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Capabilities of Elementary School Paper Advisers in the Division of Albay: Basis for a Campus Journalism Training Program

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Abstract

This study assessed the self-reported skills proficiency and campus journalism capabilities of elementary school paper advisers in the Division of Albay as a basis for specialized training. Guided by Social Learning Theory, Competency-Based Theory, transformational leadership, Constructivist Learning Theory, and the Technological Pedagogical Content Knowledge framework, the study employed a quantitative descriptive-correlational design. Purposive sampling involved 153 advisers from 130 selected public and private elementary schools during School Year 2024–2025. Data were gathered using a reviewed and pre-tested five-point Likert-type questionnaire and analyzed through descriptive and inferential statistical procedures. Findings indicated proficiency in spelling (WM = 3.73), grammar (WM = 3.58), writing style (WM = 3.43), and proofreading (WM = 3.40), while graphic arts (WM = 3.29), photography (WM = 3.24), and publishing software (WM = 3.04) received moderate proficiency ratings. Feature writing, sports writing, and selected editorial-writing activities received comparatively stronger capability ratings, whereas editorial cartooning and technical aspects of news writing, photojournalism, and copyreading emerged as professional development priorities. The study recommended practical journalism workshops, digital publication training, peer mentoring, and continuous competency assessment. The findings aligned with Sustainable Development Goal 4 (Quality Education) and Sustainable Development Goal 16 (Peace, Justice and Strong Institutions) by emphasizing professional development, responsible communication, and ethical journalism. The study's potential sustainability contributions included strengthening institutional journalism practices, encouraging responsible technology integration, and supporting learners' engagement with school and community concerns.

Keywords: Campus Journalism, Elementary School Paper Advisers, Journalism Capabilities, Journalism Training, Professional Development, Skills Proficiency

1. Introduction

Campus journalism plays an important role in developing elementary learners' communication, critical thinking, creativity, and civic awareness. Through school publications, learners gain opportunities to express ideas, examine community concerns, and practice responsible communication. School paper advisers contribute to these experiences by providing guidance in journalistic writing, editing, publication management, and ethical practices. Recent studies have emphasized the importance of advisers' professional competencies, mentoring abilities, and institutional support in sustaining effective campus journalism programs (Cainong, 2024; Docallas, 2025). This study examined the skills proficiency and campus journalism capabilities of elementary school paper advisers in the Division of Albay to establish a basis for developing a specialized training program.

School paper advisers serve as mentors, instructional leaders, and facilitators who guide student journalists in producing meaningful school publications. Their responsibilities extend beyond writing and editing to include the development of learners' creativity, critical thinking, and ethical judgment. Sabio and Gumanoy (2025) emphasized the importance of coaching, mentoring, and continuous professional growth in strengthening advisers' effectiveness. Similarly, Rosario and Ibojo (2024) highlighted structured training, resource management, and collaboration as important practices in managing school publications. The responsibilities of school paper advisers require competence in different journalism categories, including news writing, editorial writing, editorial cartooning, feature writing, sports writing, photojournalism, and copyreading and headline writing. These competencies involve technical knowledge, language proficiency, creativity, and sound editorial judgment. Basilan and Padilla (2022) identified the importance of strengthening language instruction and providing digitized learning activities to improve advisers' journalism-related practices. Barandoc (2026) also emphasized professional development and institutional support in addressing advisers' technical and editorial needs. In the Division of Albay, assessing these competencies was essential for understanding advisers' professional strengths and training priorities. The increasing use of digital tools in school publications further reinforced the importance of examining both traditional journalistic proficiency and technological skills.

Related literature identifies professional competence, mentoring, technological proficiency, and continuous training as important dimensions of campus journalism instruction. Cainong (2024) examined school paper advisers' journalistic writing competence and management skills and emphasized the need for additional journalism training. Dacumos (2026) likewise examined advisers' professional competencies in relation to their work performance, highlighting the importance of journalistic proficiency, mentorship, and instructional responsibilities. These studies demonstrate the value of assessing advisers' competencies across distinct areas of professional practice. Language proficiency and editorial judgment remain essential to journalism instruction. Basilan and Padilla (2022) emphasized the importance of language skills in supporting journalism-related activities, while Maxilom-Mangompit (2022) identified editorial writing, editing, proofreading, leadership, and multimedia production as important training areas for student journalists. These findings support the need for advisers to develop competencies that address both journalistic content and publication management. Technological proficiency has also become increasingly relevant to journalism education. Kirchhoff (2022) examined the effects of digital transformation on journalism education and identified changing demands in professional knowledge and training. Lopez (2026) investigated digital expertise and campus journalism practices among elementary school advisers, emphasizing the relevance of digital competencies to publication-related responsibilities. Similarly, De León et al. (2023) contributed to the assessment of digital literacy and digital pedagogy in teacher education. These studies support the integration of appropriate digital tools into journalism instruction. Professional development also requires opportunities for mentoring, collaboration, practical learning, and reflection. Libradilla and Baradillo (2024) found that experienced teacher-advisers employed structured training, teamwork, feedback, and digital tools to strengthen student journalism practices. Boylan et al. (2023) emphasized professional agency, collaboration, and inquiry as important features of transformative teacher learning. The Organisation for Economic Co-operation and Development (OECD, 2025) likewise highlighted collaborative professional learning as an important aspect of teachers' continuing development. Collectively, these studies establish the importance of targeted training programs that respond to advisers' actual competencies and instructional responsibilities.

In the Philippines, Republic Act No. 7079, or the Campus Journalism Act of 1991, provides the legal foundation for developing and promoting campus journalism. The law recognizes the importance of responsible student publications, freedom of expression, ethical values, and journalistic skills. It also provides for journalism-related training activities and school press conferences at different educational levels. Recent Philippine studies have examined the implementation of campus journalism and the professional challenges experienced by school paper advisers. Carlobos and Callo (2025) investigated issues affecting campus journalism and school publications in public elementary schools in Laguna. Docallas (2025) examined campus journalism implementation in Mountain Province and emphasized the importance of training, institutional support, and collaboration. Meanwhile, Rosario and Ibojo (2024) documented the experiences of school paper advisers in managing student publications and addressing organizational challenges. These studies demonstrate the continuing relevance of strengthening campus journalism practices within local educational settings. At the global level, media and information literacy has become increasingly important in developing learners' ability to evaluate information, communicate responsibly, and participate meaningfully in society. Grizzle et al. (2021) presented a comprehensive media and information literacy curriculum that emphasizes critical engagement with information and digital communication. Garcia (2022) similarly examined media and information literacy instruction in Philippine schools and emphasized professional development responsive to teachers' needs. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2023) further underscored the importance of teacher preparation and appropriate technology integration in improving educational practices. Within this context, examining elementary school paper advisers in the Division of Albay provided an opportunity to establish local evidence concerning their journalism capabilities and professional development needs.

The study was informed by theoretical perspectives concerning observational learning, professional competence, leadership, active learning, and technological integration. Social Learning Theory (Bandura, 1977) explains how individuals acquire knowledge and skills through observation and modeling. This perspective is relevant to campus journalism because student journalists learn through advisers' demonstrations of writing, editing, fact-checking, and ethical practices. Competency-Based Theory (Boyatzis, 1982) emphasizes the knowledge, skills, and abilities associated with effective professional performance. This perspective supports the assessment of school paper advisers' journalism proficiency across different publication categories. Transformational leadership theory emphasizes motivation, professional guidance, and supportive leadership in strengthening individuals' capabilities and professional development (Bass & Avolio, 1994). Its relevance to school journalism is reflected in the mentoring experiences discussed by Sabio and Gumanoy (2025), particularly the importance of advisers' professional growth and commitment to student development. Constructivist Learning Theory (Vygotsky, 1978) also provides a foundation for understanding learning through social interaction, guidance, and active participation. These principles are relevant to journalism training, where learners develop competencies through practical assignments, collaborative activities, and editorial feedback. The Technological Pedagogical Content Knowledge framework (Mishra & Koehler, 2006) explains the relationship among technological knowledge, pedagogical knowledge, and subject content in effective instruction. Its application to campus journalism supports the integration of appropriate digital tools with journalism principles and teaching strategies. Miao and Cukurova (2024) further emphasized the importance of developing teachers' technological competencies while maintaining ethical and pedagogical responsibility. Together, these perspectives provided a foundation for examining school paper advisers' professional competencies, instructional responsibilities, and development needs.

Recent Philippine studies have contributed to understanding school paper advisers' competencies, mentoring practices, and professional challenges. Cainong (2024) examined journalistic writing competence and management skills, while Barandoc (2026) explored technical competence, resources, and professional support. Lopez (2026) investigated digital expertise among elementary school paper advisers, and Dacumos (2026) examined the relationship between advisers' competencies and work performance. Although these studies provided important insights into school paper advisers' competencies and professional experiences, the present study addressed the need for a division-specific assessment of advisers' skills proficiency and capabilities across seven campus journalism categories in the Division of Albay. The study therefore examined the socio-demographic profiles, skills proficiency, and campus journalism capabilities of elementary school paper advisers in the Division of Albay. The respondents' profiles included age, sex, educational attainment, years of experience as journalism advisers, and highest journalism training attended. Their capabilities were assessed in news writing, editorial writing, editorial cartooning, feature writing, sports writing, photojournalism, and copyreading and headline writing. The study also examined the relationships between advisers' profiles and campus journalism capabilities and between their skills and capabilities. The null hypotheses proposed that no significant relationships existed between these variables. The assessment was intended to provide a basis for developing a specialized training program that addressed the professional development needs of elementary school paper advisers. The importance of needs-based professional development was further supported by Boylan et al. (2023), who emphasized teacher agency and collaborative learning, and Libradilla and Baradillo (2024), who highlighted practical training and mentoring strategies in school journalism. These perspectives reinforced the rationale for developing a training program grounded in the competencies and experiences of the intended participants.

The study aligned with Sustainable Development Goal 4 (Quality Education), which promotes inclusive and equitable quality education and lifelong learning opportunities. The United Nations Department of Economic and Social Affairs (2025) emphasized the continuing importance of educational quality and progress toward sustainable development. By examining school paper advisers' professional competencies and training needs, the study provided a basis for strengthening journalism instruction and supporting learners' communication, critical thinking, and creative abilities. The OECD (2025) similarly emphasized the value of continuing professional learning in strengthening teaching practices. The study also supported Sustainable Development Goal 16 (Peace, Justice, and Strong Institutions), particularly through its emphasis on responsible expression, ethical journalism, and civic awareness. Grizzle et al. (2021) highlighted the role of media and information literacy in encouraging critical engagement with information and meaningful social participation. Campus journalism provides learners with opportunities to develop these competencies through responsible reporting and engagement with school and community concerns. Strengthening school paper advisers' professional capabilities can therefore contribute to educational practices that encourage informed and socially responsible participation.

The study identified opportunities to support educational, institutional, technological, and community sustainability by assessing the professional competencies of elementary school paper advisers and establishing a basis for specialized training. Educational sustainability is reflected in the potential of continuous professional development to strengthen journalism instruction and support learners' long-term communication and critical-thinking competencies. Boylan et al. (2023) emphasized the importance of collaborative professional learning in supporting meaningful educational improvement. Institutional sustainability is associated with the ability of schools to identify professional development priorities and provide appropriate support for campus journalism

activities. Studies by Barandoc (2026) and Carlobos and Callo (2025) highlighted the importance of addressing advisers' professional and organizational challenges to strengthen school publication practices. Technological sustainability is reflected in the responsible integration of photography, graphic arts, publishing software, and other digital resources into campus journalism. UNESCO (2023) emphasized the importance of appropriate and sustainable technology integration in education, while Miao and Cukurova (2024) highlighted the need for ethical and pedagogically responsible technological competencies among teachers. Community sustainability is also relevant because campus journalism encourages civic awareness, ethical communication, and engagement with school and community issues. The findings provided a basis for proposing a specialized training program that could strengthen advisers' professional capabilities and support the sustained implementation of responsible campus journalism practices.

2. Materials and Methods

2.1 Research Design

The study employed a quantitative descriptive-correlational research design. The descriptive component examined the respondents' socio-demographic profiles, skills proficiency, and campus journalism capabilities, while the correlational component determined the relationships between selected profile variables and capability levels and between skills proficiency and journalism capabilities. This design allowed the researcher to describe existing conditions and examine statistical relationships among variables without introducing experimental treatments or manipulating respondents' experiences. Creswell and Creswell (2023) emphasized the suitability of quantitative research approaches for examining measurable variables and testing relationships through statistical analysis.

2.2 Locale of the Study

The study was conducted in the Division of Albay, Region V, Philippines, during School Year 2024–2025. It covered 130 selected public and private elementary schools within the division. The locale was selected to examine the journalism competencies and professional development needs of elementary school paper advisers and to provide a basis for strengthening campus journalism programs in the division.

2.3 Respondents of the Study

The respondents consisted of 153 elementary school paper advisers who were actively involved in campus journalism activities during School Year 2024–2025. Their socio-demographic profiles included age, sex, educational attainment, years of experience as journalism advisers, and highest journalism training attended. The respondents had participated in journalism-related training at the district, division, regional, or national level.

2.4 Sample and Sampling Procedure

Purposive sampling was employed to select 153 elementary school paper advisers from 130 selected schools in the Division of Albay. The selection focused on advisers actively engaged in campus journalism who possessed relevant experience or training in school publication activities. This approach enabled the researcher to gather information from respondents directly involved in journalism instruction and publication management. Ahmed (2024) explained that purposive sampling allows researchers to select participants based on characteristics relevant to the research objectives. As a non-probability sampling technique, its use limited the statistical generalizability of the findings beyond the participating advisers.

2.5 Research Instrument

A structured questionnaire served as the primary data-gathering instrument. It collected information on respondents' socio-demographic and professional profiles and measured their self-reported skills proficiency and perceived capabilities in news writing, editorial writing, editorial cartooning, feature writing, sports writing, photojournalism, and copyreading and headline writing. The questionnaire employed a five-point Likert-type scale, with higher scores indicating greater proficiency and capability. The questionnaire underwent content review by a panel of senior advisers and educational professionals who evaluated its content, language, and structure. It was subsequently pre-tested among campus journalism advisers who were excluded from the actual sample. Revisions were made based on the feedback received to improve the instrument's clarity and suitability for data collection. Leon et al. (2022) emphasized the importance of expert review and pilot testing in developing structured questionnaires and improving their appropriateness for research.

2.6 Data Gathering Procedure

The researcher sought permission from the Schools Division Superintendent and the respective schools district supervisors before conducting the study. Following the review and pre-testing of the questionnaire, the instrument was administered to the selected respondents through face-to-face and online distribution. Participants were given one week to complete the questionnaire. The completed responses were collected, organized, and prepared for statistical analysis. Respondents provided informed consent, and the gathered information was used for academic research purposes.

2.7 Data Analysis Techniques

The collected data were analyzed using descriptive and inferential statistical techniques. Frequency counts and percentages were used to describe the respondents' socio-demographic profiles, while weighted means determined their levels of skills proficiency and campus journalism capabilities. The weighted mean was computed by dividing the sum of the products of response frequencies and assigned weights by the total number of respondents. The five-point scale was interpreted using the following ranges: 4.20–5.00 indicated very proficient or very capable; 3.40–4.19 indicated proficient or capable; 2.60–3.39 indicated moderately proficient or moderately capable; 1.80–2.59 indicated less proficient or less capable; and 1.00–1.79 indicated not proficient or not capable. The chi-square test of independence was employed to examine significant associations between categorical profile variables and campus journalism capability levels at the 0.05 level of significance. Pearson's product-moment correlation was used to determine the relationship between respondents' skills proficiency and journalism capabilities. The inferential analyses were intended to evaluate the study's null hypotheses at the 0.05 significance level. Field (2024) discussed the application and interpretation of statistical techniques for examining associations and relationships among research variables.

2.8 Ethical Considerations

The study observed ethical principles throughout the research process. Permission was sought from the appropriate education authorities before data collection. Respondents were informed of the study's purpose, the voluntary nature of their participation, and the academic use of the information gathered. Informed consent was obtained, and confidentiality was maintained in handling respondents' information. The findings were presented without disclosing individual identities. These procedures were consistent with the ethical considerations concerning informed participation, privacy, and responsible data handling discussed by Creswell and Creswell (2023).

3. Results and Discussion

3.1 Socio-Demographic and Professional Profiles of School Paper Advisers

3.1.1 Age, Sex, and Educational Attainment

Of the 153 respondents, 80 (52.3%) were aged 20-30 years, 45 (29.4%) were aged 31-40 years, 23 (15.0%) were aged 41-50 years, and 5 (3.3%) were aged 51-60 years. Most respondents were female (104; 68.0%), while 49 (32.0%) were male. Regarding educational attainment, 73 (47.7%) held bachelor's degrees, 50 (32.7%) had earned master's degree units, 25 (16.3%) held master's degrees, and 5 (3.3%) held doctorates. The findings indicated that most respondents were younger female advisers with varying educational qualifications. This distribution reflected differences in the professional backgrounds of elementary school paper advisers. Dacumos (2026) similarly examined the demographic characteristics and professional competencies of school paper advisers, emphasizing the importance of understanding their backgrounds when assessing professional performance. However, demographic characteristics alone do not establish differences in journalism capabilities, highlighting the need to consider other professional factors.

3.1.2 Years of Advisory Experience and Journalism Training

Regarding professional experience, 64 respondents (42%) had served as journalism advisers for fewer than three years, 46 (30%) for four to seven years, 18 (12%) for eight to ten years, and 25 (16%) for ten years or more. District-level training was the highest training attended by 105 respondents (68.6%), followed by division-level training among 31 (20.3%), national-level training among 10 (6.5%), and regional-level training among 7 (4.6%). The findings showed that many advisers had relatively limited experience and that most had attended journalism training primarily at the district level. Rosario and Ibojo (2024) emphasized the importance of practical experience, professional collaboration, and training opportunities in helping school paper advisers manage their responsibilities. Sabio and Gumanoy (2025) also highlighted the value of mentoring and continued professional development in strengthening advisers' instructional practices. These studies support the importance of providing training opportunities suited to advisers' experience and professional needs.

3.2 Skills Proficiency of Elementary School Paper Advisers

The respondents rated themselves as proficient in spelling (WM = 3.73), correct grammar usage (WM = 3.58), writing style (WM = 3.43), and proofreading (WM = 3.40). However, they were moderately proficient in graphic arts (WM = 3.29), photography (WM = 3.24), and publishing software (WM = 3.04). Spelling received the highest rating, while publishing software obtained the lowest. The findings indicated stronger proficiency in language-related competencies than in technical publication skills. Basilan and Padilla (2022) emphasized the importance of language proficiency and digitized learning activities in improving journalism-related instruction among school paper advisers. Kirchhoff (2022) also highlighted the changing technological demands of journalism education, while Lopez (2026) examined the relationship between digital expertise and campus journalism practices. These studies support the need to strengthen advisers' technological competencies while maintaining their foundational writing and editing skills.

3.3 Campus Journalism Capabilities of Elementary School Paper Advisers

3.3.1 News Writing Capabilities

The respondents rated themselves as capable of writing concise news stories (WM = 3.44) and producing factual news reports (WM = 3.40). However, they were moderately capable of producing objective news (WM = 3.31), timely news stories (WM = 3.28), accurate news (WM = 3.20), and balanced news stories with appropriate emphasis on facts (WM = 3.15). The findings indicated that respondents demonstrated greater competence in conciseness and factual reporting than in other essential qualities of news writing. Cainong (2024) examined journalistic writing competence among school paper advisers and emphasized the need for additional training in journalism-related skills. Libradilla and Baradillo (2024) also identified structured training, feedback, and writing practice as important approaches to strengthening student journalism. These studies support focused training in accuracy, objectivity, balance, and timely reporting.

3.3.2 Editorial Writing Capabilities

The highest-rated editorial-writing indicator was the ability to write clear, vigorous, direct, and simple editorials (WM = 3.48). Respondents were also capable of matching editorial form and style to content and purpose, encouraging readers to think, and demonstrating accurate knowledge, with each indicator receiving a weighted mean of 3.46. Meanwhile, sincerity, originality, distinct purpose, exact wording, logical thinking, and persuasive appeal obtained moderate capability ratings ranging from 3.13 to 3.37. The findings indicated that respondents possessed foundational editorial-writing skills, particularly in clarity, organization, and presentation. However, their moderate ratings in originality, logical reasoning, and persuasive writing suggested opportunities for improvement. Libradilla and Baradillo (2024) emphasized the importance of mentoring, editorial feedback, and structured writing activities in developing journalism competencies. These practices could support advisers in improving their editorial-writing abilities and guiding student journalists in constructing well-reasoned and persuasive articles.

3.3.3 Editorial Cartooning Capabilities

All editorial cartooning indicators received weighted mean scores within the moderately capable range. The highest ratings were recorded for producing cartoons that entertained readers and expressed the newspaper's opinion on an issue (WM = 3.33). Other indicators included using universal symbols (WM = 3.28), drawing multiple cartoons or caricatures on an issue (WM = 3.22), incorporating humor (WM = 3.21), creating realistic illustrations (WM = 3.20), and communicating a single idea (WM = 3.17). The findings indicated that editorial cartooning was an area requiring additional professional development. Respondents demonstrated moderate capabilities in visual expression, symbolism, humor, and communicating editorial viewpoints. Barandoc (2026) emphasized the importance of strengthening advisers' technical and editorial competencies through structured professional development. Similarly, Kirchhoff (2022) highlighted the need for journalism education to respond to changing technical and creative demands. These perspectives support practical training in illustration, visual interpretation, and editorial cartoon development.

3.3.4 Feature Writing Capabilities

The respondents' self-reported ratings indicated capability in the assessed feature-writing indicators. Writing feature articles based on factual information received the highest weighted mean of 3.63, followed by adequately covering a subject while maintaining reader interest (WM = 3.55). Both indicators were interpreted within the capable range. The findings indicated that feature writing was among the respondents' stronger journalism competencies. Their capability to produce factual and engaging articles reflected a foundation in developing informative content while sustaining reader interest. Libradilla and Baradillo (2024) emphasized the importance of structured writing activities, mentoring, and feedback in strengthening journalism practices. Continued application of these approaches could help sustain advisers' feature-writing competencies and support their instructional responsibilities.

3.3.5 Sports Writing Capabilities

The respondents' self-reported ratings indicated capability in the assessed sports-writing indicators. Their highest ratings were recorded for answering the five Ws and one H (WM = 3.54) and describing the most thrilling part of a game (WM = 3.53). Both indicators fell within the capable range. The findings indicated that respondents were capable of presenting essential sporting information and describing significant events during games. These competencies provided a foundation for effective sports reporting. Cainong (2024) emphasized the importance of developing school paper advisers' journalistic writing competence through professional training, while Libradilla and Baradillo (2024) highlighted the value of continuous writing practice and mentoring. These approaches could help maintain respondents' existing strengths and improve their ability to guide student journalists in sports writing.

3.3.6 Photojournalism Capabilities

The respondents were capable of selecting attention-catching photographs (WM = 3.48), using photographs to help readers identify people or places (WM = 3.44), and presenting photographs that told a story in sequence or

provided visual relief in page design (WM = 3.43). However, they were moderately capable of using photographs to complement and support news stories (WM = 3.39) and enhance page appearance (WM = 3.38). The findings indicated that respondents demonstrated competence in selecting informative and visually appealing photographs but had comparatively lower capability in integrating images into news content and publication layouts. Lopez (2026) highlighted the relevance of multimedia production and digital expertise to campus journalism practices. Kirchhoff (2022) likewise emphasized the importance of adapting journalism education to technological developments. These studies support further training in photographic composition, visual storytelling, and the effective integration of images into school publications.

3.3.7 Copyreading and Headline Writing Capabilities

The respondents were capable of correcting errors in grammar, spelling, punctuation, usage, and organization (WM = 3.45), checking factual accuracy (WM = 3.44), improving article leads (WM = 3.41), and enhancing news value (WM = 3.40). However, they were moderately capable of removing irrelevant material (WM = 3.37), eliminating editorialized portions of news (WM = 3.34), applying copyreading marks correctly (WM = 3.34), and ensuring conformity with newspaper style sheets (WM = 3.30). The findings indicated that respondents reported foundational editing capabilities, although lower ratings in technical copyreading conventions and publication standards suggested areas for additional training. Basilan and Padilla (2022) emphasized the importance of language-related competencies in campus journalism instruction, while Libradilla and Baradillo (2024) identified grammar, writing quality, and editorial feedback as important elements of effective school publication practices. These findings support practical editing exercises and consistent application of publication style guidelines.

3.4 Relationship Between Respondents' Profiles and Campus Journalism Capabilities

Chi-square tests were calculated to examine potential associations between respondents' profile characteristics and their self-reported campus journalism capabilities at the 0.05 significance level. The reported test statistics differed across age, sex, educational attainment, advisory experience, and highest journalism training attended. However, the magnitude of the reported sex-related statistic and the presence of small respondent subgroups limited the defensibility of the inferential interpretations. Consequently, the reported significance decisions were not treated as conclusive evidence that demographic characteristics or training exposure determined journalism capabilities. Dacumos (2026) discussed relationships involving school paper advisers' professional characteristics and competencies, while Rosario and Ibojo (2024) emphasized the relevance of practical experience and professional training in managing school publication responsibilities. These perspectives supported considering advisers' professional backgrounds and training experiences when identifying development priorities without attributing capability differences to individual demographic characteristics.

3.5 Relationship Between Skills Proficiency and Campus Journalism Capabilities

Pearson's product-moment correlation was used to explore the relationship between self-reported skills proficiency and campus journalism capabilities. The reported correlation coefficient was $r = 0.9966$, with five degrees of freedom. Under the conventional Pearson correlation test, five degrees of freedom correspond to seven paired observations rather than the full sample of 153 individual respondents. The reported statistic therefore could not be interpreted as a respondent-level correlation involving all participating advisers. Furthermore, both constructs were assessed using the same questionnaire, introducing the possibility of shared-method influences. Lopez (2026) examined the relationship between digital expertise and campus journalism practices, while Dacumos (2026) investigated professional competencies and work performance among school paper advisers. These studies supported further examination of relationships among journalism-related competencies, although the results of the present correlation analysis did not establish a causal relationship.

3.6 Implications for Specialized Campus Journalism Training

The respondents' self-reported ratings indicated comparatively stronger language-related proficiency and higher perceived capabilities in feature writing, sports writing, and selected editorial-writing activities. In contrast, lower ratings were recorded in graphic arts, photography, publishing software, editorial cartooning, and several technical copyreading indicators. Respondents' professional backgrounds and prior journalism training were also considered in identifying potential professional development needs, although the reported association tests required cautious interpretation. These findings provided a basis for developing a specialized campus journalism training program focused on identified competency needs. Barandoc (2026) emphasized the importance of technical development and institutional support, while Carlobos and Callo (2025) examined challenges affecting school publications and their performance. Docallas (2025) also highlighted the need for professional training, collaborative support, and stronger campus journalism implementation. Furthermore, Sabio and Gumanoy (2025) emphasized mentoring and sustained professional development as important aspects of advisers' professional growth. Taken together, these studies support a needs-based training program involving practical workshops, guided journalism activities, peer feedback, digital publication training, and continuous mentoring to strengthen the professional capabilities of elementary school paper advisers.

4. Conclusion & Recommendations

The study concluded that elementary school paper advisers in the Division of Albay reported greater proficiency in spelling, grammar, writing style, and proofreading than in graphic arts, photography, and publishing software. Their self-reported journalism capabilities were comparatively stronger in feature writing, sports writing, and selected editorial-writing activities, whereas editorial cartooning, selected aspects of news writing and photojournalism, and technical copyreading remained priority areas for professional development. The questionnaire-based design and limitations in the reported inferential analyses restricted conclusions about relationships among respondents' characteristics, skills proficiency, and journalism capabilities. Overall, the descriptive findings supported the development of specialized, continuous, and practice-oriented campus journalism training that addresses advisers' professional development needs.

The Schools Division Office of Albay should develop and implement a specialized campus journalism training program emphasizing graphic arts, photography, publishing software, editorial cartooning, technical copyreading, and related editorial practices. Training should include practical exercises in news accuracy, objectivity, balance, timeliness, editorial development, and visual storytelling. Experienced school paper advisers may serve as peer mentors, while school heads should strengthen access to appropriate learning resources, professional development opportunities, and digital publication tools. Program effectiveness should be evaluated through pre-training and post-training performance tasks, publication outputs, and follow-up competency assessments. Future researchers may extend the investigation to other divisions, employ performance-based assessments, and examine the effects of specialized journalism training on advisers' competencies and student publication outcomes.

The study involved 153 elementary school paper advisers in the Division of Albay selected through purposive sampling. Its reliance on self-reported questionnaire ratings limited the extent to which proficiency and capability scores reflected performance demonstrated in actual journalism tasks. The findings were specific to the participating advisers and should not be generalized to all elementary school paper advisers. In addition, small subgroups within the demographic and training categories and the use of the same questionnaire to measure proficiency and capabilities limited the interpretation of statistical associations. These methodological considerations highlighted the value of performance-based assessments, appropriate statistical procedures, and broader participant representation in future research.

5. Compliance with Ethical Standards

The study observed ethical research practices throughout the data collection and analysis processes. Permission was sought from the Schools Division Superintendent and the respective schools district supervisors before data collection. Respondents were informed of the study's purpose, the voluntary nature of participation, and the academic use of their responses. Informed consent was obtained, and respondents' information was handled confidentially. The findings were presented without disclosing individual identities.

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