

News Writing Formula: Guiding Voices of Journalism Coaches and Student-Writers

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Abstract

In an era where journalistic credibility is increasingly scrutinized, achieving excellence in campus news writing requires more than just passion, it demands precision, mentorship, and a structured yet adaptable approach. This study employed a qualitative transcendental phenomenological design to explore the lived experiences, strategies, and aspirations of award-winning news writing journalism coaches and student-writers in Region XII, Philippines. The research responded to concerns about declining student performance in press conferences, aiming to identify the core elements that contribute to consistent success in the field of campus journalism. Data were gathered through semi-structured interviews with purposively selected participants' journalism coaches and student-writers who had qualified for regional or national press conferences. Moustakas' phenomenological approach and thematic analysis were used to interpret and synthesize the participants' narratives. The findings revealed that both

journalism coaches and student-journalists navigate a complex balance between academic responsibilities and journalistic training. Their lived experiences were shaped by personal challenges, early exposure to journalism, and the mentorship they received. These factors significantly influenced their coaching methods and writing styles. Participants also envisioned a future committed to producing ethical, skilled, and nationally competitive journalists. One of the study's major outcomes was the development of a visual News Writing Formula, which integrates effective strategies and techniques derived from the participants' lifeworld experiences. This formula serves as a pedagogical and practical guide for journalism coaches and student-writers alike. The study concludes that coaching in campus journalism must go beyond technical instruction to foster identity, ethical awareness, and resilience, calling for a standardized and research-informed coaching model across educational institutions.

Keywords: *News Writing, Journalism Coaches, Student-Writers, Coaching Strategies, Phenomenological Study*

INTRODUCTION

News writing is one of the major areas that can easily be recognized when the term journalism comes into consideration. Unfortunately, despite the undeniable prominence of news writing as a field in journalism, this specific discipline demands not only an understanding of journalistic principles but also critical thinking

and creativity to write one news article. Student-writers cannot learn news writing in isolation; they need coaches who act as mentors guiding them in understanding the rules, structures, and technical aspects of news writing.

In the Philippines, the creation of the Campus Journalism Act of 1991 or the Republic Act 7079 aimed to uphold and protect press freedom, even at the school level, through initiatives such as the establishment of campus publications. Within this framework, school paper advisers and coaches play a pivotal role in shaping the journalistic skills of students and mentoring them as they navigate the intricacies of campus journalism. Despite the importance of their role, the strategies and techniques often referred to as the “News Writing Formula” that coaches employed may remained unexplored or untainted.

This brings to light three notable gaps in existing literature. First, there is a limited exploration of context specific writing approaches, especially in regional areas like Region XII. Second, there is a lack of comparative studies that examine the distinguishing features between high-performing and underperforming schools or coaches in journalism competitions. Third, there is insufficient focus on the impact of coaching styles on student learning outcomes. Coaching is widely acknowledged as vital, yet little research exists on how different mentoring styles influence student journalists’ engagement, confidence, ethics, and writing competency.

Press conferences, both at the division and regional levels, serve as essential platforms for student journalists to develop not only their writing skills but also their critical thinking and ability to ask meaningful questions. As Rivera (2016) emphasized, journalism education enhances students’ capacity to express themselves more clearly, which in turn improves their overall writing proficiency.

Unfortunately, results of the conferences for the City Schools Division of Tacurong (CSDT) seemed to decline over the period of time. In 2023 Regional Schools Press Conference, with 20 participants in the News Writing category drawn from the top five (5) winners at the division level, yet few to almost none seem to advance to the national level (DepEd Tayo SOCCSKSARGEN, 2023). This finding from Mouncey (2018) underscored that when academic preparation is disconnected from real-world demands, student outcomes tend to suffer.

To address this problem, there is a pressing need to identify and document a standardized yet adaptable news writing formula that can serve as a training framework across schools. Bobkowski and Cavanah (2019) emphasized that experiential learning in journalism leads to stronger outcomes in media literacy and writing skills. Therefore, a structured coaching model rooted in the lived experiences of successful mentors could bridge existing gaps and prepare student-journalists for the evolving demands of press freedom and responsible reporting.

Thus, this study aimed to address the gap and identify the news writing strategies used by award-winning News Writing coaches within the region, their lived experiences, and coaching style to produce NSPC (National Schools Press Conference) qualifiers.

Objectives of the Study

This research explored the lifeworld of journalism coaches and student-writers who specializes News Writing including their lived experiences, the challenges they have encountered in the field of Campus Journalism, their vision as news writers, and their strategies in the field. Specifically, it answered the following questions:

1. What is the life world of the award-winning coaches and student writers in news writing?

2. What are the contexts of the lived-experiences of award winning coaches and student writers in news writing?
3. How do award winning coaches and student writers view themselves in the future?
4. What infographics can be designed based on the result of the study?

Scope and Delimitations of the Study

This study is limited to the lived experiences of award-winning News Writing coaches and student-writers in Region XII, Philippines. It specifically explored the personal and professional journeys of these individuals, focusing on the challenges they have encountered, the coaching strategies they employed or received, and the factors that contributed to their success in regional and national campus journalism competitions.

The scope of the study is confined to the News Writing category in English secondary, and does not extend to other journalism categories such as editorial writing, feature writing, or photojournalism. The study was conducted in three School Division Offices (SDOs) in Region XII in Sultan Kudarat, City of Koronadal, and General Santos City which have consistently produced Regional Schools Press Conference (RSPC) and National Schools Press Conference (NSPC) qualifiers. The timeframe covered by this study ranges from 2019 (pre-pandemic) to the present, considering the gap and changes brought about by both educational shifts and press conference formats in the post-pandemic context.

The delimitations of the study defined its intentional boundaries. First, the research includes only award-winning participants such as the coaches and student-writers based on their formal recognition or qualification in regional and national press conferences. Second, the study does not intend to cross-analyze or compare the responses between coaches and student-writers. Rather, it seeks to understand and interpret each group's experiences independently within the scope of their roles in campus journalism. Third, while the study investigates coaching styles, experiences, and strategies, it does not aim to quantify performance outcomes through scores or rankings. Fourth, its qualitative approach does not provide statistical generalizations but instead offers rich, thematic insights specific to the region and context examined.

By setting these boundaries, the study aimed to generate a focused and in-depth understanding of the factors that contribute to excellence in campus news writing, offering valuable insights for journalism educators, coaches, and student-writers nationwide.

METHODS

Research Design

The research utilized the Qualitative Transcendental Phenomenology Theory Research Design. This research design is particularly relevant in fields such as psychology, nursing, and education, where understanding subjective experiences is crucial for developing insights into various phenomena (Linhares, 2012; Moerer-Urdahl & Creswell, 2004). Moustakas's (1994) transcendental phenomenology provides a robust methodological framework for qualitative research, emphasizing the importance of understanding the essence of lived experiences. This would mean that the researchers can uncover profound insights that contribute to both theoretical understanding and practical application across various disciplines by systematically bracketing biases and engaging in reflective analysis.

This study further explores on life, coaching strategies, coaching styles, and the challenges encountered by the winning RSPC coaches and RSPC qualifiers in the field of News Writing for both elementary and secondary levels. The insights gained from the lived experiences of the will allow the researcher to generate a theory from the data, which will supplement and enhance the existing and the future coaching materials (Lassig, 2022; Charmaz & Belgrave, 2015; Redman-MacLaren & Mills, 2015).

Sampling Technique

This research utilized the Criterion Sampling as a sampling technique. This method was effective in reassuring that the sample consists of information-rich cases that can provide deep insights into the phenomenon being studied (Esener et al., 2021). This method also enhanced the relevance of the data collected, as it focuses on individuals who meet predetermined criteria essential for the research objectives (Palinkas et al., 2013; Ezer & Aksüt, 2021).

This research employed the following criteria in selecting the participants of the research:

1. For the coaches, the following selection criteria were set:
 - (a) currently employed as teacher within the three division offices with Region XII with the most number NSPC qualifiers in the field of News Writing (SDO Sultan Kudarat, SDO Koronadal and SDO General Santos); (b) at least 3 years' experience as coach and qualifying for RSPC/NSPC; and (c) must only coaching English category in News Writing both in Elementary and Secondary category.
2. For the student-writers, following selection criteria were set:
 - (a) been in the field of News Writing within the last two years together with the winning coach; (b) must be an RSPC or NSPC qualifier; and (c) must only be participant in News Writing English Category.

Research Instrument

The semi-structured interview was used in this study. Semi-structured interviews are adaptable, thus enabling participants to open up and be free to disclose whatever has happened, and their emotional and thought experiences in these events. research studies that will support this

The use of semi-structured interviews in qualitative research is well-supported by various studies that highlight their adaptability and effectiveness in eliciting rich, detailed accounts of participants' experiences. Semi-structured interviews allow researchers to explore participants' thoughts and emotions in depth while providing the flexibility to adapt questions based on the flow of conversation, thereby fostering a more open and engaging dialogue Atifnigar et al. (2022)Earey, 2013; DeJonckheere & Vaughn, 2019).

Data Analysis Methods

The research employed Moustakas's phenomenological approach in conjunction with thematic analysis to explore the lived experiences of participants. This methodology is particularly effective in qualitative research as it allows for a comprehensive understanding of the essence of participants' experiences through a systematic process of data analysis. Specifically, the research involved the identification of significant statements from participants, clustering these statements into units of meaning, and synthesizing themes that encapsulate the essence of the experiences being studied.

This study employed the thematic analysis approach developed by Braun and Clarke (2006) to analyze qualitative data derived from semi-structured interviews with award-winning news writing coaches and student-writers. Thematic analysis was selected for its flexibility and rigor in identifying, analyzing, and interpreting patterns of meaning across a dataset. It allows researchers to go beyond simply describing data to interpret underlying ideas and assumptions that shape participants' experiences. The analysis followed Braun and Clarke's six-phase framework: familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. This approach allowed the study to draw meaningful insights into the challenges, strategies, and aspirations of coaches and student-writers in the context of campus journalism, particularly within the news writing category. Thematic analysis ensured that the findings remained grounded in the participants' voices while offering a clear and structured interpretation of the data.

RESULTS AND DISCUSSION

This study explored the lived experiences of award-winning coaches and student writers in the field of news writing specifically in the Regional Schools Press Conference (RSPC). Using the transcendental phenomenological approach, the study looked into the life world, challenges, and the perspective for the future of the award-winning RSPC coaches and student writers in the field of news writing. It gathered detailed and vivid narratives from both the coaches and the student writers through semi-structured interviews. The key themes that emerged from the data were systematically identified through the use of thematic analysis, which has also revealed the about the nature of the lived experiences of both the award-winning coaches and student writers. Overall, twenty-three (23) themes were identified from the findings including eleven (11) themes that reflected the lifeworld, challenges, and perspective of the future of the award-winning coaches; and twelve (12) themes that reflected the lifeworld, challenges, and perspective of the future of the award-winning student writers.

Firstly, the study explored on the lifeworld of the award-winning student writers and coaches. The four (4) relevant themes that emerged from the lifeworld of award-winning student writers are the following: overcoming barriers and finding fulfillment; time management and balances responsibilities; collective effort in sustaining campus journalism; and achieving fulfillment in campus journalism. on the other hand, the five (5) relevant themes that emerged from the lifeworld of award-winning student writers are the following: triumph and growth in student journalism; balanced approach to the demanding time of journalism; overcoming challenges through self-fulfillment and growth; personal life as a foundation to news writing approaches; and collective effort in sustaining campus journalism. Many student writers and coaches struggled with overcoming barriers in the field of journalism especially with their time management and fulfillment in this field.

Secondly, the study also investigated the context of the lived-experiences of award-winning coaches and student writers in the field of news writing. The four (4) relevant themes that emerged from the context the lived-experiences of award-winning coaches are the following: the interplay of personal experiences and professional growth; targeted strategies for journalistic foundation; managing time pressures through institutional support; and building confidence building through experience. While the four (4) relevant themes that emerged from the context of the lived-experiences of award-winning student writers are the following: adapting to the digital shift in journalism; upholding integrity in student journalism; technology as a catalyst for efficient and expansive journalism; and news writing as pathway to growth, challenges, and skill enhancement. This study discovered that both the student writers and the coaches struggled with the

constraints brought by the advancement of technology because although technology allowed both the student writers and the coaches to have easier access on the news and references, it has also threatened their integrity in journalism. Moreover, the growth of the student writers now relies on their personal experiences that can be brought by their participation in press conferences. Despite time constraints and foundation generational gaps between the student writers and their coaches, both mentorship and institutional support play crucial roles in sustaining the journalistic excellence of the present journalists and foster the next generation of responsible journalists.

Finally, in investigating the student writers and their coaches' view point of their future, overall, six (6) relevant themes emerged. Among these relevant themes, three (3) relevant themes emerged from the student writers' view of the future which includes the following: personal growth and skill development through journalism; news writing as a tool for educating and informing society; and sustained growth through improving structure and clarity. While the three (3) relevant themes emerged from the coaches' view of the future includes the following: sustained growth through innovation, adaptability, and strategic support; instilling values and skills for responsible and impactful news writing; and sustaining journalism through next generation. The aspirations of the award-winning coaches and student writers come in diverse perspective as some views it as lifetime career while others see it as stepping stone towards their future careers. Moreover, the future of journalism solely relies on the balance between innovation brought about by technology advancements like the internet, ethical reporting, and sustained mentorship in order for the student writers to remain resilient, responsible, and well-equipped to navigate the ever-evolving landscape of media.

Conclusion

Based on the summary of findings the following conclusions are set for the award winning coaches.

The award-winning coaches were able to win in the Regional Schools Press Conferences (RSPC) have navigated the challenges they faced in the field of news writing through discipline especially in managing their time, perseverance to reached their dreams in the field of journalism, and the community support they gained from the people around them especially the school community. The journey they take fosters resilience, confidence, and professional development amidst all the challenges throughout their journey. This highlights the significance of having mentorship, peer collaboration, and institutional backing in sustaining success.

Furthermore, the shift from traditional journalism to digital journalism has transformed the entire field of journalism, specifically in the field of News Writing. This has journalism coaches to boon of technology while maintaining ethical integrity. With this, fact-checking, responsible reporting, and critical media literacy became an essential way to combat misinformation that hinders objective and credible journalism in the digital era.

Moreover, as the news writing coaches immerse themselves in the field of journalism, it became part of their stepping stone to their way in getting their dream career or it actually becomes their career. This enhances their critical thinking, ethical responsibility, and communication skills. As this happen, the coaches play a vital role in shaping the present group of journalists and the new batches by instilling not only the strategies to write a comprehensive article but also important values such as integrity, adaptability, and persistence so they remain responsible and resilient in this ever-evolving media landscape.

Based on the summary of findings the following conclusions are set for the award-winning student-writers

. Based on the lived experiences of award-winning student-writers in Region XII, the study revealed that achieving excellence in news writing is a product of discipline, strategic practice, and purposeful mentorship. In response to the first research question, student-writers described how they manage the demands of both academics and journalism by practicing effective time management and maintaining personal discipline. They often sacrifice leisure to prioritize writing practice and feedback sessions. Addressing the second research question, their experiences were shaped by early exposure to journalism, supportive mentors, and the influence of family and school communities. These factors helped them develop confidence, resilience, and a sense of responsibility in their craft. The third research question revealed that student-writers aspire to become not just award-winning competitors but also ethical and nationally competitive journalists. Their goals extend beyond medals to embodying credibility and social awareness in journalism. Finally, in response to the fourth question, the insights of student-writers contributed to the development of the “News Writing Formula,” which outlines a structured yet flexible guide to achieving success. This includes planning time wisely, mastering fundamentals, embracing competition as learning, seeking support, upholding integrity, and adapting to modern journalistic trends. Overall, the conclusion affirms that student-writers succeed not by talent alone, but through lived experience, guided coaching, and the internalization of values that shape them into credible, future-ready journalists.

Overall, this research emphasized that in journalism, specifically in News Writing, it requires a structured time management that will allow both the student writers and coaches to train without compromising existing tasks outside the field of journalism. Besides this, tailored instruction and motivational that will suit the learning style of the student writers is also must in the training of the student journalists. In addition, institutional support also plays a significant role in producing award-winning student journalists as this sector offers financial, logistical, and mentorship assistance. But the most important factor of them all is experience that will aid the growth and professionalism of the student journalist that they can gain from their participation in competitions like press conferences. This experience will also allow the student writers the skills they need to adapt to the ever-evolving landscape of media without compromising the core of training and the ethical journalism principles that has been embedded in the field of journalism.

Recommendations

Based on the findings of this study, the following recommendations are proposed to further investigate and ensure the creation of more award-winning coaches and student writers in field of news writing, specifically in the City Schools Division of Tacurong:

1. The Department of Education (DepEd), specifically the Schools Division Office (SDO), may consider providing continuous capability enhancement training for the coaches and student writers to equip them with the skills to complete their training sessions and prepare them for competitions.
2. Student writers may practice discipline during mentoring sessions, perseverance as they journey towards the realization of their dreams, and collaboration skills to succeed in the field of journalism. These journalists must embrace mentorship and peer learning as essential tools to aid them in reaching their dreams of winning and reach NSPC. In addition, these students may take note that preparing for

competitions requires both training and time management to make sure important tasks outside the field of news writing is not compromised in the entire process.

3. Coaches may implement coaching methods that are both structured and flexible to highlight adaptability, ethical reporting, and digital journalism skills. Consequently, coaches may remember that utilizing mentorship and collaboration will foster a supportive learning environment for the student writers they are mentoring. Thus, encouraging the student writers to participate in competitions and leveraging the school administration's support will further enhance the effectiveness of the training, allowing the coaches refine existing methodologies and save time in developing new ones.
4. School heads may provide support for the school's journalism program by not only allocating financial resources for such matter but also sending skilled teachers for mentorship training to support the school's mentorship, coaching, and institutional initiatives. Additionally, they may also align programs and initiatives with the needs of the student writers, promotion of ethical journalism, and the integration of media literacy in the curriculum to aid in sustaining success.
5. Future researchers may also use the foundations of this study to explore advancements in the journalism training without compromising the embedded coaching methods and digital media literacy. Moreover, investigation of the impact of institutional and community support in sustaining the journalism program of the institution. Additionally, future researcher may explore more on the innovative training methodologies that will aid the student writers adapt to the ever-evolving media trends brought by technological advancements.

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