

Research Article

SCHOOLS PRESS CONFERENCE COACHES: THEIR LIVED EXPERIENCES

Received: June 8, 2022

Revised: July 30, 2022

Accepted: August 17, 2022

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Abstract

School Press Conference in primary education is possibly one of the most complex and sensitive topics because one has to deal with young minds that are somehow untainted. This study analyzes lived experiences of school press conference coaches in the elementary grades. It used an Interpretative Phenomenological Analysis (IPA). It involved using a semi-structured interview questionnaire to gather the needed responses. Also, it utilized purposive sampling to select coaches who provided the pertinent information for the study. The findings of this study drew the following conclusions: The lived experiences of schools' press conference coaches have shown the dynamics of their involvement in campus journalism. Coaching young campus journalists proved to be no easy task; thus, challenges like inadequate knowledge and skills, role conflict, and lack of training hindered their capacity to give the young writers all the preparations they needed for the competition. Conversely, recognition, promotion, and development were the benefits they received from coaching. To prepare the coaches and campus journalists for competitions, they were keen to raise their need for a training workshop and campus journalism and coaching consistency.

Keywords: Schools Press Conference, Campus Journalism, School Paper Adviser, Journalism Coach

Introduction

The school's press conference plays a vital part as a leading source of information that becomes the basis for formulating opinions and dictates individual actions. Schools Press Conference, a regular campus journalism competition sponsored by the Department of Education (DepEd), has many aspects. However, it is not under the DepEd's basic education curricula, wherein it requires skills in writing and participation by writers called campus journalists.

Campus journalists are trained pupils and students who show passion, skills, and talent in writing and other fields of journalism. These writers are taught and trained by educators known as coaches in schools' press conferences or advisers in the campus paper. Further, a coach teaches, facilitates, and mentors young writers. Overall, the contributions of the coaches are the means for the success of the campus journalists. Coaches are professional teachers, and they are communicators. They seek and choose the most acceptable learners

committed to learning journalism, and who can reach their full potential. The coaches are responsible for improving the students' writing skills and building a sense of achievement, competitiveness, and recognition among the writers.

Republic Act 7079, known as the "Campus Journalism Act of 1991," institutionalized competitions in campus journalism at elementary and secondary levels. The DepEd sponsors periodic training seminars, annual contests, and school press conferences. Campus journalists and teacher coaches/advisers are encouraged to participate. There are seven categories in individual writing competitions: editorial writing, news writing, sports writing, feature writing, copy reading and headline writing, and cartooning. Meanwhile, there are two categories for the group event, including collaborative desktop publishing and radio broadcasting. These conferences begin at the institutional level and culminate at the national level. It starts at the Division Schools Press Conference (DSPC). The top three winners in each category are qualified for the Regional Schools Press Conference (RSPC). Three winners in the RSPC will represent their respective regions in the National Schools Press Conference (NSPC).

On Coaching Campus Journalists

The success of the campus journalists is a product of a dedicated coach instilled with values and equipped with a set of skills. These skills require effective content and showing the dynamics of writing a journalistic piece. A news article, for example, should be compelling and must have a command of language. It does not rely on presentation alone but should have a good structure (Estella, 2015). Cote and Gilbert (2009) have described coaching as the act of training writers that are less involved. A school's press conference coach should be an expert in gathering data and packaging information to maximize participation. The course of data-gathering and wrapping the content as an influential journalistic article is governed by context-awareness. Campus Journalism comprises the bulk of crafting articles which are requisites of journalism instruction. Articles must be concise, fair, accurate, and process-oriented.

Campus journalists must do the planning, writing, and revising of articles to produce an excellent journalistic text. Writers of journalistic texts should not make an article in a rush and must consider correctness and neutrality. For instance, a journalist carefully chooses the word "said" over "exclaimed," or "argued." Words are replaced to minimize possible damage to the individual involved (Estella, 2015). Learning to write a good journalistic piece is uniquely challenging for elementary pupils. Writing a good article for school press conferences requires concurrent use of language skills. It starts from vocabulary and spelling to the ability to organize and convey ideas. Therefore, the intricacies of journalistic writing make it difficult for pupils who are still learning their second language-English. It is no wonder that many elementary school students need extra support and training from their coaches.

According to Pingad (2014), coaching campus journalists for school press conferences is "a source of prestige" for coaches. They earn points for every attended competition and every student who lands a place in the school's press conference. Coaches from DepEd may earn promotions based on their Commitment and Review Form (IPCRF). They set goals in every performance indicator for every period. For example, a school

paper adviser patterns the individual plans to the institutional goals. The school competitions are directed as outcomes, and the school principal evaluates the coaches' performance based on the authentic results.

On Experiences of Schools Press Conference Coaches

Ryan and Sagas (2006) emphasized that poorly trained coaches are likely to feel undervalued, which will reduce productivity and engagement. Coaches may develop a feeling of frustration due to not being provided enough training before competitions. School Press Conferences have been institutionalized for more than 22 years, but many teachers assigned as coaches and school paper advisers receive minimal to no training. They are left with their strategies to teach journalism principles which are likely to fail. The absence of journalism as an elective in both the Basic Education and Higher Education curricula makes it difficult for the coaches to handle the responsibility of training pupils for competition (Estella, 2015). Also, the coaches rely on sponsored seminars by the DEPED, and they are very seasonal.

Furthermore, the coaches have to juggle their time training campus journalists with the rest of their duties in the classroom. According to Chu (1981), coaching and teaching can lead to high-stress levels that cause role conflict. It is "the experience of role stress and role strain due to multiple conflicting demands of teaching and coaching." The conflicting roles experienced by coaches depend on many factors. Some coaches are more concerned with winning, while others are focused on classroom instruction. Many coaches are unaware of the demands of having dual roles as a teacher and, at the same time, as a coach. One can experience role stress and role conflict because of the expectations in performing two functions. Burnout is a negative consequence of doing both roles at once. If the teachers' mental state and performance are affected, it can also lead to career termination.

Some teachers handle a school paper composed of 12 to 20 chosen students. They are handpicked and given a particular position on the editorial board. Some schools assign two to three school paper advisers, while others assign only one teacher to manage the entire publication. Each individual may have different priorities, which affects their capacity to handle campus journalists for school press conferences. Evidence indicates that external pressures from parents and school administrators may contribute to the coaches' decisions. These pressures may cause the teacher to have conflicting ideas about favoring the coaching role over teaching in the classroom or vice versa (McElroy, 2002).

In particular, the Laboratory Schools of the University of Northern Philippines has been one of the leading schools in the Vigan City Division in the past four years, having pupils and students win in Division, Regional, and even National events. However, it has been observed that only teachers with basic training in campus journalism have produced winners in different fields, while teachers who did not undergo any workshops and were chosen to coach pupils failed to make it through the following levels of the competition. With the intricacies of writing journalistic forms and the requirements for a good command of the language, teaching journalism is difficult, especially when the elementary pupils are still learning their second language-English. It becomes even more challenging if the coaches have not mastered campus journalism and are not prepared for journalistic style methods. Such is the case in many elementary schools in the country.

The circumstances above encouraged the researchers to gather data on the lived experiences of campus journalism coaches to identify specific problems and dilemmas they encountered in preparing their campus writers 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 lived experiences of school press conference coaches so they can be appropriately recruited and supported. The study would benefit the coaches and campus journalists, as it will provide an avenue for administrators to deliver seminars/training/workshops that would better prepare them for journalism contests.

The Present Study

This study set out to explore the experiences of the schools' press conference coaches and identify the enabling mechanisms needed to prepare the coaches for Schools Press conferences. The current research considered the Effective Coaching Model (2011) consists of the following concepts: The Coach, Coaching Skills, and The Environment. The coach's characteristics and philosophy provide a background to their beliefs. The Coaching Skills include the knowledge and approach of the coaches, which dictate how they manage their participants. The environment represents the physical areas in which the participants' train (e.g., facilities) and relates to the enjoyment and support they receive. For this study, the coach's feelings and personal characteristics are critical factors in determining the lived experiences of the coaches. Their coaching skills relate to how they translate their background knowledge to their ability to train campus journalists for school press conferences. The environment tells about the mechanisms they need to prepare for school press conferences.

Limitations of the Present Study

Coaching in schools press conferences is an area which is not much studied. There are little available literatures both printed and online. These could be taken both as negative and positive for the study. There is a concern on the scholarly paper addressing the research problem, because coaching in schools press conferences are only a recent phenomenon. On the positive note, the findings of this study would contribute in adding relevant information along schools press conference.

Research Methodology

Design

This study adopted phenomenological qualitative research (Bryman, 2016). The Interpretative Phenomenological Analysis (IPA) was chosen as the most appropriate approach. According to Smith et al. (2009), IPA is concerned with making sense of experience for people who share a particular experience. This study thus assumed a phenomenological stance and was interpretive through close consideration of the words in the transcripts (Creswell, 1998).

Participants

The sample of participants was purposively selected so they could provide specific insight into the experience central to the study (Smith et al., 2009). It includes a single intact group of coaches, particularly the Basic Education (Elementary) Faculty of the University of Northern Philippines-Laboratory Grade School. They have coached campus journalists for at least one academic year and handled writing events (news, editorial, feature, and sports) for schools' press conferences. Overall, there were eight coaches participated in the study. There were more female respondents (7 or 87.50%) than males. The number of respondents appears to be sufficient for the suggestion of Dworkin (2012) for qualitative studies.

Procedures

This study has passed through the Ethics Review Committee of the University of Northern Philippines-University Research and Development Office. The researchers informed the participants about the nature and purpose of the research. The researchers asked for consent from the participants. Only those willing to be interviewed served as the participants of the study. The researchers also assured the anonymity and confidentiality of the participants. Each of the coaches was interviewed, and the proceedings were audio recorded. Each interview took 30 minutes to 1 hour to gather the needed data for the study. The researchers used a semi-structured questionnaire validated by three experts who are all language instructors and taught journalism subjects in the academe. A 5 point-Likert scale was used to determine the validity and reliability of the instrument. Overall, the instrument received a 4.95 rating which signifies that the developed instrument for the interview is "Highly Valid and Highly Reliable." Specifically, the participants were asked on the following: (1) How do you feel as a coach in schools press conference? (2) What are your experiences in campus journalism? (2) What are the problems you encountered as a coach? (4) What are the benefits you derived from coaching? And (5) what enabling mechanisms could prepare you in schools press conference?

Data Analysis

The researchers transcribed the recorded interview and presented it to the participants for validation. The software Hyper Research was used to help the researchers quickly analyze the data gathered. From original transcripts, the researchers undertook the thematic analysis. The researchers read the transcripts several times to understand and give voice to the coaches' experiences (the phenomenological requirement). The researchers derive meaning from those understandings (the interpretative provision) to contextualize and 'make sense' of these experiences (Larkin et al., 2006). The responses of the participants were analyzed and underwent the four processes of interpretative phenomenological study. The first step was bracketing in which the researchers identified and hold in abeyance preconceived beliefs and opinions. There were no judgments made. The second part was intuiting in which the researchers started to have perceptions in relation to the lived experiences of the coaches. The third part was categorizing and giving meaning to the concept under study. These categories were compared and contrasted to form more general themes that captured larger aspects of data. Having to identify emergent categories and themes, data sets were looked back to identify specific excerpts that signaled these groupings to ground the analyses. Finally, the phenomenon was described,

understood and defined. The quotes provided throughout the results and discussions were excerpted from the interview transcripts.

Results and Discussion

After carefully analyzing each participant's narratives, the findings that arose out of the interview process, and subsequent data analysis, the conceptual map was derived. Figure 1 shows that two themes emerged from the lived experiences of the schools' press conference coaches namely: Challenges Faced by Coaches and Benefits Derived from Coaching. On the other hand, one theme emerged on the enabling mechanisms which are the needs of coaches in schools press conference.

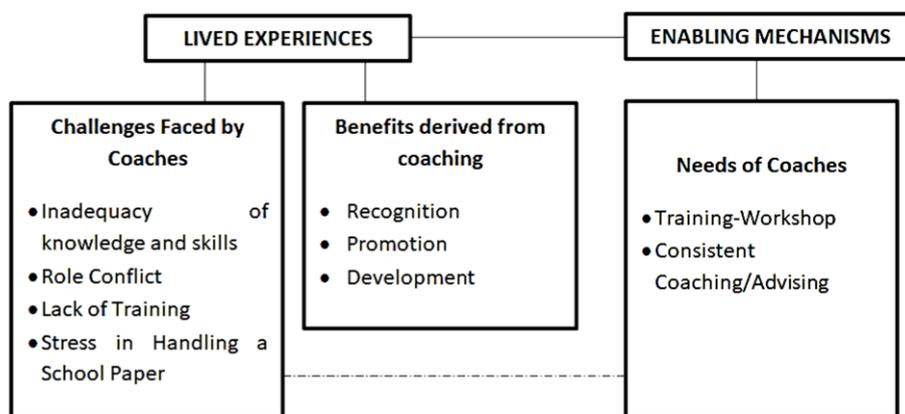


Figure 1: Conceptual Framework

Table 1 shows the two themes on the lived experiences of the coaches which are the challenges that the coaches face in schools press conference and the benefits they derived from coaching.

Table 1 Lived Experiences of the Schools Press Conference Coaches

Theme	Categories	Sample Coding of Verbatim Transcripts
A. Challenges Faced by Coaches	Inadequacy of Knowledge and Skills	“no background in journalism” (P2, P7, P3)
	Role Conflict	“cannot balance teaching and coaching” (P5, P4, P6)
	Lack of Training	“there is lack of training” (P1, P5, P2, P8)
	Stress in Handling a School Paper	“stressful to be a school paper adviser” (P8, P3)
B. Benefits Derived from Coaching	Recognition	“happy to be recognized as a coach” (P7, P1, P5)
	Promotion	“winning may promote me” (P6, P2, P4)
	Development	“developed confidence and skills (P3, P7, P1, P5)

A. Challenges Faced by Coaches

When asked about their experiences in preparing campus journalists for school press conferences, four challenges were highlighted: inadequacy of knowledge and skills, role conflict, lack of training, and stress in handling a school paper.

A.1 Inadequacy of Knowledge and Skills

The biggest challenge that the coaches have faced is their inadequate knowledge and skills in campus journalism. There have been no preparatory journalism subjects back in college, making it hard for some teachers to train and even share knowledge with their pupils. Participant 2 quoted, *"I have no preparatory subjects in journalism back in my college years, and it is a challenge for me to teach my pupil to write an article. As a teacher and a first-time coach, having no background in journalism makes coaching difficult. I honestly lack knowledge about campus journalism, and it is very stressful."* Another participant also felt worried about serving as a coach because of having no background in writing a journalistic article. The saying goes; "you cannot give what you do not have," is manifested by participant 7 who stated: *"I act as if I know about journalism, but I do not know anything about it in reality. I have zero knowledge of journalism, much more than joining school press conferences. I know that writing a good article also requires good grammar. I can honestly tell that my journalistic skill is not that much, and I feel worried."* These statements support the finding of Estella (2015) that the lack of knowledge on the part of the teacher is a challenge to coaching. If teachers do not know how to train students, no learning will take place, as they may do more harm than good. Similarly, the coaches who experienced a lack of skills find it challenging to teach elementary pupils to write an excellent journalistic article. Participant 3 said, *"Learning to write a good journalistic piece cannot be expected from young writers. They need to have a good command of the language. I am not a language teacher, making it difficult for me to teach them grammar for a good article. I am reluctant to accept more than one pupil to train."* This implies that without adequate knowledge and skills in campus journalism, the coaches are most likely to feel worried, experienced hardships, and be reluctant to handle campus journalists for the schools' press conferences. The fact is that there is a high demand for coaching. Some may still be reluctant or skeptical if they have little knowledge and have not been coached themselves (Ladyshevsky, 2010).

As far as the competition is concerned, one has to write an influential article to win in schools press conferences. Estella (2015) stressed that teaching and learning journalism requires the instructor's distinct set of skills and values. Since teachers have no journalism subject at the undergraduate level, it proves that their knowledge in campus journalism is limited, if not none at all. Likewise, there are no subjects directly relating to journalism given to pupils. Since pupils are learning English as a second language, coaches believe that writing an excellent journalistic article is an added challenge because it requires good grammar. A remarkable journalistic piece, say, a news article, does not rely solely on the presentation, excellent diction, and structure. The data must be compelling and made more apparent through the command of language (Estella, 2015). Without this knowledge and skills in journalism, the coaches may constantly experience difficulties.

A.2 Role Conflict

The results reveal that many coaches are challenged to balance their time in coaching because they are loaded with other assignments. Participant 1 claimed, *"There are so many assignments given to me, and I have limited time to train my pupils. I am a campus paper adviser and a classroom adviser. I do not*

know which one to prioritize.” Participant 5 also mentioned, *“I cannot balance my time to coach and still do other tasks in the school. We must submit many papers works, and it is tough to do coaching and work with other assignments.”* Other participants faced the same dilemma because they still needed to focus on classroom instruction and coach pupils simultaneously. Participant 4 expressed, *“I find it hard to balance teaching and coaching simultaneously. I have to focus on classroom instruction, and then here comes another responsibility. There are so many assignments, and I have limited time to train my pupils.”* Similarly, participant 8 said, *“I already feel tired with my daily classroom instruction, and coaching pupils for the competition adds physical stress. It’s like performing two roles with conflicting responsibilities.”* Further, one participant also expressed his sentiment about not being excused from their duties as a classroom adviser while serving as a coach. Participant 6 said, *“I am a classroom adviser, and I am not excused from submitting papers works that the office requires us to accomplish. At the same time, it is a challenge to focus on coaching campus journalists because of conflicting roles to perform.”*

This verified the researchers' notion about the difficulties they encountered throughout their coaching experiences, particularly in balancing themselves from the roles they had to perform. It proved that some coaches could not adjust to another responsibility other than being a classroom instructor. Classroom instruction is already tiresome for them, and training pupils for the schools' press conference is an added challenge. Since priorities are different for each coach, it affects how the role conflict is handled. While some coaches are more concerned with training campus journalists, some focus on classroom instruction. Although the participants try to balance the two roles, role conflict still arises. As a result, the coaches feel bad about not having to give their pupils enough time and training they need for the competition. According to Chu (1981), coaching and teaching can make for long and grueling workdays. This can lead to high-stress levels for the individual, which may cause role conflict. On the other hand, Perrone et al. (2005) found out that role conflict was significantly related to role clarity and job satisfaction. This implies that teachers who understand their roles completely tend to get total satisfaction with the responsibilities they have to accomplish. Thus, the better they perform.

A.3 Lack of Training

The lack of training also posed a challenge for the coaches. They wonder why there have been no sponsored training workshops in their respective unit, which they think they deserve to have. Participant 1 said, *“There is no journalism training sponsored by our unit. I have not attended any training in campus journalism. It is very challenging to teach young journalists because I have not been into proper training for campus journalism.”* Also, participant 2 quoted, *“I only rely on the training given by DepEd, and sometimes we are not permitted to attend.”*

The first-time coaches showed frustration because they felt like they were not given importance as coaches. Participant 5 said, *“I do not know why we are not given training workshops in campus journalism, especially for new coaches. It is very frustrating.”* Participant 6 also expressed, *“I am still wondering why we were tasked to coach, and yet we are not given any training on campus journalism. As a first-time coach, I am worried that I might not be able to teach my pupils the things they need for the contest.”* Another

participant added that only school paper advisers are selected to attend training. Participant 8 claimed, *"I noticed that only the SPA is sent to the DepEd in the division training workshop. As a coach who has not been into formal training, I am challenged to coach."*

This proves that the coaches have not gone through formal training on campus journalism. The first time coaches feel worried about not being able to prepare the campus journalists for the contests due to a lack of training for schools' press conferences. This supports the study of Cheng and Ho (2001) that inadequately trained coaches are likely to experience poor performance and increased levels of work-related stress. Further, Paguirigan (2020) said that teachers who teach without training are like forcing them to enter areas they are not sure about or not fascinated by. For effective coaching to occur, the attending training workshop must not be selective. All coaches need to be exposed to the foundations of campus journalism. Training is a continuous, never-ending process that promotes coaches' skills, master novel knowledge, and develops better or newer proficiency, which improves outcomes. In this regard, Lacina & Block (2011) suggested that "as we learn more about the coaches, we are likely to understand how effective coaching's are made through adequate training."

A.4 Stress in Handling a School Paper

Some teachers are assigned to handle the school publication composed of 15 to 30 handpicked pupils. In many schools, two to four advisers are given for every school paper, but only one teacher handles the entire publication for other schools. Results show that for this group of participants, only one adviser oversees the whole school paper; thus, it resulted in mental and physical stress. Participant 8 expressed, *"Being a school paper adviser is too much to handle, and I feel pressured. I cried when I was tasked to handle the school paper. It is my worst experience. Preparing to manage the journalists and ready the school paper for contests physically stressful. I did not expect to be a school paper adviser, and it is very challenging. I wish I had been prepared for it. I only handled our school paper for one year; it affected my mental health because it is very hard."* These statements support the findings of Rowlands and Rees (2015) that poorly implemented faculty assignments lead to collective pressures on the employee and exposes the workforce as a whole to the detrimental effects of workplace stress.

One of the coaches even concluded not to want to be a school paper adviser for the next school year. The coach enumerated some of the tasks done in managing the school paper. Participant 3 mentioned: *"I do not want to be a school paper adviser again. It is a role many of us do not want to take. Unfortunately, I got picked to be one. You train young journalists to write, you assign them roles for the editorial board, but they still cannot do their assignment."* The same participant revealed that the school paper submitted for the school press conference was done by the school paper adviser and not the campus journalists. The participant added, *"You cannot expect grade four to six pupils to manage the school paper. We just add their names to the editorial board, but I do the articles, the layout, and all. For this reason, I find it to be as burdened as a SPA."* This implies that managing the school paper is no easy task because one has to deal with the complex process of coming up with a school paper ready for the competition. The stress they felt in handling the school paper was evident in the numerous tasks they had to accomplish for the school's

press conference. Cureton et al. (2010) cognitively identified that "Stress occurs when the perceived pressure exceeds your ability to cope." One can see the degree of pressure or stress that the coaches/school paper advisers have experienced.

B. Benefits Derived from Coaching

Despite the challenges that the coaches have faced, some still find coaching an enriching experience. Rogers (2012) states that the personal benefits of coaching are as wide-ranging as the individuals involved and that coaching positively impacts their careers and lives.

B.1 Recognition

Some coaches certainly experienced the benefits of serving as a coach. For this result, they revealed that recognition could boost their morale and confidence. Receiving an award on a public stage makes them feel empowered. Participant 7 said, *"Being a coach in journalism requires hard work, and making my pupil win is recognition of my dedication as a coach. I experienced winning in division schools' press conferences once, and I feel empowered as a coach. Joining the school's press conference is already an achievement, but winning gives me the recognition my pupil and I deserve for working hard in the competition."* Participant 1 also said, *"To be recognized as a coach is simply the best feeling, and it increased my self-confidence. Whenever I see my pupil compete and do his best, I already feel proud as a coach."*

Campus journalists who join in school press conferences positively affect the coaches. For them, to be called "a coach" is already rewarding. Meanwhile, coaches who experienced winning believe that their recognition on stage manifests their dedication and hard work in training hard for the competition. Notably, one of the coaches feels hopeful and excited to prepare pupils for the competition. Participant 5 uttered, *"I am always happy to be recognized as a coach. I am excited to see my pupils compete. I always think positively and wish them to at least be in the top five in the awarding. I will try my best to train my pupil so he can win."*

This implies that despite the challenges they experienced, dedicated coaches still managed to feel positive. This supports the study of Moore and Koning (2016) that challenges and circumstances contribute to meaning-making in the lived experience of trainees and coaches. For the coaches, recognition can boost their morale and confidence. Nelson (2016) said that public credit impacts the recipient and increases motivation, including those who aren't recognized.

B.2 Promotion

The participants also divulged that accepting the responsibility as a coach would somehow contribute to their promotion. The coaches revealed that joining and winning in the schools' press conference has a bearing on their Performance Commitment and Review (IPCR). Since the IPCR requires proof of actual performance as the basis for the employee's performance rating, participant 6 uttered, *"If my pupils win in any competition, I can use the certificate and attach it to my IPCR as one of my actual accomplishments."*

The participants are also hoping that serving as a coach and winning in schools' press conferences may lead them to a higher position based on the promotional scheme of faculty through the National Budget Circular 461 (NBC 461, 1988). Participants 2 and 4 expressed, *"The awards my pupils*

received may promote me. I can use the certificates to back up my NBC 461 for promotion.” and “Coaching has a factor in NBC 461 which will be used to promote faculty.” This implies that the reward received from serving as a coach for schools' press conferences would contribute to their professional growth. Since the NBC 461 allocates points for expert services rendered by a faculty, thus, it adds points to their existing scores necessary for promotion. It is congruent with the study of Noor et al. (2015) that exemplary performance in the discharge of duties and responsibilities corresponds to valued recognition and promotion. Further, Wong (2009) stated that promotion scheme is very significant because this is the system by which the members of the profession would find their passage to desired wage, status, prestige, and power. And in a profession, such as teaching, promotion to higher ranks requires dedication of time and effort. Thus, the efforts exerted by the coaches are commensurate with possible promotion.

B.2 Development

The coaches highlighted that participating in school press conferences may develop the skills of the campus journalists. They think that starting these young minds and inspiring campus journalists are rewarding and satisfying when pupils begin expressing their thoughts through stories and articles only they could do. Participant 3 quoted, *“I can develop my pupils' skills in writing. Somehow, I helped him be a good writer and a responsible journalist. Young journalists are hard to train, especially in terms of good grammar, and I saw some improvements in his writing skill every time there was competition. I saw him improve his ability to write news articles.”* Further, participant 7 said, *“As young, as she is, I introduced her to journalism, which may improve her skills in writing articles. Editorial writing is a hard field to master. I am happy to notice that she continues to excel in this endeavor.”*

Similarly, it enabled the coaches to have personal development. They took notice of the improvement in their listening and interpersonal skills. They believed they have professionally grown from their coaching experience in campus journalism. Participants 1 and 5 expressed, *“I have been a coach in campus journalism for two years, and I believe my confidence level has developed. “I accepted the challenge to be a campus journalism coach because this will be an opportunity for me to grow professionally.” and “For a first-time coach like me; I need to practice more to develop my skill as well. I grew as a person, and I met pupils who were willing to learn. I have met different coaches during the contests, and my interpersonal skill has improved.”*

This implies that joining the schools' press conference can have a wide range of benefits for both the coaches and their pupils. Through competitions, the young campus journalists can better understand how to write a journalistic piece, thus improving their writing ability. Likewise, the coaches developed their interpersonal skills by conducting small interactions with other coaches they met during the competition. Further, competitions set a framework for practicing and facilitating a growth mindset. They give benchmarks to base improvements and value the challenge of developing journalistic skills. This is supported by a case study by Mukherjee (2012) that coaching has both direct and indirect benefits; *“improvement in interpersonal skills, listening ability, confidence level, work-life balance, and visioning.”*

C. Enabling Mechanisms

On the other hand, one theme emerged on enabling mechanisms to prepare the coaches who focus on their needs for schools' press conferences. In this study, the needs of the coaches were emphasized. Table 2 shows one theme that emerged on the enabling mechanisms which are the needs of coaches to prepare them for the schools' press conference.

Table 2 Enabling Mechanisms to Prepare Schools Press Conference Coaches

Theme	Categories	Sample Coding of Verbatim Transcripts
C. Needs of Coaches	Training-workshop	"need training for campus journalism" (P8, P3, P7)
	Consistent Coaching/Advising	"no changes in coaching" (P5, P2, P4)

C.1 Training-Workshop

The participants constantly mentioned a need for a training workshop for both the coaches and the campus journalists. This would help them to have a better understanding of what campus journalism is about. Likewise, it is an avenue for them to prepare for the competition. Participant 8 exclaimed, *"Our unit should support the coaches and the journalists with a training program on campus journalism. I need some training in campus journalism to develop my skill."* In addition, participant 3 quoted, *"To win in schools press conferences, we need to be prepared very well, and training would be great. I demand a training program for both the campus journalists and the coaches. We deserve more workshops."*

When the coach is well trained, the campus journalists will get forced to study over time and develop strong agency and self-motivation. One of the coaches also mentioned that campus journalists need more time to practice to build their skills over time. Participant 7 said, *"Training-workshop is not enough. My pupils need more time to train and more time to practice to improve. They should also be allowed to be excused from their classes to focus on the competition."* This implies that the coaches are eager to attend a training workshop on campus journalism. They believed that attending a training course would allow them to gain new skills or qualifications, refresh knowledge, and keep in touch with new developments in schools press conferences. The coaches seek training for themselves based on their personal goals and targets.

In addition, their desire to have more time to train their pupils indicates the lack of practice the pupils receive. They understood that training is integral to on-going personal and professional development. This supports the study of De Grip and Sauermann (2013) that training-workshop attendance is essential in acquiring state-of-the-art knowledge on external effects as a dominant source of competitive advantage for the individual and organization. Similarly, Mukherjee (2012) said that teachers' obligation to effectively perform their duties will be met when all teachers in receive adequate training. After all, the coaches need to feel confident in the field they are assigned to do.

A.2 Consistent Coaching/Advising

Finally, the coaches raised their need for consistent coaching and advising. The annual changes make them hesitant to accept the challenge of serving as a coach. They believed that focusing on only one writing event may lead them to master that specific field to avoid confusion. Participants 5 and 2 quoted,

“To master a certain field, I need to handle only feature writing. I need to focus on one writing event, and there should be no changes in coaching.” and “Coaching should be consistent, and I should only focus on news writing. It will be my accountability as a coach if he wins or not in the competition. So, I should only focus on one writing event.”

For coaching to be most effective, there must be mastery of their assigned work. As they feel accountable for the result of the competition, consistency in coaching is deemed necessary. Further, one of the participants, who is also a school paper adviser, expressed the need to be well-versed in managing the school paper; thus, advisors should not change to gain mastery. Participant 4 said, *“Yearly, school paper advisers changed, and there is no mastery involved. It is very confusing. I also want to win, so I need to be a consistent school paper adviser to reach my desired outcome for the competition.”*

This implies that when coaches are consistent, it means they are dedicated to carrying out an activity or completing a task. They want consistency in coaching/advising to achieve a better outcome. It is doing the things repeatedly over time to reach a goal. According to Mukherjee (2012), consistent coaching enables the individual to get feedback, guidance, and reinforcement to build confidence and establish positive behavior. When coaches are clear on what they want to accomplish, they take the necessary steps to reach it. After all, their level of consistency reflects their values of accountability.

Conclusions

The lived experiences of school press conference coaches have shown the dynamics of their involvement in campus journalism. Coaching young campus journalists proved to be no easy task; thus, challenges were encountered along the way. They believed that their inadequate knowledge and skills, role conflict, lack of training, and stress hindered their capacity to give the young writers the preparations they needed for the competition. Conversely, they were pleased to indicate their most significant takeaways: recognition, promotion, and development. Finally, to prepare the coaches and campus journalists for competitions, they were keen to raise their need for a training workshop, campus journalism, and coaching consistency.

Emphasis on training may lead the coaches and the campus journalists to acquire the necessary skills they need to become fully prepared for school press conferences. Coaches may be provided enough time to train their contestants to monitor the development in the ability of the pupils to write a good journalistic piece. They may also be encouraged to attend online seminars to know the trends and updates in campus journalism. Similar researches should be conducted in the future to verify and strengthen the findings of this study. Future researches may also include secondary and tertiary coaches as larger sample size could have generated more accurate results.

Acknowledgments

The author acknowledges the contributions of all teacher-respondents who participated in this study.

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