

Lived Experiences of Campus Paper Advisers in Managing School Publications

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ABSTRACT

This descriptive phenomenology explored the lived experiences of campus paper advisers in managing school publications. The study examined the challenges they experienced and their coping mechanisms during the health crisis. Using purposive sampling, eight campus paper advisers from selected public higher education institutions who have met the inclusion criteria participated in in-depth interviews. Data were analyzed using Colaizzi's seven-step phenomenological method to generate clusters of themes capturing the essence of their experiences. Findings reveal significant challenges during the crisis, including technological limitations, declining student engagement, structural disruptions in publication processes, and psychosocial pressures stemming from the health crisis. Despite these difficulties, participants demonstrated resilience, adaptability, and commitment by utilizing digital tools, flexible workflows, mentorship, and collaborative strategies to sustain publication operations. The study also highlighted the importance of institutional support, including administrative trust, professional development opportunities, workload recognition, and logistical assistance in maintaining effective campus journalism programs.

Keywords: Campus Paper Advising, Campus Paper Advisers, Phenomenology

INTRODUCTION

Campus journalism as a specific discipline has been an integral part of the holistic development of students in a community-based approach. It plays an important role in the academic community (Molyneux & Zamith, 2020). As mentioned by Namit et al. (2022), campus journalism provides campus journalists the venue to practice their craft and journalistic writing skills and be able to deliver their insights and thoughts about certain issues.

As defined by Betil (2024), journalistic writing skills for campus journalism refer to the techniques and abilities required to communicate news, stories, and information effectively through written words, emphasizing clarity, accuracy, and engaging storytelling which are considered fundamental roles and functions of campus journalists. Likewise, she emphasized the roles of campus paper advisers as mentors and guides in supporting and overseeing the campus journalists in the production and publication of campus paper. Galen (2015) asserted that campus paper advisers should have an in-depth knowledge of journalism and mastered how to share their skills and expertise to campus journalists in a supportive learning environment.

According to Advincula and Adtoon (2023), behind the success of the campus publication are the campus paper advisers who play multiple roles and responsibilities that include skill development, paper advising, and upholding standards in campus journalism. Likewise, Harris (2022) agreed that campus advisers play crucial roles in ensuring the students' success when it comes to advising. The work of the campus paper advisers doesn't only limit to student advising but also in harnessing students' skills and in developing their passion for writing (Natividad & Gapasin, 2021); enhancing students' abilities in journalism from creating their school publications through writing, lay-outing, and printing (RA 7079); and upholding standards of campus journalism in finding flexible ways using their creativity to produce outputs under difficult conditions like health crisis (Newman, 2020).

The transition from traditional to digital school publication posed challenges among campus paper advisers, students, and even school administrators who had to adjust to new modes of instructions (Advincula & Adtoon, 2023). They also asserted that student publications had limited events and faced disruptions as to physical meetings and in-person interaction that led to continuing their activities online. As part of their findings, campus journalists and advisers had to find ways in gathering news stories, conducting interviews, and publishing contents while following strict health protocols. Using qualitative research design and narrative inquiry, the findings of their research also revealed the challenges experienced by the advisers on adaptations, and student engagement, challenges on technological adaptations, impact on publication production, sustaining professional development, and student engagement. The narratives of the advisers offered valuable insights on the importance of digital preparedness, strong sense of community and mental health support.

COVID-19 pandemic brought many challenges even in a virtual context that hindered advisers to serve students effectively (Yoder, 2021); challenges on dissemination of information (Moosa, 2021); the need to transfer to online mode (Osta et al., 2022); challenges on students' access in terms of good internet and electronic devices for advising (Naughton, 2021); and unpreparedness of advisers for distance learning and teaching (Atilas et al., 2021). These are some of the challenges faced by campus paper advisers in managing their respective school publications.

Furthermore, Atilas et al. (2021) cited that educators and campus advisers lacked readiness when the transition happened and even experienced problems in terms of their proficiency and understanding technology. Considering these challenges, campus paper advisers needed much time to be ready and adapt to new changes (Rosalina et al. 2020).

While many researchers have studied the challenges experienced by the campus paper advisers in managing campus paper during health crisis, little is known about the perspectives of the campus paper advisers. With the literature cited, the lived experiences of the campus paper advisers during health crises were not studied.

Objectives of the Study

This study aimed to explore the lived experiences of campus paper advisers in managing school publications. Specifically, the study addressed the following objectives:

1. To describe the challenges of the campus paper advisers in managing school publications during the health crisis.
2. To outline the coping mechanisms of the campus paper advisers that helped them in managing school publications.

METHODS

This study utilized a transcendental descriptive phenomenology research design to gather the lived experiences of the campus paper advisers and their coping mechanisms in managing school publications of the public selected Higher Education Institutions (HEIs) in Central Luzon, Philippines.

The study participants were the eight (8) campus paper advisers from different public HEIs. Participants were selected using purposive sampling. According to Jarantilla and Garcia (2024), this is a type of non-probability sampling in which the researcher decides which participants will be included in the sample based on criteria. Patton (2014) stressed that purposive sampling is a technique in qualitative research that aims to find and select information-rich cases relative to the phenomenon of interest.

This study used a semi-structured interview guide and audio recording to have an in-depth understanding of the lived experiences, challenges, and coping mechanisms of the campus paper advisers in the tertiary level. The researcher-made interview protocol with interview guide questions was used. The researcher sought the expertise of three (3) experts in different fields for the validation of the questionnaire. Also, the interview protocol underwent a pilot interview with a campus paper adviser from a state university in Central Luzon to assess the

flow of the conversation, to check the clarity of the questions, and to estimate the length of the interview before the data collection.

To analyze the collected data, the researcher utilized Colaizzi's phenomenological analysis. Colaizzi's seven-step approach includes familiarization, identifying significant statements, formulating meanings, clustering themes, developing an exhaustive description, and seeking verification of the fundamental structure (Morrow et al., 2015). It provided a systematic element to collect data via interviews and analyze them to uncover themes and meanings for data analysis. The researcher, after conducting the one-on-one actual and online in-depth interview with the campus paper advisers, transcribed all audio-recorded interviews verbatim. The interview process was based on the lived experiences of the campus paper advisers in managing school publications during the health crisis. The researcher evaluated the responses of the participants to discover the underlying meanings and patterns that were interpreted. In editing and checking the transcribed interviews, member checking with the participants was done to give them the opportunity to check the transcribed interviews. The data were analyzed by the researcher thematically using the following Colaizzi's seven-step method: *familiarization, identifying significant statements, formulated meanings, clustering themes, developing an exhaustive description, identifying the fundamental structure of the phenomenon, and returning to participants for validation.*

FINDINGS AND DISCUSSION

C.1. Phenomenological Analysis on the Challenges Faced by Campus Paper Advisers During Pandemic.

In this section, participants shared their experiences with regard to the challenges they faced as campus paper advisers during pandemic. Four emergent themes emerged from their responses: *Structural Disruptions in Campus Publication Practices, Digital Transition and Technological Constraints, Declining Student Engagement and Participation, and Psychosocial Challenges and Emotional Demands.*

A. Structural Disruptions in Campus Publication Practices. Participants described how the pandemic disrupted the established structures of campus journalism. Traditional practices such as face-to-face collaboration, newsroom interactions, field coverage, and print publication were either suspended or significantly limited. Advisers noted the absence of physical engagement with student staff and the inability to conduct interviews or gather firsthand information.

One of the most immediate and significant challenges was the **loss of face-to-face engagement** between advisers and student journalists. Prior to the pandemic, campus journalism heavily relied on in-person interactions for mentoring, editorial discussions, training sessions, and collaborative writing processes. Ramos and Suizo (2024) stated that the shift to remote communication limited real-time guidance and reduced opportunities for spontaneous feedback and hands-on instruction. Advisers reported difficulties in monitoring student progress, clarifying instructions, and maintaining consistent communication due to technological barriers, connectivity issues, and varying levels of access to digital devices among students. This distance also affected team cohesion, as informal interactions that fostered camaraderie and collaboration were no longer possible.

In addition, the **suspension of print publication** marked a major structural shift in campus journalism operations. Many schools were unable to produce physical copies of their publications due to restrictions on campus activities, lack of access to printing facilities, and budget reallocations during the health crisis. This suspension disrupted established workflows that were traditionally centered on print cycles, including layout preparation, physical editing, and distribution processes. Ramos and Suizo (2024) also stated that campus paper advisers had to quickly explore alternative platforms, such as online publishing and social media dissemination, despite limited prior experience and inadequate infrastructure for digital journalism. These disruptions also exposed disparities in access to technology and resources among students. Not all student journalists had stable internet connections or appropriate devices for remote collaboration, which further complicated participation and consistency in output. As a result, advisers had to adopt more flexible and inclusive strategies, such as asynchronous communication, extended deadlines, and simplified production processes, to accommodate varying levels of accessibility. Presented below are the significant statements from the participants with regard to **structural disruptions in campus publication practices**:

Participant A:	<i>So, very challenging. It was very challenging. Because at that time, the students were not allowed to go. It was all online.</i>
Participant B:	<i>Another one is the training. So, we can't go out. There was limited training in the past that we couldn't do.</i>
Participant D:	<i>A lot. Because during COVID, there was a disengagement. We were disengaged from the writers because of the COVID-19 pandemic.</i>
Participant F:	<i>Two years yun na walang face-to-face. Walang print issues. Traditionally, yun kasi yung mga nilalabas sa services.</i>
Participant H:	<i>I lost the bonding with them. It wasn't a good relationship, but the bonding with them in terms of whether I knew them or not.</i>
Participant D:	<i>There was no circulation during the pandemic.</i>

B. Digital Transition and Technological Constraints. Advisers reported significant challenges in transitioning to digital platforms. These included lack of preparedness for online workflows, insufficient technical skills, unstable internet connectivity, and difficulty maintaining student and audience engagement in virtual environments.

A major concern identified was the **lack of preparedness for an online setup**. Prior to the pandemic, most campus publications were primarily oriented toward print journalism, with limited exposure to digital publishing tools, content management systems, or social media-based dissemination strategies. When face-to-face operations were suspended, campus paper advisers were compelled to quickly adapt to digital platforms without sufficient training, institutional support, or established guidelines. As mentioned by Mangompit et al. (2023), this sudden shift created a learning curve for both advisers and student journalists, who had to familiarize themselves with online editing tools, virtual collaboration platforms, and digital layout applications under time pressure. Connectivity issues and unequal access to technology further compounded these challenges. Many students experienced difficulties due to unstable internet connections, limited data access, or lack of appropriate devices, which affected their ability to participate consistently in online editorial processes. Advisers noted that these constraints often led to delayed submissions, reduced collaboration, and uneven participation among staff members, making it difficult to sustain the usual level of productivity seen in traditional settings.

In addition to operational challenges, **weak digital engagement and reach** emerged as a significant concern in the transition to online publication. While digital platforms theoretically offer wider audience access, campus publications struggled to achieve meaningful readership and interaction. In the study conducted by Pedroso and Pacit (2022), it was observed that online articles and posts often received limited engagement from the school community compared to the visibility of printed newspapers distributed physically. This gap was attributed to factors such as low digital literacy among audiences, information overload on social media, and lack of effective promotion strategies. Furthermore, advisers highlighted the difficulty of maintaining journalistic impact in a highly competitive digital space where content is rapidly consumed and easily overlooked. Unlike print publications, which had a tangible presence in schools, digital outputs required strategic dissemination and audience targeting to gain visibility, skills that many school publications were still developing. Presented below are the significant statements from the participants with regard to **digital transition and technological constraints**:

Participant C:	<i>During COVID-19, of course, you have to study online publication. That's what we learned. Actually, I didn't know how to do it.</i>
Participant G:	<i>Maybe one challenge is that we're not prepared for online. The editorial board is not prepared for an online set-up. At that time of COVID-19, the engagement of social media and student publication was low because we are focused on print and also on documenting events and so on. But in terms of the SOCMED, I think it's hard for us to implement a new set-up and to reach the editorial board.</i>

C. Declining Student Engagement and Participation. Participants observed a decrease in student involvement in campus publications. Recruitment became more difficult, and existing members showed reduced participation due to competing priorities, including academic workload, personal responsibilities, and pandemic-related concerns.

One of the primary concerns identified during the pandemic was the **decreased recruitment and retention** among student journalists. Unlike pre-pandemic practices where recruitment was conducted through face-to-face orientations, classroom announcements, and school-wide campaigns, online recruitment proved less effective in generating interest and participation. In the study conducted by Ramos and Suizo (2024), campus paper advisers observed that virtual recruitment activities often failed to capture students' attention due to limited interaction, digital fatigue, and competing academic demands in online learning environments. As a result, the pool of applicants significantly decreased, affecting the sustainability of publication staff structures. In addition to recruitment challenges, retention of existing student journalists also became increasingly difficult. Many students struggled to maintain active participation due to overlapping responsibilities in modular or online learning setups, household obligations, and lack of direct supervision (Pedroso & Pacit, 2022). The absence of physical meetings and peer interaction further contributed to decreased motivation and weakened sense of belonging within the publication. Advisers noted that without the usual collaborative environment of campus journalism, students were more likely to disengage or prioritize academic requirements over publication work. Presented below is a significant statement from one of the participants with regard to **declining student engagement and participation**:

Participant A:	<i>The biggest challenge was the invitation of the students to participate or to join the school paper.</i>
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D. Psychosocial Challenges and Emotional Demands. Both students and advisers experienced emotional and psychological strain during the pandemic. Students faced anxiety, disengagement, and mental health issues, while advisers dealt with fear, uncertainty, and the challenge of supporting students despite their own personal concerns.

Campus paper advisers identified **student mental health** as one of the growing concerns during the pandemic. Advisers observed that student journalists were increasingly affected by stress, anxiety, and emotional fatigue due to the demands of online learning, household responsibilities, and publication tasks. Terracina-Hartman (2024) stated that the lack of structured school environments and reduced social interaction contributed to feelings of isolation and decreased motivation among students. In many cases, students struggled to balance academic requirements with editorial responsibilities, leading to burnout, missed deadlines, or withdrawal from publication activities. Advisers often had to provide emotional support in addition to technical guidance, demonstrating heightened sensitivity to students' psychological well-being during this period.

At the same time, campus paper advisers also experienced significant **anxiety and pressure as they navigated dual responsibilities**. Beyond their teaching and administrative duties, advisers were expected to facilitate the continuity of campus publications in an unfamiliar digital environment. This included learning new platforms, managing virtual communication, monitoring student outputs remotely, and ensuring compliance with journalistic standards despite logistical constraints. The convergence of these roles contributed to increased workload and emotional strain, particularly in situations where technological limitations and student disengagement affected publication progress. Mangompit et al. (2023) stated that psychosocial challenges and emotional demands during the pandemic underscore the deeply human dimension of campus journalism under crisis conditions. The mental health concerns of students and the anxiety experienced by advisers highlight the need for more comprehensive support systems that address both academic and emotional well-being. These findings emphasize that sustaining campus journalism during disruptions requires not only technical adaptation but also strong psychosocial support mechanisms for both learners and educators. Presented below are the significant statements from the participants with regard to **psychosocial challenges and emotional demands**:

Participant D:	<i>We are safeguarding their mental health. As an adviser, I didn't pressure the students that we need to write, we need to publish online.</i>
Participant E:	<i>They've been telling me that they're so into sustaining the existence of the publication. I would still be giving some more of my time despite the fact that at my end, I still have the anxiety of being alive and being healthy.</i>

C.2. Phenomenological Analysis on the Coping Mechanisms of the Campus Paper Advisers. In this section, participants shared their experiences with regard to their coping mechanisms as campus paper advisers. Five emergent themes emerged from their responses: *Adaptability and Strategic Adjustment, Strengthening Relationships and Emotional Support, Prioritization and Capacity Building of Student Staff, Innovation and Expansion of Audience Engagement, and Personal Traits: Patience, Perseverance, and Commitment.*

A. Adaptability and Strategic Adjustment. Participants coped by adjusting their systems and practices in response to changing conditions. This included shifting from print to digital platforms, modifying workflows, adopting online tools (e.g., group chats, video calls, shared documents), and restructuring publication processes to fit remote or hybrid contexts.

A major coping mechanism identified is the **transition from print to digital platforms**. Advisers who were traditionally oriented toward print-based journalism had to quickly adapt to online publication formats during periods of disruption. Gallardo et al. (2025) mentioned that this shift required them to familiarize themselves with digital tools, online editing applications, and social media platforms as alternative channels for dissemination. While initially challenging, this transition allowed campus publications to maintain visibility and continue operations despite limitations in physical distribution. Advisers played a crucial role in guiding student journalists through this adjustment, often learning alongside them and gradually integrating digital practices into their editorial systems.

In addition to platform transition, **flexible workflows and processes** emerged as an essential coping strategy. Advisers modified traditional publication timelines, adjusted deadlines, and restructured editorial responsibilities to accommodate the changing needs of students and the constraints of remote or hybrid learning environments. Harris (2022) further states that this flexibility allowed for more realistic workload distribution, acknowledging the varying access to technology, internet connectivity, and academic pressures experienced by student journalists. Instead of rigid production schedules, advisers implemented more adaptive systems that prioritized continuity and inclusivity over strict adherence to pre-pandemic routines. These findings also indicate that adaptability was not merely a reactive response but evolved into a strategic approach to managing uncertainty. Advisers began to incorporate contingency planning, asynchronous communication, and multi-platform publishing strategies to enhance the resilience of campus publications. These adjustments helped maintain productivity while also opening opportunities for innovation in storytelling formats and audience engagement. Presented below are the significant statements from the participants with regard to **adaptability and strategic adjustment**:

Participant B:	<i>Before and during the health crisis, of course, there was a big transition that we had to go through. Because the trend was to print, right? Suddenly, there will be a digital platform. And then, it needs to be updated because our target readers are always online. So, we have to also address those concerns.</i>
Participant D:	<i>We made a strategy to make the financial management better because we have fiscal autonomy. As I said before, the challenge there is financial management. But we made a good strategy that we can't let the student's money go unmonitored.</i>
Participant G:	<i>They also have an in-a-way flexible learning arrangement. In-a-way, our answer to the challenge is adaptability. Because whatever the situation presented, that's what we did. They said flexible learning. What we did is everything will be submitted to a Google workspace. All of their meetings are on Google Meet.</i>

B. Strengthening Relationships and Emotional Support. Advisers emphasized building strong, family-like relationships with student journalists. They maintained communication, checked on students' well-being, and created a supportive environment to sustain engagement and morale.

Another coping mechanism is the ***maintenance of close adviser–student relationships***. Advisers emphasized that strong rapport with student journalists served as a stabilizing factor in ensuring continuity and cooperation within the publication. Through regular communication, whether face-to-face before disruptions or through online platforms during remote setups, advisers fostered a sense of trust, openness, and mutual respect. Pedroso and Pacit (2022) explained that these relationships enabled smoother coordination in editorial tasks, improved responsiveness to instructions, and enhanced students' willingness to participate actively in publication activities. The strength of these interpersonal connections also helped sustain team cohesion, particularly during periods of uncertainty or reduced engagement.

In addition, ***emotional guidance and support***, which emerged as a vital role of advisers beyond their technical and managerial responsibilities. Campus paper advisers often acted as mentors and informal counselors, offering reassurance, motivation, and understanding to student journalists experiencing academic pressure, personal difficulties, or publication-related stress. This emotional support was particularly important during times of disruption, when students faced increased anxiety and uncertainty. Advisers provided encouragement through one-on-one conversations, group discussions, and consistent check-ins, helping students regain confidence and maintain their commitment to publication work (Ramos & Suizo, 2024). Emotional support contributed significantly to student retention and performance. When students felt valued and understood, they were more likely to remain engaged and responsive to publication tasks. This relational approach helped mitigate the negative effects of stress and burnout, reinforcing a more supportive and collaborative publication environment. These findings underscore the importance of relational leadership in campus journalism, where emotional intelligence and interpersonal connection are as crucial as technical and editorial expertise in ensuring the continuity and effectiveness of school publications. Presented below are the significant statements from the participants with regard to ***strengthening relationships and emotional support***:

Participant A:	<i>I adapted when I was in the office. I took students as my student assistants. When the pandemic was almost over, they were allowed to report. All OJTs, for example, my EIC, my engineering layout, I applied them as student assistants. So, we see each other every day. So, it's a coping mechanism.</i>
Participant C:	<i>They call me mom. Ma, ma'am. Instead of ma'am, ma, or nanay, inay. That's how it is. If it's personal, their responsibility is not really a responsibility. It's just normal. In a sense, I also believe in kids, sir. Because even if the work is hard, they persevere. I have never experienced a difficult EIC order.</i>
Participant F:	<i>Pangalawa po, how to make them stay. Throughout that crisis. So, I had to constantly check up on them. Uy, kumusta na kayo? Ready mo ba kayong gumawa ng assignment like that? What do you think can we do? So, we were doing plans. Kung paano kami mag-adjust together in the crisis.</i>

C. Prioritization and Capacity Building of Student Staff. Advisers focused on rebuilding and sustaining their editorial teams, identifying committed members, maintaining engagement, and developing students' skills to ensure continuity of operations.

Another identified coping mechanism is ***sustaining student participation*** amid fluctuating engagement levels. Advisers emphasized the importance of maintaining consistent involvement of student journalists despite academic pressures, personal challenges, and shifting priorities. For Moosa (2021), to achieve this, they implemented flexible task assignments, adjusted workloads based on student availability, and provided encouragement to prevent disengagement. Rather than relying solely on rigid expectations, advisers prioritized inclusion and continuity, ensuring that even minimally available students could still contribute meaningfully to publication tasks. This approach helped mitigate declining participation and supported the overall stability of the editorial team.

Aligned to this is **skill development and mentoring**, which emerged as a deliberate strategy for strengthening the capabilities of student staff. Advisers consistently engaged in mentoring practices such as coaching in writing techniques, guiding editorial decisions, and providing feedback on outputs. Reinjoe et al. (2022) stated that these efforts were aimed not only at improving immediate publication quality but also at building long-term journalistic competence among students. Training sessions, hands-on demonstrations, and iterative feedback processes were commonly used to reinforce learning and skill acquisition. Prioritization and capacity building of student staff reflect a strategic and developmental approach to coping with the demands of campus journalism. By sustaining student participation and investing in skill development and mentoring, advisers were able to maintain operational continuity while fostering the growth of competent and responsible student journalists. These mechanisms underscore the dual role of advisers as both managers of publication systems and facilitators of student learning and professional development. Presented below are the significant statements from the participants with regard **prioritization and capacity building of student staff**:

Participant B:	<i>Because it is also difficult to leave. You have to keep yourself updated also on the different platforms. Especially when Canva became popular during that time, it was also one of the things that helped us in order to produce periodicals that we can give to our students.</i>
Participant C:	<i>There's training. That's when I learned how to edit videos, how to create PowerPoint presentations. Then, I applied to publications because we were able to create materials.</i>
Participant F:	<i>Ang unang sine-cure ko po ay yung mismo editorial board and staff. Because without them, walang tao ang school paper. So tinigin ko muna kung sino yung mga pinaka-interesado. Sino yung mga mananatili.</i>
Participant G:	<i>The acquisition of the interest of our students. Because if we see the engagement of the students, it's not evident in the publication. They have an apathy towards student engagement, like, am I a part of that? Am I a part of that? What can I do? So, you need to include them, be part of the process in forming their materials.</i>

D. Innovation and Expansion of Audience Engagement. Participants coped by expanding their reach, particularly through social media. They increased online presence, collaborated with other organizations, and repositioned the publication as a source of timely information during the pandemic.

One of the identified coping mechanisms of campus paper advisers is the shift toward **increasing online readership**. Advisers supported the transition of campus publications to digital platforms such as social media pages, school websites, and online publishing tools to ensure continued dissemination of news and features. According to Reinjoe et al. (2022), this shift allowed publications to reach wider and more diverse audiences beyond the physical boundaries of the school. Advisers encouraged student journalists to optimize content for online engagement by using attention-grabbing headlines, multimedia elements, and timely updates. As a result, campus publications were able to maintain visibility despite the absence of traditional print circulation.

Another significant coping strategy was **collaboration with other organizations**. Campus paper advisers facilitated partnerships with school-based organizations, external journalism groups, and institutional stakeholders to expand the reach and relevance of campus publications. For Moosa (2021), these collaborations often involved content sharing, joint events, training sessions, and cross-promotional activities that enhanced both visibility and resource access. Such partnerships not only increased audience engagement but also provided student journalists with broader exposure to journalistic practices beyond their own school environment. Overall, innovation and expansion of audience engagement demonstrate the proactive efforts of campus paper advisers to transform challenges into opportunities for growth. By increasing online readership and fostering collaboration with other organizations, advisers were able to sustain and even enhance the relevance of campus journalism. These coping mechanisms underscore the importance of creativity, adaptability, and partnership-building in ensuring that school publications remain dynamic and impactful in a rapidly evolving media landscape. Presented below is a significant statement from one of the participants with regard to **innovation and expansion of audience engagement**:

Participant F:	<i>Pangatlong ginawa po namin is we had to widen our readership. Just like what I said a while ago, we started from zero. Ngayon we have almost 20,000 followers dun sa page. But that started from zero during the pandemic. So, ang ginawa namin, we asked for the help of the different pages na affiliated sa university just like student organizations to promote our own page so that they can get some news regarding what is happening in the community and the university. We have been particularly helpful when it comes to student admission and registration. Kasi ang mga bata noon, they had no other way to ask.</i>
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E. Personal Traits: Patience, Perseverance, and Commitment. Participants highlighted personal qualities such as patience, perseverance, and determination as essential coping mechanisms. These traits enabled them to continue despite uncertainty, workload, and emotional strain.

A key trait identified is **patience in dealing with students and challenges**. Campus paper advisers consistently emphasized the need to remain understanding when working with student journalists who were still developing their skills and balancing multiple responsibilities. Namit et al. (2022) stated that this patience was particularly important when addressing delayed submissions, repeated revisions, varying skill levels, and occasional disengagement. Rather than responding with frustration, advisers adopted a guiding approach, recognizing that learning in journalism is a gradual process. This patient stance helped create a supportive environment where students felt safe to learn, make mistakes, and improve.

In addition to this is **perseverance despite difficulties**. Campus paper advisers encountered numerous obstacles, including limited resources, time constraints, administrative requirements, and shifting publication formats. Despite these challenges, they continued to fulfill their responsibilities, often extending effort beyond formal working hours. For Gallardo et al. (2022), this perseverance was evident in their willingness to resolve production issues, mentor students continuously, and adapt to changing circumstances such as the transition from print to digital platforms or disruptions during the pandemic. Their sustained effort ensured that campus publications remained operational even under demanding conditions.

Commitment to the role emerged as another defining personal trait. Campus paper advisers demonstrated a strong sense of dedication to campus journalism, viewing it not merely as an additional task but as a meaningful educational responsibility. Docallas (2025) stated that this commitment was reflected in their consistent involvement in training students, overseeing publication processes, and safeguarding journalistic standards. Even in the face of limited support or increased workload, advisers remained engaged, driven by their belief in the value of student journalism for skill development and civic education. Overall, the personal traits of patience, perseverance, and commitment served as foundational coping mechanisms for campus paper advisers. These qualities enabled them to effectively manage challenges while maintaining the quality and continuity of school publications. The findings underscore that successful advisory practice in campus journalism is not only shaped by external support and strategies but is also deeply grounded in the personal dedication and resilience of the advisers themselves. Presented below are the significant statements from the participants with regard **personal traits: patience, perseverance, and commitment**:

Participant A:	<i>It's simple. How do I reach the kids? What is the right thing to do? Okay. So, how did I cope with that? I need to be patient. When they do it, we're just like the hashtag Puso Lang. Puso Lang, no pay. If I serve, there's no equivalent. That's why I always instill Puso Lang for publication. So that's it. You can't feed them because they're on their own.</i>
Participant E:	<i>Of course, the winning moments would be my coping mechanism.</i>

CONCLUSION AND RECOMMENDATIONS

With all the data gathered from the lived experiences of campus paper advisers, several conclusions were drawn. Campus paper advisers face numerous operational, emotional, and technological challenges, particularly during the health crisis. Difficulties related to digital preparedness, unstable connectivity, declining student engagement, financial constraints, and increased workload significantly affected the continuity of publication

operations. Despite these constraints, advisers demonstrated resilience, patience, adaptability, and perseverance, enabling them to sustain publication activities and maintain student participation amid rapidly changing educational conditions. Furthermore, campus paper advisership is deeply rooted in passion, care, and commitment. Advisers view their role as a vocation focused on student development, ethical leadership, and service.

Based on these conclusions, several recommendations are proposed. Higher Education Institutions should invest in digital infrastructure, internet accessibility, and publication resources to minimize operational barriers and support sustainable digital transformation in campus journalism. In addition to this, strengthening psychosocial and relational support systems within campus journalism programs should be a focus. Campus paper advisers and school administrators should prioritize student well-being by creating supportive publication environments that encourage flexibility, empathy, and open communication. Guidance offices, school leaders, and publication staff should collaborate in developing mechanisms that address student and adviser stress, burnout, and emotional challenges, especially during periods of crisis or high publication demands. Campus paper advisers should continue fostering student-centered and participatory leadership practices that balance autonomy with guidance. Advisers are encouraged to sustain mentorship, coaching, consultations, and collaborative decision-making processes to strengthen students' journalistic competence, confidence, and ethical responsibility.

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