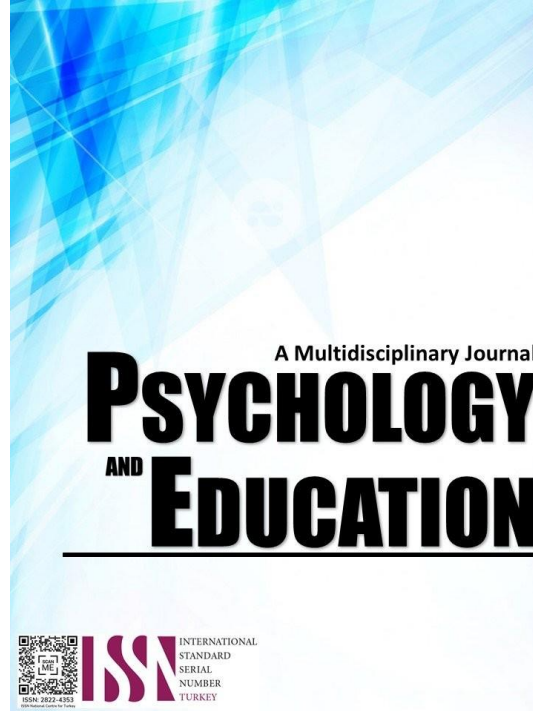


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Experiences of Elementary Teachers in Coping with the Demands of Pupil Journalism

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Abstract

Pupil journalism in elementary education offers a unique platform for developing pupils' writing, critical thinking, and communication skills. However, the responsibility of guiding young journalists presents teachers with distinct challenges. This study explored the experiences of elementary teachers in coping the demands of pupil journalism, with a focus on perceived benefits, encountered challenges, and employed coping strategies. It employed a concurrent mixed-methods design, collecting both quantitative and qualitative data simultaneously from selected elementary teachers in the Malimono District, Surigao del Norte Division. Quantitative data were analyzed using frequency count, weighted mean, standard deviation, and one-way ANOVA for repeated measures, while qualitative responses underwent thematic analysis. Findings revealed that teachers perceive their involvement in pupil journalism as yielding major professional benefits, including enhanced teaching effectiveness, improved media and technological literacy, and opportunities for leadership and promotion. At the same time, they reported significant challenges—particularly role conflict, emotional strain, limited training, and pupils' language deficiencies—with the overall difficulty level categorized as “Challenging.” To cope, teachers used both problem-focused and emotion-focused strategies such as self-directed learning, peer collaboration, mentoring, and emotional support. Emerging themes included teacher empowerment, fulfillment in pupil success, and the transformative potential of journalism on teacher identity and classroom practice. These findings highlight the critical need for institutional support, structured training, and policy reforms to sustain and empower journalism teachers in pupil journalism programs.

Keywords: *pupil journalism, elementary teachers, concurrent mixed-method, recognition, professional development, promotion, coping strategies, language proficiency*

Introduction

Pupil journalism in primary education is a powerful tool for fostering critical thinking, communication, and social awareness. It provides pupils with opportunities to explore current events, voice their opinions, and engage with their communities. Guided by Republic Act 7079, or the "Campus Journalism Act of 1991," journalism programs are often introduced as early as Grade 4 in the Philippines, equipping pupils with essential knowledge and skills for participation in journalism contests. Teachers act as mentors, editors, and advisors, dedicating time and energy to guide young journalists while fostering media literacy and civic engagement.

However, although the value to pupils is counted positively; much less attention has been paid to the experiences of the teachers undertaking that work. Teaching young journalists is clearly no teachers undertaking that work. Teaching young journalists is clearly no easy task for elementary educators who are expected to balance their core teaching responsibilities with the additional responsibilities which pupil journalism imposes.

The induction of pupil journalism into elementary education encourages critical thinking and civic involvement, but places new demands on the teachers. As John Dewey (1916) and his concept of experiential learning, meaningful undertakings, that include journalism, are required from the student. Stress created by implementing and managing such initiatives makes being able to cope essential. According to Linda Darling-Hammond in her book *The Right to Learn*, 1997, well-structured support and training must be afforded to the teacher to handle the increase workload. While for instance, Daniel Goleman's work on emotional intelligence (1995) indicates that resilience and emotional skills are vital to succeed under pressure. Paulo Freire's *Pedagogy of the Oppressed* in 1970 successfully captures the emancipatory aspect of journalism. Taken together, these papers justify the contention that resilience, self-efficacy, and institutional support are required to assist teachers to cope victoriously with the challenges of pupil journalism.

Whereas pupil journalism has numerous benefits in enhancing students' engagement, critical thinking, and social awareness, it also comes with other demands on the teachers' part that might work to create role strain, time pressure, and stress. Despite the growing call to afford journalism prominence in early education, there is a dearth of research on how teachers cope with these challenges and, by extension, understanding their experiences to set up conducive environments where both the teacher and the student can actually thrive.

The circumstances above encouraged the researchers to gather data on the experiences of elementary teachers in coping with the demands of pupil journalism and to identify specific problems and dilemmas they encountered in preparing their pupil journalists for a school press conference. Further, not too much similar research in such areas has been conducted. It strengthened the interest of the researcher in conducting the study.

It is essential to recognize the experiences of journalism teachers so they can be appropriately recruited and supported. Understanding their experiences to set up conducive environments where both the teacher and the pupil can actually thrive. The study would benefit the teacher's teaching journalism and pupil journalists, as it will provide an avenue for administrators to deliver

seminars/training/workshops that would better prepare them for journalism contests.

Research Questions

The purpose of this study is to explore elementary teachers' experiences in coping with pupil journalism demands. Specifically, it sought to answer the following questions:

1. What opportunities/benefits do teachers experience in teaching pupil journalism as to:
 - 1.1 recognition;
 - 1.2 promotion; and
 - 1.3 professional development?
2. What challenges are faced by teachers in teaching pupil journalism in terms of:
 - 2.1 inadequacy of knowledge and skills;
 - 2.2 role conflict;
 - 2.3 emotional stress; and
 - 2.4 pupil limited language proficiency?
3. What coping mechanisms do teachers adopt to address the challenges of teaching pupil journalism as to:
 - 3.1 problem-focused coping;
 - 3.1.1 self-learning;
 - 3.1.2 workshops and seminars;
 - 3.1.3 time management; and
 - 3.1.4 external support (Resource-Based)?
 - 3.2 emotion-focused coping;
 - 3.2.1 external support (Emotional Encouragement);and
 - 3.2.2 peer support and group work?
4. Is there a significant relationship between teachers' coping mechanisms and challenges they face in teaching pupil journalism?
5. Based on the result, what program design and recommendation may be proposed on pupil journalism?

Methodology

Research Design

This study used the concurrent mixed method design to explore how elementary teachers manage the demands of pupil journalism. This involved using both qualitative and quantitative methods to provide a comprehensive understanding of the subject. According to Creswell and Plano Clark (2018), the concurrent mixed method approach allows researchers to directly compare and relate qualitative and quantitative findings, enabling a more complete and corroborated analysis of the research problem.

The quantitative component utilized a descriptive-survey design in acquiring numerical data from a structured questionnaire that measures opportunities and benefits they experienced in teaching pupil journalism, the challenges encountered by teachers and the coping mechanisms they used.

The survey targeted elementary teachers who took part in pupil journalism in the Malimono District of Surigao del Norte Division. The data was analyzed by descriptive and inferential statistics to discern patterns.

Meanwhile, the qualitative approach by way of phenomenology conducted in-depth, semi-structured interviews with teachers who have experiences in teaching pupil journalism. These interviews focused on the everyday lives of the teachers, the opportunities and benefits they experienced in teaching pupil journalism and the challenges they encounter, their coping mechanisms, and help they have gained.

This concurrent mixed-method study involved the collection of both quantitative and qualitative data, which was analyzed separately. The ethical consideration in the study observed informed consent, confidentiality, and anonymity, as well as adhere to the standards of ethics.

Such a comprehensive approach is crucial for capturing the complexities of teaching pupil journalism, as it addresses both the objective realities and subjective experiences of teachers. By combining numerical data with rich qualitative narratives, the concurrent mixed-method design not only fulfills the research goals but also offers actionable insights for developing tailored interventions and support programs.

Respondents

The sample of respondents were selected from among the selected elementary school's teacher in Malimono District.

The table shows the distribution of respondent-teachers as to how elementary teachers manage the demands of pupil journalism, by population and minimum target sample size. From a population of 98 teachers, the sample respondents of at least 10 was purposively chosen based on the teachers who have used in handling journalism.

Table 1. *Distribution of the Respondents*

<i>School</i>	<i>Population</i>	<i>Sample</i>
Binocaran Elem. School	7	0
Cagtina-e Elem. School	6	1
Malimono Central Elem. School	7	1
Cayawan Elem. School	6	1
Placido Memorial Elem. School	6	1
Bunyasana Elem. School	7	0
Cansayong Elem. School	6	1
Hanagdong Elem. School	6	1
Masgad Elem. School	7	1
Cantapoy Elem. School	7	1
Villariza Elem. School	3	0
Manhuyay Elem. School	7	1
Alvarez Elem. School	6	0
Pili Elem. School	6	1
Sohoton Elem. School	4	0
Karihatag Elem. School	7	0
TOTAL	98	10

The respondents of this study were elementary teachers who are actively involved in facilitating pupil journalism in the 16 elementary schools of Malimono District in Surigao del Norte Division.

The selection of teacher respondents was done through purposive sampling, targeting those teachers serving as journalism teachers, mentors, or coaches to pupil journalists and involved in related activities such as preparing students for journalism contests.

All teachers who meet this criterion were included in the study, allowing for a comprehensive view of how experienced educators manage the responsibilities of both classroom teaching and journalism facilitation. Additionally, no pupil respondents were included, as the focus of this study is solely on teachers' experiences.

Instrument

This research utilized a researcher-made survey questionnaire, interview guide, and a semi-structured interview protocol as the primary instruments for gathering the necessary data. The survey questionnaire for the teacher-respondents was divided into three parts; The first part explored the opportunities/benefits teachers experience in teaching pupil journalism, asking respondents to reflect on recognition, promotion, and professional development they have gained through their involvement in pupil journalism education. The second part focused on challenges faced by teachers in teaching pupil journalism, with questions addressing the inadequacy of knowledge and skills, role conflict, emotional stress in teaching pupil journalism and pupils limited language proficiency. Respondents were asked to rate the frequency and severity of these benefits and challenges on a Likert scale, allowing for both qualitative insights and quantitative analysis. The last part examined the coping mechanisms that teachers employ. Respondents were asked about the types of support they receive, the adequacy of resources available, and whether they believe additional training would help them in managing their duties more effectively.

The research also comprised a semi-structured interview guide for some teacher-respondents. Semi-structured interviews, as described by Kvale (2007), allow for flexible yet focused conversations, enabling the interviewer to explore both predefined topics and emerging insights in more depth. This method is particularly effective in capturing nuanced experiences, as teachers can elaborate on their challenges, strategies, and the personal impact of teaching pupil journalism. The interview guide consisted of open-ended questions designed to encourage detailed responses. For instance, questions probed areas such as the specific challenges teachers face in coping the demands of pupil journalism, the support they receive from their schools, and the benefits they gain from their involvement in this role. This flexibility allows teachers to share personal stories and insights that may not be captured in quantitative surveys. Patton (2015) notes that semi-structured interviews are especially valuable in understanding complex behaviors and motivations, making them an ideal tool for this study. Through this approach, the research will gain deeper qualitative insights into how teachers cope with the demands of pupil journalism and the support systems they believe would enhance their effectiveness.

Validity. The validation of the research instruments involved submitting a formal request to a panel of five experts, which included the chairman of the panel, two educational experts, and the researcher's adviser. The initial drafts of the survey questionnaire and interview guide were presented to this panel for evaluation. These experts assessed the clarity, relevance, and comprehensiveness of the content, providing constructive feedback and suggestions. Based on their input, the instruments were refined to ensure that they accurately capture the experiences of elementary teachers in coping the demands of pupil journalism. After revisions, the instruments were reviewed again to confirm their validity before finalizing them for distribution.

Reliability. After the validation, to ensure the reliability of the instruments, a pilot test was conducted with a small group of elementary teachers in Anao-aon District who were not part of the main study sample. This test aimed to check the consistency and stability of the

survey items over time. The responses from the pilot test were analyzed using the Cronbach's Alpha statistical tool, which provided a measure of internal consistency. A high Cronbach's Alpha score indicated that the research instruments are reliable and suitable for administration to the target respondents. Based on the reliability index interpretations from Putri et al. (2019), the instrument used in this study demonstrates very high reliability.

The reliability index is categorized as follows: 0 – 0.20 for very low reliability, 0.21 – 0.40 for low reliability, 0.41 – 0.60 for intermediate reliability, 0.61 – 0.80 for high reliability, and 0.81 – 1.00 for very high reliability. The *r* values provided for various challenges, such as Recognition (0.902), Promotion (0.914), and others, all fall within the 0.81 – 1.00 range, indicating very high reliability. This suggests that the instrument consistently measures the intended constructs with minimal error or variation. Such a high level of reliability is essential for ensuring the trustworthiness and validity of the data collected, making the instrument highly dependable for the analysis of teachers' coping mechanisms in pupil journalism.

Procedure

To gather the necessary data for this study, the researcher undertook several steps. First, an endorsement letter was requested from the Dean of the Graduate School at Surigao del Norte State University. Once the endorsement was obtained, a formal request for permission to conduct the study was sent to the school administrators of the elementary schools in the Malimono District.

After approval was granted, the researcher contacted the identified teacher-respondents, providing them with detailed information about the study's purpose, objectives, and procedures, along with instructions for participation to ensure a smooth data collection process.

Once consent was secured, data gathering began with the distribution of the structured survey questionnaires to all participating teachers. Respondents were given ample time—typically two weeks—to complete the survey. After the surveys were collected, a subset of teacher-respondents were invited to participate in in-depth interviews. These interviews were scheduled at times convenient for the participants and conducted either in-person or virtually, based on their preference. Each interview was audio-recorded, with prior permission, to ensure accurate data capture.

Following the completion of data collection, the researcher proceeded with organizing and preparing the data for analysis. This involved tallying and coding survey responses, as well as transcribing the interview recordings. The collected data were then analyzed using appropriate statistical tools for quantitative data and open coding and categorizing for qualitative data.

Finally, the results were interpreted and synthesized to draw conclusions that address the study's objectives.

Data Analysis

To analyze the data of the study, the following statistical tools were employed:

Mean and Standard Deviation: These were used to summarize the responses of the teachers regarding the opportunities and benefits they experience in teaching pupil journalism, the challenges they encounter, and the coping mechanisms they employ. These tools helped provide an overview of trends and patterns in the quantitative data.

Cronbach's Alpha: This was used to ensure the reliability and internal consistency of the survey instrument, validating the accuracy and dependability of the quantitative data collected.

Thematic Analysis: This tool was employed to analyze qualitative data gathered from semi-structured interviews. It involved open coding to identify key insights, axial coding to group similar ideas into categories, and selective coding to focus on core themes directly addressing the research objectives. Reflexive thematic analysis (TA) was the best approach. Reflexive TA, developed by Braun and Clarke (2006), suited to exploring complex, subjective experiences.

Multiple Regression Analysis: This analysis was used to understand the relationships between multiple independent variables (the challenges faced by teachers) and the dependent variable (the coping mechanisms). The regression model helped determine the extent to which each challenge influenced the coping mechanisms, providing insight into which challenges had the most significant impact. The results, including *r*-values, *p*-values, and adjusted *R*², were used to evaluate the strength and statistical significance of these relationships.

Results and Discussion

This section presents the analyzed data gathered from the respondents, integrating both quantitative and qualitative insights.

Opportunities/Benefits Teachers Experience in Teaching Pupil Journalism

Table 2 presents the benefits derived from teaching pupil journalism as to recognition.

The results in Table 2 revealed that the overall response was *M* = 3.52 and *SD* = 0.43, which means that teachers generally "Always" experience recognition as a Major Benefit in relation to their involvement in pupil journalism.

Table 2. Benefits derived from teaching Pupil Journalism as to Recognition

Statement	Mean	SD	VI	QD
1. I have received formal recognition for my work as a pupil journalism teacher (e.g., awards, commendations, public acknowledgment).	3.48	0.71	A	MB
2. I feel that my contributions to pupil journalism are recognized and appreciated by school administrators.	3.57	0.59	A	MB
3. I feel proud of the recognition I receive for my work with pupil journalists.	3.77	0.51	A	MB
4. I am motivated to continue in this role because of the recognition I receive for teaching pupil journalism.	3.42	0.66	A	MB
5. I have been publicly acknowledged for my efforts in organizing pupil journalism events.	3.15	0.80	O	MH
6. I feel that my involvement in pupil journalism is valued by parents and the wider school community.	3.39	0.76	A	MB
7. I receive appreciation from my colleagues for the work I do with pupil journalists.	3.59	0.66	A	MB
8. I am encouraged by the recognition I get from pupils for my work with pupil journalism.	3.62	0.57	A	MB
9. I am often praised for the achievements of the pupil journalists I mentor.	3.44	0.69	A	MB
10. I feel that recognition for my work in pupil journalism helps me feel more connected to the school's mission.	3.72	0.49	A	MB
Average	3.52	0.43	A	MB

Legend: Scale Parameter — Verbal Interpretation — Qualitative Interpretation 4 — Always (A) — Major Benefit (MB); 3 — Often (O) — Moderate Benefit (MH); 2 — Sometimes (S) — Minor Benefit (MiB); 1 — Never (N) — No Benefit (NB)

This overall mean suggests a consistent perception among teachers that their roles in mentoring pupil journalists are acknowledged and valued within their institutions. The low standard deviation implies a strong consensus, reinforcing the reliability of the responses.

The highest-rated item, "I feel proud of the recognition I receive for my work with pupil journalists," ($M = 3.77$, $SD = 0.51$), emphasizes that personal pride is the most prominent form of benefit derived from teaching journalism. This sense of pride is a key element in professional satisfaction and teacher identity. As noted by Gonzales (2022), pride and recognition serve as intrinsic reinforcements that contribute significantly to a teacher's morale, which in turn positively affects their performance and classroom climate.

Additionally, items relating to pupil appreciation, acknowledgment from colleagues, and recognition by administrators also received high ratings ($M > 3.5$), confirming that recognition is experienced across multiple levels interpersonal, institutional, and organizational. These results align with the findings of Oghuvbu (2022), who asserted that multi-level recognition can enhance a teacher's motivation, job performance, and overall engagement.

On the other hand, the lowest-rated item, "I have been publicly acknowledged for my efforts in organizing pupil journalism events," ($M = 3.16$, $SD = 0.80$), still indicates a Moderate Benefit, though with greater variability in responses.

This suggests that while some teachers may have experienced recognition for their contributions, others may not have received the same level of acknowledgment, reflecting inconsistencies in how support and appreciation are extended across different schools or contexts. It may also indicate that public recognition is less emphasized or prioritized within the current school culture, despite teachers' active involvement in journalism activities.

Overall, eight out of ten indicators received a qualitative interpretation of "Major Benefit", highlighting the strong positive impact of recognition. These benefits not only validate teachers' efforts but may also serve as a source of emotional reinforcement and encouragement, which are crucial in the often-demanding field of education. As supported by the Journalism Education Association (2024), structured recognition and award systems for journalism teachers help retain quality teachers and foster professional excellence.

Lastly, Recognition serves as both a motivator and a validator of teacher effort in the context of pupil journalism. The consistent high scores across most indicators reveal that recognition is not merely appreciated but central to many teachers' professional experiences. School leaders and program coordinators should continue to invest in recognition systems—both formal and informal—to enhance teacher engagement, reduce burnout, and sustain quality journalism education programs.

Furthermore, the statement "I feel that recognition for my work in pupil journalism helps me feel more connected to the school's mission" ($M = 3.52$, $SD = 0.66$) suggests that recognition extends beyond personal satisfaction and contributes to a deeper institutional alignment, enhancing teachers' sense of belonging and purpose within the school community.

Despite this largely positive trend, the notable variability in the item regarding public acknowledgment ($SD = 0.80$) signals an area for growth. It highlights the need for more consistent and formalized systems of external or community-facing recognition—such as awards ceremonies, school-wide announcements, or publications—to ensure that all journalism teachers feel equally seen and valued.

On the other hand, Table 3 below presents the benefits derived from teaching pupil journalism as to promotion.

Table 3 presents the perceived benefits teachers derive from their involvement in pupil journalism, particularly in terms of career advancement and promotional opportunities. The results showed an overall mean score of 3.33 ($SD = 0.50$), which translates to a

“Major Benefit” (MB) based on the qualitative interpretation scale. This suggests that the majority of respondents see substantial professional advantages tied to their role as journalism advisers or mentors.

Table 3. *Benefits derived from teaching Pupil Journalism as to Teacher Promotion*

<i>Statement</i>	<i>Mean</i>	<i>SD</i>	<i>VI</i>	<i>QD</i>
1. I believe my involvement in pupil journalism has opened up career advancement opportunities for me.	3.55	0.58	A	MB
2. I feel that my work in pupil journalism has positively impacted my chances for career promotion within the school.	3.52	0.58	A	MB
3. I have gained increased visibility from higher administration through my role as a pupil journalism mentor.	3.24	0.76	O	MH
4. I feel that my contributions to pupil journalism have positioned me for potential leadership roles in the school.	3.24	0.72	O	MH
5. I have been considered for leadership roles outside of teaching due to my involvement in pupil journalism.	3.05	0.82	O	MH
6. I feel that the skills I develop in pupil journalism improve my chances for career growth.	3.46	0.63	A	MB
7. I feel that the recognition from pupil journalism has helped me gain support for promotion within my school district.	3.34	0.70	A	MB
8. I believe that involvement in pupil journalism enhances my resume and opens doors for further career advancement.	3.38	0.65	A	MB
9. I feel that my experience in pupil journalism gives me a competitive edge when applying for promotions.	3.37	0.68	A	MB
10. I believe that the skills I've gained from teaching pupil journalism have made me more eligible for administrative roles.	3.18	0.76	O	MB
Average	3.33	0.50	A	MB

Legend: Scale Parameter — Verbal Interpretation — Qualitative Interpretation 4 – Always (A) — Major Benefit (MB); 3 – Often (O) — Moderate Benefit (MH); 2 – Sometimes (S) — Minor Benefit (MB); 1 – Never (N) — No Benefit (NB)

The highest-rated statement was “I believe my involvement in pupil journalism has opened up career advancement opportunities for me” with a mean of 3.55, followed by “My work in pupil journalism has positively impacted my chances for career promotion within the school” with $M = 3.52$, and “The skills I develop in pupil journalism improve my chances for career growth” at $M = 3.46$. These results indicate that active engagement in pupil journalism is viewed as a meaningful professional growth activity, which not only enhances teachers’ resumes but also makes them more visible to school leadership and increases their competitiveness for advancement.

According to Wenner and Campbell (2017), co-curricular engagements such as journalism mentoring promote teacher leadership by offering platforms where teachers exhibit initiative, guide learners, and manage extracurricular tasks—skills highly valued in administrative roles. Similarly, Boyland (2018) emphasized that such leadership opportunities outside the traditional classroom strengthen teachers’ confidence and equip them with administrative competencies.

Meanwhile, items with relatively lower means, such as “I have been considered for leadership roles outside of teaching due to my involvement in pupil journalism” ($M = 3.05$) and “The skills I’ve gained from teaching pupil journalism have made me more eligible for administrative roles” ($M = 3.18$), still fell within the Moderate Benefit (MH) range. These findings imply that while journalism involvement is seen as beneficial, its impact on external leadership roles or administrative eligibility is perceived to be less direct compared to internal school-based promotions.

This aligns with Day & Sammons (2016) who noted that while teacher leadership in extracurricular roles is often recognized internally, formal acknowledgment through promotion structures can be inconsistent across institutions. Nonetheless, the consistency of responses (as shown by low SD values) supports the idea that most teachers recognize and value the career benefits associated with pupil journalism.

Overall, this analysis highlights that pupil journalist not only cultivates pupil voice and media literacy but also functions as a professional development avenue for teachers.

The results in Table 4 revealed that the overall responses yielded a mean (M) of 3.49 and a standard deviation (SD) of 0.42, indicating that a “Major Benefit” was perceived by the majority of the teachers regarding their professional development through teaching pupil journalism. This implies that teachers view pupil journalism not merely as a co-curricular obligation but as a valuable platform for personal and professional growth.

Moreover, the highest value in the variable was statement 4, “I feel that teaching pupil journalism has contributed to my overall teaching effectiveness and practice,” with $M = 3.61$ and $SD = 0.59$. This indicates that teachers strongly agreed that their involvement in pupil journalism directly improved their instructional competencies. The result suggests that pupil journalism enhances pedagogical

practices, perhaps through reflective teaching, increased engagement, and exposure to interdisciplinary methods. According to Garcia & Pena (2022), co-curricular activities like journalism promote reflective teaching and continuous improvement by requiring teachers to adapt to real-world communication and media demands.

Table 4. *Benefits derived from teaching Pupil Journalism as to Professional Development*

<i>Statement</i>	<i>Mean</i>	<i>SD</i>	<i>VI</i>	<i>QD</i>
1. I feel that teaching pupil journalism has allowed me to develop new professional skills.	3.44	0.73	A	MB
2. I feel that my involvement in pupil journalism has enhanced my professional growth in areas such as communication, editing, and media literacy.	3.60	0.53	A	MB
3. I have gained valuable professional development through attending workshops, seminars, or training related to pupil journalism.	3.60	0.53	A	MB
4. I feel that teaching pupil journalism has contributed to my overall teaching effectiveness and practice.	3.61	0.59	A	MB
5. I feel more confident and capable as an teacher due to the professional development gained from teaching pupil journalism.	3.46	0.61	A	MB
6. I feel that pupil journalism has provided opportunities for me to refine my leadership and mentoring skills.	3.33	0.69	A	MB
7. I feel that I have improved my technological skills (e.g., multimedia, online platforms) through my work with pupil journalism.	3.55	0.56	A	MB
8. I feel that my participation in pupil journalism has helped me better integrate creativity into my teaching practice.	3.43	0.59	A	MB
9. I feel that teaching pupil journalism has fostered my growth in the areas of critical thinking and problem-solving.	3.42	0.52	A	MB
10. I feel inspired to pursue further learning in media and education due to the professional development gained from teaching pupil journalism.	3.45	0.57	A	MB
Average	3.49	0.42	A	MB

Legend: Scale Parameter — Verbal Interpretation — Qualitative Interpretation 4 — Always (A) — Major Benefit (MB); 3 — Often (O) — Moderate Benefit (MH); 2 — Sometimes (S) — Minor Benefit (MiB); 1 — Never (N) — No Benefit (NB)

Closely following were statement 2 (“...enhanced my professional growth in communication, editing, and media literacy”) and Indicator 3 (“...gained valuable professional development through attending workshops, seminars, or training...”), both with $M = 3.60$. These results imply that teachers perceive their engagement in journalism as expanding their professional skillsets, especially in 21st-century competencies like media literacy and communication. Ramirez et al. (2021) support this, stating that journalism-related trainings and activities contribute significantly to a teacher’s professional development and instructional readiness in today’s digitally driven classroom environment.

On the other hand, the lowest value in the variable was statement 6, “I feel that pupil journalism has provided opportunities for me to refine my leadership and mentoring skills,” with $M = 3.33$ and $SD = 0.69$. Despite still being interpreted as a “Major Benefit,” this indicator had the lowest mean, suggesting relatively less agreement among respondents. This could imply that while some teachers see journalism as a platform for mentoring, others may not fully engage in leadership roles or may not perceive these benefits as strongly. Wenner & Campbell (2017) noted that the impact of leadership opportunities is influenced by the institutional culture and the extent of autonomy given to teachers in co-curricular programs.

Nevertheless, all ten indicators received mean scores ranging from 3.33 to 3.61, confirming that teachers widely recognize the professional development value of teaching pupil journalism. These include improved technological skills ($M = 3.55$), refined creativity in teaching practice ($M = 3.43$), and growth in critical thinking and problem-solving ($M = 3.42$). These findings reinforce the idea that journalism education not only enhances classroom effectiveness but also equips teachers with interdisciplinary and digital skills essential in today’s learning environments.

Accordingly, Burbules et al. (2020) argued that professional development linked to co-curricular activities encourages teachers to adapt to changing educational landscapes, particularly in integrating creativity, digital tools, and problem-solving in instruction. Hence, teachers who actively engage in pupil journalism become better prepared for modern educational challenges, strengthening both their teaching identity and their readiness for advanced roles in education.

Moreover, sustained involvement in journalism activities frequently necessitates ongoing learning—such as attending workshops, using digital publishing platforms, or facilitating student-led productions—thereby positioning teachers at the forefront of educational innovation. As noted by Darling-Hammond (2021), such dynamic professional engagement equips teachers not only to enhance student outcomes but also to take on mentorship, training, or administrative roles within the school system.

Major Theme 1- Benefits derived from teaching Pupil Journalism

Table 5 presents the analysis and interpretation of the qualitative data of this theme.

Table 5. *Benefits derived from teaching Pupil Journalism*

<i>Categories</i>	<i>Coded Responses</i>	<i>f*</i>	<i>Rank</i>
Grow professionally	P27, P310, P416, P613, P616, P812, P817, P915, P1011, P1015	10	1
Impact on promotion	P18, P210, P314, P421, P57, P617, P721, P818, P922	9	2
Improve writing skills	P28, P311, P315, P417, P51, P813, P916, P918	8	3.5
Career advancement	P29, P313, P420, P615, P816, P921, P1018, P1019	8	3.5
Being updated to current events/issues	P422, P510, P511, P512, P620, P819, P821	7	5
Integrating journalism into classroom teaching	P17, P312, P418, P621, P820, P925	6	6
Rewarding to note having contributed to pupils' development/new generation of communicators	P211, P316, P718, P1014, P1021	5	8
Recognition of peers	P419, P58, P724, P920, P1016	5	8
Recognition of administrators	P419, P58, P724, P920, P1017	5	8
Improve communication skills/public speaking	P614, P813, P917	3	10
More critical about the world	P919, P1013	2	11
Both learning and teaching at the same time	P16	1	16.5
Being part of the ever-evolving media	P423	1	16.5
Receiving an award	P717	1	16.5
Boost morale	P722	1	16.5
Earn respect	P723	1	16.5
Increase/improve social interaction	P816	1	16.5
Personal satisfaction	P914	1	16.5
Become a more versatile teacher	P923	1	16.5
More confident in handling more diverse pupil needs	P924	1	16.5
Become more creative	P1012	1	16.5

The theme centers on the diverse professional and personal benefits experienced by teachers from their involvement in teaching pupil journalism. Responses reflect a rich array of outcomes, indicating that journalism instruction not only supports pupil development but also significantly enhances the teacher's own growth, motivation, and career trajectory. As educational paradigms continue to evolve, journalism has emerged as a meaningful pedagogical tool that goes beyond conventional instruction and serves as a platform for teacher development and reflection.

Based on the data, the most frequently cited benefit is that teachers are able to grow professionally ($f = 10$). This suggests that teaching journalism serves as a powerful means of continuous professional development. The practice exposes teachers to evolving trends, encourages reflective teaching, and allows them to broaden their pedagogical strategies—thus enhancing their overall competence and effectiveness in the classroom.

The next highly cited benefit is the impact on promotion ($f = 9$), revealing that journalism involvement is seen as a valuable credential or performance indicator that can influence teachers' career progression and eligibility for promotion. Closely following this are the equally ranked categories of improved writing skills and career advancement ($f = 8$ each).

These reflect how journalism engagement also improves specific technical competencies and opens doors for career growth, affirming the role of journalism education in both skill-building and upward mobility.

Another significant category is being updated on current events/issues ($f = 7$), emphasizing how journalism compels teachers to stay informed and relevant. This aligns with the dynamic nature of media and communication, requiring teachers to remain current in their knowledge and teaching content. Teachers also reported benefits in integrating journalism into classroom teaching ($f = 6$), showcasing its practical application in various learning contexts and subject areas.

A particularly meaningful benefit reported is the feeling of reward in contributing to pupils' development and the emergence of a new generation of communicators ($f = 5$). This illustrates the intrinsic motivation and fulfillment that teachers gain from seeing their pupils grow, express themselves, and succeed.

Similarly, recognition—both from peers and administrators ($f = 5$ each)—was also identified as a motivating factor, signifying the external validation teachers receive from their efforts in journalism education.

In terms of interpersonal and communication benefits, responses such as improved public speaking/communication skills ($f = 3$) and becoming more critical about the world ($f = 2$) were also noted. These benefits highlight how journalism challenges teachers to articulate ideas more clearly, analyze social issues, and develop a broader worldview.

Several other unique but equally valuable experiences were identified, albeit with lower frequency ($f = 1$). These include both learning

and teaching simultaneously, receiving awards, boosting morale, earning respect, becoming a more versatile teacher, and even increased social interaction and handling diverse pupil needs. While less commonly mentioned, these responses reflect deeply personal milestones and affirm the holistic value of journalism instruction beyond just classroom impact.

In summary, this theme captures the transformative power of teaching pupil journalism—not just for the pupils, but equally for the teachers themselves.

Responses were categorized to underscore how journalism education facilitates professional development, career growth, recognition, personal satisfaction, and improved pedagogical practices. The benefits go beyond academic metrics; they touch on identity, passion, and purpose in the teaching profession.

Journalism becomes a bridge between evolving educational demands and teachers' desire for impact, fulfillment, and legacy.

Sub Theme 1.1 Pupil Journalism as Means for Recognition or Career Advancement

Q: Have you found that being involved in journalism has opened doors for recognition or career advancement?

Table 6. Involvement in Pupil Journalism as Means for Recognition or Career Advancement

<i>Categories</i>	<i>Coded Responses</i>	<i>f*</i>	<i>Rank</i>
Journalism plays an important role as a teacher	P119, P222, P429, P518, P828, P1025	6	3.5
Impact on promotion/career progression	P120, P224, P319, P432, P434, P622, P724, P823, P826, P926, P931, P1023	1 2	1
Provides documents for promotion	P121, P223, P723, P827, P229, P1024	6	3.5
Provides opportunities for recognition	P225, P317, P318, P822, P824, P825, P1022	7	2
Venue for networking with other professionals	P320, P429, P930	3	7
Mean to demonstrate leadership skills	P430, P927, P1025	3	7
Mean to demonstrate mentoring skills	P431, P433, P928, P1024	4	5
Improve writing/communication skills	P516, P518, P1025	3	7
Boost self confidence	P517	1	10
Gain respect and trust from colleagues and administrators	P1023, P1026	2	9

In this theme, involvement in pupil journalism is perceived not only as a co-curricular activity but also as a pathway for professional growth and recognition. Teachers shared how their roles in pupil journalism have significantly contributed to their teaching identity and opened up opportunities for career advancement. As teachers stated,

P119: “Being part of journalism made me realize how much it complements my role as a teacher.”

P120: “My promotion was partly because of my active involvement in journalism.”

P430: “Through journalism, I got to lead teams, organize events, and showcase my leadership.”

This insight reveals that journalism functions as more than just a pupil activity—it is an instrument for personal and professional development. Based on the responses, the top category identified was its impact on promotion or career progression ($f=12$), highlighting how teachers leveraged their involvement for tangible career growth. This includes being recognized during promotions or receiving endorsements for leadership and communication-related skills.

Following this, two equally ranked categories emphasized that journalism plays an important role as a teacher ($f=6$) and provides documents for promotion ($f=6$). These categories reflect the practical ways in which involvement in journalism

supports the teaching profession, both in practice and in administrative evaluations.

Additionally, pupil journalism was also viewed as a venue for recognition ($f=7$), a platform for networking with other professionals ($f=3$), and a means to demonstrate leadership and mentoring skills ($f=2$ each). While not as frequently cited, these still illustrate the broader professional impact of such engagement.

Moreover, other outcomes mentioned include improvement in writing and communication skills, boost in self-confidence, and gaining respect and trust from colleagues and administrators. These findings suggest that journalism contributes to holistic development beyond academic or teaching duties. This multilevel influence highlights the far-reaching implications of pupil journalism involvement. Teachers not only build technical competencies like editing and news writing but also foster intangible traits such as assertiveness, professionalism, and interpersonal rapport. It is notable that even less frequently cited outcomes, such as building trust or boosting confidence, are critical in shaping a teacher's identity and standing within the institution.

Hence, involvement in pupil journalism is not merely an extracurricular assignment—it evolves into a transformative platform for

teachers, enriching their careers, enhancing their teaching practices and empowering them to take on greater roles within the academic community. These findings affirm that journalism, while traditionally pupil-centered, also serves as a hidden yet powerful professional development tool for teachers.

Sub Theme 1.2 Benefits of teaching Pupil Journalism as to Learners

Table 7. Benefits derived from teaching Pupil Journalism as to learners

Categories	Coded Responses	f *	Rank
Pupils gain confidence	P23, P33, P49, P53, P64, P84, P97, P102	8	1
Pupils develop writing skills	P21, P41, P46, P63, P81, P92, P96	7	2.5
Pupils develop creativity	P21, P44, P65, P68, P72, P74, P83	7	2.5
Recognized in competition	P22, P35, P48, P66, P67, P71	6	4.5
Pupils develop critical thinking/structure ideas	P43, P66, P86, P95, P98, P103	6	4.5
Pupils become good communicators	P42, P85, P102	3	5.5
Gather awards	P11, P61, P71	3	6.5
Pupils learn/engage about the world	P45, P94, P104	3	6.5
Joy to see pupils take ownership of their work/outcomes	P47, P51, P105	3	6.5
Knowing more the pupils' potentials	P52, P73	2	10.5
Pupils develop holistically	P82, P101	2	10.5
Sense of accomplishment	P91	1	12.5
Process of coaching pupil journalists	P93	1	12.5

This theme centers on the various benefits teachers have experienced from teaching pupil journalism, as reported in the collected data. The findings reveal a range of positive outcomes, emphasizing how journalism education supports pupils' personal, academic, and social growth. Responses highlight the significant value teachers place on the developmental aspects of journalism instruction, which extends beyond basic writing tasks and into broader life skills.

According to the data, the most frequently cited benefit is that pupils gain confidence ($f = 8$), suggesting that involvement in journalism helps pupils overcome self-doubt and become more self-assured. This points to a transformative effect of journalism activities on pupils' self-perception and belief in their abilities.

Equally important is the finding that pupils develop writing skills and pupils develop creativity, both with a frequency of 7. These closely related categories reveal how journalism serves as an avenue for enhancing literacy while encouraging imaginative thinking and expression. This reflects how journalism blends technical and creative aspects of communication. Other notable responses include recognition in competitions and the development of critical thinking/idea structuring, both of which rank equally with a frequency of

These benefits illustrate the practical and intellectual impact of journalism, showing that pupils not only gain public acknowledgment but also sharpen their analytical thinking. Further responses suggest that pupils also become good communicators, engage with the world, and take ownership of their work, with moderate frequencies ranging from 2 to 3. These reflect journalism's role in cultivating global awareness and accountability in pupils.

Meanwhile, categories such as knowing pupils' potentials, holistic development, sense of accomplishment, and the process of coaching pupil journalists appeared less frequently ($f = 1-2$). However, they still underscore the meaningful and personal rewards for both teachers and pupils. These responses reveal that even with limited frequency, the impact on teacher motivation and pupil identity formation is notable.

Moreover, the data implies that journalism serves not only as a tool for pupil development but also as a source of fulfillment and professional growth for teachers. Some teachers mentioned the joy in seeing pupils take ownership of their work, which illustrates the deep emotional satisfaction teachers derive from witnessing pupil success. The process of mentoring and coaching becomes more than just instructional—it transforms into a collaborative journey of growth, recognition, and pride.

In essence, the variety of coded responses and frequency counts in this table reflect how pupil journalism acts as a dynamic educational platform. It encourages confidence, fosters communication, promotes creativity and critical thinking, and builds a strong foundation for both academic achievement and real-world readiness.

Moreover, the findings affirm that pupil journalism is more than an extracurricular activity—it is an integrative learning experience that nurtures the whole child. Pupils are given authentic opportunities to engage in real-world issues, reflect deeply, and communicate purposefully, allowing them to develop not only as learners but also as thoughtful citizens. Teachers, in turn, witness growth in areas that standard curricula may overlook, such as ownership, voice, and resilience.

Table 8 shows the overall mean of the benefits derived from teaching pupil journalism as perceived by the respondents. The results revealed that the overall response was $M = 3.45$ and $SD = 0.38$, which corresponds to the verbal interpretation of "Always" and a



qualitative interpretation of “Major Benefit.”

Table 8. Overall Mean for the Benefits derived from teaching Pupil Journalism

Statement	Mean	SD	Verbal Interpretation
Benefits Overall	3.45	0.38	Always

Legend: Scale Parameter — Verbal Interpretation — Qualitative Interpretation 4 – Always (A) — Major Benefit (MB); 3 – Often (O) — Moderate Benefit (MH); 2 – Sometimes (S) — Minor Benefit (MiB); 1 – Never (N) — No Benefit (NB)

This indicates that teachers consistently perceive their engagement in teaching pupil journalism as significantly beneficial to their professional growth and development. The high mean score suggests a strong agreement among teachers on the value of pupil journalism as a professional enrichment activity. This result implies that teaching pupil journalism plays a vital role in improving teachers' instructional competence, technological skills, creativity, leadership, and critical thinking. The relatively low standard deviation also shows that there is a high level of consistency among respondents regarding these perceived benefits. These findings reinforce the claim of Delgado & Ramos (2023) that journalism-based programs help teachers become more adaptable and effective by enhancing communication, collaboration, and media-related proficiencies.

Moreover, the “Always” interpretation signifies that teachers regularly encounter professional development benefits from their involvement in pupil journalism, indicating that these experiences are not occasional or situational but are integrated into their teaching journey. This aligns with the assertions of Salazar et al. (2022) who argued that meaningful co-curricular activities like journalism can become sustainable platforms for continuous teacher learning and engagement.

Furthermore, the high overall mean suggests that pupil journalism may serve as an informal but powerful professional development mechanism, complementing formal seminars and trainings.

Challenges Faced by Teachers in Teaching Pupil Journalism

Table 9 presents the challenges faced by teachers in teaching pupil journalism as to the inadequacy of knowledge and skills.

Table 9. Challenges Faced by Teachers in Teaching Pupil Journalism as to the Inadequacy of Knowledge and Skills

Statement	Mean	SD	VI	QD
1.I feel that I lack sufficient knowledge about journalistic principles to teach effectively.	2.53	0.90	O	C
2.I feel unprepared to teach pupils about multimedia journalism techniques.	2.35	0.86	S	LC
3.I struggle to provide guidance on journalistic ethics due to my limited expertise.	2.45	0.79	S	LC
4.I find it difficult to teach pupils how to analyze and report on current events.	2.40	0.81	S	LC
5.I feel that I have not received adequate training to manage pupil journalism activities.	2.35	0.81	S	LC
6.I find it challenging to teach journalistic writing because of my limited experience.	2.72	0.81	O	C
7.I feel that I do not have the necessary skills to mentor pupils in investigative journalism.	2.32			
8.I feel that my lack of knowledge in digital publishing tools affects my ability to teach effectively.	2.36	0.85	S	LC
		0.80	S	LC
9.I struggle to create lesson plans that align with the goals of pupil journalism.	2.29	0.64	S	LC
10. I feel that I need more professional development opportunities to enhance my skills in journalism education.	2.60	0.96	O	C
Average	2.44	0.65	S	LC

Legend: Scale — Verbal Interpretation — Qualitative Interpretation 4 – Always (A) — Very Challenging (VC); 3 – Often (O) — Challenging (C); 2 – Sometimes (S) — Less Challenging (LC); 1 – Never (N) — Not Challenging (NC)

Table 9 above revealed that the overall response was $M = 2.44$ and $SD = 0.65$, which corresponds to the verbal interpretation of "Sometimes" and a qualitative interpretation of "Less Challenging." This suggests that while challenges in teaching pupil journalism due to inadequate knowledge and skills are not overwhelmingly frequent, they are present to a moderate extent. The moderately low mean implies that although these challenges do not occur constantly, they are still common enough to warrant concern, potentially affecting teachers' confidence and effectiveness in delivering journalism education.

This implies that there is a significant need to address existing gaps in professional competence among teachers assigned to manage pupil journalism activities. The data indicates that many teachers may not be fully equipped with the necessary theoretical knowledge and applied journalism skills required to facilitate an effective learning environment. According to Marquez & Santos (2021), such limitations can impair the quality of pupils' learning experiences, particularly in domains that demand specific technical and ethical expertise like media writing, digital publishing, and investigative reporting. Consequently, the highest value in Table 6 is found in statement 6, which states, “I find it challenging to teach journalistic writing because of my limited experience,” with $M = 2.72$ and $SD = 0.81$.

This indicates that teaching journalistic writing is the most difficult aspect for many teachers, likely due to a lack of practical exposure to journalism. This observation supports the findings of Velasco et al. (2022), who noted that teachers without hands-on experience in writing and reporting often struggle to teach these skills effectively. Without real-world grounding, teachers may find it challenging to connect journalistic principles with classroom application, leading to lower learner engagement and weaker pupil outputs.

On the other hand, the lowest value is found in statement 9, which states, “I struggle to create lesson plans that align with the goals of pupil journalism,” with $M = 2.29$ and $SD = 0.64$. Although still within the “Sometimes” range and rated as “Less Challenging,” this suggests that while planning lessons is a challenge, it is not among the most critical difficulties teachers face. Nonetheless, this result points to the necessity of offering support in curriculum development and alignment. As suggested by Gatchalian & Robles (2023), providing structured lesson planning templates and incorporating journalism-specific pedagogies into teacher training can help teachers better align their instruction with pupil journalism goals.

Table 10 presents the challenges faced by teachers in teaching pupil journalism as to role conflict.

Table 10. *Challenges Faced by Teachers in Teaching Pupil Journalism as to Role Conflict*

Statement	Mean	SD	VI	QD
1. I feel that my responsibilities as a classroom teacher conflict with my role as a pupil journalism mentor.	2.56	0.65	O	C
2. I feel overwhelmed by the dual roles of teaching and coaching pupil journalists.	2.62	0.71	O	C
3. I struggle to prioritize my time between classroom duties and journalism-related tasks.	2.55	0.69	O	C
4. I feel that the expectations for my role as a pupil journalism adviser are not clearly defined.	2.37	0.77	S	LC
5. I feel that my involvement in pupil journalism takes time away from my primary teaching responsibilities.	2.56	0.75	O	C
6. I feel that I cannot fully focus on my teaching duties because of my pupil journalism responsibilities.	2.31	0.83	S	LC
7. I find it difficult to balance the demands of preparing pupils for journalism competitions and regular classroom activities.	2.53	0.75	O	C
8. I feel pressured to perform equally well in both teaching and pupil journalism tasks.	2.47	0.65	S	LC
9. I find it challenging to meet the expectations of both school administrators and pupils in my dual roles.	2.66	0.64	O	C
10. I feel that the added responsibility of pupil journalism impacts my ability to maintain work-life balance.	2.58	0.72	O	C
Average	2.52	0.55	O	C

Legend: Scale — Verbal Interpretation — Qualitative Interpretation 4 — Always (A) — Very Challenging (VC); 3 — Often (O) — Challenging (C); 2 — Sometimes (S) — Less Challenging (LC); 1 — Never (N) — Not Challenging (NC)

Based on Table 10, the overall response on the challenges faced by teachers in teaching pupil journalism in terms of role conflict yielded an average Mean ($M = 2.52$) and Standard Deviation ($SD = 0.55$). According to the provided scale, this mean falls under the “Often” (O) category, which corresponds to a Qualitative Description (QD) of “Challenging (C)”. This implies that teachers frequently experience role conflict, indicating that the demands of pupil journalism are consistently impactful in relation to their regular teaching duties. The Verbal Interpretation (VI) of most indicators falls under “Often”, and the Qualitative Description (QD) generally points to these challenges being Challenging (C). This indicates that teachers regularly encounter difficulties in balancing their classroom and journalism-related responsibilities, which moderately affect their teaching effectiveness.

Subsequently, Table 10 showed that the highest value was statement 9, which states that “I find it challenging to meet the expectations of both school administrators and pupils in my dual roles,” with $M = 2.66$ and $SD = 0.64$. This implies that this challenge is the most frequently encountered among the teachers. The result suggests that the dual accountability to both administrators and pupils intensifies role pressure and increases workload stress. According to Flores et al. (2021), such dual-role expectations without clear structural support can lead to professional fatigue and declining performance in both academic and extracurricular roles.

On the other hand, the lowest value in Table 10 was statement 6, which states “I feel that I cannot fully focus on my teaching duties because of my pupil journalism responsibilities,” with $M = 2.31$ and $SD = 0.83$. This implies that this concern is less commonly experienced by the respondents. However, the high standard deviation indicates a wider variation in responses, suggesting that while some teachers feel significantly distracted by journalism responsibilities, others may have adapted or received better support. Nevertheless, such distractions, when present, can reduce classroom focus and instructional quality.

Additionally, statement 4, which states “I feel that the expectations for my role as a pupil journalism adviser are not clearly defined,” had a Mean ($M = 2.37$) and $SD = 0.77$. Although relatively lower, this indicator still suggests that role ambiguity exists for some teachers. As emphasized by Leithwood & Azah (2017), undefined role expectations can result in confusion, stress, and decreased professional satisfaction, especially when teachers are left to navigate responsibilities without clear institutional guidance.

Furthermore, the data show that although the intensity of the challenges varies, the existence of role conflict is evident among most indicators, particularly where teaching and journalism duties overlap. The combination of teaching responsibilities, journalism coordination, and stakeholder expectations places teachers under consistent pressure.

Hence, it is imperative that schools and school administrators’ revisit the task designations of teachers assigned to journalism and establish clearer boundaries, adequate role definitions, and institutional support systems to help mitigate role conflict and enhance both academic and journalism-related outcomes.

Table 11 presents the challenges faced by teachers in teaching pupil journalism as to emotional stress.

Table 11. *Challenges Faced by Teachers in Teaching Pupil Journalism as to Emotional Stress*

Statement	Mean	SD	VI	QD
1. I feel emotionally drained by the demands of teaching pupil journalism.	2.43	0.80	S	LC
2. I feel that the pressure to produce high-quality pupil journalism outputs affects my well-being.	2.53	0.75	O	C
3. I feel stressed by the deadlines involved in managing pupil journalism projects.	2.51	0.79	O	C
4. I feel anxious about the performance of my pupils in journalism competitions.	2.50	0.79	O	C
5. I feel that the lack of resources to support pupil journalism adds to my stress.	2.51	0.79	O	C
6. I feel frustrated by the lack of training or support for teaching pupil journalism.	2.63	0.78	O	C
7. I feel that managing pupil journalism tasks increases my overall workload significantly.	2.57	0.73	O	C
8. I feel that the expectations for pupil journalism outputs are unrealistic given the available resources.	2.46	0.79	S	LC
9. I feel that I cannot meet my own or others' expectations when managing pupil journalism.	2.50	0.79	O	C
10. I feel that teaching pupil journalism negatively impacts my mental health.	2.16	0.85	S	LC
Average	2.48	0.61	S	LC

Legend: Scale — Verbal Interpretation — Qualitative Interpretation 4 — Always (A) — Very Challenging (VC); 3 — Often (O) — Challenging (C); 2 — Sometimes (S) — Less Challenging (LC); 1 — Never (N) — Not Challenging (NC)

The table 11 showed the extent of the challenges faced by teachers in teaching pupil journalism in terms of emotional stress. Results revealed that the majority of the teachers “Sometimes” experienced emotional stress in carrying out pupil journalism tasks, as evidenced by the overall weighted mean of $M=2.48$ and $SD=0.61$. This implies that although emotional stress is present, it is not consistently experienced at a high level, indicating that emotional challenges are moderately affecting teachers’ mental and emotional well-being when teaching pupil journalism.

Subsequently, the highest value in Table 11 falls under statement 6, which states that “I feel frustrated by the lack of training or support for teaching pupil journalism,” with $M=2.63$ and $SD=0.78$. This result implies that the lack of professional development and institutional support is a notable source of emotional stress for teachers.

The frustration arising from insufficient training may hinder their ability to effectively guide pupils, adding to their workload and stress. According to Santiago et al. (2021), adequate training and institutional support play a crucial role in enhancing teacher competence and reducing job-related stress, which emphasizes the need for capacity-building initiatives in pupil journalism.

On the other hand, the lowest value in Table 11 falls under statement 10, which states that “I feel that teaching pupil journalism negatively impacts my mental health,” with $M=2.16$ and $SD=0.85$. This implies that although some teachers

experience stress, it does not frequently escalate to the point of severely impacting their mental health. This could suggest that while pupil journalism is emotionally demanding, many teachers are able to cope with these demands or find fulfillment in the task. However, the standard deviation here is the highest in the table, indicating a wider variability in responses—some teachers may experience significant mental health effects, while others may not be affected at all.

Overall, these findings highlight the importance of providing teachers with adequate support, training, and resources in managing pupil journalism activities to reduce emotional stress and promote a healthier work environment. Addressing these emotional challenges through professional development, mental health programs, and realistic expectations will not only improve teacher well-being but also enhance the quality of pupil journalism education and pupil outcomes.

Table 12 presents the challenges faced by teachers in teaching pupil journalism as to pupil limited language proficiency.

The table showed the extent of the challenges faced by teachers in teaching pupil journalism in relation to pupils’ limited language proficiency. Results revealed the overall response for the variable with a mean of $M=3.03$ and standard deviation of $SD=0.69$, which implies that majority of the teachers “Often” experience challenges brought about by pupils’ limited proficiency in language when engaging them in journalism-related activities. This suggests that language barriers are a consistent obstacle in teaching pupil journalism and that teachers frequently need to adjust their strategies to address these issues.

On the other hand, the highest value in Table 12 falls under statement 2, which states that “I feel that I need to spend extra time teaching basic language skills before moving to journalistic writing,” with $M=3.23$ and $SD=0.77$. Although this is the highest statement, the result implied that teachers frequently allocate additional instructional time to reinforce foundational language skills. This reflects how language deficiencies delay the progression to more complex tasks like journalistic writing, ultimately affecting the efficiency and flow of instruction.

This is supported by the findings of Santos (2023), who noted that pupils with poor language foundations often struggle with the demands of subject-specific writing, such as journalism, requiring teachers to backtrack and revisit basic language instruction before moving forward.



Table 12. Challenges Faced by Teachers in Teaching Pupil Journalism as to Pupil Limited Language Proficiency

Statement	Mean	SD	VI	QD
1. I feel that pupils' limited language proficiency makes it challenging to teach journalism effectively.	2.99	0.84	O	C
2. I feel that I need to spend extra time teaching basic language skills before moving to journalistic writing.	3.23	0.77	O	C
3. I feel that pupils struggle to write clear and concise journalistic pieces due to their language limitations.	3.07	0.77	O	C
4. I feel that limited vocabulary hinders pupils' ability to express their ideas in journalism projects.	3.05	0.88	O	C
5. I feel that pupils' language challenges affect the overall quality of their journalistic work.	3.14	0.81	O	C
6. I feel that I must simplify my teaching strategies to accommodate pupils' limited language skills.	3.07	0.80	O	C
7. I feel that pupils' difficulty in understanding journalistic terms slows down the learning process.	2.96	0.79	O	C
8. I feel that language barriers make it harder for pupils to conduct interviews or gather information for journalism.	3.02	0.80	O	C
9. I feel that pupils' limited proficiency in English affects their confidence in participating in journalism activities.	2.87	0.81	O	C
10. I feel that pupils' language challenges require additional support that I cannot always provide.	2.88	0.80	O	C
Average	3.03	0.69	O	C

Legend: Scale — Verbal Interpretation — Qualitative Interpretation 4 — Always (A) — Very Challenging (VC); 3 — Often (O) — Challenging (C); 2 — Sometimes (S) — Less Challenging (LC); 1 — Never (N) — Not Challenging (NC)

Consequently, the lowest value in Table 12 falls under statement 9, which states that “I feel that pupils' limited proficiency in English affects their confidence in participating in journalism activities,” with M=2.87 and SD=0.81. This implies that although language challenges are frequently observed, their impact on pupils' confidence is slightly less emphasized compared to other concerns. Nonetheless, it is evident that language proficiency still plays a role in shaping pupils' participation. Research by De Vera et al. (2022) emphasizes that language confidence significantly affects pupils' willingness to engage in communicative tasks like journalism, where public expression is involved. Thus, fostering language competence may also help boost pupils' self-esteem and engagement.

Overall, the findings in Table 12 underscore the need for enhanced language support programs that focus not just on grammar and vocabulary but also on journalistic language, genre familiarity, and confidence-building. These results call for a collaborative approach involving English and journalism teachers to bridge the gap between language proficiency and effective participation in journalistic activities. Addressing language challenges early and consistently can enhance pupils' journalistic output and reduce the burden on teachers, making journalism education more impactful and accessible.

Table 13 shows the overall mean for the challenges faced by teachers in teaching pupil journalism as to inadequacy of knowledge and skills, role conflict, emotional stress and pupil's limited language proficiency.

Table 13. Overall Mean for the Challenges Faced by Teachers in Teaching Pupil Journalism

Statement	Mean	SD	Verbal Interpretation	Qualitative Interpretation
Benefits Overall	2.62	0.52	O	C

Legend: Scale Parameter — Verbal Interpretation — Qualitative Interpretation 4 — Always (A) — Major Benefit (MB); 3 — Often (O) — Moderate Benefit (MH); 2 — Sometimes (S) — Minor Benefit (MiB); 1 — Never (N) — No Benefit (NB)

The table abovementioned showed the overall challenges faced by teachers in teaching pupil journalism. It was revealed that the overall response for this variable was M=2.62 and SD=0.52, which clearly means that the majority of the teacher respondents “Often” experience challenges in teaching journalism to pupils.

This signifies that while teaching journalism is a valuable educational practice, it is not without consistent difficulties, particularly due to factors such as pupils' limited language skills, lack of confidence, and the additional instructional demands placed on teachers. The verbal interpretation under this overall mean is “Often,” and the qualitative interpretation is “Challenging.” This reveals that teachers frequently encounter hurdles that impact the effective delivery of journalism instruction, indicating a need for more targeted interventions, support materials, or training programs to help teachers better navigate these issues.

The consistency of the standard deviation value (SD=0.52) also implies a relatively uniform experience of these challenges across the teacher respondents, suggesting a shared and widespread concern within the educational context assessed. The overall mean provides a clear picture of the gravity of the situation. The result aligns with recent research by Beltran (2023), who emphasized that teachers often face a multi-layered set of instructional difficulties when integrating journalism into the curriculum, especially among pupils with low language proficiency. The study highlights how these challenges are not isolated but are rather embedded in systemic limitations

such as time constraints, lack of tailored resources, and language acquisition gaps among pupils. Thus, this data calls for greater institutional support, such as incorporating more scaffolded journalism activities, language enhancement programs, and professional development for teachers.

Major Theme 2- Challenges derived from teaching Pupil Journalism

Table 14 presents the challenges derived from teaching pupil journalism.

Table 14. *Challenges Derived from Teaching Pupil Journalism*

<i>Categories</i>	<i>Coded Responses</i>	<i>f*</i>	<i>Rank</i>
Students who struggle with language barriers	P12, P24, P37, P54, P610, P79, P107, P108	8	1
Students who have difficulty constructing sentences correctly.	P14, P56, P611, P79, P88, P108	6	3
Students who cannot express ideas correctly	P15, P25, P611, P710, P88, P108	6	3
Balancing commitments to teaching assigned classes and mentoring the journalism team	P39, P413, P810, P913, P105, P106	6	3
Students with varying proficiency levels	P36, P410, P69, P87	4	5.5
Limited resources	P38, P78, P99, P910,	4	5.5
Students' time to commit to the preparation for competition	P412, P912, P105	3	7
Students' time management style	P76, P912	2	8.5
Students who cannot comprehend right away	P13, P710	2	8.5
Juggling with many tasks	P414	1	14
Students having no prior knowledge	P54,	1	14
Students' discipline	P75	1	14
Students not resourceful	P77	1	14
Limited funds	P714	1	14
Teacher has not enough knowledge in the field of journalism	P715	1	14
Managing multiple deadlines of articles	P89	1	14
Preparing students for competition	P810	1	14
Students struggle with technical writing and publishing	P911	1	14

NOTE: * multiple response

Based on the data presented in Table 14, a comprehensive picture emerges regarding the challenges teachers face in teaching pupil journalism. These challenges are multifaceted, affecting both the instructional process and student readiness. The most frequently cited challenge, with 8 responses, is that students struggle with language barriers, which may hinder their ability to understand and effectively use the language required for journalistic writing. This issue directly impacts two other commonly reported difficulties—constructing sentences correctly and expressing ideas clearly, both of which garnered 6 responses each, tying for third place in frequency. These challenges indicate a foundational issue in language skills among learners, which complicates their ability to succeed in pupil journalism.

Another prominent difficulty involves balancing teaching loads with journalism coaching responsibilities (also cited by 6 participants). This underscores the dual role teachers often play, which can lead to time constraints and burnout. Other challenges include dealing with students' varying proficiency levels and limited school resources (each cited by 4 respondents), reflecting disparities in student preparedness and institutional support. Limited materials or equipment may restrict the scope of journalism activities, while diverse proficiency levels can make it difficult to standardize instruction or progress uniformly.

A smaller but still significant concern is students' inability to commit time for competition preparation (3 responses), indicating that extracurricular demands may compete with academic or personal responsibilities. Similarly, poor time management and lack of immediate comprehension were mentioned by 2 respondents each, suggesting that even when students are willing, they may lack the organizational or cognitive skills to engage effectively.

Several less frequently mentioned but noteworthy issues—each cited once—include problems such as juggling multiple tasks, lack of prior knowledge or discipline, resourcefulness, limited funds, teacher's limited journalism expertise, and students' struggles with technical aspects of writing and publishing. Although cited less often, these highlight systemic and logistical hurdles that, when compounded, can significantly impact the success of pupil journalism programs.

In summary, the data reveal that the most pressing challenges stem from students' foundational language deficiencies, teachers' time constraints, and lack of institutional support. These findings highlight the need for targeted interventions such as language enrichment programs, workload management strategies for teachers, and increased access to journalism-related resources.

Sub Theme 2.1. Challenges derived from handling Pupil Journalism

Q: Are there specific moments when handling pupil journalism feels overwhelming? I'd like to hear about your experiences with that.

Table 15. Experience of teachers in handling Pupil Journalism

Categories	Coded Responses	f*	Rank
Making it to the National Journalism Competition	P129	1	9
So many events to handle; multiple deadlines of different events	P130, P432, P521, P525, P840, P943, P1034	7	1
Juggling regular class time and journalism tasks	P131, P231, P328, P433, P625, P839, P942, P1033	8	1
Preparation for competition; peaks of competition season	P229, P327, P523, P624, P837, P940	6	2
Giving each pupil attention that he/she needs	P230, P523, P626, P838	4	4
Seeing pupils succeed/thrive	P232, P329, P435, P841, P945, P946, P1035	7	1
Pupils do not have enough tools/technologies	P522, P944	2	6.5
Searching materials needed for the competition	P524, P729	2	6.5
Crafting school paper	P728	1	9
Limited resources	P944	1	9

NOTE: * multiple responses

Table 15 in sub theme 2.1, presents the various experiences shared by teachers involved in managing pupil journalism programs. The data provides insights into the multifaceted roles and challenges teachers face, as well as the rewarding aspects of their involvement in journalism education.

The most frequently cited experience is “juggling regular class time and journalism tasks” ($f = 8$), highlighting the common challenge teachers face in managing time between their academic responsibilities and journalism-related duties. This reflects the demanding nature of teaching where additional extracurricular responsibilities, such as coaching pupil journalists, add to the workload without necessarily reducing classroom obligations.

Following closely are two experiences that share the second-highest frequency ($f = 6$): “preparation for competition; peaks of competition season” and “so many events to handle; multiple deadlines of different events.” These responses underscore the intensity of journalism coaching, particularly during competition seasons when teachers must prepare pupils under tight deadlines. This often involves organizing, coaching, editing, and managing logistics, all within limited timeframes.

The experience of “giving each pupil attention that he/she needs” ($f = 4$) ranks next. This reflects the teachers' dedication to individual learning needs and their efforts to develop each pupil's potential. It also indicates the emotional labor and commitment educators invest in personalized coaching, which can be both rewarding and exhausting.

Interestingly, “seeing pupils succeed/thrive” ($f = 3$) appears as a motivating and fulfilling aspect of the role. This highlights the intrinsic rewards teachers receive when their pupils perform well, showcasing how pupil journalism can be a source of pride and professional satisfaction for educators.

At the same frequency level ($f = 2$), teachers reported that “pupils do not have enough tools/technologies” and “searching materials needed for the competition” are challenges they often encounter. These categories indicate systemic issues such as lack of digital resources or instructional materials, which can hinder preparation and affect the overall effectiveness of journalism coaching.

Less frequently cited but still notable are the experiences such as “making it to the National Journalism Competition,” “crafting the school paper,” and “limited resources,” each with a frequency of 1.

These categories, though mentioned by fewer respondents, still reflect important milestones and persistent obstacles in the journalism journey. Reaching national-level competitions signifies success and validation of hard work, while limited resources continue to be a recurring theme across various educational contexts.

Overall, the data reveals a balance between challenge and fulfillment. Teachers are clearly navigating multiple responsibilities under pressure, yet they also find joy in the growth and achievements of their pupils. The experiences captured in this table emphasize the importance of institutional support, access to resources, and recognition of teachers' efforts in sustaining effective and meaningful pupil journalism programs.

Coping Mechanisms Teachers Adopt in Addressing the Challenges

The tables that follow show the coping mechanisms teachers adopt to address the challenges of teaching pupil journalism in terms of problem-focused coping and emotion-focused coping.

Table 16 shows the coping mechanism teachers adopt to address the challenges of teaching pupil journalism as to problem-focused coping in terms of self-learning.

Table 16. *Coping Mechanisms Teachers Adopt to Address the Challenges of Teaching Pupil Journalism as to Problem-Focused Coping in terms of Self-Learning*

Statement	Mean	SD	VI	QD
1. I research journalistic principles and practices to improve my teaching skills.	3.43	0.64	A	CA
2. I read books or articles about journalism to enhance my knowledge.	3.21	0.60	O	FA
3. I use online resources to learn new strategies for teaching pupil journalism.	3.46	0.60	A	CA
4. I watch tutorials or webinars to gain insights into journalism education.	3.26	0.63	A	CA
5. I practice journalistic writing myself to better mentor my pupils.	3.25	0.70	A	CA
6. I learn from reviewing past journalism projects or publications.	3.33	0.64	A	CA
7. I study digital tools and technologies to keep up with modern journalism trends.	2.24	0.78	O	FA
8. I analyze the work of professional journalists to improve my teaching approach.	3.11	0.70	O	FA
9. I set aside time to independently learn about teaching journalism more effectively.	3.26	0.72	A	CA
10. I experiment with different teaching methods to find what works best for my pupils	3.26	0.73	O	FA
Average	3.28	0.48	A	CA

Legend: Scale — Verbal Interpretation — Qualitative Interpretation 4 — Always (A) — Constantly Adopted (CA); 3 — Often (O) — Frequently Adopted (FA); 2 — Sometimes (S) — Occasionally Adopted (OA); 1 — Never (N) — Not Adopted (NA)

It was revealed in Table 16 that the overall response for the extent to which teachers adopt problem-focused coping mechanisms in terms of self-learning to address the challenges of teaching pupil journalism was $M=3.28$ and $SD=0.48$. This implies that majority of the teacher-respondents “Always” engage in self-directed strategies to improve their teaching practices in pupil journalism. This suggests that teachers actively seek ways to develop themselves professionally through independent learning, which helps them cope with the demands of teaching journalism in schools.

Moreover, the highest value in Table 16 falls under Statement 1, which states, “I research journalistic principles and practices to improve my teaching skills,” with $M = 3.43$ and $SD = 0.64$. This implies that teachers Always and Constantly Adopt this coping mechanism, reflecting their strong commitment to enhancing their professional competence. This behavior emphasizes the importance of grounding their teaching practices in up-to-date journalism standards and best practices.

According to Gonzales (2022), continuous self-improvement through research and principle-based learning empowers teachers to confidently handle specialized subjects, including pupil journalism.

On the other hand, the lowest value in Table 16 falls under Statement 7, which states, “I study digital tools and technologies to keep up with modern journalism trends,” with a mean of $M=2.24$ and standard deviation of $SD=0.78$. This indicates that teachers only “Often” use this coping mechanism and are classified as “Frequently Adopted”.

This implies that while some teachers recognize the importance of technological adaptation in journalism education, it is not yet a fully embraced practice. This could be due to limited access to resources, insufficient training, or lack of confidence in integrating technology into their teaching. In a study by Villanueva (2021), it was found that many teachers, especially in rural settings, encounter challenges in adopting digital tools due to infrastructure and skill gaps, thus hindering full immersion in 21st-century teaching trends.

Hence, while teachers demonstrate a strong tendency toward self-learning as a coping mechanism—especially in researching and practicing journalism concepts—there remains a need for increased support and training in digital literacy to ensure they are fully equipped to teach pupil journalism in a rapidly evolving media landscape. Addressing this gap will not only enhance teaching effectiveness but will also better prepare young learners contribute to world of journalism.

Table 17 shows the coping mechanism teachers adopt to address the challenges of teaching pupil journalism.

The results in Table 17 reveal the extent to which teachers adopt problem-focused coping mechanisms in the form of joining workshops and seminars to address the challenges of teaching pupil journalism.

The overall average mean score was $M=3.18$ with a standard deviation of $SD=0.56$, indicating that teachers “Often” engage in this coping strategy and are qualitatively interpreted as “Frequently Adopted” (FA).

Among the items presented, the highest mean value was found in Statement 8, which states, “I share what I learn from workshops with my pupils and colleagues,” with $M = 3.37$ and $SD = 0.66$. This item is interpreted as Always and Constantly Adopted (CA). This indicates that the majority of teachers consistently apply and disseminate knowledge gained from professional development into their teaching and collegial collaboration.

This behavior reflects a strong culture of shared learning and professional reflection. According to De Vera (2021), when teachers actively transfer their training into classroom practices and share insights with peers, it not only enhances instructional quality but also fosters a more collaborative and empowered teaching environment.



Table 17. *Coping Mechanisms Teachers Adopt to Address the Challenges of Teaching Pupil Journalism as to Problem-Focused Coping related to Joining Workshops and Seminars*

Statement	Mean	SD	VI	QD
1. I attend workshops related to journalism to improve my teaching skills.	3.26	0.72	A	CA
2. I participate in seminars or conferences on pupil journalism.	3.19	0.74	O	FA
3. I engage in professional development programs offered by my school or other institutions.	3.11	0.75	O	FA
4. I collaborate with other teachers in workshops to learn new strategies.	3.06	0.72	O	FA
5. I actively participate in training sessions on journalism education.	3.18	0.74	O	FA
6. I prioritize attending journalism-related seminars despite my busy schedule.	3.01	0.77	O	FA
7. I apply the knowledge gained from workshops and seminars in my teaching.	3.28	0.66	A	CA
8. I share what I learn from workshops with my pupils and colleagues.	3.37	0.66	A	CA
9. I seek out free or low-cost training opportunities to enhance my skills in journalism.	3.27	0.71	A	CA
10. I continuously look for new workshops or seminars to stay updated on journalism education.	3.09	0.76	O	FA
Average	3.18	0.56	O	FA

Legend: Scale — Verbal Interpretation — Qualitative Interpretation 4 — Always (A) — Constantly Adopted (CA); 3 — Often (O) — Frequently Adopted (FA); 2 — Sometimes (S) — Occasionally Adopted (OA); 1 — Never (N) — Not Adopted (NA)

Conversely, the lowest mean was recorded in Statement 6: “I prioritize attending journalism-related seminars despite my busy schedule”, with $M=3.01$, $SD=0.77$, and a qualitative interpretation of Frequently Adopted (FA). This suggests that while teachers generally acknowledge the importance of attending seminars, their participation is affected by time constraints and workload. This aligns with the findings of Espiritu and Bernardo (2022), who noted that despite a positive attitude towards continuous professional development, many teachers face scheduling conflicts and institutional barriers that hinder their full participation.

This highlights a critical insight: while professional development is recognized as vital for coping with the demands of teaching pupil journalism, structural and logistical challenges may limit teachers' full engagement. According to Alonzo and Rivera (2020), addressing these systemic issues—such as the provision of protected time for training and greater accessibility to cost-free programs—is essential to further strengthen the coping capacity of teachers.

Therefore, the data suggest that although teachers frequently adopt this coping strategy and make efforts to attend journalism-related workshops and seminars, there is still a need to provide more flexible, accessible, and incentivized opportunities for professional development. Strengthening institutional support in this area can significantly enhance teachers' capability to adapt, innovate, and meet the growing complexities of journalism education at the elementary level.

Table 18 shows the coping mechanism teachers adopt to address the challenges of teaching pupil journalism.

The table below shows the extent to which teachers adopt problem-focused coping mechanisms related to time management in addressing the challenges of teaching pupil journalism.

Table 18. *Coping Mechanisms Teachers Adopt to Address the Challenges of Teaching Pupil Journalism as to Problem-Focused Coping related to Time Management*

Statement	Mean	SD	VI	QD
1. I prioritize my tasks to balance classroom teaching and pupil journalism responsibilities.	3.41	0.62	A	CA
2. I create a schedule to manage both my teaching duties and journalism tasks.	3.24	0.66	O	FA
3. I allocate specific times for planning and organizing pupil journalism activities.	3.16	0.62	O	FA
4. I ensure that my journalism tasks do not interfere with my classroom responsibilities.	3.20	0.61	O	FA
5. I use productivity tools or apps to manage my workload effectively.	3.10	0.76	O	FA
6. I delegate certain responsibilities to pupils to save time.	3.09	0.73	O	FA
7. I set realistic deadlines to manage my stress and workload better.	3.10	0.60	O	FA
8. I plan my lessons in advance to make time for journalism-related activities.	3.01	0.68	O	FA
9. I reflect on my daily schedule to identify areas for better time management.	3.07	0.66	O	FA
10. I set boundaries to ensure that my personal time is not consumed by work.	3.19	0.60	O	FA
Average	3.16	0.48	O	FA

Legend: Scale — Verbal Interpretation — Qualitative Interpretation 4 — Always (A) — Constantly Adopted (CA); 3 — Often (O) — Frequently Adopted (FA); 2 — Sometimes (S) — Occasionally Adopted (OA); 1 — Never (N) — Not Adopted (NA)

The results are based on the computed means and standard deviations across ten statements, each focusing on specific time management strategies. Overall, the data revealed that teachers frequently adopt time management strategies, as shown by the overall mean of 3.16 with a qualitative description of Frequently Adopted (FA).



This indicates a strong inclination among teachers to implement time management approaches to cope with the additional workload brought by pupil journalism responsibilities.

The highest-rated item, "I prioritize my tasks to balance classroom teaching and pupil journalism responsibilities" (M = 3.41, SD = 0.62), was classified as Constantly Adopted (CA). This suggests that prioritization is a critical coping mechanism that enables teachers to manage the dual demands of regular instruction and journalism coaching effectively. Teachers tend to focus on tasks of greatest importance, ensuring that both classroom and journalism duties are accomplished without compromising quality.

On the other hand, the item with the lowest mean score was "I plan my lessons in advance to make time for journalism-related activities" (M = 3.01, SD = 0.68), though it still falls within the Frequently Adopted range. This may indicate that while advance planning is considered helpful, it might be challenging to consistently implement due to other pressing teaching responsibilities or lack of flexibility in schedules.

Other notable strategies that received high ratings include "I create a schedule to manage both my teaching duties and journalism tasks" (M = 3.24), "I ensure that my journalism tasks do not interfere with my classroom responsibilities" (M = 3.20), and "I set boundaries to ensure that my personal time is not consumed by work" (M = 3.19). These responses reflect a growing awareness among teachers of the importance of work-life balance, proper planning, and boundary-setting to sustain professional productivity and personal well-being.

The consistent "Frequently Adopted" rating across all statements underscores that teachers actively seek ways to manage their time effectively to meet the competing demands of their roles. These findings align with previous literature emphasizing the importance of time management as a key factor in teacher resilience and performance (Brunetti, 2006; Day & Gu, 2009).

In addition, the results advance our understanding of how time management strategies serve as a coping mechanism to reduce stress and maintain instructional quality, especially in complex teaching roles such as journalism teaching.

With this knowledge, school leaders and program developers can design time-efficient interventions and support systems—such as time management workshops, resource scheduling tools, and clear workload guidelines—to help teachers maximize their instructional impact while avoiding burnout.

Thus, empowering teachers with structured time management strategies contributes not only to their professional efficacy but also to the successful integration of pupil journalism programs into the school system, ultimately enhancing pupil outcomes and journalistic competence.

Table 19. *Coping Mechanisms Teachers Adopt to Address the Challenges of Teaching Pupil Journalism as to Problem-Focused Coping related to External Support (Resource-Based)*

Statement	Mean	SD	VI	QD
1. I have benefited from external training programs or workshops that enhanced my ability to mentor pupil journalists.	3.27	0.58	A	CA
2. I have received sufficient teaching materials (e.g., journalism guides, reference books, modules) from external organizations to support pupil journalism activities.	2.72	0.77	O	FA
3. I have relied on financial support from external stakeholders, such as local government units or sponsors, to sustain our pupil journalism projects.	2.77	0.76	O	FA
4. I have accessed mentorship or expert advice from media professionals outside the school that helped me improve my journalism instruction.	2.89	0.80	O	FA
5. I have accessed mentorship or expert advice from media professionals outside the school that helped me improve my journalism instruction.	2.69	0.84	O	FA
6. I have experienced situations where external partnerships (e.g., with media organizations, NGOs, or universities) positively impacted our journalism program.	2.81	0.88	O	FA
7. I have received technical support, such as access to computers, software, or internet resources, from external sources to aid pupil journalism activities.	2.78	0.75	O	FA
8. I have felt that the external support I received helped me manage the workload and challenges of handling pupil journalism.	2.87	0.77	O	FA
9. I have struggled to provide quality journalism activities due to a lack of external resources or support.	2.87	0.77	O	FA
10. I have seen noticeable improvements in my pupils' journalism skills when external support, such as guest speakers or media exposure, was provided.	3.07	0.68	O	FA
10. I have experienced strong collaboration between my school and external organizations that consistently support pupil journalism activities.	2.88	0.72	O	FA
Average	2.88	0.52	O	FA

Legend: Scale — Verbal Interpretation — Qualitative Interpretation 4 — Always (A) — Constantly Adopted (CA); 3 — Often (O) — Frequently Adopted (FA); 2 — Sometimes (S) — Occasionally Adopted (OA); 1 — Never (N) — Not Adopted (NA)

The results of the analysis on the coping mechanisms teachers adopt to address the challenges of teaching pupil journalism, specifically regarding problem-focused coping related to external support (resource-based), revealed several noteworthy findings based on Table 19. The table presents the average responses of teachers concerning various external support mechanisms, using a 4-point Likert scale.

The statement with the highest mean was "I have benefited from external training programs or workshops that enhanced my ability to

mentor pupil journalists” ($M = 3.27$, $SD = 0.58$), interpreted verbally as “Always” and qualitatively as “Constantly Adopted (CA).” This suggests that external training and workshops play a pivotal role in empowering teachers to mentor pupil journalists effectively. Hence, it can be inferred that consistent training opportunities are among the most effective forms of external support.

Conversely, the lowest mean was recorded for the statement “I have accessed mentorship or expert advice from media professionals outside the school that helped me improve my journalism instruction” ($M = 2.69$, $SD = 0.84$), which still falls under the “Frequently Adopted (FA)” category. This indicates that although teachers often access external expertise, the frequency and possibly availability of such mentorship may not be as strong or consistent compared to formal training programs.

The average mean across all ten indicators was 2.88, with a standard deviation range indicating moderate variability in responses (e.g., from $SD = 0.50$ to $SD = 0.84$). All statements were qualitatively interpreted as either “Frequently Adopted (FA)” or “Constantly Adopted (CA),” underscoring the consistent use of external resources among teachers.

This signifies that external support mechanisms—such as training programs, access to teaching materials, financial aid, technical support, and collaborative networks—are broadly utilized and play a vital role in enabling teachers to effectively deliver pupil journalism instruction. These support systems help them address workload challenges, improve instructional quality, and foster sustained journalism programs in schools.

According to recent literature (e.g., Dumlao & Panganiban, 2023; Mercado, 2022), external resource support significantly enhances teachers’ efficacy in co-curricular programs like journalism. Sustained collaborations with media practitioners, local government stakeholders, and NGOs contribute meaningfully to pupil development and journalistic competency.

Therefore, institutional efforts must be directed towards strengthening and sustaining these support systems to further empower teachers.

Table 20. *Coping Mechanisms Teachers Adopt to Address the Challenges of Teaching Pupil Journalism as to Emotion-Focused Coping related to Seeking External Support (Emotional Encouragement)*

	<i>Statement</i>	<i>Mean</i>	<i>SD</i>	<i>VI</i>	<i>QD</i>
1.	I feel motivated when I receive words of encouragement from colleagues outside my school regarding my role in pupil journalism.	3.40	0.59	A	CA
2.	I have sought emotional support from professional networks or organizations outside the school when facing challenges in managing pupil journalism.	2.91	0.86	O	FA
3.	I find comfort and motivation when external stakeholders, such as parents or community members, recognize my efforts in pupil journalism.	3.42	0.56	A	CA
4.	I feel less stressed when I can share my challenges with mentors or peers from outside the school who understand the demands of journalism work.	3.24	0.49	O	FA
5.	I have received emotional encouragement from former pupils or their parents, which has inspired me to continue guiding young journalists.	3.09	0.54	O	FA
6.	I rely on professional support groups or online communities for emotional encouragement when pupil journalism tasks become overwhelming.	2.89	0.75	O	FA
7.	I feel a sense of accomplishment when external recognition, such as awards or acknowledgments, validates my efforts in pupil journalism.	3.31	0.58	A	CA
8.	I have experienced burnout in handling pupil journalism due to a lack of emotional support from external sources.	3.02	0.73	O	FA
9.	I feel reassured when external supervisors, educational leaders, or media professionals express appreciation for my journalism work.	3.03	0.67	O	FA
10.	I draw strength from knowing that others outside my immediate work environment understand and value the challenges I face in pupil journalism.	3.31	0.58	A	CA
Average		3.16	0.41	O	FA

Legend: Scale — Verbal Interpretation — Qualitative Interpretation 4 — Always (A) — Constantly Adopted (CA); 3 — Often (O) — Frequently Adopted (FA); 2 — Sometimes (S) — Occasionally Adopted (OA); 1 — Never (N) — Not Adopted (NA)

The results presented in Table 20 highlight the emotion-focused coping mechanisms adopted by teachers in addressing the challenges of teaching pupil journalism, specifically those related to seeking external support through emotional encouragement. Based on the table above, the overall mean score of $M = 3.16$ with a standard deviation of $SD = 0.41$ indicates that teachers Often adopt coping mechanisms related to seeking external emotional support when facing challenges in teaching pupil journalism. The qualitative interpretation of this average as Frequently Adopted (FA) shows that emotional reinforcement from sources outside their immediate school environment plays a significant role in helping teachers manage stress and stay motivated.

Among the ten statements, the highest mean score is found in Statement 3, which states, “I find comfort and motivation when external stakeholders, such as parents or community members, recognize my efforts in pupil journalism”, with a mean of $M = 3.42$ and $SD = 0.56$. This is interpreted as Always and Constantly Adopted (CA). This finding suggests that teachers highly value emotional acknowledgment from the broader community. Recognition from parents and community members not only reinforces their professional identity but also boosts morale and motivates them to continue their roles in pupil journalism. As noted by Salazar (2021), external affirmation acts as a protective factor against burnout and helps educators sustain enthusiasm and persistence in extracurricular

instruction.

Closely following is Statement 1 (“I feel motivated when I receive words of encouragement from colleagues outside my school...”), with a mean of $M = 3.40$ and $SD = 0.59$, also interpreted as Always and Constantly Adopted (CA). This shows that emotional encouragement—even from professionals beyond their direct work environment—has a powerful impact on a teacher’s sense of purpose and well-being. It reflects the critical role of professional networks and extended peer relationships in buffering emotional stress and affirming the value of their work.

On the other end, the lowest mean was recorded in the item: “I rely on professional support groups or online communities for emotional encouragement when pupil journalism tasks become overwhelming” ($M = 2.89$, $SD = 0.75$), verbally interpreted as Often and qualitatively as Frequently Adopted (FA). Although still frequently used, this result suggests that reliance on digital or formal professional support networks is slightly less common compared to more immediate or personal emotional sources like peers, mentors, and community figures.

The overall average mean score of 3.16 ($SD = 0.41$) indicates that the emotion-focused coping strategy of seeking external emotional support is Frequently Adopted (FA) by teachers. All ten indicators reflect either Frequent or Constant adoption, highlighting a strong trend among teachers to look outside the school for emotional reinforcement, particularly in managing the emotional demands of pupil journalism. This suggests that teaching pupil journalism, which often involves extracurricular time, public exposure, and mentoring responsibilities, places a unique emotional burden on teachers.

Consequently, they seek affirmation and empathy from colleagues, stakeholders, family members, and even pupils, to sustain their well-being and resilience. These findings align with the study of Baysa and Alontaga (2022), who noted that external validation significantly influences teacher satisfaction and endurance, especially in demanding non-core subjects.

Hence, the data confirm that external emotional support is a key factor in emotion-focused coping, helping teachers navigate the challenges associated with journalism instruction.

The table below highlights the coping mechanisms teachers adopt to manage the challenges of teaching pupil journalism through peer support and group work, which are primarily emotion-focused coping strategies.

Table 21. *Coping Mechanisms Teachers Adopt to Address the Challenges of Teaching Pupil Journalism as to Emotion-Focused Coping related to Peer Support and Group Work*

Statement	Mean	SD	VI	QD
1. I collaborate with other teachers to manage pupil journalism activities.	3.41	0.62	A	CA
2. I seek feedback from colleagues to improve my teaching strategies.	3.25	0.67	A	CA
3. I share teaching responsibilities with peers to reduce my workload.	3.33	0.67	A	CA
4. I participate in peer discussions to find solutions to common challenges.	3.33	0.67	A	CA
5. I team up with other teachers to organize workshops or training for pupils.	3.39	0.62	A	CA
6. I rely on group work to divide tasks among colleagues during competitions.	3.04	0.70	A	CA
7. I rely on group work to divide tasks among colleagues during competitions.	3.29	0.85	A	CA
7. I exchange teaching materials and ideas with other journalism mentors.	3.28	0.67	A	CA
8. I feel supported when working as part of a team to manage journalism activities.				
9. I organize group activities for pupils to foster collaboration and reduce individual stress.	3.35	0.62	A	CA
10. I encourage teamwork among colleagues to share the responsibilities of teaching pupil journalism.	3.44	0.63	A	CA
	3.31	0.50	A	CA

Legend: Scale — Verbal Interpretation — Qualitative Interpretation 4 — Always (A) — Constantly Adopted (CA); 3 — Often (O) — Frequently Adopted (FA); 2 — Sometimes (S) — Occasionally Adopted (OA); 1 — Never (N) — Not Adopted (NA)

The results presented reveal the extent to which teachers adopt coping mechanisms related to peer support and group work as part of their emotion-focused coping strategies to address the challenges of teaching pupil journalism. Based on the data, all statements received high mean scores ranging from 3.04 to 3.44, indicating that these strategies are “Always” adopted and “Constantly Adopted” by the respondents.

The highest mean score is found in Statement 10, “I encourage teamwork among colleagues to share the responsibilities of teaching pupil journalism,” with a mean of 3.44 and $SD = 0.50$. This suggests that promoting teamwork and shared responsibilities is the most consistently practiced coping strategy. Teachers recognize the value of collective effort in lightening individual workloads and enhancing instructional effectiveness.

Closely following are Statement 1, “I collaborate with other teachers to manage pupil journalism activities” ($M = 3.41$, $SD = 0.62$), and Statement 5, “I team up with other teachers to organize workshops or training for pupils” ($M = 3.39$, $SD = 0.70$). These findings reinforce the idea that collaborative planning and joint implementation of journalism activities are central to how teachers manage stress and logistical challenges. Such collaboration fosters a shared sense of responsibility, community, and problem-solving, which

are key to maintaining motivation and efficiency.

These results go to show that fostering a collaborative environment among teaching staff is not only a preferred coping mechanism but also a vital strategy in sustaining quality journalism instruction amid the challenges teachers face in the classroom.

The lowest mean score is seen in Statement 6, “I rely on group work to divide tasks among colleagues during competitions,” with a mean of 3.04 and SD = 0.85. Although still within the “Always” and “Constantly Adopted” category, the relatively lower score and higher variability may reflect challenges in applying collaborative approaches in high-pressure settings, such as competitions, where individual task ownership or time sensitivity may be more prevalent.

Overall, the data strongly suggest that teamwork and peer collaboration are foundational coping strategies among teachers in the context of pupil journalism. These findings underscore the importance of institutional practices that foster a collegial environment, encourage shared teaching responsibilities, and promote peer dialogue. As supported by recent educational research (e.g., Gonzales, 2022), environments that value collective teacher engagement and mutual support tend to result in greater job satisfaction and reduced emotional strain.

Major Theme 3: Ways of Handling Challenges in teaching Pupils Journalism

Q: Every teacher develops his/her own way of handling challenges. How do you personally cope with the demands of teaching journalism?

Table 22. *Ways of handling challenges in teaching Pupils Journalism*

<i>Categories</i>	<i>Coded Responses</i>	<i>f*</i>	<i>Rank</i>
Utilize time wisely	P133, P233, P330, P526, P627, P730, P947, P1036	8	1
Prepare exercises/class activities ahead of time	P134, P234, P628, P843	4	2.5
Rely on moral support from colleagues	P235, P439, P949, P1041	4	2.5
Think of ways not to neglect pupil needs	P132, P332, P527	3	5
Prioritize urgent tasks	P331, P1036, P1042	3	5
Create structured routine for both teaching and journalism (Break down tasks)	P436, P842, P948	3	5
Rely on logistical support from colleagues	P236, P440	2	8
Take short breaks	P333, P441	2	8
Delegate journalism tasks to identified pupils	P844, P1040	2	8
Stay connected with other journalism teachers	P335	1	11.5
Use technology for content creation	P437	1	11.5
Encourage pupils to utilize online platforms for writing and editing	P438	1	11.5
Engage activities outside of work to maintain balance	P442	1	11.5
Intercede for divine guidance and wisdom	P734	1	11.5
Manage expectations and stay realistically	P1037	1	11.5

NOTE: * multiple response

In this theme, teachers reveal a variety of personal strategies to effectively manage the pressures of teaching journalism alongside their academic responsibilities.

The most frequently mentioned approach is to utilize time wisely (f=8), showing that time management remains the most critical skill for juggling lesson planning, newsroom deadlines, and pupil mentoring.

Closely following this are strategies such as preparing exercises and class activities ahead of time and relying on moral support from colleagues (f=4 each). These practices highlight the importance of foresight and collaboration in navigating daily teaching-journalism demands. Teachers recognize that advanced preparation minimizes stress, and moral support from peers creates a positive environment that sustains motivation.

Teachers also emphasized the need to think of ways not to neglect pupil needs (f=3) and prioritize urgent tasks (f=3), which reflect a learner-centered mindset and the ability to focus on high-impact responsibilities when time or energy is limited.

Other valuable strategies, though less frequently mentioned, include taking short breaks (f=2), relying on logistical support from colleagues (f=2), and delegating journalism tasks to identified pupils (f=2).

These indicate an emerging culture of shared responsibility and wellness to avoid burnout.

Several unique approaches also surfaced, such as staying connected with other journalism mentors, using technology for content creation, encouraging pupil use of online tools, and even interceding for divine guidance. These responses, although individually cited (f=1 each), reflect how teachers integrate personal values, digital tools, and peer networks to maintain balance and sustain quality performance.

Ultimately, this theme shows that teachers approach the challenge of teaching journalism with intentionality, flexibility, and creativity. While strategies differ, they all aim to preserve instructional quality, meet journalism expectations, and protect teacher well-being—underscoring the multifaceted role of teachers in today's dynamic learning environments.

These coping mechanisms also emphasize that behind every successful journalism program is a teacher who invests time, effort, and heart into both instruction and pupil growth. Institutional recognition and structured support could further enhance these individual efforts, ensuring that teachers are not only surviving the demands—but thriving in them.

Sub Theme 3.1. Coping Mechanisms as to Managing Teaching Responsibilities and Journalism Activities

Q: Balancing teaching responsibilities with journalism activities must be quite a task. How do you manage it?

Table 23. *Managing Teaching Responsibilities and Journalism Activities*

<i>Categories</i>	<i>Coded Responses</i>	<i>f*</i>	<i>Rank</i>
Balancing time between journalism and teaching is tough (time management).	P122, P226, P321, P324, P435, P436, P623, P725, P829, P933, P939, P1025	12	1
Other teachers help monitor the journalism mentor's regular class	P123, P431, P833	3	8
Give much focus to pupil journalists	P124	1	14.5
Guide pupil journalists produce good works	P125	1	14.5
Dedicate free time to train pupil journalists	P126, P227, P328, P428, P519, P831, P935, P1032	8	2
Do advanced reading/research on what to give to pupil journalists	P127	1	14.5
Dedicate weekends to train pupil journalists	P227, P429, P831, P1032	4	6
Prioritize important or urgent tasks	P228, P430, P835, P936, P1027, P1025	6	3.5
Sacrifice personal time to journalism tasks	P323, P933, P935	3	8
Delegate tasks to identified pupils	P325, P832, P834, P937, P1029	5	5
Plan journalism tasks/activities in advance	P437, P726, P932, P934, P1027, P1025	6	3.5
Integrate journalism in regular English lessons	P520	1	14.5
Utilizing social media platforms (Messenger)	P727, P1028	2	10.5
Create a detailed weekly schedule	P830, P835, P934	3	8
Work as a team; having a solid support system	P836, P1026	2	10.5
Set clear boundaries	P1025	1	14.5
Take small breaks to avoid burnout	P1030	1	14.5
Be proactive	P1031		

NOTE: * multiple response

This theme, managing the dual roles of teaching and journalism mentorship is seen not only as a logistical challenge but also as a test of commitment and creativity. Teachers often face the burden of time constraints, workload balance, and maintaining quality in both academic instruction and journalism activities. As they shared, P122: "Time is always a struggle. There are days I juggle classes, deadlines, and journalism events." P126: "I often use my weekends just to train our pupil journalists." P830: "Creating a clear, detailed schedule is what helps me stay on top of everything."

The most common concern reflected in the data is balancing time between journalism and teaching ($f=12$), making time management the most pressing issue among mentors. This reveals how teachers feel stretched between their teaching duties and the demands of journalism—such as training, editing, and contest preparation. It highlights the need for institutional support, especially when teachers are expected to take on additional responsibilities without corresponding reductions in workload.

The second most cited strategy is dedicating free time to train pupil journalists ($f=8$). This suggests that many teachers willingly give up personal time to ensure pupils are trained and guided. Closely related to this is the strategy of prioritizing important or urgent tasks ($f=6$), revealing that mentors adopt flexible, priority-based decision-making to manage overlapping responsibilities effectively.

Another notable coping mechanism is dedicating weekends to pupil journalists ($f=4$), showing how some teachers intentionally shift journalism work to non-instructional days. In line with collaborative approaches, some teachers shared that other faculty members help monitor their regular classes ($f=3$), underscoring the importance of a supportive teaching environment.

Additional adaptive strategies include sacrificing personal time ($f=3$), delegating tasks to identified pupils ($f=5$), and even integrating journalism tasks into regular English lessons ($f=1$), which cleverly blends content delivery with journalism practice. This integration not only saves time but also enhances the relevance and application of both subjects.

Furthermore, teachers adopted proactive and preventive measures such as creating detailed weekly schedules ($f=3$), planning journalism

tasks in advance ($f=6$), and utilizing social media platforms like Messenger ($f=2$) to streamline communication and coordination. Some even emphasized wellness practices like taking breaks to avoid burnout ($f=1$), setting clear boundaries ($f=1$), and simply being proactive ($f=1$), demonstrating the growing awareness of self-care amidst increasing workloads.

Although responses such as giving much focus to pupil journalists, guiding pupils to produce quality output, and doing advanced reading received fewer mentions ($f=1$ each), they still highlight the depth of personal investment many teachers bring to their role.

Sub Theme 3.2. Coping Mechanisms as to Strategies or Habits in dealing challenges in teaching Pupil Journalism

Q: What strategies or habits have helped you balance everything without feeling too overwhelmed.

Table 24. Experience of teacher in teaching Pupils Journalism

<i>Categories</i>	<i>Coded Responses</i>	<i>f*</i>	<i>Rank</i>
Sacrifice personal time, like Saturdays, Sundays, and holidays	P136, P446	2	6.5
Do some journalism tasks at home	P137	1	9.5
Delegate tasks when possible	P236, P340, P443, P629, P954, P1046	6	2.5
Stay organized by keeping detailed schedule	P237, P337, P736, P845, P950, P1044	6	2.5
Allocate specific time slot for journalism tasks	P337, P845, P952, P1045	4	4
Have a reliable support system	P339, P1047	2	6.5
Set realistic expectations/clear boundaries	P338, P445, P530, P531, P846, P847, P951	7	1
Assigning responsible pupils to manage social media	P444, P629	2	6.5
Intercede in divine wisdom	P529	1	9.5
Think positive; being proactive	P528, P735, P951	3	5
Give positive reinforcement, like giving cash	P739	1	9.5
Take short breaks	P954	1	9.5

NOTE: * multiple responses

This sub-theme presents the various strategies and habits employed by teacher-journalists to manage multiple responsibilities without feeling overwhelmed. These include personal sacrifices such as giving up weekends and holidays, working from home, delegating tasks, and maintaining detailed schedules. Several also emphasized the importance of setting boundaries, allocating specific time slots, and seeking support from peers.

As one participant reflected, P337: “I always make sure to include journalism in my planner—this helps me stay on track and not get lost in the load.” According to Maslach and Leiter (2016), burnout is not merely about workload but about lack of control, insufficient reward, and absence of community. The responses in this sub-theme reflect proactive efforts to regain control, establish boundaries, and seek community support—three key buffers against burnout. For instance, assigning responsible pupils to manage social media or giving positive reinforcement shows a healthy distribution of roles and encouragement strategies.

In alignment with the work of Schaufeli and Taris (2014), time management and proactive behavior like detailed planning and boundary-setting are crucial coping mechanisms for teachers managing dual or multiple roles. These findings support the idea that workplace well-being is not only about reducing stressors but also about enhancing resources.

Hence, it is imperative for schools and educational institutions to institutionalize wellness strategies that support teachers with additional duties. By providing structural support, training in time and stress management, and recognizing efforts through incentives, schools can foster a more sustainable work environment. As the findings suggest, the key to balance lies in proactive planning, shared responsibility, and psychological support systems.

Sub Theme 3.3. Coping Mechanism as to help of External Resources

Q: Sometimes support from colleagues or external resources can make a big difference. What kind of support – like training, workshops, or peer advice – have been helpful for you?

This sub-theme underscores the vital role that external support systems play in sustaining teacher-advisers of pupil journalism. The most common and impactful form of support cited was moral support and peer advice from colleagues, which creates a sense of solidarity and emotional reinforcement during high-pressure tasks. As one participant shared, P137: “Talking with fellow advisers reminds me I’m not alone—sometimes that’s all I need to keep going.”

The data also show that capacity-building initiatives—such as workshops specifically tailored to pupil journalism—help enhance teaching competencies and confidence. This aligns with the findings of Avalos (2011), who emphasized that continuous professional development plays a crucial role in improving teacher effectiveness and motivation, especially when training is practical and aligned with teachers’ real needs.



Table 25. Support from External Sources

Categories	Coded Responses	f*	Rank
Moral support from colleagues/peer advice	P137, P239, P342, P343, P449, P450, P630, P741, P848, P954, P955, P956, P1049	13	1
Financial support from external sources	P138	1	8.5
Cliniquing if pupil journalists won	P139	1	8.5
Workshops particularly focused on pupil journalism	P238, P341, P632, P850, P953, P1048	6	2.5
Workshops/trends on teaching methods	P341, P448	2	5.5
Collaboration from school community	P344, P848	2	5.5
Updates on the latest trends in journalism	P447, P533, P849	3	4
Online tutorials or webinars	P451	1	8.5
Training from DepEd	P531	1	8.5
Support from experts	P532, P534, P740, P848, P849, P1049	6	2.5

NOTE: * multiple response

While moral support ranks highest, teachers also noted the importance of institutional and material support—such as training from DepEd, online webinars, and even financial aid or rewards like "cliniquing" when pupils win. These forms of assistance recognize the labor involved in journalism coaching and help legitimize it within the school structure.

This supports Vygotsky’s (1978) sociocultural theory, which posits that learning and development are socially mediated. In the same vein, when teacher-advisers are given access to expert guidance, peer networks, and community collaboration, their professional growth and resilience are enhanced.

Hence, educational institutions should reinforce a culture of support by institutionalizing mentorship programs, allocating funds for journalism initiatives, and providing timely updates on trends and policies. Strengthening these external support channels not only uplifts teacher morale but also directly impacts the quality and continuity of pupil journalism programs.

Table 26 shows the influence of the challenges to the problem-coping mechanism of teachers.

Table 26. Multiple Regression Analysis on the Influence of the Challenges to the Problem-Focused Coping Mechanism of Teachers

Challenges	R	Adjusted R ²	RMSE	p-value	Decision
Role Conflict	0.628	0.394	0.349	0.006	Reject H ₀
Inadequacy	0.702	0.325	0.324	<0.001	Reject H ₀
Emotional Stress	0.603	0.155	0.363	0.038	Reject H ₀
Pupil Limited	0.564	0.141	0.366	0.036	Reject H ₀

The results of the Multiple Regression Analysis revealed significant relationships between the identified challenges and the problem-focused coping mechanisms employed by teachers. Specifically, Role Conflict exhibited a strong positive correlation with problem-focused coping (R = 0.628), with an Adjusted R² of 0.394, indicating that approximately 39.4% of the variance in teachers' use of problem-focused coping strategies can be explained by role conflict.

The finding was statistically significant (p = 0.006), leading to the rejection of the null hypothesis (H₀). This suggests that the more role conflict teachers experience, the more likely they are to adopt problem-focused coping mechanisms.

Similarly, Inadequacy demonstrated the highest correlation among all the challenges (R = 0.702), with an Adjusted R² of 0.325 and a p-value of < 0.001, also resulting in the rejection of H₀. This implies a very significant influence of feelings of inadequacy on teachers' reliance on problem-solving strategies to address classroom difficulties. The RMSE (0.324) supports the model's predictive reliability in this context.

In the case of Emotional Stress, a moderate correlation (R = 0.603) was observed, with an Adjusted R² of 0.155, meaning 15.5% of the variability in problem-focused coping can be explained by emotional stress levels. The p-value of 0.038 indicates statistical significance, prompting the rejection of the null hypothesis. This shows that emotional stress, while impactful, has a relatively lower influence on coping mechanisms compared to role conflict and inadequacy.

Lastly, Pupil Limited also revealed a statistically significant relationship (p = 0.036) with a moderate correlation coefficient (R = 0.564) and an Adjusted R² of 0.141. Despite having the lowest explanatory power among the four challenges, the influence remains significant, leading to the rejection of H₀.

These findings indicate that all the identified challenges—role conflict, inadequacy, emotional stress, and pupil limitations—significantly influence teachers' use of problem-focused coping mechanisms. This underscores the importance of institutional efforts to address these challenges proactively. Providing support systems, targeted professional development, and addressing systemic

inadequacies could strengthen teachers' problem-solving abilities and overall resilience in the face of classroom difficulties.

Table 27. Multiple Regression Analysis on the Influence of the Challenges to the Emotion-Focused Coping Mechanism of Teachers

Challenges	R	Adjusted R ²	RMSE	p-value	Decision
Role Conflict	0.609	0.186	0.349	0.014	Reject H ₀
Inadequacy	0.673	0.274	0.330	0.001	Reject H ₀
Emotional Stress	0.542	0.062	0.375	0.219	Do not Reject H ₀
Pupil Limited	0.454	0.000	0.387	0.479	Do not Reject H ₀

The results of the Multiple Regression Analysis presented in Table 27 revealed varying degrees of influence of different challenges on the use of emotion-focused coping mechanisms by teachers. Among the four identified challenges, only two—Role Conflict and Inadequacy—were found to have a statistically significant influence on emotion-focused coping, while Emotional Stress and Pupil Limited did not demonstrate significant effects.

Specifically, Inadequacy exhibited the strongest relationship with emotion-focused coping, with a correlation coefficient of $R = 0.673$ and an Adjusted R^2 of 0.274, suggesting that 27.4% of the variance in teachers' use of emotion-focused coping mechanisms can be explained by perceived inadequacy. The result was statistically significant ($p = 0.001$), leading to the rejection of the null hypothesis (H_0). This implies that teachers who feel inadequate are significantly more likely to adopt emotion-focused strategies, such as seeking emotional support, self-reflection, or reappraising stressful situations.

Role Conflict also significantly influenced emotion-focused coping, with $R = 0.609$ and an Adjusted R^2 of 0.186, and a p-value of 0.014, also warranting the rejection of the null hypothesis. This indicates that conflicting responsibilities and expectations in the teaching role drive teachers to rely on emotion-regulation techniques to manage their stress and maintain psychological balance.

Conversely, Emotional Stress, while showing a moderate correlation ($R = 0.542$), yielded an Adjusted R^2 of only 0.062 and a p-value of 0.219, which is not statistically significant. This led to the retention of the null hypothesis. Similarly, Pupil Limited, which refers to the constraints posed by pupils (e.g., lack of skills, motivation, or participation), demonstrated the weakest relationship ($R = 0.454$, Adjusted $R^2 = 0.000$, $p = 0.479$), also resulting in the null hypothesis being retained. These findings suggest that while these challenges are present, they do not substantially trigger the use of emotion-focused coping mechanisms.

The findings indicate that internal and professional factors—such as feelings of inadequacy and role conflict—are more likely to drive teachers toward emotion-focused coping, compared to external challenges like emotional stress or pupil limitations. This underscores the need for institutional efforts to address teachers' self-efficacy and role clarity, which in turn may enhance their capacity to manage challenges through more adaptive emotional coping strategies. The significance of these findings lies in highlighting specific psychological stressors that should be prioritized in teacher support programs, particularly those aimed at emotional well-being and mental health.

Conclusions

The study concludes that:

Pupil journalism enriches professional identity – Teachers derive professional growth, increased recognition, and enhanced leadership potential through their involvement in journalism.

Challenges are persistent and multifaceted – Despite its benefits, pupil journalism places significant demands on teachers' time, emotional energy, and pedagogical competence, especially in resource-constrained contexts.

Adaptive coping is essential – Teachers utilize a mix of proactive and emotion-based coping strategies, indicating the importance of both internal initiative and external support in managing journalism-related stress.

Role conflict and skill inadequacy are the core stressors – These factors critically influence teachers' coping capacities and must be directly addressed through institutional support and targeted training.

A structured support system is crucial – For journalism programs to thrive, systemic interventions that support teacher well-being, role clarity, and continuous capacity-building must be implemented.

Department of Education (DepEd) Officials. It is essential to strengthen training and capacity-building by implementing consistent and practical sessions focused on journalistic writing, media production, and pupil coaching specifically tailored for elementary school settings. Supporting promotion and career growth should also be institutionalized by recognizing journalism-related duties within performance appraisal systems and promotion mechanisms.

Furthermore, designing and implementing a comprehensive journalism support program at the division or regional level will provide a structured framework to enhance pupil journalism through clear policies, targeted training, ongoing monitoring, and adequate resourcing.

School Administrators. They are encouraged to provide structural and logistical support by reviewing teacher workloads and allocating designated time for journalism mentoring. When possible, assigning additional staff or support personnel can help ease the burden on teachers. It is also important to recognize and celebrate teacher contributions by establishing school-based awards programs that honor excellence in journalism mentorship, publication management, and event facilitation. Additionally, promoting mental health and wellness through regular wellness initiatives and providing access to guidance counselors or psychological support services can help address the emotional demands placed on teachers.

Journalism Teachers. They should pursue continuous learning and collaboration by engaging in self-study, attending relevant training programs, and forming peer support groups to share resources and effective strategies. They should also proactively address pupil language development by integrating English writing enhancement strategies during coaching sessions and conducting literacy activities specific to journalism. These approaches can help improve both the quality of pupil work and the overall coaching experience.

Future Researchers. They are encouraged to broaden and deepen the scope of research on pupil journalism by exploring its implementation across different educational levels, geographical contexts, and through longitudinal studies. Investigating the impact of pupil journalism on pupil academic performance, teacher well-being, and school-community engagement can provide valuable insights. Such comprehensive research will contribute to developing more effective programs and policies to support journalism in schools.

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