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Digital Expertise and Campus Journalism Practices Among Advisers in Davao Central District

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ABSTRACT

This study examined the relationship between digital expertise and campus journalism practices among school paper advisers in public elementary schools within the Davao Central District. A quantitative descriptive-correlational design was employed among 146 advisers. Data were gathered using a structured survey instrument that measured five domains of digital expertise and five dimensions of campus journalism practices. Mean, standard deviation, Pearson product-moment correlation coefficient, and multiple linear regression were used for analysis. Based on the domain-level tables, the advisers demonstrated a moderately extensive level of digital expertise, with a recalculated overall mean of 3.37. Platform and workflow management obtained the highest domain mean (M = 3.47), followed closely by multimedia production proficiency (M = 3.46). Campus journalism practices were extensive overall (M = 3.44). Training workshops (M = 3.50), support for student-writers' skill development (M = 3.49), and utilization of journalism resources and technologies (M = 3.47) emerged as stronger practices, while editorial planning and coordination (M = 3.36) and publication management and deadline compliance (M = 3.37) required further improvement. Digital expertise had a significant moderate positive relationship with campus journalism practices ($r = .488$, $p < .001$). The regression model was significant, $F(5, 140) = 13.429$, $p < .001$, and explained 32.4% of the variance in journalism practices ($R^2 = .324$). Information and data literacy ($\beta = .430$, $p < .001$) and analytics-driven publishing and audience engagement ($\beta = .246$, $p = .003$) were the significant individual predictors. The findings support targeted training in source verification, data literacy, analytics use, editorial planning, digital safety, and publication management.

Keywords: *analytics-driven publishing, campus journalism, digital expertise, information and data literacy, school paper advisers, workflow management*

INTRODUCTION

Campus journalism provides learners with opportunities to develop writing, critical thinking, ethical judgment, collaboration, and civic participation. As school publications increasingly operate through digital platforms, school paper advisers are expected to guide students not only in traditional writing and editing but also in multimedia production, information verification, digital workflow management, ethical publishing, and audience engagement.

The digital transition has expanded the responsibilities of journalism educators and newsroom leaders. Contemporary journalism requires competence in mobile and multimedia production, data literacy, collaborative platforms, digital safety, and analytics-informed editorial decisions. These competencies are particularly important in school settings where advisers must balance coaching, publication schedules, limited resources, and student development while upholding journalistic standards (Katzenberger, 2024; Organization for Security and Co-operation in Europe, 2022; Salzmann et al., 2021).

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Within the Davao Central District, advisers manage school paper programs amid evolving technological expectations and practical constraints. The source manuscript identified a need for localized evidence on whether stronger digital expertise is associated with more consistent campus journalism practices. This evidence can guide school administrators and journalism supervisors in designing professional development programs, allocating resources, and strengthening publication systems.

This study assessed digital expertise in terms of multimedia production proficiency, information and data literacy, platform and workflow management, digital ethics, safety and legal compliance, and analytics-driven publishing and audience engagement. It also determined the extent of campus journalism practices in terms of training workshops, editorial planning and coordination, student-writer support, resource utilization, and publication management and deadline compliance. Finally, it examined the relationship between the variables and identified the digital-expertise domains that significantly influenced journalism practices.

Literature Review

Digital Expertise in Contemporary Journalism

Digital expertise in journalism extends beyond familiarity with individual software applications. It includes the ability to produce multimedia content, verify digital information, coordinate platform-based workflows, protect files and identities, comply with ethical and legal standards, and interpret audience metrics. Katzenberger (2024) emphasized the gap between journalism education and newsroom demands, while Furtáková (2024) highlighted the value of authentic editorial practice in developing digital competence. The OSCE (2022) likewise identified continuing needs in journalists' digital competences and training pathways.

Multimedia Production and Workflow Management

Multimedia proficiency is increasingly necessary in converged newsrooms. Salzmann et al. (2021) found that mobile-journalism training helped reporters develop skills in planning, shooting, editing, and publishing short-form video. Effective workflows are equally important because production requires clear delegation, version control, collaborative tools, and monitoring systems. Cherubini (2021) documented the importance of hybrid newsroom coordination and shared digital tools in sustaining output quality and timely publication.

Information Literacy, Ethics, and Digital Safety

Information and data literacy are central to credible journalism. Advisers must help student-writers identify reliable sources, verify facts, synthesize information, provide attribution, and distinguish factual reporting from misinformation or bias. Heiss et al. (2023) conceptualized social-media information literacy through navigation, curation, appraisal, comprehension, creation, and interaction. Digital expertise must also include ethical and safety practices, including privacy protection, responsible social-media use, and compliance with copyright and intellectual-property standards.

Analytics-Driven Publishing and Audience Engagement

Audience analytics can guide editorial planning when metrics are interpreted responsibly. Maurya and Kumar (2024) discussed how web analytics influence editorial decision-making, while Riemann (2024) emphasized the need to align metric use with journalistic values. In school publications, advisers can use feedback, views, shares, comments, and other indicators to improve relevance without allowing click-driven priorities to replace ethical editorial judgment.

Campus Journalism Practices and Student Development

Effective campus journalism depends on regular training, editorial coordination, mentoring, access to resources, and disciplined publication management. Rosario and Ibojo (2024) identified best practices among experienced school paper advisers, including structured training, early planning, clear roles, and iterative feedback. Villanueva-Miñoza and Catapusan (2021) likewise highlighted the importance of publication management and organizational structures, while Libradilla and Baradillo (2024) documented the value of teamwork, mentoring, and coordination in award-winning school papers.

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Theoretical and Conceptual Framework

The study was informed by Gatekeeping Theory, Agenda-Setting Theory, Social Responsibility Theory, Public Sphere Theory, DigComp 2.2, and technology-adoption perspectives. These frameworks explain how advisers select and prioritize content, uphold ethical standards, support student voices, adopt digital platforms, and coordinate modern newsroom processes. The conceptual framework positioned digital expertise as the independent variable and campus journalism practices as the dependent variable.

METHODS

Research Design

The study employed a quantitative descriptive-correlational research design. The descriptive component determined the extent of digital expertise and campus journalism practices. The correlational component examined the association between the variables, while multiple linear regression identified the digital-expertise domains that significantly influenced campus journalism practices.

Research Locale and Participants

The study was conducted in public elementary schools within the Davao Central District during School Year 2024-2025. The respondents were 146 teachers serving as school paper advisers. They directly managed campus journalism programs and guided student-writers in writing, editing, layout, publication management, and related newsroom tasks.

Sampling Technique

The source manuscript reports the use of probability sampling. It describes simple random sampling to give qualified advisers an equal chance of selection and also refers to proportional school inclusion in a two-stage procedure. The final study obtained 146 valid responses, exceeding the minimum sample size of 92 identified through the reported power analysis. The exact sampling procedure should be confirmed against the researcher's field records before journal submission.

Research Instrument

A structured survey questionnaire was used. The first section measured digital expertise through five domains: multimedia production proficiency, information and data literacy, platform and workflow management, digital ethics, safety and legal compliance, and analytics-driven publishing and audience engagement. The second section assessed campus journalism practices through five dimensions: frequency of conducting journalism training workshops, effectiveness of editorial planning and coordination, support for student-writers' skill development, utilization of journalism resources and technologies, and publication management and deadline compliance.

The items used a five-point scale: 4.20-5.00, Very Extensive; 3.40-4.19, Extensive; 2.60-3.39, Moderately Extensive; 1.80-2.59, Less Extensive; and 1.00-1.79, Not Extensive. The source manuscript describes expert validation, pilot testing, Cronbach's alpha, and McDonald's omega procedures but does not present the final subscale reliability coefficients in the results section. No unsupported reliability coefficient is introduced.

Data Gathering Procedure

The researcher secured ethics clearance and authorization from the Schools Division Superintendent, the Schools Governance and Operations Division, the Public Schools District Supervisor, and participating school heads. Respondents received information sheets and provided informed consent. Returned questionnaires were checked, encoded, cleaned, and analyzed using Microsoft Excel and JASP or SPSS.

Data Analysis

Mean and standard deviation were used to summarize the extent of digital expertise and campus journalism practices. Pearson product-moment correlation coefficient was used to determine the strength and significance of the relationship between the variables. Multiple linear regression was used to identify the domains of digital

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expertise that significantly predicted campus journalism practices. Statistical significance was evaluated at the .05 level.

Ethical Consideration

The study observed informed consent, voluntary participation, anonymity, confidentiality, secure storage, data minimization, and aggregate reporting. Neutral data-collection procedures were used to reduce perceived pressure related to workplace hierarchy. Respondents were informed that they could skip items or withdraw without penalty. Digital files were stored securely and were accessible only to the researcher.

RESULTS AND DISCUSSION

Extent of Digital Expertise

Table 1. *Summary of Digital Expertise Domains*

Digital Expertise Domain	Mean	SD	Interpretation	Rank
Platform and workflow management	3.47	0.42	Extensive	1
Multimedia production proficiency	3.46	0.47	Extensive	2
Analytics-driven publishing and audience engagement	3.40	0.30	Extensive	3
Information and data literacy	3.30	0.41	Moderately Extensive	4
Digital ethics, safety and legal compliance	3.23	0.39	Moderately Extensive	5
Recalculated overall mean	3.37	-	Moderately Extensive	

The domain-level results indicate that the advisers demonstrated a moderately extensive level of digital expertise overall. Platform and workflow management obtained the highest mean (M = 3.47), followed closely by multimedia production proficiency (M = 3.46). Analytics-driven publishing and audience engagement was also rated Extensive (M = 3.40). Information and data literacy (M = 3.30) and digital ethics, safety and legal compliance (M = 3.23) were rated Moderately Extensive and require targeted strengthening.

Table 2. *Selected Digital-Expertise Indicators Requiring Attention*

Domain	Selected Indicator	Mean	Interpretation
Multimedia production	Digital tools and applications are utilized effectively for editing, publishing, and presenting journalism content.	2.72	Moderately Extensive
Information and data literacy	Data gathered for news and feature articles is verified for accuracy before publication.	2.74	Moderately Extensive
Platform and workflow management	Workflow systems are organized to track progress and meet publication deadlines.	2.74	Moderately Extensive
Digital ethics and safety	Responsible use of social media platforms is practiced when promoting or sharing journalism content.	2.55	Less Extensive
Digital ethics and safety	Safety protocols are followed to protect digital files from unauthorized access or misuse.	2.74	Moderately Extensive
Analytics-driven publishing	Audience feedback is incorporated to improve the quality and relevance of publications.	2.55	Less Extensive

The item-level findings show that advisers need stronger support in effective use of editing and publishing applications, verification of information, workflow tracking, social-media governance, digital-file protection, and the use of audience feedback. These priorities are important because digital expertise involves ethical and organized practice, not merely access to tools.

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Extent of Campus Journalism Practices

Table 3. *Summary of Campus Journalism Practices*

Campus Journalism Practice	Mean	SD	Interpretation	Rank
Frequency of conducting journalism training workshops	3.50	0.31	Extensive	1
Support for student-writers' skill development	3.49	0.28	Extensive	2
Utilization of journalism resources and technologies	3.47	0.27	Extensive	3
Publication management and deadline compliance	3.37	0.27	Moderately Extensive	4
Effectiveness of editorial planning and coordination	3.36	0.32	Moderately Extensive	5
Recalculated overall mean	3.44	-	Extensive	

Campus journalism practices were Extensive overall (M = 3.44). Training workshops obtained the highest domain mean (M = 3.50), followed by support for student-writers' skill development (M = 3.49) and utilization of journalism resources and technologies (M = 3.47). Publication management and deadline compliance (M = 3.37) and editorial planning and coordination (M = 3.36) were Moderately Extensive.

Table 4. *Selected Campus-Journalism Practices Requiring Attention*

Dimension	Selected Indicator	Mean	Interpretation
Training workshops	Training sessions provide opportunities for students to apply journalistic theories into practice.	2.55	Less Extensive
Editorial planning	Planning processes are systematically documented to guide the production of future issues.	2.55	Less Extensive
Editorial planning	Roles and responsibilities in the editorial team are clearly defined and observed.	2.67	Moderately Extensive
Student-writer support	Individual strengths of student-writers are nurtured through differentiated coaching and assignments.	2.67	Moderately Extensive
Resource utilization	Online platforms are used for collaboration and submission of articles.	2.67	Moderately Extensive
Publication management	Publications are released on time as planned in the editorial calendar.	2.55	Less Extensive

The lower-rated practices identify operational gaps. Advisers need more hands-on student training, documented planning routines, clearer team roles, differentiated coaching, online collaboration systems, and stronger mechanisms for releasing publications on time.

Relationship Between Digital Expertise and Campus Journalism Practices

Table 5. *Correlation Between Digital Expertise and Campus Journalism Practices*

Variables	Pearson r	p-value	Interpretation	Decision
Digital expertise and campus journalism practices	.488	< .001	Moderate positive significant relationship	Reject H0

Digital expertise had a moderate positive and statistically significant relationship with campus journalism practices, $r = .488$, $p < .001$. The null hypothesis was rejected. Advisers who reported stronger digital competencies also tended to report stronger implementation of training, mentoring, editorial coordination, resource utilization, and publication-management practices.

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Domains of Digital Expertise Influencing Campus Journalism Practices

Table 6. *Multiple Linear Regression Model Summary*

Model	R	R^2	Adjusted R^2	RMSE	F	df	p-value
Predictor model	.569	.324	.300	.193	13.429	5, 140	< .001

The multiple-regression model was statistically significant, $F(5, 140) = 13.429$, $p < .001$. The five digital-expertise domains explained 32.4% of the variance in campus journalism practices ($R^2 = .324$; adjusted $R^2 = .300$). This indicates that digital expertise is an important contributor to newsroom practice, although other institutional, organizational, and contextual factors also account for variation.

Table 7. *Regression Coefficients for the Digital-Expertise Domains*

Predictor	b	SE	β	t	p-value	Interpretation
Multimedia production proficiency	.013	.055	.027	.236	.814	Not significant
Information and data literacy	.242	.058	.430	4.143	< .001	Significant
Platform and workflow management	-.023	.061	-.043	-.378	.706	Not significant
Digital ethics, safety and legal compliance	.002	.072	.004	.034	.973	Not significant
Analytics-driven publishing and audience engagement	.184	.061	.246	3.042	.003	Significant

Information and data literacy was the strongest individual predictor ($\beta = .430$, $p < .001$), followed by analytics-driven publishing and audience engagement ($\beta = .246$, $p = .003$). The other three domains were not statistically significant individual predictors in the final model. This does not mean that technical production, workflow management, and digital ethics are unimportant. Rather, the results show that source verification, critical handling of information, and responsible interpretation of audience data had the strongest independent contributions to campus journalism practices in this sample.

Proposed Capacity-Building Priorities

Table 8. *Proposed School-Based and District-Level Capacity-Building Plan*

Priority Area	Objective	Recommended Activities	Persons Involved	Expected Outcome
Information verification and data literacy	Strengthen fact-checking, source evaluation, attribution, misinformation detection, and responsible synthesis of data.	Hands-on verification workshop and newsroom exercises	School paper advisers and student-editors	More accurate and credible campus publications
Analytics-driven publishing	Develop skills in interpreting views, shares, comments, feedback, and audience-engagement patterns.	Dashboard orientation, content review, and analytics reflection sessions	Advisers and editorial boards	Evidence-informed editorial planning
Editorial planning and workflow documentation	Formalize content calendars, role matrices, submission trackers, and review checkpoints.	Planning clinic and workflow-template development	Advisers, editors, and school heads	Reduced bottlenecks and improved accountability
Digital safety and social-media governance	Improve file protection, account security, privacy practices, and responsible social-media use.	Digital-safety orientation and policy review	Advisers, ICT coordinators, and student-writers	Safer and more ethical publication processes
Student-writer skill development	Increase practical writing, editing, layout, and	Recurring clinics, peer review, and differentiated coaching	Advisers and student-writers	Improved newsroom

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	multimedia production opportunities.			competence and confidence
Publication management	Improve compliance with timelines and scheduled release dates.	Editorial monitoring system and periodic progress review	Editorial boards and school administrators	More timely and sustainable publication cycles

CONCLUSION

School paper advisers in the Davao Central District demonstrated functional but uneven digital expertise. Platform and workflow management and multimedia production emerged as relative strengths, while information and data literacy and digital ethics, safety and legal compliance require further strengthening. Campus journalism practices were extensive overall, with stronger implementation in training, student-writer support, and resource utilization. Nevertheless, editorial planning, workflow documentation, differentiated coaching, and timely publication release remain priority areas. Digital expertise was significantly and positively related to campus journalism practices. Information and data literacy and analytics-driven publishing emerged as the significant independent predictors. These findings indicate that effective modern campus journalism depends not only on technical production but also on ethical information handling, verification, and data-informed editorial decision-making.

Recommendation

1. School administrators may allocate resources for internet connectivity, digital tools, publication software, equipment, and protected editorial time for school paper advisers.
2. Campus journalism supervisors may implement district-level training programs focused on information and data literacy, source verification, fact-checking, attribution, analytics interpretation, and audience-engagement strategies.
3. School paper advisers may institutionalize content calendars, shared editorial platforms, publication trackers, role matrices, and documented review procedures to strengthen workflow consistency and deadline compliance.
4. Schools may provide recurring practical workshops, peer-review sessions, and differentiated coaching to improve the writing, editing, layout, multimedia, and ethical decision-making skills of student-journalists.
5. Digital-safety protocols may be strengthened through secure file storage, responsible social-media guidelines, privacy awareness, and clear procedures for protecting student information and newsroom accounts.
6. Future researchers may examine administrative support, funding, adviser workload, learner participation, infrastructure, press freedom, and other factors that may explain campus journalism practices beyond digital expertise.

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