, anecdotal evidence and school-based assessments in the San Fernando City Division reveal persistent gaps in comprehension, vocabulary development, and critical reading skills among elementary learners. These gaps suggest that while program initiatives exist, the effectiveness of their implementation often depends on the support, guidance, and coordination provided to classroom teachers. As Villanueva (2018) emphasized, program success is closely linked to how well educational leaders and coordinators equip teachers to translate policy into effective classroom practices.

The Filipino Reading Coordinator functions as a bridge between policy directives and classroom realities. Their responsibilities include planning literacy programs, providing instructional support, organizing professional development activities, monitoring reading interventions, and evaluating program outcomes. Through these roles, coordinators ensure that literacy initiatives are not merely implemented as procedural tasks but are meaningful, data-informed, and targeted toward improving learners' reading skills. Bautista (2019) highlighted that leadership in literacy programs significantly influences both teacher motivation and pupil achievement, demonstrating that the effectiveness of reading programs relies heavily on the coordinator's competence and initiative.

Program evaluation, in this sense, becomes essential. Evaluating program initiatives allows schools and divisions to determine which strategies are successful, identify areas for improvement, and ensure that reading interventions are aligned with learners' needs and curricular goals. Reyes (2020) pointed out that without systematic monitoring and evaluation, literacy programs may fall short of their intended outcomes, as gaps in implementation can undermine the potential benefits of well-designed interventions. Therefore, assessing the initiatives led by the Filipino Reading Coordinator provides insights into both the quality of program delivery and the factors that influence teachers' instructional performance.

In the Division of San Fernando City, reports from schools indicate variability in the execution of reading programs. While some teachers effectively integrate coordinator-led strategies into daily instruction, others struggle due to limited access to instructional resources, lack of continuous professional development, or uncertainty about program objectives. This discrepancy highlights the need to understand not only the programs themselves but also how coordinators support, guide, and evaluate teachers in implementing these initiatives. By focusing on program initiatives rather than individual teacher outcomes, this study emphasizes systemic support structures that can enhance literacy instruction across the division. Furthermore, global research underscores the importance of leadership in literacy achievement. Darling-Hammond (2019) asserted that program leaders who provide structured guidance, professional development, and monitoring significantly impact student outcomes. In the Philippine context, the Filipino Reading Coordinator's role mirrors this principle, ensuring that teachers are equipped with the necessary tools, strategies, and feedback mechanisms to improve reading instruction effectively. Coordinators also play a critical role in fostering a collaborative environment, where best practices are shared,

challenges are addressed collectively, and data-driven decisions inform program adjustments.

Addressing the implementation and evaluation of literacy programs is timely and necessary. As Santos (2020) emphasized, educational reforms that overlook leadership and coordination often fail to achieve sustainable results. Understanding how program initiatives are managed and supported by the Filipino Reading Coordinator can provide actionable insights for improving literacy outcomes. Such evaluation not only identifies effective practices but also informs professional development plans, resource allocation, and policy adjustments that strengthen the overall reading program. Hence, this study, titled “Evaluating the Program Initiatives of the Filipino Reading Coordinator in the San Fernando City Division,” seeks to examine the nature, implementation, and effectiveness of reading program initiatives led by the Filipino Reading Coordinator. Specifically, it aims to assess the coordinator’s strategies in planning, monitoring, and supporting teachers’ literacy instruction, as well as the perceived impact of these initiatives on classroom practices. The findings are expected to serve as a basis for refining existing programs, enhancing instructional support, and promoting sustainable improvements in reading proficiency across the division. Ultimately, this study endeavors to contribute to a more strategic and data-informed approach to literacy leadership, strengthening both teacher performance and learner outcomes in San Fernando City.

**Statement of the Problem-** Specifically, the study seeks to answer the following questions:

- What is the level of difficulty encountered by School Paper Advisers in terms of time management?
- What is the level of adequacy of resources available for School Paper Advisers in managing the school publication?
- What is the level of competence of School Paper Advisers in handling technical and editorial tasks?
- What is the level of support extended by the school administration and other stakeholders to School Paper Advisers?
- What is the level of accomplishment or triumphs achieved by School Paper Advisers in the conduct of school journalism?
- What program may be proposed to strengthen the support system and enhance the effectiveness of School Paper Advisers in San Fernando City Division?

**Importance of the Study** - The findings of this study are expected to yield insights that are significant to various stakeholders in the field of campus journalism and education.

**For School Paper Advisers**, this research will validate their experiences and shed light on the common challenges they encounter, as well as the strategies they have developed to overcome such difficulties. The results will also affirm the professional and personal triumphs that often go unnoticed, thereby recognizing the importance of their work and dedication.

**For School Administrators and School Heads**, the study will provide a clearer understanding of the support needs of advisers, especially in terms of workload distribution, provision of materials, and institutional backing. The insights can help administrators design more responsive and equitable systems for recognizing and supporting campus journalism work.

**For the Division Office of San Fernando City**, the data may serve as a foundation for designing or enhancing capacity-building programs, such as localized training, mentorship initiatives, or technical assistance focused on editorial management, coaching, and ethical journalism practices.

**For the Department of Education (DepEd)**, the study contributes to the national discourse on teacher workload, co-curricular responsibilities, and the professionalization of school-based journalism advising. Findings

may inform policy reviews or updates related to the Campus Journalism Act, workload computation, and incentive structures.

**For Future Researchers**, the study adds to the limited body of literature that focuses on the perspectives of school paper advisers, rather than student journalists. It also opens pathways for future studies that can explore comparative experiences across divisions, levels of school performance, or publication outputs.

Ultimately, this research aspires to support the holistic development of campus journalism by helping ensure that the advisers at its heart are equipped, supported, and empowered to nurture generations of student writers and critical thinkers.

## 2. Related Literature

***The Role of School Paper Advisers in Campus Journalism*** - School Paper Advisers (SPAs) play a crucial role in developing young journalists' skills and upholding the standards of campus journalism. According to Bernardo (2018), advisers serve as mentors, editors, and coordinators who guide students in writing, editing, and publishing school papers. Their responsibility extends beyond writing supervision—they also nurture critical thinking, creativity, and ethical journalistic practices. Villanueva (2020) emphasized that advisers function as facilitators of learning experiences that promote media literacy and communication competence. In the context of Philippine schools, the adviser ensures that the publication becomes an avenue for student expression while maintaining alignment with the educational and ethical policies of the Department of Education.

***Challenges in Time Management and Workload Balance*** - Time management is one of the most significant challenges faced by SPAs. As noted by Ramos (2019), advisers often juggle multiple responsibilities—teaching classes, handling administrative tasks, and managing publication schedules. The dual nature of their role creates workload strain, affecting both performance and well-being. De Vera (2021) reported that limited preparation time for journalism activities leads to delayed publication outputs and adviser burnout. Similarly, Castro (2020) found that advisers experience difficulty balancing academic and extracurricular responsibilities, particularly during press conference seasons and deadline periods. Effective time management therefore emerges as a critical competence for sustaining quality journalism programs in schools.

***Adequacy of Resources and Institutional Support*** - The availability of resources significantly influences the success of school publication programs. According to Luna (2018), many advisers struggle due to inadequate funding, outdated equipment, and limited access to printing facilities. This lack of resources hampers publication quality and demotivates both advisers and student journalists. In a related study, Medina (2022) highlighted that strong institutional support—such as budget allocation, training opportunities, and logistical aid—correlates with more sustainable campus journalism practices. Schools that invest in publication resources foster creativity and journalistic excellence among learners. The findings underscore the importance of administrative and stakeholder support in empowering advisers to perform their duties effectively.

***Competence in Technical and Editorial Skills*** - Technical and editorial competence is essential for advisers tasked with managing school papers. According to Dela Cruz (2020), SPAs must possess skills in writing, editing, layout design, and photojournalism to guide their student staff efficiently. Gatchalian (2019) found that many advisers lack formal training in these areas, leading to challenges in producing quality outputs. Meanwhile, Salazar (2021) emphasized that competence can be enhanced through workshops and continuous professional development. The ability of advisers to mentor learners in journalistic writing, page design, and ethics directly affects the publication's credibility and educational value.

***Support from School Administration and Stakeholders*** - Administrative and stakeholder support plays a vital role in the success of campus journalism programs. According to Espiritu (2018), school administrators who recognize the educational value of journalism tend to provide logistical, moral, and financial assistance to advisers. In contrast, weak administrative backing often leaves advisers overwhelmed by demands without sufficient

resources. Gonzales (2021) noted that stakeholder collaboration—such as partnerships with local media or parent associations—enhances adviser motivation and student engagement. Thus, a strong support network enables advisers to focus on mentoring and content development rather than administrative constraints.

***Accomplishments and Triumphs of School Paper Advisers*** - Despite the challenges, many advisers achieve remarkable success in leading school publications. Cabrera (2020) documented cases where advisers guided their teams to win in division, regional, and national press conferences. These achievements serve as testaments to their dedication, creativity, and instructional leadership. According to Morales (2021), triumphs in journalism competitions and publication excellence foster adviser satisfaction and strengthen their professional identity. Such successes also reflect effective collaboration between advisers, students, and administrators. They highlight the resilience and resourcefulness of SPAs in achieving educational and journalistic goals despite limited support.

***Stress and Coping Mechanisms among Advisers*** - Handling a school publication can be stressful, especially when combined with teaching duties. Based on the findings of Bautista (2020), advisers cope through time management, peer collaboration, and intrinsic motivation. Some use problem-focused strategies, such as delegating tasks and organizing workflows, while others rely on emotion-focused strategies, including seeking support and maintaining positive relationships with colleagues. According to Alonzo (2022), effective coping mechanisms allow advisers to manage stress productively and sustain enthusiasm for their role. This suggests that the resilience of advisers is anchored on both individual strategies and institutional support.

***Professional Development and Training Needs*** - Continuous professional development is key to improving advisers' effectiveness. Reyes (2019) observed that advisers who attend journalism seminars and training programs demonstrate higher competence in editing and layouting. Moreover, the Department of Education (DepEd, 2021) has emphasized the need for regular training to update advisers on current trends in media ethics, digital journalism, and publication management. According to Fernandez (2022), targeted workshops addressing writing, design, and editorial management empower advisers to meet the evolving standards of campus journalism. These findings justify the need for capacity-building initiatives such as the proposed 3-Day Training Program for School Paper Advisers in San Fernando City Division.

***Triumphs as Catalysts for Professional Growth*** - Triumphs in school journalism are not merely indicators of success but also catalysts for continued growth and innovation. As noted by Flores (2020), advisers who experience recognition for their publications develop stronger motivation to improve. Achievements in competitions or publication milestones contribute to their self-efficacy and inspire students to pursue journalistic excellence. Mendoza (2022) added that these triumphs reinforce advisers' professional confidence and foster a culture of collaboration and mentorship. Thus, success stories in campus journalism create positive cycles of motivation, productivity, and school pride.

***Programs and Interventions Supporting School Paper Advisers*** - Various programs have been implemented to enhance advisers' competence and support systems. The Campus Journalism Act of 1991 mandates capacity-building for advisers and students to promote responsible journalism. According to Lim and Javier (2020), school divisions that regularly conduct press conferences and journalism training sessions demonstrate higher publication quality and adviser satisfaction. Likewise, Pineda (2023) emphasized the value of sustained mentorship programs and peer learning among advisers across schools. These interventions align with the objective of this study to propose a structured 3-Day Training Program designed to strengthen the effectiveness of School Paper Advisers through workshops, lectures, and collaborative learning activities.

Several recent studies have examined the experiences, challenges, and accomplishments of School Paper Advisers (SPAs) in the context of campus journalism and student publication management. Cruz and Navarro (2019) conducted a study titled Duties, Responsibilities, and Challenges of School Paper Advisers in Public Secondary Schools of Bulacan Division. Their findings revealed that SPAs often face time constraints, inadequate resources, and heavy workloads, making it difficult to balance teaching and publication duties. However, the same study noted that advisers demonstrate strong dedication and commitment, resulting in successful school papers

despite limited support. These findings resonate with the present study's focus on identifying the challenges and triumphs of School Paper Advisers in San Fernando City Division. Similarly, De Guzman and Reyes (2021) explored The Competence of School Paper Advisers in Managing Campus Journalism in Ilocos Norte. Their results showed that most advisers possessed moderate to high levels of competence in editing, writing, and layouting but required more training in the use of digital tools and publication software. The study concluded that continuous professional development and administrative support were essential in improving advisers' technical and managerial competence—an idea closely related to the proposed training program of the present research.

In another study, Mallari and Fernandez (2020) investigated The Support System for School Paper Advisers in Pampanga Division. Their research highlighted that administrative encouragement, financial assistance, and parental involvement played significant roles in the success of campus journalism activities. Advisers who reported high levels of institutional support tended to produce more consistent and award-winning publications. This emphasizes that a strong support system contributes directly to both adviser performance and student output quality. Moreover, Bautista and Torres (2022) conducted a qualitative inquiry titled Time Management Practices and Challenges of School Paper Advisers in Secondary Schools of Quezon City. Findings indicated that advisers often struggled with meeting publication deadlines due to conflicting academic schedules and lack of manpower. Despite these challenges, advisers developed creative time management strategies such as delegating tasks to student editors and scheduling after-class sessions. This reflects the perseverance and adaptability characteristic of many SPAs, reinforcing the “triumphs” aspect of the current study.

A study by Mendoza et al. (2023) on Campus Journalism Achievements and Their Impact on Learners' Literacy Development found that successful school publications not only improved the school's reputation but also enhanced students' confidence, writing proficiency, and teamwork. The achievements of SPAs in guiding their staff toward journalistic excellence were viewed as both personal and institutional triumphs. This aligns with the present research's aim to document the accomplishments and positive outcomes resulting from advisers' hard work and dedication. Moreover, Lopez and De Vera (2024) examined Professional Development Needs of School Paper Advisers in Region I. Their results revealed that advisers expressed strong interest in structured training programs focusing on technical writing, layout design, and ethical journalism. The study recommended the development of short-term intensive workshops to strengthen adviser competence and sustain the quality of school publications. These recommendations support the present study's proposed 3-Day Training Program for School Paper Advisers, which seeks to enhance their skills and professional growth.

Collectively, these studies affirm that while School Paper Advisers face various challenges—such as time constraints, limited resources, and lack of administrative support—they also experience numerous triumphs reflected in student achievements, publication success, and professional fulfillment. These insights underpin the present study's objective to analyze both the difficulties and accomplishments of SPAs in San Fernando City Division and to design a training intervention that addresses their specific developmental needs.

The reviewed literature collectively underscores the vital role of School Paper Advisers (SPAs) in nurturing student journalists, sustaining campus publications, and promoting media literacy within the school community. Similar to previous studies conducted by Cruz and Navarro (2019), De Guzman and Reyes (2021), and Mallari and Fernandez (2020), the present research recognizes the persistent issues of time constraints, inadequate resources, and the need for institutional and administrative support. Like those studies, it acknowledges that SPAs face overlapping responsibilities that often lead to professional strain and limited opportunities for training. However, these earlier works were primarily focused on broader regional contexts or generalized assessments of adviser competence and support systems. In contrast, the present study narrows its focus to the San Fernando City Division, offering a localized and contextualized analysis of SPAs' lived experiences, particularly the balance between their challenges and triumphs. This localized approach fills a research gap by providing division-specific insights that can inform targeted interventions and policy improvements.

Furthermore, while many existing studies emphasize the challenges and competency levels of advisers, the

present research goes a step further by equally examining their triumphs, coping strategies, and intrinsic motivations—areas that are often underexplored in prior literature. Drawing from theories on motivation, leadership, and reflective practice, this study does not only document the obstacles that SPAs encounter but also celebrates their resilience, dedication, and achievements that contribute to student success and literacy development. It also differentiates itself through its applied purpose, aiming not just to describe but to propose a structured 3-Day Training Program designed to enhance the advisers' professional competence and well-being. Thus, the present study builds upon and extends previous research by integrating both the challenges and triumphs dimensions of the SPA experience while providing actionable recommendations to strengthen campus journalism in the San Fernando City Division.

### 3. Methodology

**Research Design-** This study employed a quantitative research design, specifically utilizing the descriptive method, to determine the challenges and triumphs of School Paper Advisers in the Division of San Fernando City. The descriptive approach was used to assess the level of difficulty encountered by the advisers in terms of time management, adequacy of resources, competence in handling technical and editorial tasks, and the extent of support extended by the school administration and other stakeholders. Likewise, the study sought to determine the level of accomplishments or triumphs achieved by School Paper Advisers in the conduct of campus journalism.

According to Gay, Mills, and Airasian (2019), descriptive research is appropriate for studies that aim to describe the nature of existing conditions and the relationships of specific variables as they occur naturally. In this study, the descriptive method allowed the researcher to present an accurate account of the current situations experienced by School Paper Advisers in managing their respective school publications. Furthermore, Creswell (2018) explained that quantitative descriptive research is useful for gathering measurable data to describe characteristics, opinions, and practices of a specific group. In the context of this study, it provided a factual and statistical basis for understanding the challenges and accomplishments of School Paper Advisers and served as a foundation for developing a 3-Day Training Program designed to strengthen their competence, support system, and effectiveness in the practice of campus journalism.

To ensure comprehensive coverage, the study utilized the total enumeration sampling technique, wherein all School Paper Advisers in the Division of San Fernando City were included as respondents. This method was employed to obtain a complete representation of the population, ensuring that every adviser's experiences, challenges, and achievements were considered in the analysis.

**Theoretical Framework of the Study-** This study draws from multiple theoretical lenses to understand the experiences, challenges, and successes of School Paper Advisers (SPAs). Each theory provides insight into a particular dimension of the adviser's role—be it cognitive, emotional, social, or institutional—and collectively, they frame the complexity of their work within the school system. These theories help explain how SPAs manage overlapping roles, respond to institutional expectations, cope with stress, and find meaning and fulfillment in their responsibilities as mentors of student journalists.

The challenges faced by SPAs in the San Fernando City Division can be examined through Role Strain Theory (Goode, 1960), which posits that tension arises when individuals attempt to fulfill multiple, often conflicting, roles. SPAs are not only teachers but also editors, mentors, layout artists, and contest coordinators. This multiplicity of responsibilities, coupled with limited institutional support and time, leads to stress and emotional fatigue. Similarly, Role Theory (Biddle, 1986) explains that unclear or conflicting expectations in professional roles can cause strain and reduced performance—conditions that are common among advisers who navigate between teaching duties and publication demands. Complementing these is the Job Demands-Resources (JD-R) Model (Demerouti et al., 2001), which illustrates how high job demands (tight deadlines, contest preparations, heavy workloads) paired with low resources (training, funding, recognition) contribute to burnout and exhaustion. Collectively, these theories clarify the root of advisers' professional challenges and underscore the need for systemic support

mechanisms.

Despite these constraints, SPAs also experience meaningful triumphs, which can be understood through motivational and behavioral theories. Self-Determination Theory (Deci & Ryan, 1985) explains how advisers persist because of intrinsic motivation—their sense of autonomy, competence, and connection with students. Even without material rewards, many advisers find fulfillment in mentoring young writers and witnessing their growth. Positive Organizational Behavior Theory supports this by highlighting how optimism, resilience, and hope drive individuals to perform effectively even under pressure. Likewise, Transformational Leadership Theory (Burns, 1978; Bass, 1985) reflects how SPAs inspire, motivate, and empower student journalists to achieve excellence beyond expectations, transforming ordinary writing tasks into opportunities for leadership and creativity. These frameworks reveal how advisers' inner drive and leadership qualities translate challenges into professional triumphs.

From a pedagogical standpoint, Vygotsky's Sociocultural Theory (1978) and Bandura's Social Learning Theory (1977) reinforce the critical mentoring role of SPAs. Vygotsky's concept of the *Zone of Proximal Development (ZPD)* illustrates how advisers scaffold student journalists' learning—helping them master tasks like writing editorials or conducting interviews. Bandura's theory further suggests that students learn ethical and professional behaviors by observing and modeling their advisers' practices. In essence, SPAs function as both educators and exemplars of journalistic integrity. Kolb's Experiential Learning Theory (1984) also complements this by showing that both advisers and students learn through experience—trial, reflection, and continuous improvement during the publication process.

Beyond the school context, Bronfenbrenner's Ecological Systems Theory (1979) broadens the understanding of how multiple environmental systems—ranging from the immediate school environment to broader cultural and policy influences—affect the advisers' work. Maslow's Hierarchy of Needs (1943) explains that while advisers may face deficiencies in lower-level needs such as rest and compensation, they remain motivated by higher-order needs like self-esteem, recognition, and self-actualization achieved through student success. Finally, Schön's Reflective Practice Theory (1983) underscores that advisers continuously evolve through reflection on their experiences, refining their approaches to mentoring, leadership, and journalism instruction.

Together, these theories form a comprehensive and systematic framework for analyzing the lived experiences of SPAs in the San Fernando City Division. They encompass not only the cognitive and pedagogical dimensions of their work but also the emotional, institutional, and sociocultural factors that shape their challenges and triumphs. This multi-theoretical approach ensures a holistic understanding of how school paper advisers navigate their demanding yet rewarding role in fostering literacy, critical thinking, and journalistic excellence among students.

***Conceptual Framework of the Study-*** The conceptual framework of this study illustrates the relationship between the challenges encountered and the coping strategies employed by school paper advisers in carrying out their roles and responsibilities within the campus journalism program. It is anchored on key theories of motivation, leadership, and organizational behavior, emphasizing how personal commitment, institutional support, and professional competence influence advisers' ability to sustain journalistic excellence and student engagement. This framework serves as a guide in identifying the variables, theoretical bases, and expected outcomes that shape the professional journey of school paper advisers in the Division of San Fernando City.

This study is grounded on Herzberg's Two-Factor Theory of Motivation (1959), which differentiates between hygiene factors that prevent dissatisfaction (e.g., workload, resources, administrative support) and motivators that foster job satisfaction (e.g., recognition, achievement, and personal growth). In the context of school paper advisers, motivation to perform well is strengthened when their efforts are recognized, and when they are provided with adequate support to carry out their journalistic functions effectively. Complementing this is Bandura's Social Cognitive Theory (1986), which highlights self-efficacy as a major determinant of human behavior. School paper advisers with strong belief in their capability to train young journalists, manage publication deadlines, and overcome institutional constraints are more likely to persist and succeed despite challenges. Their self-efficacy not

only sustains their own performance but also inspires confidence and motivation among their student writers.

Vygotsky's Sociocultural Theory (1978) also informs this framework, emphasizing that learning and skill development occur through social interaction and collaboration. Within campus journalism, advisers serve as the "more knowledgeable others" who scaffold learners' writing, editing, and reporting skills. Through guided practice and constructive feedback, advisers nurture the communicative and critical thinking skills of their student journalists while simultaneously enhancing their own mentoring competence. Role Theory (Biddle, 1986) further supports this study by explaining how individuals' performance is shaped by the expectations and norms attached to their professional roles. School paper advisers navigate multiple roles—as mentors, editors, administrators, and motivators—which often lead to role strain or conflict. Understanding these role expectations is essential to recognizing both the challenges and adaptive strategies advisers employ to maintain balance and effectiveness.

In addition, Bronfenbrenner's Ecological Systems Theory (1979) provides a broader lens by situating the advisers' experiences within interrelated systems—the school, the division, the community, and the national journalism context. Factors such as school leadership, division support, resource allocation, and policy implementation interact to influence how advisers manage their duties. The ecological approach underscores that advisers' challenges are not isolated but are shaped by systemic conditions within their educational environment. Lazarus and Folkman's Transactional Model of Stress and Coping (1984) also anchors the discussion of coping mechanisms used by advisers. This theory posits that individuals' responses to stress depend on their cognitive appraisal of the situation and their available coping resources. School paper advisers adopt both problem-focused strategies (e.g., time management, collaboration, and professional development) and emotion-focused approaches (e.g., seeking support, maintaining passion for teaching) to overcome pressures associated with competition, publication deadlines, and resource scarcity.

From the perspective of Maslow's Hierarchy of Needs (1943), advisers' motivation and job satisfaction are influenced by the fulfillment of both basic and higher-order needs. When advisers are supported through fair workload distribution, recognition, and opportunities for growth, they are more likely to reach the self-actualization stage, where they find fulfillment in mentoring student journalists and achieving publication excellence. Kolb's Experiential Learning Theory (1984) also provides insight into how advisers develop competence through experience. Advisers learn from planning, conducting, and evaluating journalism activities, transforming challenges into valuable lessons that enhance their coaching and management skills. Reflection on these experiences strengthens their capacity to adapt and innovate in their practice.

The framework is also supported by Transformational Leadership Theory (Bass, 1985), which underscores the role of leaders in inspiring and empowering others. School paper advisers act as transformational leaders who motivate their student journalists by modeling creativity, ethical standards, and perseverance. Through vision and encouragement, advisers foster teamwork and excellence within the publication staff. Finally, Engagement Theory (Kearsley & Shneiderman, 1998) explains that meaningful learning and productivity occur when individuals are involved in collaborative, authentic, and motivated activity. School paper advisers create these conditions by involving students in real-world journalistic tasks such as writing, editing, and publishing—activities that develop both skills and confidence while reinforcing the adviser's instructional and mentoring role.

In conclusion, the conceptual framework integrates motivational, behavioral, and organizational theories to explain the interplay between the challenges and triumphs of school paper advisers. It recognizes that their effectiveness is shaped by personal motivation, role expectations, institutional context, and adaptive coping strategies. The anticipated outcome of this study is a deeper understanding of how advisers sustain their commitment, overcome obstacles, and achieve success in developing young journalists. Ultimately, this framework serves as a foundation for crafting responsive support programs that enhance the professional growth and well-being of school paper advisers in the Division of San Fernando City.

**Data Gathering Procedure-** To gather the data needed for this study, the researcher followed the standard procedures in obtaining permission from the Schools Division Office of San Fernando City. Upon receiving

approval, the researcher personally distributed the validated questionnaire-checklist to the School Paper Adviser respondents, with the assistance of the respective school heads. Each respondent was given sufficient time to accomplish the instrument to ensure accuracy and sincerity in their responses. After completion, the researcher personally retrieved the questionnaires to ensure a high rate of return and maintain the reliability of the data collected. The responses were then carefully tallied, organized, and encoded for statistical analysis with the assistance of a statistician. The analyzed data served as the basis for interpreting the challenges and triumphs of School Paper Advisers and for developing a proposed Three-Day Training Program designed to strengthen their competence, enhance support systems, and improve the overall management of school journalism in the Division of San Fernando City.

#### 4. Results and Discussion

Table 2. Level of Time Management of School Paper Advisers

**Table 2**

*Level of Time Management of School Paper Advisers*

Indicators	Weighted Mean	Descriptive Equivalent
I have sufficient time to train and guide student journalists.	3.60	VG
Balancing advisory tasks with teaching loads is challenging for me.	4.10	VG
Deadlines for the school paper are difficult to meet due to time constraints.	3.85	VG
I can manage my time efficiently when handling publication tasks.	3.50	VG
Time pressure often affects the quality of the school paper.	4.00	VG
<b>Overall Weighted Mean:</b>	3.81	VG

Legend: VG- *Very Good*

The data in Table 2 show that School Paper Advisers (SPAs) in the Division of San Fernando City have a Very Good (VG) level of time management, with an overall weighted mean of 3.81. The highest-rated indicator, “Balancing advisory tasks with teaching loads is challenging for me” (4.10), reveals that advisers face difficulty managing their dual roles as teachers and publication advisers, often leading to time-related stress. This is followed by “Time pressure often affects the quality of the school paper” (4.00) and “Deadlines for the school paper are difficult to meet due to time constraints” (3.85), which indicate that heavy workloads and limited time sometimes affect publication quality and meeting deadlines. Meanwhile, “I have sufficient time to train and guide student journalists” (3.60) and “I can manage my time efficiently when handling publication tasks” (3.50) suggest that while advisers show strong commitment and effort, they still struggle to allocate enough time for training and efficient task management. Overall, the findings highlight that SPAs manage their time commendably despite multiple role demands but need stronger institutional support, workload adjustments, and time allocation to balance their academic and journalistic responsibilities more effectively.

These findings corroborate the observations of Abanilla and Francisco (2022), who noted that teacher-advisers often face competing demands that require prioritization and strategic planning. Bernardo (2019) similarly emphasized that time management is a recurring challenge in school journalism, as advisers must juggle multiple responsibilities while maintaining student engagement and publication standards. Interpreting the data, it becomes evident that despite these pressures, advisers demonstrate commendable organizational skills and commitment, which align with the high levels of accomplishment and fulfillment reported in Table 5. This implies that targeted interventions, such as workshops on workload planning, scheduling techniques, and task prioritization, can further enhance advisers’ efficiency. By providing structured strategies and supportive resources, schools can reduce time-related pressures, improve the quality of school publications, and enable advisers to perform their roles more effectively, ultimately strengthening the overall campus journalism program.

**Table 3**  
*Level of Adequacy of Resources for School Publication*

Indicators	Weighted Mean	Descriptive Equivalent
The school provides adequate financial support for the school paper.	3.50	A
Technological resources (computers, printers, internet) are sufficient for publication tasks.	3.35	MA
Reading and reference materials for journalism are readily available.	3.25	MA
The lack of materials and resources makes my role as adviser more difficult.	3.80	A
Sufficient resources contribute to the quality and timeliness of our school publication.	3.95	A
Overall Weighted Mean:	3.57	A

**Legend:** MA- Moderately Adequate A-Adequate

The data in Table 3 reveal that the level of adequacy of resources for school publication among School Paper Advisers (SPAs) in the Division of San Fernando City is rated as Adequate (A), with an overall weighted mean of 3.57. This indicates that while most advisers have access to essential resources, certain areas still need improvement to fully support effective campus journalism. The highest-rated indicator, “Sufficient resources contribute to the quality and timeliness of our school publication” (3.95), highlights that the availability of adequate materials, equipment, and financial support positively influences publication outcomes and adviser productivity. This is followed by “The lack of materials and resources makes my role as adviser more difficult” (3.80), which, despite its positive rating, emphasizes the challenges faced when resources are insufficient—suggesting that scarcity still hinders smooth publication processes. The indicator “The school provides adequate financial support for the school paper” (3.50) shows that while schools generally allocate funds, financial assistance may not always be enough to cover all publication costs such as printing, layout software, and training expenses. Meanwhile, “Technological resources (computers, printers, internet) are sufficient for publication tasks” (3.35) and “Reading and reference materials for journalism are readily available” (3.25), both rated as Moderately Adequate (MA), point to gaps in the accessibility of modern tools and updated learning materials, which are crucial in enhancing the quality of student outputs. Overall, these findings suggest that while advisers can manage with available resources, strengthening financial, technological, and instructional support systems is essential to sustain and elevate the standard of campus journalism in the division.

These findings corroborate previous studies by Bernardo (2019) and Tuazon (2022), which emphasized that limited resources, including technology and reference materials, can impede the performance of school paper advisers. Analyzing the data, it appears that although advisers make efficient use of available resources, gaps in financial support, technological tools, and reading materials may constrain their ability to produce high-quality publications consistently. This implies that schools and stakeholders should strengthen support by providing adequate financial, technological, and informational resources. By ensuring access to modern equipment, training on software tools, and updated reference materials, advisers can perform editorial and technical tasks more efficiently, ultimately enhancing the quality, timeliness, and impact of the school publication while supporting the professional growth of advisers and the development of student journalists.

**Table 4**  
*Level of Technical and Editorial Competence*

Indicators	Weighted Mean	Descriptive Equivalent
I am competent in editing news, feature, and other journalistic articles.	3.75	VG
I can effectively guide learners in layouting and page design.	3.45	S
I am knowledgeable in grammar, style, and journalistic writing conventions.	3.30	S
I regularly attend journalism-related trainings and workshops that enhance my competence.	3.20	S
I feel confident in teaching and applying journalistic ethics and standards.	3.70	VG
Overall Weighted Mean:	3.48	S

Legend: VG- Very Good S- Satisfactory

The data in Table 4 present the level of technical and editorial competence of School Paper Advisers (SPAs) in the Division of San Fernando City, which obtained an overall weighted mean of 3.48, described as Satisfactory (S). This indicates that advisers possess a fair level of technical and editorial skills but still need further improvement, particularly in specialized areas of journalism. The highest-rated indicator, “I am competent in editing news, feature, and other journalistic articles” (3.75, Very Good), shows that most advisers have strong editing skills and can effectively mentor student journalists in producing quality content. This is closely followed by “I feel confident in teaching and applying journalistic ethics and standards” (3.70, Very Good), signifying that advisers uphold ethical practices and guide students in responsible journalism—an essential aspect of publication credibility. Meanwhile, the indicators “I can effectively guide learners in layouting and page design” (3.45, Satisfactory) and “I am knowledgeable in grammar, style, and journalistic writing conventions” (3.30, Satisfactory) suggest that while advisers demonstrate functional knowledge, they may require more advanced training in technical aspects such as layout design, digital editing, and writing mechanics. The lowest-rated indicator, “I regularly attend journalism-related trainings and workshops that enhance my competence” (3.20, Satisfactory), highlights the limited opportunities or participation in professional development programs. Overall, the results imply that SPAs are competent in core journalism practices but would greatly benefit from continuous training and exposure to modern publishing tools and techniques to elevate their technical and editorial expertise.

These findings corroborate prior research by Bernardo (2019) and Tuazon (2022), which emphasized that while advisers often excel in foundational journalistic knowledge, gaps in specialized technical skills, layout design, and consistent training can limit their overall competence. Analyzing the data, it appears that although advisers confidently manage core editorial tasks, insufficient participation in targeted workshops and evolving media practices may hinder their ability to fully guide student journalists in advanced skills. This implies that structured professional development programs, hands-on workshops in page layout, design software, and grammar conventions are crucial. By strengthening technical and editorial competence, advisers can enhance the quality of school publications, effectively mentor student journalists, and ensure that ethical and professional standards are consistently upheld, ultimately improving both adviser performance and learner outcomes in campus journalism.

**Table 5**  
*Level of Support from Administration and Stakeholders*

Indicators	Weighted Mean	Descriptive Equivalent
The school administration provides full support for the school publication.	3.60	S
Stakeholders (PTA, LGU, sponsors) extend assistance to the school paper.	3.40	MS
I receive recognition or encouragement for my role as a school paper adviser.	3.70	VS
Administrative support is consistent during press conferences and publication activities.	3.50	VS
Support from the school and community motivates me to continue my advisory role.	3.80	VS
Overall Weighted Mean:	3.60	VS

Legend: MS- Moderately Supportive VS- Very Supportive S- Supportive

The data in Table 5 reveal that the level of support received by School Paper Advisers (SPAs) from the administration and stakeholders in the Division of San Fernando City is generally Very Supportive (VS), with an overall weighted mean of 3.60. This result indicates that advisers feel adequately encouraged and assisted by both school and community partners in fulfilling their publication responsibilities. The highest-rated indicator, “Support from the school and community motivates me to continue my advisory role” (3.80, Very Supportive), underscores that moral and institutional backing significantly boosts advisers’ enthusiasm and commitment to campus journalism. This is followed by “I receive recognition or encouragement for my role as a school paper adviser” (3.70, Very Supportive), showing that appreciation and acknowledgment play a vital role in sustaining advisers’ motivation and professional satisfaction. Similarly, “Administrative support is consistent during press conferences and publication activities” (3.50, Very Supportive) suggests that school heads and administrators actively assist advisers during crucial journalism events, such as press conferences and contests, through logistical or moral support. The indicator “The school administration provides full support for the school publication” (3.60,

Supportive) further reflects a generally positive administrative stance toward campus journalism, though perhaps not at a consistently optimal level across schools. Meanwhile, the lowest-rated indicator, “Stakeholders (PTA, LGU, sponsors) extend assistance to the school paper” (3.40, Moderately Supportive), implies that while external partners contribute, their involvement remains limited or irregular. Overall, the findings demonstrate that SPAs benefit from strong administrative encouragement and recognition, but greater collaboration with community stakeholders could further strengthen the sustainability and impact of school publication programs.

Analyzing these results, it becomes evident that consistent encouragement and recognition from both the school administration and the wider community contribute positively to the advisers’ motivation and morale. Indicators such as “I receive recognition or encouragement for my role as a school paper adviser” (WM=3.70) and “Administrative support is consistent during press conferences and publication activities” (WM=3.50) highlight that internal institutional support strengthens advisers’ confidence and ability to manage tasks effectively. These findings corroborate prior studies by Abanilla and Francisco (2022) and Bernardo (2019), which emphasized that the presence of administrative and community backing is crucial for sustaining teacher-advisers’ engagement and ensuring the continuity of school publications.

The implications of these findings suggest that while advisers experience strong support overall, schools and stakeholders can further enhance this system by formalizing recognition programs, establishing consistent funding channels, and actively involving community partners in journalism-related activities. By institutionalizing support structures, advisers can better manage responsibilities, increase student involvement, and maintain high-quality outputs for school publications. Moreover, sustained encouragement and stakeholder participation not only boost advisers’ motivation but also foster a collaborative culture in campus journalism, ensuring that both advisers and student journalists achieve professional growth and academic success.

**Table 6**  
*Level of Accomplishments and Triumphs*

Indicators	Weighted Mean	Descriptive Equivalent
I feel a sense of accomplishment when our school paper is published.	4.10	VS
I consider participation in press conferences a triumph in my role as adviser.	3.95	VS
Seeing my student journalists excel gives me a strong sense of fulfillment.	4.20	VS
Despite the challenges, being a school paper adviser is a rewarding experience.	4.00	VS
The achievements of the school paper reflect my effectiveness as an adviser.	4.15	VS
Overall Weighted Mean:	4.08	VS

**Legend:** VS- Very Satisfactory

The data in Table 6 reveal that the level of accomplishments and triumphs of School Paper Advisers (SPAs) in the Division of San Fernando City is Very Satisfactory (VS), with an overall weighted mean of 4.08. This indicates that advisers experience a profound sense of fulfillment and pride in their roles, recognizing that their efforts in guiding student journalists lead to meaningful professional and personal rewards. The highest-rated indicator, “Seeing my student journalists excel gives me a strong sense of fulfillment” (4.20, Very Satisfactory), highlights that advisers derive the greatest satisfaction from witnessing the growth, confidence, and success of their students in journalism competitions and publication activities. This is closely followed by “The achievements of the school paper reflect my effectiveness as an adviser” (4.15, Very Satisfactory) and “I feel a sense of accomplishment when our school paper is published” (4.10, Very Satisfactory), underscoring how tangible outputs—such as a completed publication or an award—serve as testaments to the adviser’s dedication, competence, and leadership. The indicator “Despite the challenges, being a school paper adviser is a rewarding experience” (4.00, Very Satisfactory) reinforces the notion that triumphs often outweigh the burdens of the role, reflecting the advisers’ resilience and intrinsic motivation. Meanwhile, “I consider participation in press conferences a triumph in my role as adviser” (3.95, Very Satisfactory) suggests that involvement in journalism events—regardless of competitive outcome—remains a valuable and gratifying experience. Overall, the findings convey that SPAs find deep professional and emotional fulfillment in their accomplishments, viewing their work not merely as an obligation but as a source of pride, growth, and meaningful contribution to the development of

student writers and school journalism.

Analyzing these results, the advisers' sense of accomplishment is strongly tied to both tangible outcomes, such as published school papers and participation in press conferences (WM=3.95–4.15), and intangible outcomes, including professional fulfillment and recognition. These findings corroborate prior studies by Tuazon (2022) and Bernardo (2019), which emphasized that teacher-advisers derive motivation and commitment from both student achievements and acknowledgment from peers, administrators, and the community. Interpreting the data, it appears that these triumphs not only validate the advisers' efforts but also reinforce their role as mentors, facilitators, and leaders in school journalism programs. The implications of these findings suggest that reinforcing accomplishment recognition and celebrating milestones can further enhance adviser motivation and program quality. Schools can implement formal acknowledgment systems, showcase student and adviser achievements in school events, and provide opportunities for professional growth through workshops and competitions. By highlighting both student and adviser successes, the campus journalism program strengthens morale, sustains engagement, and encourages continuous improvement, ultimately ensuring that advisers continue to guide students effectively while achieving personal and professional fulfillment.

## 5. Conclusions

Based on the findings of the study, the researcher arrived at the following conclusions:

- School Paper Advisers demonstrate strong commitment and organizational skills but experience challenges in balancing advisory tasks with teaching loads and meeting publication deadlines.
- Access to resources is generally adequate, but limitations in technology, reading materials, and reference resources may hinder advisers' ability to produce high-quality publications consistently.
- Advisers possess moderate technical and editorial competence, with strengths in core journalistic practices but gaps in layout design, grammar, and application of advanced skills.
- Support from school administration and community stakeholders plays a significant role in sustaining advisers' motivation and engagement, though external assistance can be inconsistent.
- Advisers derive high levels of personal and professional fulfillment from their roles, highlighting the importance of recognition, accomplishments, and student success in fostering continuous commitment.
- Structured interventions, professional development, and targeted enhancement programs are essential to strengthen advisers' skills, efficiency, and overall impact in campus journalism.

**Recommendations** - In light of the study's conclusions, the following recommendations are proposed:

### **For School Paper Advisers:**

- Implement effective time management strategies to balance advisory duties with teaching responsibilities.
- Attend training workshops on page layout, design software, grammar, and journalistic ethics to enhance technical competence.
- Utilize available resources efficiently and advocate for additional tools and materials to improve publication quality.
- Encourage student journalists' active participation and mentorship to sustain engagement and publication excellence.

**For School Administrators:**

- Provide consistent support and recognition for advisers, including formal acknowledgment during school events.
- Ensure the availability of financial, technological, and informational resources to facilitate publication tasks.
- Conduct continuous monitoring and capacity-building programs to enhance advisers' technical and professional skills.
- Foster a school-wide culture of journalism and literacy through competitions, press conferences, and community engagement.

**For Stakeholders (PTA, LGU, Sponsors):**

- Strengthen support and involvement in campus journalism initiatives to provide sustainable assistance.
- Offer incentives, sponsorships, or mentorship programs that enhance student and adviser participation and success.

**For Future Researchers:**

- Explore innovative strategies to enhance advisers' technical competence and time management skills.
- Investigate the long-term impact of professional development programs on the quality of school publications.
- Conduct studies on the influence of adviser support and resource availability on student journalist outcomes and engagement.

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