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A Narrative Inquiry into the Coaching Practices of School Paper Advisers in the Schools Division of Laguna

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Abstract

This study explored how School Paper Advisers (SPAs) with sustained national-level competition experience developed and interpreted their campus journalism coaching practices and proposed a framework grounded in their professional narratives. Employing qualitative narrative inquiry, the study involved seven purposively selected current or former SPAs from public secondary schools in the Schools Division of Laguna, Philippines, who had coached student journalists in at least three National Schools Press Conference cycles. Data were gathered through in-depth, semi-structured narrative interviews and examined using thematic narrative analysis and cross-narrative comparison. Findings revealed that coaching practices evolved through critical incidents, reflective learning, professional mentoring, learner differences, changing competition demands, and institutional conditions. Advisers emphasized individualized instruction, constructive feedback, ethical journalism, professional collaboration, and continuous skills development. Success extended beyond competition awards to include students' confidence, journalistic competence, ethical responsibility, and personal growth. These findings informed an eight-component Campus Journalism Coaching Framework integrating instructional, developmental, ethical, collaborative, and institutional dimensions. The study concluded that campus journalism coaching represented a continuous, reflective, and context-dependent professional learning process. Schools and educational authorities should strengthen adviser training, mentoring opportunities, instructional resources, and institutional support. The study was limited to seven advisers within one school division, while the proposed framework requires further implementation and evaluation. Its contribution provides a context-sensitive foundation for reflective coaching, sustainable professional development, and improved institutional planning for campus journalism education.

Keywords: Campus Journalism, Coaching Framework, Narrative Inquiry, Professional Development, Reflective Coaching, School Paper Advisers, Student Journalists

1. Introduction

Campus journalism in Philippine basic education provides opportunities for students to develop journalistic competencies, critical thinking, communication skills, and ethical responsibility. School Paper Advisers (SPAs) contribute to these objectives through instruction, mentoring, feedback, publication management, and competition preparation. Their coaching practices are influenced by professional experiences, learner differences, institutional conditions, and changing competition requirements. Although previous studies have documented advisers' competencies, responsibilities, challenges, and mentoring strategies, the development of coaching practices across successive national-level competitions warrants further examination. This study employed qualitative narrative inquiry to understand how SPAs with sustained national-level competitive experience in the Schools Division of

Laguna narrated the development and meaning of their coaching practices. Their professional journeys, critical incidents, turning points, relationships, and contextual experiences provided the foundation for proposing a Campus Journalism Coaching Framework grounded in their narratives.

Campus journalism in Philippine schools is supported by Republic Act No. 7079, or the Campus Journalism Act of 1991, which promotes freedom of the campus press, ethical responsibility, critical and creative thinking, and the development of students' journalistic skills. The law establishes an institutional foundation for school publications, journalism training, and activities that encourage responsible participation among student journalists. The Department of Education further supports campus journalism through division, regional, and national press conferences. DepEd Memorandum No. 025, s. 2024 established guidelines for the 2024 National Schools Press Conference (NSPC), while the 2025 NSPC involved approximately 3,300 campus journalists and emphasized journalism and creative industries amid emerging technologies (Department of Education, 2024, 2025). Within this educational environment, SPAs assume responsibilities that extend beyond supervising school publications. They select and train student journalists, provide technical guidance, evaluate written outputs, manage publication activities, and prepare learners for journalism competitions. Cainong (2024) documented variations in advisers' journalistic writing competencies and identified challenges involving inadequate training, funding limitations, insufficient publication facilities, limited parental support, and students' language proficiency. Similarly, Rosario and Ibojo (2024) found that experienced advisers employed systematic student selection, intensive training, mentoring, and continuous evaluation while addressing institutional and resource-related difficulties. Recent research further indicates that campus journalism coaching requires professional adaptability and sustained engagement. Calumaya and Ambayon (2025) identified technical expertise, individualized guidance, differentiated instruction, innovation, and institutional support as important elements of coaching among award-winning journalism advisers. Sabio and Gumanoy (2025) likewise emphasized professional development, mentorship, leadership, and the evolving responsibilities of outstanding SPAs. These findings suggest that coaching practices develop through accumulated professional experiences rather than through the application of fixed instructional techniques. Despite these contributions, understanding how experienced advisers develop their coaching approaches across repeated competitions remains essential. Competitive preparation exposes SPAs to changing journalism categories, diverse learner abilities, professional relationships, resource constraints, and varying outcomes. Such experiences may influence their decisions, priorities, and interpretations of coaching responsibilities. The present study therefore examined campus journalism coaching as a continuous professional process shaped by time, relationships, reflection, and educational context.

Existing literature identifies campus journalism coaching as a multidimensional practice involving technical instruction, learner development, mentoring, publication management, and competition preparation. Cainong (2024) established that advisers' journalistic competencies and management responsibilities were influenced by professional preparation and institutional conditions. Rosario and Ibojo (2024) likewise documented practices involving writer selection, intensive training, publication supervision, and professional support. These studies demonstrate the importance of technical competence while recognizing that coaching practices operate within specific school environments. Professional mentoring and adaptability constitute another significant theme. Sabio and Gumanoy (2025) found that outstanding SPAs demonstrated continuous professional growth, mentorship, and commitment to developing student journalists despite various challenges. Calumaya and Ambayon (2025) similarly emphasized individualized coaching, differentiated approaches, adaptability, innovation, and institutional assistance. These findings indicate that experienced advisers continually adjust their practices according to learner needs, educational expectations, and available support. The literature also highlights the importance of organizational conditions in sustaining campus journalism programs. Carlobos and Callo (2025) examined campus journalism implementation in public elementary schools in Laguna and identified organizational and contextual concerns affecting school publication activities. Castillo and Velasco (2025) documented practices involving journalist selection, collaborative editing, feedback, responsible journalism, school-based training, and productivity tools. Their findings also revealed challenges involving workload, insufficient resources, limited training opportunities, and inadequate administrative support. These studies indicate that coaching practices cannot be separated from the institutional conditions in which they develop. Beyond campus journalism, research on teacher professional development demonstrates that educational practices evolve through experience, relationships, reflection, and changing responsibilities. Lim et al. (2022) examined professional inquiry through a teacher's narrative and highlighted how institutional expectations influenced the meaning and direction of professional learning. Sun and Akbar (2024) explored the professional identity development of an experienced language teacher and demonstrated how critical incidents, significant relationships, and accumulated teaching experiences shaped professional understanding. Similarly, Abid (2025) found that professional identity developed through sustained teaching experiences, leadership responsibilities, academic progression, and participation in professional communities. Eryılmaz and Dikilitaş (2025) identified interpersonal, intrapersonal, and institutional tensions affecting teacher educators and emphasized the importance of professional learning, mentoring, and relational support in navigating changing responsibilities. These studies establish that professional development involves continuous interpretation and adjustment rather than the simple

accumulation of experience. Critical incidents and turning points also influence professional learning. Nazari and De Costa (2022) demonstrated that reflection on critical incidents contributed to teachers' professional agency, emotional regulation, and identity development. Chaaban et al. (2021) likewise found that teacher educators' professional agency and identity were influenced by emotional experiences, institutional circumstances, and interpersonal relationships. These findings support the examination of significant coaching experiences as potential moments of professional reconsideration and change. Collectively, the reviewed studies establish three interconnected insights. First, campus journalism coaching involves technical, instructional, managerial, and mentoring responsibilities. Second, professional learning develops through reflection, relationships, and responses to contextual challenges. Third, significant professional experiences can influence changes in practice, responsibility, and professional understanding. However, existing Philippine campus journalism studies primarily describe competencies, practices, challenges, and mentoring experiences rather than tracing how coaching approaches develop and acquire meaning across repeated national-level competitions.

At the local level, campus journalism coaching in Laguna is influenced by school resources, organizational conditions, administrative support, and professional expectations. Carlobos and Callo (2025) examined campus journalism implementation in 22 public elementary schools in the Calauan Sub-Office of the Schools Division of Laguna and identified organizational and contextual challenges affecting publication activities. In the Schools Division of San Pablo City, Castillo and Velasco (2025) documented advisers' practices involving student selection, training, collaborative editing, feedback, responsible journalism, and publication management. Their findings also emphasized workload, time constraints, and the need for professional development and institutional assistance. These local studies provide insights into the conditions surrounding campus journalism implementation. These studies provide a local foundation for examining how SPAs with repeated national-level competitive experience interpreted the development of their coaching practices over time. This distinction is important because professional experiences may influence coaching decisions differently according to school circumstances, learner characteristics, and competition demands. At the national level, the Department of Education maintains the Division Schools Press Conference (DSPC), Regional Schools Press Conference (RSPC), and National Schools Press Conference (NSPC) as important components of school-based journalism development. These activities provide opportunities for student journalists to demonstrate their competencies while exposing advisers to different competitive expectations. The 2025 NSPC also reflected the growing relevance of technological developments and creative industries to journalism education (Department of Education, 2025). Studies involving experienced advisers from different Philippine regions further demonstrate the importance of technical competence, mentoring, adaptability, and institutional support in sustaining campus journalism programs (Cainong, 2024; Calumaya & Ambayon, 2025; Sabio & Gumanoy, 2025). At the international level, educational research emphasizes the developmental and contextual nature of professional practice. Chaaban et al. (2021) demonstrated how institutional disruption influenced teacher educators' agency, professional identity, and emotional responses. Lim et al. (2022) examined how educational accountability and institutional expectations affected professional inquiry, while Sun and Akbar (2024) highlighted the influence of critical incidents and significant relationships on long-term teacher development. Abid (2025) further illustrated how professional identity evolved through accumulated experiences and engagement with professional communities. These international perspectives provide conceptual support for examining professional learning through personal narratives. However, the experiences of Philippine SPAs remain situated within the country's educational legislation, institutional structures, and competitive journalism system. Consequently, the present inquiry focused on the Schools Division of Laguna to develop a context-sensitive understanding of how sustained national-level competition experiences influenced the development and meaning of campus journalism coaching practices.

The study was grounded primarily in narrative inquiry and informed by educational coaching, instructional coaching, teacher mentoring, professional learning, and Social Cognitive Theory. These perspectives supported the interpretation of coaching development as a temporal, relational, and contextual process. They served as interpretive foundations rather than predetermined variables or hypotheses, allowing participants' experiences and interpretations to remain central to the inquiry. Narrative inquiry provided the principal orientation for understanding how SPAs constructed and interpreted their professional experiences. Pino Gavidia and Adu (2022) emphasized temporality, sociality, and place as interconnected dimensions of narrative inquiry. Temporality concerns the continuity and transformation of experiences over time; sociality addresses personal responses, relationships, and social conditions; and place situates experiences within specific physical, organizational, and institutional environments. These dimensions are relevant to understanding how advisers connect earlier coaching experiences with subsequent professional decisions. Narrative inquiry also recognizes that professional stories emerge through relationships and contextual circumstances. Finlay and dela Cruz (2023) emphasized reflexivity, relational spaces, and the co-construction of knowledge between researchers and participants. Neupane et al. (2022) further demonstrated the relevance of narrative approaches to understanding teachers' professional identities, critical incidents, agency, and institutional experiences. These perspectives supported the study's attention to individual coaching journeys while allowing common and contrasting storylines to emerge across participants. Educational coaching and instructional coaching provided the primary theoretical foundation for

interpreting coaching as a developmental educational practice. Desimone and Pak (2017) conceptualized instructional coaching through five characteristics of effective professional development: content focus, active learning, sustained duration, coherence, and collective participation. Their framework remains relevant because it explains coaching as sustained professional engagement rather than the isolated transmission of instructional techniques. More recent evidence from Smith and Desimone (2025) emphasizes the importance of coach–teacher alignment, professional learning conditions, and individualized coaching approaches in educational change. Teacher mentoring provided an additional explanation of how professional knowledge and practices develop through guidance, observation, feedback, and interaction. Mok and Staub (2021) examined coaching, mentoring, and supervision in preservice teacher education and identified their contributions to instructional development. These perspectives were relevant to SPAs because campus journalism coaching involves instructional guidance, differentiated support, feedback, and continuous adjustment to learners' needs. Social Cognitive Theory served as a supporting interpretive lens for understanding observational learning, self-efficacy, professional agency, and environmental influences. Bandura (2018) emphasized human agency and the reciprocal relationship among personal, behavioral, and environmental conditions. This perspective was relevant to examining how SPAs learned from experienced colleagues, developed confidence, responded to challenges, and adapted their coaching approaches within changing school and competition environments. These concepts served as supporting interpretive lenses, allowing narrative categories to emerge from participants' accounts. The conceptual framework integrated these perspectives by positioning narrative inquiry as the overarching orientation and educational coaching as the primary developmental foundation. Temporality guided the examination of coaching beginnings, critical incidents, and turning points; sociality supported the interpretation of professional relationships and personal responses; and place provided the context for understanding institutional conditions and competition environments. Educational coaching, mentoring, professional learning, and Social Cognitive Theory complemented these narrative dimensions. Together, they informed the interpretation of how coaching practices developed and acquired meaning, while the participants' narratives provided the foundation for the proposed Campus Journalism Coaching Framework.

Philippine research has established that SPAs perform interconnected responsibilities involving journalistic instruction, mentoring, learner development, publication management, and competition preparation. Cainong (2024) examined advisers' competencies and management challenges, while Rosario and Ibojo (2024) documented experienced advisers' practices in writer selection, training, and school publication management. More recent studies involving distinguished advisers emphasized individualized guidance, adaptability, professional development, mentoring, and institutional support (Calumaya & Ambayon, 2025; Sabio & Gumanoy, 2025). Despite these contributions, the experiences of SPAs with sustained national-level competitive involvement provide a basis for examining how coaching practices develop and acquire professional meaning across successive competitions. Existing studies primarily describe advisers' competencies, professional experiences, challenges, and coaching strategies at particular periods. They provide less explanation of how earlier coaching experiences, critical incidents, professional relationships, learner differences, and competitive outcomes influence subsequent changes in practice. A contextual gap was also evident in the Schools Division of Laguna. Although Carlobos and Callo (2025) and Castillo and Velasco (2025) examined campus journalism implementation and advisers' experiences in Laguna and nearby school divisions, their studies did not specifically trace the professional coaching journeys of advisers whose students repeatedly qualified for national-level competitions. Furthermore, national-level participation does not necessarily demonstrate that a particular coaching approach produces competitive success. Understanding sustained coaching experience therefore requires examining how advisers interpret their professional experiences rather than identifying a single effective coaching technique. Narrative inquiry was appropriate for addressing this gap because it enabled participants to reconstruct and interpret their coaching journeys through personally significant events, relationships, and changing circumstances. Previous narrative research demonstrated how critical incidents, institutional expectations, relationships, and professional experiences contributed to changing understandings of educational practice (Chaaban et al., 2021; Lim et al., 2022; Nazari & De Costa, 2022; Sun & Akbar, 2024; Abid, 2025). The present study focused on seven purposively selected SPAs from public secondary schools in the Schools Division of Laguna during School Year 2026–2027. Participants met the criterion of having personally coached student journalists who qualified for and participated in the NSPC on at least three occasions between 2016 and 2026. Their sustained national-level competitive experience served as a participant-selection criterion rather than as evidence of superior coaching effectiveness. The inquiry examined how participants narrated their beginnings in campus journalism coaching, critical incidents and turning points, responses to learner differences and professional challenges, relationships with educational stakeholders, changing competition requirements, and interpretations of success, setbacks, responsibility, and professional growth. In-depth, semi-structured narrative interviews provided opportunities for participants to reconstruct their experiences, while narrative analysis addressed temporal sequences, contextual circumstances, recurring meanings, and common or contrasting storylines. The study culminated in a proposed Campus Journalism Coaching Framework grounded in participants' experiences. Rather than prescribing a universal formula for competition success, the framework was intended to support professional reflection, mentoring, and continuous coaching development. Its broader application remains subject to further examination and validation.

The study was primarily aligned with Sustainable Development Goal 4 (Quality Education), particularly its emphasis on inclusive and equitable educational opportunities, relevant learning competencies, and the continuous development of qualified educators. The United Nations Department of Economic and Social Affairs (2025) emphasized the importance of improving educational quality, addressing persistent learning inequalities, and strengthening lifelong learning opportunities. Campus journalism contributes to educational development by providing learning experiences involving communication, critical thinking, writing, ethical responsibility, and responsible participation. Within this context, SPAs support students' journalistic development through mentoring, individualized instruction, technical guidance, and feedback. Understanding how experienced advisers develop their coaching practices may therefore provide insights relevant to improving the quality and continuity of campus journalism education. The study also corresponded with Philippine educational improvement priorities identified by the Second Congressional Commission on Education (2025), particularly concerns involving teacher professional development, institutional support, and educational quality. By examining the professional experiences of SPAs, the study provided context-specific knowledge that may support reflective coaching, professional learning, and the continuous development of school-based journalism programs. The proposed Campus Journalism Coaching Framework further contributed to these educational objectives by offering a narrative-informed resource for professional reflection and mentoring. Its contribution to SDG 4 lies in supporting an understanding of teacher development and responsive educational practice rather than claiming direct improvements in student achievement or competition outcomes.

The study contributed to multidisciplinary sustainability primarily through educational, institutional, professional, and community dimensions. Campus journalism connects education, communication, media practice, ethical responsibility, and learner development. Within these interconnected fields, SPAs support the development of student journalists while responding to instructional demands, institutional conditions, and changing competition requirements. In terms of educational sustainability, the study emphasized continuous professional learning, reflective coaching, and responsiveness to diverse learner needs. Research on educational coaching demonstrates the importance of sustained guidance, collaboration, mentoring, and professional support in developing instructional practices (Mok & Staub, 2021; Smith & Desimone, 2025). The narratives of experienced SPAs provided practice-based insights that may support continuing professional dialogue and coaching development within school journalism programs. Institutional sustainability was reflected in the study's attention to professional workload, training opportunities, publication resources, administrative support, and school leadership. Previous Philippine studies demonstrated that these conditions influenced the implementation of campus journalism activities and the responsibilities of advisers (Cainong, 2024; Carlobos & Callo, 2025; Castillo & Velasco, 2025). Understanding their influence on coaching development may assist schools and educational authorities in considering appropriate professional support for SPAs. The study also contributed to community and communication sustainability through its emphasis on responsible journalism, ethical participation, and the continuous development of student journalists. By documenting how advisers interpreted and adapted their professional practices, the inquiry connected individual coaching experiences with broader educational and institutional concerns. Its multidisciplinary contribution lies in providing a context-sensitive understanding of how sustained professional experience, reflective learning, mentoring, and institutional support may strengthen campus journalism education over time.

2. Material and methods

2.1 Research Design

The study employed a qualitative narrative inquiry research design to explore how SPAs narrated the development and meaning of their coaching practices across competition experiences. Narrative inquiry was appropriate because it examined professional experiences through stories that reflected personal development, significant events, relationships, challenges, and changing practices over time. This approach emphasized the temporal, contextual, and relational dimensions of experience while recognizing participants' interpretations as central to understanding their professional journeys (Pino Gavidia & Adu, 2022; Wei, 2023; Le, 2025). The inquiry was grounded in an interpretive perspective that viewed coaching practices as experiences shaped by personal understanding, professional relationships, institutional conditions, and competitive environments. The principles of temporality, sociality, and place guided the examination of how earlier experiences influenced subsequent coaching practices and how professional meanings developed within particular educational contexts (Clandinin & Connelly, 2000; Pino Gavidia & Adu, 2022). The relational nature of narrative inquiry also recognized the researcher's involvement in constructing and interpreting participants' accounts, requiring continuous reflexivity and attention to individual experiences (Finlay & dela Cruz, 2023). Each participant's narrative was initially examined as an individual account before similarities and differences across storytellers were analyzed. The study adopted a thematic narrative approach to preserve the sequence, context, and meaning of coaching experiences while identifying developmental patterns relevant to the proposed Campus Journalism Coaching Framework. This methodological orientation emphasized the integrity of participants' narratives rather than reducing their professional journeys to predetermined categories (Riessman, 2008; Younas & Inayat, 2025).

2.2 Locale of the Study

The study was conducted in public secondary schools within the Schools Division of Laguna, Department of Education (DepEd) Region IV-A (CALABARZON), Philippines. This setting provided an educational and institutional context for examining the professional experiences of SPAs involved in training student journalists and preparing them for campus journalism competitions. Their coaching experiences encompassed school-based preparation and participation in the Division Schools Press Conference (DSPC), Regional Schools Press Conference (RSPC), and National Schools Press Conference (NSPC). The Schools Division of Laguna was selected because it provided a shared administrative and educational environment in which participating SPAs developed their coaching practices. Although participants came from different districts and schools, their experiences reflected the institutional expectations, available resources, professional relationships, and competition demands associated with campus journalism. Identifying information concerning schools and participants was omitted or generalized to protect confidentiality. The study focused on understanding the coaching experiences of selected SPAs rather than representing all campus journalism advisers in Laguna or the Philippines.

2.3 Respondents of the Study

The study involved seven storytellers who were current or former School Paper Advisers from public secondary schools in the Schools Division of Laguna. They represented different districts and possessed sustained national-level competitive experience through direct involvement in coaching student journalists who qualified for and participated in the NSPC. The participants were referred to as storytellers because they provided detailed narratives of their professional journeys, including their beginnings in campus journalism coaching, significant competition experiences, instructional challenges, professional relationships, changes in coaching practices, and reflections on professional development. Their individual accounts served as the primary source of information for understanding how coaching practices evolved and acquired meaning across successive competition experiences.

2.4 Sample and Sampling Procedure

The study employed purposive criterion sampling to select seven SPAs with sustained national-level coaching experience. This sampling approach allowed the researcher to identify participants whose professional backgrounds and experiences directly addressed the research questions. Purposive sampling emphasizes the deliberate selection of information-rich participants who possess relevant knowledge and experiences rather than statistical representation (Ahmad & Wilkins, 2025). Eligible participants were current or former SPAs from public secondary schools within the Schools Division of Laguna who had personally coached, trained, or advised student journalists participating in the NSPC. Each participant was required to have at least three qualifying NSPC participations across distinct annual competition cycles from 2016 to 2026 and to provide informed consent for an in-depth narrative interview. Each qualifying NSPC participation represented one annual competition cycle, regardless of the number of student journalists, categories, or awards involved. Winning an award was not required because eligibility emphasized sustained national-level coaching experience rather than coaching effectiveness. Individuals whose involvement was limited to administrative, coordinating, judging, or facilitating responsibilities without direct coaching experience were excluded. Those who did not meet the participation requirements or provide informed consent were likewise ineligible. Potential participants were identified and screened through authorized institutional procedures and available official records. Selection followed the established eligibility criteria rather than the researcher's personal familiarity with potential participants. The final sample consisted of seven qualified storytellers whose narratives provided detailed accounts of coaching development, professional challenges, significant experiences, and changing practices.

2.5 Research Instrument

The primary research instrument was a semi-structured narrative interview guide developed from the central research question and its subquestions. The guide contained broad, open-ended prompts designed to encourage participants to narrate their professional experiences freely and reflectively. Narrative interviewing was consistent with the study's objective of understanding personal experiences through participants' own stories and interpretations (Wei, 2023; Le, 2025). The interview questions addressed participants' entry into campus journalism coaching, early training experiences, significant competitions, critical incidents, turning points, learner differences, professional relationships, instructional challenges, changing competition demands, and interpretations of professional success and setbacks. Follow-up questions encouraged participants to elaborate on important events, explain changes in their coaching practices, and reflect on the meanings attached to their experiences. The interview guide underwent expert review involving at least three qualified reviewers with relevant expertise in qualitative research, narrative inquiry, educational research, or campus journalism. The review examined the alignment of the questions with the research objectives, clarity of language, appropriateness of prompts, and consistency with the narrative inquiry design. Reviewers' recommendations were documented and considered in revising the instrument. A cognitive review or pilot interview was also considered to assess the clarity, openness, and narrative suitability of the questions. Interview memos, field notes, and a reflexive journal

served as supplementary research materials for documenting contextual observations, methodological decisions, and researcher reflections. These records supported the interpretation of participants' experiences without replacing the interview narratives as the primary data source.

2.6 Data Gathering Procedure

Data were gathered primarily through individual, in-depth, semi-structured narrative interviews with the seven selected SPAs. Before data collection, the researcher secured the required institutional research approval and authorization from the appropriate educational authorities. Eligible participants received information concerning the study's purpose, interview procedures, confidentiality safeguards, possible risks, and their rights as research participants. Written informed consent was obtained before conducting interviews or recording conversations. Each storyteller participated in one primary narrative interview lasting approximately 20 to 40 minutes. When clarification or additional explanation was necessary, one follow-up interview lasting approximately 20 to 30 minutes was conducted with the participant's availability and consent. Interviews were held in mutually agreed private locations or through an approved secure online platform when face-to-face interaction was impractical. Participants communicated in English, Filipino, or a combination of both, depending on their preferences. With the participants' permission, interviews were audio-recorded to preserve the accuracy of their accounts. Open-ended prompts allowed participants to describe significant coaching experiences without predetermined interpretations. The researcher maintained professional boundaries, avoided leading questions, and refrained from directing participants toward expected responses. Reflexive practice was maintained throughout the interviews to examine how the researcher's professional experiences and assumptions could influence data generation (Olmos-Vega et al., 2023). The researcher personally transcribed the recorded interviews and translated responses when necessary. Transcripts were reviewed against the original recordings to identify transcription errors and preserve participants' intended meanings. Interview memos, field notes, and reflexive observations were prepared to document contextual information, researcher reactions, and relevant methodological decisions. Participants were not required to submit photographs, awards, competition records, publications, or other personal artifacts. Supporting materials were considered only when voluntarily mentioned, relevant to clarifying a narrative, and shared with explicit permission. When feasible, participants reviewed their restoryed accounts or narrative summaries to clarify factual details, contextual meanings, and potentially identifying information. This process supported the accurate and respectful representation of participants' experiences while maintaining the relational principles of narrative inquiry (Dubnewick, 2025). All interview recordings, transcripts, translated materials, and supporting research documents were organized using participant codes and stored securely. The resulting narratives and field texts provided the foundation for thematic narrative analysis, restorying, and cross-narrative interpretation.

2.7 Data Analysis Techniques

The study employed thematic narrative analysis informed by Riessman (2008) to examine how SPAs constructed meaning from their coaching experiences. This approach focused on the content and meaning of participants' stories while preserving their temporal sequence, contextual circumstances, and professional relationships. Narrative analysis was appropriate for examining individual experiences as coherent accounts before identifying patterns across participants (Ghanbar et al., 2024; Younas & Inayat, 2025). The researcher adopted a nine-stage analytic procedure developed specifically for the study. The process began with narrative familiarization through repeated reading of interview transcripts and examination of available audio recordings. This established an overall understanding of each participant's coaching journey. Significant narrative episodes were then identified, including professional beginnings, important competitions, achievements, setbacks, coaching challenges, changes in instructional practices, and meaningful relationships. Temporal sequencing was applied to establish connections between earlier experiences and subsequent professional development. The researcher then identified critical incidents and turning points that participants associated with changes in their coaching beliefs, decisions, and practices. Within-case thematic narrative analysis examined meaningful patterns within each account while preserving the participant's individual storyline and interpretation of experiences. Contextual interpretation considered the school environments, learner characteristics, professional relationships, institutional support, resources, and competition conditions surrounding the participants' experiences. Cross-narrative comparison followed the individual analyses to identify recurring patterns, similarities, differences, and contrasting experiences. Distinctive accounts were retained to reflect variations in professional development rather than imposing a single interpretation of coaching practice. Narrative synthesis and restorying were subsequently undertaken to organize participants' accounts into coherent representations while preserving their chronology, contextual meanings, critical experiences, and individual voices. Restorying was treated as an interpretive and organizational process rather than an alteration of participants' experiences. The researcher distinguished original statements from interpretations and retained relevant contradictions, uncertainties, and changes in perspective. These procedures reflected the importance of maintaining narrative integrity during interpretation and representation (Riessman, 2008; Le, 2025). The final stage involved developing the proposed Campus Journalism Coaching Framework from the patterns, professional meanings, practices, relationships, and contextual conditions identified across the narratives. The framework incorporated both recurring and contrasting experiences and was presented as a context-sensitive interpretation rather than a universal model of competitive coaching success.

Analytic memos, reflexive notes, and an audit trail documented significant methodological decisions throughout the process.

2.8 Ethical Considerations

The study observed ethical safeguards throughout participant recruitment, data gathering, analysis, and dissemination. Before conducting the research, the researcher secured ethics approval from the University of Perpetual Help System DALTA and the necessary authorization from the Schools Division of Laguna. School-level permission was also obtained when required by the approved research protocol. Participation was voluntary, and written informed consent was obtained before interviews and audio recordings. Participants were informed about the study's objectives, procedures, possible risks, confidentiality measures, and intended use of their narratives. They were also informed of their right to decline questions, pause interviews, stop recordings, or withdraw without professional consequences, subject to the conditions explained during the consent process. Confidentiality was maintained through participant codes or pseudonyms. School names, journalism categories, exact competition years, distinctive achievements, and other potentially identifying details were omitted or generalized when necessary. Information concerning colleagues, students, administrators, and other individuals mentioned in the narratives was similarly protected. The researcher's professional involvement in campus journalism and previous association with the DSPC Program Management Team were considered in addressing potential conflicts of interest and unequal professional relationships. Recruitment procedures minimized institutional pressure, while professional boundaries were maintained throughout data gathering. Reflexivity was practiced to recognize how the researcher's position, experiences, and relationships could influence interactions and interpretations. These considerations were consistent with the relational and ethical responsibilities associated with narrative inquiry (Finlay & dela Cruz, 2023; Olmos-Vega et al., 2023). Potential emotional and professional discomfort arising from discussions of challenges, conflicts, setbacks, and competition pressures was addressed by allowing participants to decline sensitive questions or discontinue discussions. Recordings, transcripts, consent forms, and supporting materials were stored securely, with identifying information maintained separately when practicable. Research records were retained for five years after study completion, or longer when required by institutional policy, before secure deletion or destruction. The dissemination of findings followed the approved consent and confidentiality procedures. Direct quotations were included only when authorized and when their use did not create unreasonable identification or professional risks. These safeguards protected participant autonomy, professional dignity, confidentiality, and narrative integrity.

2.9 Trustworthiness of the Study

The trustworthiness of the study was addressed through credibility, dependability, confirmability, transferability, and reflexivity. These principles guided the systematic documentation, interpretation, and presentation of participants' narratives. Establishing trustworthiness in qualitative research requires transparency, careful contextual interpretation, and clear connections between research data and conclusions (Ahmed, 2024; Pino Gavidia & Adu, 2022). Credibility was supported through repeated examination of complete interview narratives, comparison of transcripts with available recordings, clarification of ambiguous accounts, and participant review of factual details or restoryed narratives when appropriate. Individual stories were analyzed before cross-narrative comparison to preserve their coherence and distinctiveness. Direct quotations were incorporated when appropriate to connect interpretations with participants' original accounts. Dependability was strengthened through organized documentation of interview procedures, transcripts, field notes, narrative episodes, analytic decisions, and restorying procedures. An audit trail recorded important decisions concerning narrative organization, interpretation, and representation. Confirmability was addressed through reflexive journaling, separation of participant accounts from researcher interpretations, and consultation with qualified reviewers when appropriate. These procedures supported systematic documentation and interpretive transparency (Ahmed, 2024; Olmos-Vega et al., 2023). Transferability was promoted through contextual descriptions of the research locale, participant characteristics, coaching responsibilities, institutional conditions, and competition environments while protecting identifying information. These descriptions allowed readers to determine the possible relevance of the findings to other campus journalism settings without assuming universal applicability. Reflexivity was maintained throughout interviewing, analysis, restorying, and framework development. The researcher examined personal assumptions associated with professional involvement in campus journalism and documented their possible influence on data generation and interpretation. The distinction between participants' narratives and researcher interpretations was preserved, while contradictions, uncertainties, and differences in recollection were retained when relevant to narrative meaning. This approach recognized reflexivity as an essential component of relational and interpretive qualitative research (Finlay & dela Cruz, 2023; Olmos-Vega et al., 2023). The study also distinguished narrative truth from factual verification. Participants' accounts were interpreted according to how they recalled, connected, and understood their experiences, recognizing that participants' interpretations of their experiences were central to understanding narrative meaning (Riessman, 2008). Official records were consulted when appropriate and ethically permissible to clarify factual details concerning competition participation and achievements without replacing participants' interpretations. Opportunities for reviewing narrative accounts also supported faithful representation and attention to participants' perspectives (Dubnewick, 2025). The proposed Campus Journalism Coaching Framework was grounded in traceable narrative findings and incorporated both

recurring and contrasting experiences. Consequently, the study emphasized contextual understanding, methodological transparency, and faithful representation of the seven storytellers' coaching journeys rather than claims of universal coaching effectiveness.

3. Results and Discussion

3.1 Development of Campus Journalism Coaching Practices

3.1.1 Beginnings and Early Coaching Experiences

The seven SPAs entered campus journalism coaching through different professional pathways and levels of preparation. Sage and Luminary accepted advising responsibilities with limited competitive coaching experience and initially emphasized technical instruction and correction. Beacon drew on previous sports writing experience but studied unfamiliar journalism categories while coaching an English-language publication. Valor pursued advisership through an established interest in journalism and identified potential writers through classroom activities. Flourish applied earlier publication experience to student screening and constructive criticism, while Steadfast emphasized repeated practice and opportunities for overlooked learners. Verity developed technical competence through seminars, observation, and practical coaching. Limited resources, competing teaching responsibilities, and varying student abilities also influenced their initial approaches. These findings indicate that coaching competence developed through professional experience rather than a uniform preparation pathway. Graham et al. (2024) emphasized the importance of sustained, relevant, and collaborative professional development in improving instructional practice. Similarly, Mabunda and McKay (2024) highlighted the contribution of professional learning communities to teachers' transition into professional roles. Bandura's (1977) social learning theory explains how observation, modeling, and interaction influence learning, reflecting the advisers' reliance on experienced colleagues and practical exposure. However, van Putten et al. (2023) demonstrated that mentoring does not necessarily provide adequate professional support when guidance fails to address learners' developmental needs. These perspectives suggest that the SPAs' early development depended on practical experience, purposeful mentoring, and continuing professional learning.

3.1.2 Critical Incidents and Turning Points in Coaching

The storytellers identified significant experiences that influenced changes in their coaching practices. Sage reconsidered extensive corrective editing after a student became distressed because revisions had weakened her personal writing voice. An unsuccessful regional competition also prompted adjustments in student selection and peer-critique activities. Flourish recognized students' technical abilities after allowing them greater responsibility for publication layout. Luminary reflected on disappointing photojournalism results and modified competition preparation and student support. Meanwhile, Beacon, Valor, Steadfast, and Verity described gradual improvements through technical learning, student development, professional interactions, and competition experiences. These accounts showed that coaching changes resulted from both specific incidents and accumulated experiences. The findings suggest that critical incidents contributed to professional growth when advisers examined their experiences and reconsidered earlier assumptions. Babichenko et al. (2024) emphasized the importance of collaborative inquiry into teaching practices as a means of strengthening professional learning. Bloomfield et al. (2024) also identified modeling, practice, feedback, and individualized coaching as important components of responsive professional development. In relation to students' writing, Scherer et al. (2024) found that feedback addressing both surface-level and deeper writing concerns supported writing improvement. These findings help explain Sage's transition from correction-centered instruction toward more collaborative feedback. Overall, the narratives indicate that meaningful coaching adjustments emerged through reflection, student responses, and practical evaluation of instructional decisions.

3.1.3 Learner Differences and Instructional Adaptations

The SPAs adopted different approaches to students' writing abilities, interests, confidence, and readiness. Beacon assessed writing outputs across journalism categories to identify students' strengths, while Flourish emphasized screening and appropriate event placement. Steadfast provided individualized guidance to students who were initially overlooked or needed additional practice. Valor adapted training according to learners' needs, while Sage, Luminary, and Verity adjusted feedback and instructional support based on students' progress and confidence. Their approaches included writing exercises, constructive criticism, encouragement, differentiated instruction, and opportunities for revision. These practices demonstrated that student selection and continued learner development were important but distinct coaching responsibilities. The findings demonstrate that learner-responsive coaching required attention to individual characteristics beyond initial writing performance. Langelaan et al. (2024) found that effective preparation for differentiated instruction involved active learning, collaboration, reflection, and consideration of school conditions. Similarly, Weng et al. (2024) demonstrated that peer feedback could improve students' recognition and evaluation of writing feedback, although improvements did not necessarily extend to every aspect of feedback use. These findings support the storytellers' emphasis on identifying student strengths, providing appropriate guidance, and creating opportunities for improvement. They also indicate that differentiated coaching involved both technical instruction and sensitivity to students' developmental needs.

3.2 Challenges, Professional Relationships, and Changing Competition Demands

3.2.1 Workload, Resource Limitations, and Coaching Responsibilities

The storytellers encountered challenges involving limited resources, competing teaching responsibilities, publication deadlines, training schedules, and administrative requirements. Sage reported insufficient equipment and reference materials, while Valor adjusted coaching schedules to accommodate learners' academic commitments. Flourish managed publication responsibilities alongside students' other school activities, whereas Luminary balanced classroom teaching, library duties, publication preparation, and competition documentation. Verity described extended working hours and personal expenditures to sustain journalism activities. The SPAs addressed these difficulties through time management, independent learning, scheduling adjustments, resourcefulness, and additional preparation. Their accounts demonstrated how school conditions influenced the organization and continuity of coaching. These findings indicate that sustained campus journalism coaching required both professional commitment and institutional support. Creagh et al. (2025) identified workload intensification and time poverty as significant concerns affecting teachers' professional responsibilities, well-being, and capacity to fulfill educational priorities. Similarly, Bloomfield et al. (2024) emphasized that effective professional development requires consideration of time, resources, and contextual implementation demands. The Basic Education Development Plan 2030 also recognizes teacher competence, instructional support, and school-level professional development as priorities (Department of Education, 2022). These perspectives highlight the importance of manageable responsibilities, adequate resources, and administrative coordination in sustaining journalism coaching.

3.2.2 Professional Collaboration and Adaptation to Competition Requirements

Professional relationships influenced how the SPAs developed coaching knowledge and addressed practical challenges. Beacon sought assistance from another adviser for unfamiliar journalism categories, while Valor maintained relationships with former coaches and mentors. Flourish learned from colleagues and students who demonstrated publication skills, whereas Steadfast valued cooperation with parents, teachers, and school leaders. Luminary emphasized technical and administrative assistance, while Sage and Verity recognized the importance of professional encouragement. The advisers also responded to changing competition requirements through technical study, revised training, digital publication practices, mobile journalism, and information verification. Despite these changes, they continued emphasizing accuracy, fairness, truthfulness, and responsible reporting. The findings suggest that professional collaboration supported technical learning, instructional adjustment, and the continuation of journalism activities. Hendrickx et al. (2025) found that productive interaction within professional learning communities was associated with teachers' perceived learning gains, emphasizing the importance of meaningful professional dialogue. In journalism education, Kow and Tan (2024) demonstrated the relevance of media and information literacy instruction in developing critical analysis and fact-checking skills. Likewise, López-Meri et al. (2024) emphasized the importance of digital competencies in verifying information among journalism students. These studies support the storytellers' recognition that contemporary journalism coaching requires continuing technical development alongside established principles of ethical reporting.

3.3 Meanings of Success, Setbacks, Responsibility, and Professional Growth

3.3.1 Interpretations of Success and Setbacks

The seven storytellers attached different meanings to competition outcomes and student achievement. Sage emphasized writing improvement and ethical judgment, while Beacon valued the transfer of journalism knowledge from experienced students to younger members. Valor associated success with learning and applying journalistic skills, whereas Flourish considered former students' continued development meaningful. Steadfast maintained that competition awards represented important achievements alongside confidence, discipline, and values. Luminary and Verity emphasized students' development as capable and responsible communicators. Setbacks also carried different meanings. Sage revised training after a regional competition loss, Flourish recognized national participation as an achievement even without awards, and Luminary reflected on disappointing photojournalism results. Beacon and Valor viewed difficulties as opportunities for continued learning, while Verity emphasized perseverance. These findings indicate that competition success and setbacks acquired meaning through advisers' experiences, expectations, and relationships with student journalists. Clandinin and Connelly (2000) emphasized the importance of temporality, sociality, and place in understanding how individuals interpret experiences within their personal and professional contexts. Similarly, Graham et al. (2024) highlighted the significance of reflective and context-sensitive professional development. These perspectives explain why the storytellers developed different interpretations of competition outcomes. Competitive recognition remained significant, but its meaning extended to students' learning, confidence, ethical awareness, and continuing development. Setbacks were therefore understood as experiences that could inform subsequent coaching decisions rather than necessarily representing permanent failures.

3.3.2 Professional Responsibility and Coaching Identity

The storytellers described coaching responsibility as extending beyond competition preparation and technical instruction. Beacon emphasized year-round planning, publication activities, and continuing mentorship, while Valor viewed coaching as part of a broader teaching responsibility. Flourish highlighted truthfulness,

accountability, and responsible information use, particularly in response to misinformation and AI-generated content. Luminary described increasing responsibilities in mentoring, facilitating learning, and advocating for student journalists. Sage developed a more collaborative and reflective approach, while Verity strengthened confidence and competence through continued experience. Flourish and Steadfast also connected their coaching experiences with subsequent school leadership responsibilities. These accounts revealed different pathways of professional growth involving technical competence, patience, mentoring, ethical judgment, collaboration, and leadership. The findings suggest that professional identity developed through sustained experiences and interactions rather than one common developmental sequence. Mabunda and McKay (2024) highlighted the contribution of collaborative professional learning to teachers' confidence, professional integration, and continuing development. Similarly, van Putten et al. (2023) examined how mentoring experiences influenced student teachers' professional identity development, emphasizing that the quality and relevance of support mattered. Bandura's (1977) social learning theory further explains how observation, modeling, and interaction contribute to professional learning. Accordingly, coaching identity developed through the interaction of professional responsibilities, learner relationships, competition experiences, and school conditions.

3.4 Development of the Proposed Campus Journalism Coaching Framework

3.4.1 Framework Components Derived from the Narrative Findings

The cross-narrative analysis produced eight interconnected components of the proposed Campus Journalism Coaching Framework: Coaching Competence and Continuous Professional Learning; Inclusive Talent Identification and Learner-Responsive Coaching; Constructive Feedback, Student Voice, and Shared Learning; Continuous Skills Development, Authentic Publication, and Competition Preparation; Reflective Competition Review and Broader Recognition of Achievement; Ethical Journalism, Information Verification, and Digital Readiness; Collaborative Mentoring and School-Community Support; and Sustainable Coaching Conditions and Institutional Support. These components were derived from the storytellers' experiences of acquiring technical knowledge, guiding students with different abilities, improving feedback, preparing publications and competitions, interpreting achievement, maintaining journalistic ethics, building professional relationships, and managing institutional challenges. The framework integrates instructional, professional, ethical, and organizational concerns identified across the seven narratives. Bloomfield et al. (2024) emphasized the importance of explicit instruction, modeling, feedback, and responsive professional support, while Langelaan et al. (2024) highlighted collaboration, reflection, and contextual considerations in differentiated instruction. The UNESCO Institute for Information Technologies in Education (2022) also emphasized media and information literacy competencies relevant to digital communication, misinformation, and responsible information use. These perspectives support organizing the storytellers' experiences into interconnected areas of coaching practice. The proposed framework recognizes that technical competence, learner development, ethical journalism, collaboration, and institutional conditions contribute to the broader responsibilities of SPAs.

3.4.2 Reflective Coaching Practices and Contextual Application

The proposed framework incorporates a reflective coaching cycle connecting understanding, planning, practice, response, reflection, and renewal. Its components provide areas for examining coaching competence, student needs, feedback, competition preparation, ethical responsibilities, professional collaboration, and institutional support. The framework recognizes that schools differ in available resources, staffing arrangements, student characteristics, and coaching requirements. Consequently, its components are intended for reflective planning and contextual application rather than implementation through one fixed procedure. The framework was developed through narrative synthesis as a proposed guide for reflective coaching, with its implementation and evaluation identified as directions for subsequent research. These findings emphasize the relationship between professional learning and the organizational conditions supporting instructional practice. Babichenko et al. (2024) highlighted the importance of structured collaborative inquiry in examining teachers' instructional experiences, while Hendrickx et al. (2025) demonstrated that the quality of professional interaction influenced perceived learning gains within professional learning communities. Graham et al. (2024) likewise identified principles of effective professional development involving meaningful participation and sustained learning. These studies support the framework's emphasis on connecting adviser development with learner-responsive coaching and institutional collaboration. However, the framework remains a narrative-informed interpretation of the storytellers' experiences rather than an established model of coaching effectiveness.

3.5 Educational, Practical, and Policy Implications

3.5.1 Implications for School Journalism Programs and Professional Development

The findings identified continuing technical development, appropriate student selection, constructive feedback, sustained publication activities, professional collaboration, and institutional support as important concerns in campus journalism coaching. Several SPAs acquired technical competencies while performing advising responsibilities, while others adjusted instructional approaches according to learners' abilities and interests. Resource limitations, overlapping school duties, and publication requirements influenced training arrangements and professional workload. The narratives also emphasized ethical journalism and meaningful student participation in publication work. These findings provided a basis for considering professional development,

administrative support, and context-responsive application of the proposed framework. The findings are relevant to the Campus Journalism Act of 1991, which recognizes the development of campus journalism, press freedom, and responsible journalistic practice (Republic Act No. 7079, 1991). Continuing SPA development may also be considered within the Learning Action Cell mechanism established through DepEd Order No. 35, s. 2016 (Department of Education, 2016). The identified workload and resource concerns align with the Basic Education Development Plan 2030, which emphasizes teacher development, instructional improvement, and institutional support (Department of Education, 2022). Furthermore, the Philippine Development Plan 2023–2028 recognizes the importance of human development and improving educational capabilities (National Economic and Development Authority, 2023). These policies provide relevant contexts for school journalism planning without establishing the proposed framework as a mandated or evaluated intervention.

3.5.2 Alignment with National and Global Educational Priorities

The narratives revealed that campus journalism coaching involved developing students' writing competence, confidence, critical thinking, ethical awareness, and responsible communication. They also highlighted the importance of professional learning, inclusive opportunities for student development, and institutional support. The storytellers described responsibilities involving journalism instruction, information verification, student mentorship, and preparation for changing publication formats. These concerns connected the findings with broader educational priorities involving learner development, teacher competence, media literacy, and responsible participation in information sharing. At the national level, the findings align with the MATATAG Agenda and the Basic Education Development Plan 2030 through their emphasis on educational quality, teacher support, and inclusive learner development (Department of Education, 2024). They are also relevant to the reform priorities identified in the EDCOM II final report, particularly the need to strengthen teacher development and educational support systems (Second Congressional Commission on Education, 2026). Internationally, the findings relate to Sustainable Development Goal 4 through quality education and continuing teacher development and to Sustainable Development Goal 16 through responsible access to information (United Nations Department of Economic and Social Affairs, 2024). The emphasis on verifying information also corresponds with Siani et al. (2024), who examined secondary school students' susceptibility to misinformation and perceptions of news source reliability. These relationships demonstrate the educational relevance of the identified coaching concerns without establishing specific policy or development outcomes.

3.6 Synthesis of Results and Discussion

The combined findings revealed that campus journalism coaching developed through diverse professional experiences rather than one uniform pathway. The seven SPAs entered advisership with different backgrounds, encountered varying learner needs and institutional challenges, and modified their coaching practices through significant incidents, competition experiences, relationships, and continued professional learning. Their narratives showed that technical competence, learner-responsive instruction, constructive feedback, ethical journalism, and collaboration were central professional concerns. Competition achievement remained meaningful, although several advisers developed broader interpretations of success that included students' confidence, learning, responsibility, and development beyond individual contests. These shared and contrasting experiences informed the eight components of the proposed Campus Journalism Coaching Framework. The findings characterize campus journalism coaching as an experience-based, reflective, relational, and context-dependent professional practice. Consistent with the narrative inquiry perspective of Clandinin and Connelly (2000), temporality explained how earlier experiences influenced subsequent coaching decisions, sociality reflected the importance of students and professional relationships, and place highlighted the influence of school and competition conditions. The proposed framework brings these dimensions together while preserving differences among the storytellers' experiences and professional interpretations. Its contribution lies in organizing narrative findings into a context-responsive guide for professional reflection, student development, ethical journalism, competition preparation, and institutional support. As a proposed framework grounded in the experiences of seven SPAs, its practical application and effectiveness remain subjects for future evaluation.

4. Conclusion & Recommendations

The study concluded that campus journalism coaching practices among seven School Paper Advisers (SPAs) in the Schools Division of Laguna developed through diverse professional experiences, student interactions, competition participation, mentoring, and changing school conditions. Their coaching approaches evolved through significant experiences, continuous learning, and adjustments to students' abilities, interests, confidence, and learning needs. The participants identified learner-responsive instruction, constructive feedback, sustained journalism practice, professional collaboration, and institutional support as important elements of their coaching practices. Furthermore, successful coaching extended beyond competition awards to include students' technical competence, confidence, ethical judgment, and personal development. These findings informed the proposed Campus Journalism Coaching Framework, which integrated instructional competence, inclusive talent development, reflective practice, ethical journalism, collaborative mentoring, and sustainable coaching conditions. Overall, the study portrayed campus journalism coaching as a continuous professional learning process

shaped by individual experiences, educational responsibilities, and the development of responsible student journalists.

The study recommended that the Schools Division Office of Laguna, campus journalism coordinators, and school administrators strengthen professional development programs, technical assistance, mentoring opportunities, and institutional support for SPAs. Schools should provide adequate learning resources, manageable coaching responsibilities, and sustained opportunities for journalism training. SPAs were encouraged to adopt learner-centered coaching strategies, individualized feedback, continuous writing practice, guided revision, and reflective competition evaluation while recognizing student development beyond competitive achievements. English and Filipino teachers were encouraged to integrate appropriate journalism activities into classroom instruction, while student journalists, publication teams, and parents were encouraged to participate actively in supervised journalism development. Ethical reporting, information verification, digital journalism competencies, and professional collaboration should also be emphasized. The proposed Campus Journalism Coaching Framework may serve as a guide for coaching improvement, professional reflection, and institutional planning. Future researchers were encouraged to examine other journalism stakeholders' experiences, conduct comparative studies across different educational contexts, and evaluate the framework's applicability, feasibility, and potential contribution to coaching practices and student development.

5. Compliance with ethical standards

The study observed ethical safeguards throughout participant recruitment, data collection, analysis, and dissemination. Participation was voluntary, and confidentiality was maintained through participant codes or pseudonyms and the omission or generalization of identifying information. Participants could decline questions, pause interviews, stop recordings, or withdraw without professional consequences, subject to the informed consent conditions. Potential emotional and professional discomfort was addressed by allowing participants to discontinue sensitive discussions. Research records were securely stored and retained for five years after study completion, or longer when required by institutional policy, before secure disposal. The researcher maintained professional boundaries and practiced reflexivity to minimize potential bias and protect participant autonomy, confidentiality, professional dignity, and narrative integrity.

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