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Competence and Challenges of School Paper Advisers: Voices from the Field

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Abstract

This study explores the mentorship competence and challenges of school paper advisers (SPAs) in the Division of Butuan City, focusing on their lived experiences in guiding student journalists. Anchored on Bandura's Self-Efficacy Theory and Deci & Ryan's Self-Determination Theory, the research employs a transcendental phenomenological approach to capture advisers' narratives on best practices, perceived effectiveness, and encountered constraints. Findings reveal that mentoring is both rewarding and demanding, requiring advisers to balance technical guidance with nurturing values such as discipline and resilience. Effective practices include individualized coaching, peer learning, reflective mentoring, and exposure to models and standards. Mentoring effectiveness is perceived through student progress, improved writing, collaborative learning, and competition success. However, advisers face challenges such as time constraints, diverse student readiness, limited resources, and lack of parental and institutional support, which both foster resilience and risk burnout. Suggested strategies include collaboration with experts, authentic journalism simulations, structured frameworks, continuous professional development, and administrative recognition. The study concludes that mentoring in campus journalism is a reciprocal process that transforms both students and advisers, and its sustainability depends on systemic, professional, and institutional support.

Keywords: School Paper Advisers, Mentorship Competence, Campus Journalism, Self-Efficacy, Challenges

Introduction

School paper advisers (SPAs) play a critical role in shaping the skills, ethics, and confidence of student journalists, acting as mentors who guide young writers through the complex process of news production and journalistic responsibility. They guide and mentor students in producing a school newspaper or magazine (Reponte and Semblante, 2024). This involves teaching them journalistic principles such as research, interviewing, writing, and editing. Becoming one requires possessing wider skills and knowledge in journalistic writing, management, and student mentoring to effectively guide campus publications. Having said this, being a school paper adviser is a special skill that involves the ability to inspire and develop students'

critical thinking, creativity, and ethical responsibility while balancing the demands of deadlines, editorial decisions, and educational goals.

SPAs play a significant role in mentoring student journalists but often face challenges that hinder their effectiveness in providing quality guidance and support to their students. A number of studies show that they are confronted with barriers that include limited time, inadequate resources, lack of training, and balancing multiple responsibilities, all of which affect their capacity to deliver comprehensive mentorship and maintain high standards in campus journalism. In the Philippines SPAs face challenges including insufficient funding/resources, heavy workload/time constraints, inconsistent administrative support, lack of specialized training, and issues implementing the Campus Journalism Act (RA 7079) due to vague provisions and limited enforcement (Rosario & Ibojo, 2024).

In the Division of Butuan City, a survey was conducted by the researcher itself revealed significant findings that underscore the current challenges faced by SPAs and one of which would be the very small number of NSPC winners in Butuan City Division in the year 2023, with only two winners in the individual events, and so far without any winner in 2024. The trend brings about questions as to the status concerning the SPAs and coaches who prepare and guide these student journalists in the Butuan City Division. The data from the conducted survey highlights several factors affecting the delivery of effective mentorship, including insufficient training, limited knowledge of journalistic writing, inadequate resources, and a lack of institutional support. These factors may have also contributed to the declining number of medals won by the division in national-level competitions, such as the National Schools Press Conference, an annual contest participated by budding journalist from the different regional press conference.

The issue of the challenges faced by school paper advisers has gained significant traction in the research field. Quantitative findings from several disciplines reveal consistent results that justify the current difficulties experienced by them. However, only a few studies have explored the phenomenological aspects, delving deeply into the lived experiences and personal perspectives of advisers, which could provide richer insights into their challenges and mentorship. Conducting phenomenological research into the lived experiences of school paper advisers will not only provide an in-depth understanding of their experiences but also reveal the underlying factors influencing their resilience, coping strategies, and the meaning they find in their roles, ultimately informing more effective support systems and interventions.

This qualitative gap directly necessitates the study's objectives, which systematically address these underexplored dimensions through targeted inquiries into advisers' lived experiences, best practices, perceived effectiveness, and specific challenges within the Schools Division of Butuan City. With this, this study was conducted to explore the lived experiences of SPAs in mentoring student journalists. Particularly, this study aimed to identify the best practices employed by SPAs in mentoring student journalists, examined how school paper advisers perceive the effectiveness of their mentoring approaches in fostering student journalists' growth, and investigated the challenges encountered by school paper advisers in mentoring student journalists. Additional objectives include assessing challenge impacts on mentoring effectiveness and recommending strategies based on best practices and challenges.

Review Studies

This part of the paper presents a review of relevant literature and studies that provide bearing and support for the current research. It also discusses findings from previous studies, which lay a foundational basis for the anticipated results of this research.

This research will explore the lived experiences of school paper advisers mentoring student journalists in the School Division of Butuan City. Specifically, it will examine the challenges they will face, the mentoring practices they will employ, and the impacts of these challenges on their performance. Anchored on

the approaches of transcendental phenomenology, this proposed study will employ a qualitative research design where narratives and stories of the school paper advisers will be the central focus of the research.

In the Philippines, a School Paper Adviser (SPA) is a designated educator who mentors student journalists, providing technical guidance and support to produce the school's official publication, fostering journalistic ethics, critical thinking, and writing skills, often operating under the Campus Journalism Act (RA 7079) to develop responsible student media creators and promote effective communication (Betil, 2024). The key roles of school paper advisers are technical guidance: Acts as a technical advisor, training students in news writing, editing, layout, and digital publishing. Mentorship: Guides student editorial teams in content creation, management, and ethical standards, helping them understand fair and balanced reporting. Management: Oversees the publication's operations, including planning, finances (as per RA 7079), and coordination with school departments. Training and Development: Organizes training, facilitates participation in journalism contests, and keeps students updated on current journalism trends. Ethical Stewardship: Upholds journalistic ethics, promoting truth, fairness, and responsibility among student writers. (R. A., 7079). In essence, the School Paper Adviser is a crucial educator who empowers students to become skilled, ethical, and responsible communicators through the practical experience of producing a school publication.

In the study of Porras and Jajalla (2026) titled Shaping Young Journalists: Exploring the Lived Experiences of School Paper Advisers, the results revealed a range of experiences among school paper advisers, including difficulties in teaching students with little experience, appreciating the growth and success of students, struggling in managing time effectively, observing growth in student's confidence and improvement to their work, offering support to students, and struggling with limited resources and lack of appreciation. Porras and Jajalla (2026) Coping mechanisms varied, including using planning and prioritization to manage tasks, facilitating discussions to resolve issues, encouraging growth through support and inspiration, and implementing structured deadlines and quality control. The findings suggested that schools and institutions should implement structured training programs and allocate resources to equip advisers with the necessary skills and support to enhance student journalism and publication quality.

The study conducted by Castillo and Velasco (2025) which focused on the lived experiences of School Paper Teacher-Advisers (SPAs) in campus journalism, the study reveals that the SPAs implement editorial practices in leading/managing their school publications including: proper selection of campus journalists; efficient organization of a school newspaper; collaborative editing and feedback; responsible journalism; school-based training; and the use of productivity and content creation tools. The findings added that the SPAs utilized positive reinforcements to their campus journalists. The study also reveals that the SPAs encounter challenges in leading/managing their school publications such as: uncalled appointment of school paper adviser; lack of training opportunities; lack of support; inadequate publication budget allocation; time constraint; workload overload; lack of publication resources; and unsatisfactory performance of campus journalists. Correspondingly, the SPAs specified their journalistic needs to perform their duties and responsibilities in their school publications more productively and effectively including: professional development opportunities; satisfactory workload of school paper advisers; sufficient budget allocation; adequate publication resources; school publication written guidelines; support from the school administration; performance review; and recognition/acknowledgment (Castillo and Velasco, 2025).

The work of Advincula and Adtoon (2024), delves into the narratives of campus publication advisers in one of the districts in the province of Leyte which focuses on the challenges faced, the adaptations they employed to maintain student engagement during the pre-pandemic, the pandemic, and especially, the post-pandemic times. The findings revealed that a multi-dimensional view of the experiences of these advisers before, during, and after pandemic period, shed light on the following key themes: technological adaptations, challenges in student engagement, content diversification and responsiveness, impact on publication production, sustaining professional development.

According to the study from Dela Cruz (2022), about the experiences of school paper advisers in selected public and private secondary schools. The findings showed that they have positive experiences including the learnings, connections from other schools, professional enhancement, students' development, negative experiences on resources, training schedule, set-up and judging system, conflict with administrators and other stakeholders. The SPAs' practices are inclined with regular trainings, seminar-workshop, caring for the students, teaching the students the current issues, establishing discipline, preparing the student early, and motivating the students. The study also revealed that the problems they encountered are categorized as the support and maintenance, student, and teacher's related, and system's related problems. Additionally, SPAs' strategies in addressing the problems are doing constant communication with the school community, asking for assistance to other concerned and knowledgeable teachers, and looking for financial supporters. SPAs' concerns focused on molding student's character and attitude, skills and knowledge, and the availability of the resources.

The study of Rosario and Ibojo (2024) about the Best Practices of Experienced School Paper Advisers on Handling their Roles and Functions which specifically concerned with the beginning school paper advisers who engaged in campus journalism without significant knowledge in handling the role and the lack of experience and awareness of circumstances like school paper management and competitive journalism. The study reveals that experienced school paper advisers select their potential writers mainly through a systematic screening process, recommendations and cherry-picking best students in the campus. Some advisers found it hard to select students due to conflicting responsibilities and inclinations. The study added that writers are trained through a rigid process while other advisers opted to invite resource speakers for the students to gather relevant knowledge in campus journalism. However, most advisers complain about the lack of funds and equipment to sustain the program; as a result, they opt to expend own resources in compensating the needs from students' meals and snacks to giving incentives and honoraria (Rosario & Ibojo, 2024). Furthermore, some advisers experience stressful moments in paper production, especially that they had to regularly review writers' outputs; others have to rely to other person with much experience in layouting, so they had to shell out money to accomplish it. Despite these challenges, advisers believe that everything will be worthwhile after seeing their product that comes from dedication and hard work (Rosario & Ibojo, 2024).

Sabio and Gumanoy (2025) shed light on coaching and mentoring experiences of outstanding school paper advisers. The research aimed to understand their lifeworld, experiences, and future perspectives in nurturing student writers. Employing a transcendental phenomenological approach, the study analyzed in-depth interviews to uncover the advisers' holistic professional development, inclusive mentorship, and their roles' demanding yet rewarding nature. Sabio and Gumanoy (2025) also added that despite challenges such as inadequate resources, these advisers demonstrated dedication and adaptability, finding fulfillment in transformative moments and collaborative efforts. The study recommends enhancing resource provision, professional development, policy support.

Reponte and Semblante (2024) in their study titled Best Practices of Outstanding School Paper Adviser: A Multiple Case Study aimed to accumulate and understand the best practices of school paper adviser. Results revealed the experiences of the participants: recognizing and motivating students to development, prioritizing open communication, encountering challenges in generating interest and recruiting members; and minimizing adviser influence on student work. They added that advisers overcome challenges in managing the school paper organization, the following themes were being extracted; commitment to continuous professional growth for effective journalism advising, balancing workload, practicing effective resource management; and fostering students' development in journalism by enhancing skill.

Meanwhile the study of Marbella (2025) about the factors affecting the competencies of public elementary school paper advisers in Ligao City Division, the showed key challenges included time management constraints, inadequate technological infrastructure particularly in rural areas, and limited

institutional support. The study found significant gaps in professional development, with 58.8% of advisers lacking formal training in campus paper management. Geographic location emerged as a critical factor, with 76.5% of schools in rural areas facing additional challenges in internet connectivity and resource access. Based from the findings, Marbella (2025) proposed comprehensive policy guidelines focusing on professional development, resource management, and technology infrastructure support. The recommendations emphasized establishing sustainable funding mechanisms, facilitating mentorship programs between experienced and novice advisers, and creating collaborative networks to enhance the quality of campus journalism education.

In the phenomenological study of Edilberto and Gumanoy (2021) titled Lived Experiences of School Paper Advisers in Secondary Campus Journalism: A Phenomenological Approach. The study employed the descriptive-qualitative design of research following the phenomenological method. The study revealed that most of the SPA's have adequate campus journalism advising experience; have earned units in graduate studies which are not related to journalism; and have attended training/seminars/workshops attended related to campus journalism, and had actual experience in campus journalism when they were still students. Edilberto and Gumanoy (2021) added that the issues and concerns encountered by the school paper advisers involve with their background characteristics such as number of years as school paper adviser; an educational background that is not related to journalism; and lack of school's support to campus journalism in terms of coordination and training opportunities. Most of the school paper adviser disclosed to have malpractices in campus journalism such as acting as gate-keepers on articles that would be published, plagiarism practices, micromanaging the finances, writing the articles themselves, and designing the layout by themselves.

Paguirigan and Paguirigan (2023) in their research titled Schools Press Conference Coaches: Their Lived Experiences supports the findings of previous studies cited. According to their findings that 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.

The reviewed literature has provided a solid foundation for the present study by highlighting the diverse experiences, challenges, and best practices of school paper advisers across different contexts. Prior studies revealed recurring themes such as limited resources, time constraints, lack of training opportunities, and role conflicts, which resonate with the realities faced by advisers in the Schools Division of Butuan City. At the same time, the literature underscored the resilience, adaptability, and mentoring strategies employed by advisers to sustain student engagement and uphold journalistic standards. These insights helped shape the conceptual framework of the study, guided the formulation of research questions, and clarified the significance of focusing on advisers' lived experiences through a transcendental phenomenological approach. By synthesizing findings from earlier works, the present study is able to situate itself within the broader discourse on campus journalism while addressing specific gaps in understanding the mentoring practices and challenges of advisers in a geographically and contextually distinct setting.

Theoretical/Conceptual Framework

In examining the mentoring roles of school paper advisers, it is essential to ground the study in a conceptual lens that explains how beliefs, confidence, and motivation shape professional practice.

This study is grounded to Self-efficacy Theory by Albert Bandura (1996). This theory posits that an individual's belief in their own ability to succeed in specific situations or accomplish tasks (their "self-

efficacy") heavily influences their motivation, behavior, and outcomes, more than actual ability alone. Albert Bandura's Self-efficacy Theory provides a vital lens for examining school paper advisers' mentoring roles, as it explains how advisers' confidence in their abilities shapes their practices and influences student journalists' growth. In the context of school paper advisers, self-efficacy theory provides a lens for understanding how advisers' confidence in their mentoring abilities influences their practices and effectiveness in guiding student journalists. The researcher believes that advisers who believe strongly in their capacity to mentor are more likely to demonstrate persistence, creativity, and resilience in addressing the challenges of student journalism. Conversely, advisers with lower self-efficacy may experience hesitation, reduced motivation, or difficulty sustaining effective mentorship practices.

Bandura's self-efficacy theory offers a foundational framework for understanding how school paper advisers' confidence in their mentoring abilities influences their practices and student outcomes. It posits that self-efficacy, individuals' beliefs in their capacity to succeed in specific situations, drives motivation, resilience, and performance through four sources: mastery experiences, vicarious learning, social persuasion, and physiological states. The theory directly illuminates advisers' lived experiences by framing their narratives as sources of self-efficacy, where past successes in guiding student journalists build confidence for future mentorship. It explains best practices as deliberate strategies, like modeling and feedback, that not only enhance advisers' self-efficacy but also transfer it to students, fostering journalistic skills.

Additionally, Self-determination Theory of Edward Deci and Richard Ryan (1985) also framed the concept of this research. Self-Determination Theory (SDT) is a psychological framework explaining human motivation and personality through innate growth tendencies and basic psychological needs. It emphasizes how satisfying needs for autonomy, competence, and relatedness fosters intrinsic motivation and well-being (Garrido, 2025). SDT posits that humans naturally seek growth when their environment supports three universal needs: autonomy (control over actions), competence (mastery and effectiveness), and relatedness (connection with others). Environments that thwart these needs lead to controlled motivation or amotivation, reducing engagement. This framework holds strong relevance to this research as it illuminates how advisers' mentoring practices influence student journalists' engagement, skill development, and resilience in campus journalism. By linking SDT to the study's statements of the problem, the theory provides a lens to analyze advisers' roles in nurturing self-determined student journalists

These theoretical frameworks established a comprehensive foundation for this study by integrating transcendental phenomenology with other learning theories, creating a nuanced lens that prioritizes the lived experiences and subjective realities of school paper advisers. Self-determination theory of Edward Deci and Richard Ryan and Bandura's Social Learning Theory enrich the analysis by contextualizing how advisers transform challenges into learning opportunities and model behaviors that guide student journalists. Together, these theories offer a robust, interconnected worldview that supports an in-depth exploration of mentoring dynamics, challenges, and impacts within school journalism, aligning seamlessly with the qualitative aims and allowing meaningful insights to emerge from participants' authentic voices.

Figure 1 below presented the research paradigm showing the research flow. Following the concept of transcendental phenomenology, which emphasized the importance of setting aside the researcher's personal biases to uncover the essence of lived experiences, the research process began with identifying and bracketing assumptions related to school paper mentorship. Through reflexivity, the researcher acknowledged preconceived notions and deliberately suspended them to ensure that the inquiry remained faithful to the participants' perspectives. This stage also guided the formulation of open-ended questions designed to elicit rich, descriptive accounts from the respondents.

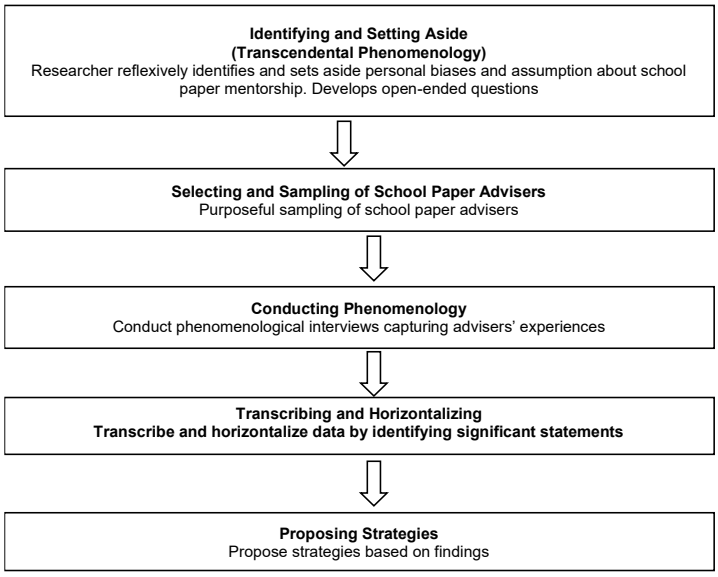
Following this, the study proceeded to the selection and sampling of school paper advisers. Purposeful sampling was employed to identify participants who possessed direct and meaningful experiences in school paper mentorship. This approach ensured that the data collected was both relevant and substantial, allowing

the phenomenon to be examined in depth. The next phase involved conducting phenomenological interviews. At this stage, the researcher engaged with the selected advisers to capture their narratives and reflections. These interviews served as the primary source of data, providing insights into the challenges, practices, and meanings embedded in their mentorship experiences.

Once the interviews were completed, the process advanced to transcribing and horizontalizing the data. Transcription ensured that the participants' voices were preserved in textual form, while horizontalization treated each significant statement with equal value. This method prevented premature prioritization and allowed themes to emerge organically from the breadth of the data. Finally, the research culminated in proposing strategies. Drawing from the distilled meanings and thematic insights, the researcher formulated practical and context-sensitive strategies that addressed the realities of school paper mentorship. These strategies were grounded in the lived experiences of the advisers, thereby ensuring their relevance and applicability to educational practice.

In the conduct of the study, the integration of Self-Efficacy Theory and Self-Determination Theory provided a dual lens for interpreting advisers' mentoring practices and challenges. Bandura's Self-Efficacy Theory explained how advisers' confidence in their ability to mentor shaped their persistence, modeling behaviors, and effectiveness, while Deci and Ryan's Self-Determination Theory highlighted the role of intrinsic motivation, autonomy, competence, and relatedness in sustaining their commitment to student journalism. Together, these theories illuminated how advisers' belief in their own capacity interacted with their internal drive to support student journalists, even amid constraints and obstacles. Within the transcendental phenomenological approach, this combined theoretical grounding ensured that the study not only captured advisers' lived experiences but also situated them within broader psychological processes of confidence and motivation.

Figure 1. *The Research Paradigm Showing the Research Flow*



Objectives of the Study

This study sought to explore the mentorship competence and challenges of school paper advisers in mentoring student journalists. Specifically, it aimed to: (1) explore the lived experiences of school paper advisers as

mentors of student journalists; (2) identify the best practices employed by school paper advisers in mentoring student journalists; (3) examine school paper advisers' perceptions of the effectiveness of their mentoring approaches in fostering the growth of student journalists; (4) identify the challenges encountered by school paper advisers in mentoring student journalists; (5) examine how these challenges affect the effectiveness of their mentoring practices; and (6) develop an intervention program based on the findings of the study to enhance the mentoring capabilities of school paper advisers.

Methodology

The study employed a qualitative transcendental phenomenological research design to explore the lived experiences, mentoring practices, perceived effectiveness, and challenges of school paper advisers in mentoring student journalists. The participants consisted of 15 school paper advisers from public and private elementary, secondary, and integrated schools in the Schools Division of Butuan City, purposively selected based on their experience and involvement in campus journalism. Data were gathered through a researcher-developed semi-structured interview schedule that underwent expert validation and tryout prior to its administration. One-on-one interviews lasting approximately 60–90 minutes were conducted and audio-recorded with the participants' consent, allowing the use of probing and follow-up questions to obtain rich and detailed accounts of their experiences. The qualitative data were analyzed following Moustakas' transcendental phenomenological approach, involving epoche and bracketing, horizontalization, identification of invariant constituents, textural and structural descriptions, individual textural-structural synthesis, and development of a composite essence. The resulting themes and insights served as the basis for developing an intervention program aimed at enhancing the mentoring capabilities of school paper advisers.

Results and Discussion

Problem 1. What are the lived experiences of school paper advisers as mentors of student journalists?

Table 1. *Lived experiences of the mentors of student journalists*

Participant	Codes	Category	Theme	Interpretation
T1, T3, T5, T6, T8, T9, T10, T11, T13	Challenging experience	Work load	Going Over Loads and Challenges of Mentoring	Mentoring student journalists is basically a challenging job but at the same time fulfilling and rewarding, especially if the students are able to gain the necessary skills that will bring them to earn the desired skills. Mentoring also involves looking into the needs of the students and nurturing them with the essential values of discipline, responsibility, etc. that they may need. For newbie mentors, it is an avenue for growth.
T7	Demanding responsibilities	Work load	Going Over Loads and Challenges of Mentoring	
T1, T3, T6, T13, T15	Fulfilling; Rewarding; Student success as impact of mentoring	Encouraging experiences	Finding Fulfillment and Meaning through Students' Growth and Success	
T3	Kapanapanabik	Encouraging experiences	Finding Fulfillment and Meaning through Students' Growth and Success	
T4, T5	Fun and memorable	Encouraging experiences	Finding Fulfillment and Meaning through Students' Growth and Success	

—	Meaningful role	Encouraging experiences	Finding Fulfillment and Meaning through Students' Growth and Success
T1, T7, T10, T13	Considerate of student needs	Student support	Nurturing Students through Responsive Mentoring
T9, T12	Believing student abilities	Student support	Nurturing Students through Responsive Mentoring
T12	Developed patience	Growth in mentorship	Realizing Personal and Professional Growth
T8, T11	Grapple as inexperienced mentor	Growth in mentorship	Realizing Personal and Professional Growth

Table 1 presents the lived experiences of school paper advisers in mentoring student journalists. Four major themes emerged from the participants' responses: going over loads and challenges of mentoring, finding fulfillment and meaning through students' growth and success, nurturing students through responsive mentoring, and realizing personal and professional growth. Collectively, these themes reveal that mentoring is experienced as both demanding and rewarding, requiring advisers to manage multiple responsibilities while supporting student development and continuously improving their own mentoring competence.

The first theme, going over loads and challenges of mentoring, reflects the demanding responsibilities associated with guiding student journalists. Advisers described mentoring as challenging because they must respond to students' varying needs while ensuring that their training remains consistent with journalism standards. As SPA1 explained, *"For 16 years of mentoring student journalists, it is always a challenge each year. I always consider the needs of each journalist and at the same time making sure that it is still align with the journalism standards."* This suggests that mentoring requires considerable flexibility, commitment, and responsiveness because advisers must simultaneously manage student needs and expectations for quality journalistic performance. Baciu (2026) similarly described mentoring as an interdependent process that requires mentors to continuously adjust their approaches to the needs and progress of their mentees, while Porras and Jajalla (2026) emphasized that school paper advisers continually refine their strategies in response to the demands of developing competent and responsible student journalists.

The second theme, finding fulfillment and meaning through students' growth and success, demonstrates that advisers derive motivation from witnessing the development and accomplishments of their student journalists. SPA2 shared, *"Serving as a coach motivates me. It makes me look forward to their future, their attitude, the knowledge they gain, and the skills they can develop throughout their journey in journalism."* Similarly, SPA9 explained, *"When I see my UPLs trying their best to improve their skills, I guess that that also boosts my motivation to help them and guide them."* These responses indicate that fulfillment comes not merely from winning competitions but from observing students become more competent, motivated, and confident. Sabio and Gumanoy (2025) likewise found that advisers regard students' achievements as shared victories and derive fulfillment from nurturing discipline, resilience, and future professional identity, while Schenk et al. (2025) emphasized that observable mentee progress can reinforce mentors' perceptions of competence and efficacy.

The third theme, nurturing students through responsive mentoring, highlights the advisers' efforts to understand individual student needs, recognize their abilities, and provide appropriate encouragement and guidance. SPA2 emphasized that *"Journalism is more than just competing in writing contests—it is about helping students become critical thinkers, responsible communicators, and informed citizens."* This illustrates that

advisers view mentoring as extending beyond technical writing instruction toward the holistic formation of student journalists. Porras and Jajalla (2026) similarly emphasized the adviser's role in nurturing ethical writers and confident communicators, while Reponte and Semblante (2024) found that open communication, motivational encouragement, and situational mentoring contribute to students' confidence and resilience. Thus, responsive mentoring recognizes students as developing individuals whose abilities, attitudes, and values require sustained guidance.

The fourth theme, realizing personal and professional growth, shows that mentoring also transforms the advisers themselves. Participants acknowledged that the challenges of mentoring *"taught me to be more patient, empathetic, and adaptable,"* while professionally, one recognized that *"I gained confidence in managing workloads, refining strategies, and embracing continuous learning."* These experiences demonstrate the reciprocal character of mentoring, in which advisers develop alongside the students they guide. Hansen et al. (2025) and Krishna et al. (2024) similarly emphasized that mentoring facilitates reciprocal learning and contributes to mentors' professional identity development, while the International Mentoring Center (2026) identified continuous learning, adaptability, and resilience as important competencies that develop through sustained mentoring experiences.

Overall, the findings demonstrate that the lived experiences of school paper advisers involve an interplay of challenges, fulfillment, student-centered support, and professional development. Although mentoring imposes additional responsibilities and requires considerable patience and adaptability, advisers find meaning in witnessing students' growth and simultaneously develop greater confidence, competence, and resilience themselves. The literature supports this reciprocal perspective of mentoring, indicating that effective mentoring contributes not only to mentee development but also to the continuing personal and professional growth of mentors; hence, the experiences of school paper advisers may be understood as a continuous process of guiding students while simultaneously strengthening their own mentoring competence.

Table 2. *Stand out Moments as Mentors of Student Journalists*

Participant	Codes	Category	Theme	Interpretation
T3, T4, T5, T6, T7, T8, T9, T11, T13, T14, T15	When students win in competitions	Students' accomplishment	Recognition and Success as Sources of Mentor Efficacy	The primary stand out moments of the mentors are two-fold: First is the recognition of their work especially when the student win in competitions. This signals a startup for building their self-efficacy . Second is that joyous moment shared with the students in a win, more notably when the students do not only exhibit the skills but also the values that they have learned during the training. Nonetheless, in cases of defeat, the mentor recognizes gaps in the training process and finds means that may address these weaknesses.
T12	Qualifying for NSPC			
T1, T9, T15	Students apply learning even after academic years	Students' growth	Witnessing Students' Growth and Transformation	
T2, T6	Seeing students grow in writing process			
T2, T7, T13	Losing in a contest and figuring out weaknesses	Reflective response to failure	Turning Challenges into Prospects for Improvement	

Table 2 presents the stand-out moments experienced by school paper advisers in mentoring student journalists. Three major themes emerged from the participants' responses: recognition and success as sources of mentor efficacy, witnessing students' growth and transformation, and turning challenges into prospects for improvement. These themes reveal that memorable mentoring experiences are shaped not only by

competitive achievements but also by students' continuing development and the lessons advisers gain from both success and failure.

The first theme, recognition and success as sources of mentor efficacy, reflects the fulfillment advisers experience when their student journalists perform well and receive recognition in competitions. SPA3 recalled, *"The moments that stood out to me in my journey as an adviser over many years were reaching the national level and winning the championship. It was unforgettable to see my student journalists achieve something I never thought possible—earning first place across the entire Philippines."* Similarly, SPA6 emphasized that a rewarding experience occurs *"when they show me the improvement."* These experiences suggest that student achievement reinforces advisers' confidence in their ability to mentor effectively because successful outcomes provide tangible evidence that their guidance and training have produced results. Baciu (2026) similarly emphasized that student progress validates mentors' efforts within an interdependent mentoring relationship, while Schenk et al. (2025) found that successful mentoring experiences can strengthen both mentee achievement and mentors' sense of efficacy.

The second theme, witnessing students' growth and transformation, demonstrates that advisers value outcomes extending beyond awards and competition results. SPA1 explained, *"It is not only the recognition that gives me a fulfilling moment rather when my journalists learned from me and will apply them further in their studies even after they finished their academic years."* This response indicates that advisers consider mentoring meaningful when students retain and apply the knowledge, skills, attitudes, and values developed through journalism even beyond the immediate training or competition period. Sabio and Gumanoy (2025) similarly described mentoring success as extending beyond competition by nurturing discipline, resilience, and future professional identity, while Samuels et al. (2023) emphasized that meaningful mentoring relationships can influence students' longer-term educational development and sense of purpose. Kenworthy (2025) likewise highlighted the contribution of mentoring to holistic development, particularly confidence, resilience, and communication competencies that extend beyond the immediate learning context.

The third theme, turning challenges into prospects for improvement, reveals that losing competitions and encountering setbacks also become meaningful mentoring experiences. SPA11 explained, *"Losing is painful, and that pain stands out for me because it made me realize where I fell short. At the same time, it pushes me to think of other ways to improve."* This demonstrates reflective mentoring, wherein unfavorable outcomes are used to identify weaknesses, reconsider strategies, and improve succeeding training practices rather than being viewed merely as failures. Porras and Jajalla (2026) similarly found that school paper advisers use setbacks as opportunities for reflection, refinement, and perseverance, while Tagod and Baguio (2026) reported that award-winning advisers reframe failures as stepping stones toward improved mentoring practices. Djafer (2025) further described productive failure as an opportunity to strengthen resilience and adaptive learning, supporting the view that challenges can stimulate both student and mentor development.

Overall, the findings demonstrate that stand-out mentoring experiences encompass both triumphs and setbacks. Competition victories strengthen advisers' sense of efficacy, students' continuing development provides deeper and more enduring professional fulfillment, and failures encourage reflection and improvement in mentoring strategies. These findings are consistent with the literature portraying mentoring as a reciprocal developmental process in which achievements validate mentoring efforts while challenges stimulate resilience, adaptation, and continuous learning; thus, the most meaningful experiences of school paper advisers are not confined to winning competitions but include witnessing lasting student transformation and learning from difficulties encountered throughout the mentoring process.

Table 3. *Source of Motivation and Performance appraisal as mentors of student journalists*

Participant	Codes	Category	Theme	Interpretation
Source of Motivation				
T1, T6	"It is a learning experience"	Continuous learning	Mentoring as a Source of Competence Development	The source of motivation of the mentors is the realization of continuous learning and seeing the proofs that the students have learned from them.
T2, T3, T4, T5, T11, T15	"I see students learning and applying what they learn"	Witnessing students' progress	Mentoring as an Avenue for Student Transformation	
Performance Appraisal on a Personal Level				
T1, T2, T10, T13	"It keeps me up with recent trends"	Professional updating	Mentoring Strengthens Professional Self-Efficacy	Mentors claim to have gained many rewards in their job as they become more able to find ways of keeping abreast with modern trends to improve their performance. As such, they are able to gain more confidence in their task while at the same time seeking to be the better version of themselves.
T2, T3, T4, T5, T6, T7, T8, T11, T13, T15	"It makes me more confident of my skills"	Increased confidence	Mentoring Strengthens Professional Self-Efficacy	
T2, T10	"It makes me more reflective"	Commitment to improvement	Mentoring Drives Reflective Professional Development	
T2, T14	"It makes me more patient and empathizing"	Commitment to improvement	Mentoring Drives Reflective Professional Development	
T9, T12	"It makes me more determined to be a better mentor"	Commitment to improvement	Mentoring Drives Reflective Professional Development	

Table 3 presents the sources of motivation and personal performance appraisal of school paper advisers as mentors of student journalists. Four major themes emerged from the participants' responses: mentoring as a source of competence development, mentoring as an avenue for student transformation, mentoring strengthens professional self-efficacy, and mentoring drives reflective professional development. These themes demonstrate that advisers' motivation is sustained not only by witnessing students' progress but also by the knowledge, confidence, values, and professional competencies they develop through mentoring.

The first theme, mentoring as a source of competence development, reveals that advisers regard mentoring as a continuous learning experience that expands their knowledge and capabilities. SPA10 explained, *"This experience influenced me because it made me realize that I still have so much more to learn... it encouraged me to explore broader horizons so that I can teach my students how to do different things more effectively."* This indicates that mentoring encourages advisers to move beyond their existing expertise, explore new areas of journalism, and continually improve their ability to guide student journalists. Montes et al. (2026) similarly emphasized that continuous reflection, feedback, and adaptation strengthen advisers'

professional relevance and teaching competence, while the International Mentoring Center (2026) identified continuous learning and adaptability as essential competencies that enable mentors to respond effectively to changing mentoring demands.

The second theme, mentoring as an avenue for student transformation, demonstrates that advisers are motivated when they witness students learning, developing skills, and applying what they have learned. SPA4 explained, *"Serving as a coach is truly motivating. It makes me look forward to my students' future, to the development of their attitudes, and to the knowledge and skills they can acquire throughout their journey in journalism."* Similarly, SPA11 emphasized that mentoring allows advisers to impart knowledge and skills that students can connect *"to real-life situations"* and apply beyond the classroom. These responses suggest that advisers derive meaning from seeing their students transform into more capable and responsible individuals rather than merely preparing them for competitions. Porras and Jajalla (2026) likewise emphasized that school paper advisers find fulfillment in developing ethical writers and confident communicators, while Sabio and Gumanoy (2025) found that advisers regard student development and success as important evidence of the meaningful outcomes of their mentoring efforts.

The third theme, mentoring strengthens professional self-efficacy, reflects how mentoring increases advisers' confidence in their own knowledge and skills while keeping them updated with developments in journalism. SPA7 shared, *"I never imagined that I could further develop my own abilities through campus journalism, especially in my role as an adviser."* This illustrates that repeated mentoring experiences, training, coaching, and exposure to journalism activities allow advisers to recognize and strengthen their own capabilities. Hansen et al. (2025) and Krishna et al. (2024) similarly found that mentoring facilitates reciprocal professional growth and contributes to the development of mentors' professional identity. Consistent with Bandura's Self-Efficacy Theory, successful mentoring experiences may also function as mastery experiences that reinforce advisers' belief in their capacity to perform their mentoring responsibilities effectively.

The fourth theme, mentoring drives reflective professional development, demonstrates that advisers become more reflective, patient, empathetic, adaptable, and committed to improving their mentoring practices. One participant explained, *"Mentoring student journalists has really made me more reflective as an adviser. Every time I guide them, I also reassess my own strategies and methods... what worked before may not be effective now, so I need to refine my approaches and adjust to the students' needs."* This shows that mentoring encourages advisers to critically examine their practices and modify their approaches according to the needs and progress of student journalists. Montes et al. (2026) similarly emphasized the importance of continuous reflection and adaptation in strengthening mentoring practice, while Porras and Jajalla (2026) observed that advisers continually adjust their methods in response to student development. Sabio and Gumanoy (2025) further highlighted resilience and adaptability as important elements of advisers' continuing professional development.

Overall, the findings demonstrate that the motivation and personal performance appraisal of school paper advisers are closely connected to reciprocal growth. Advisers remain motivated when they witness students learning and transforming, while the mentoring experience simultaneously strengthens their knowledge, confidence, adaptability, patience, empathy, and reflective practice. The literature supports this reciprocal nature of mentoring, suggesting that mentors and mentees develop together through continuing interaction, reflection, and shared learning; thus, mentoring student journalists serves not only as an avenue for student development but also as an important mechanism for strengthening advisers' competence, professional self-efficacy, and commitment to continuous professional growth.

Problem 2. What best practices do school paper advisers employ in mentoring student journalists?

Table 4. *Mentoring Practices of the Mentors of student journalists*

Participant	Codes	Category	Theme	Interpretation
T1	I assign progressively writing tasks	Constant practice	Mentoring through targeted practice and skills development	The mentoring practice of the SPAs include targeted practice and skills development; peer learning with guided feedback; reflective mentoring from the self-evaluation of the students; and the utilization of models and exemplars for familiarity of structure and other mechanics of paper writing. Many of the mentors set standards that the students are required to achieve in order to develop a culture of excellence among the student journalists.
T2, T14	Conduct regular writing drills/skills workshops			
T1,T14	I allow critiquing each other's work	Peer-tutoring	Mentoring by Peer learning with guided feedback	
T2,T6,T7,T13,T14, T15	One-on-one coaching and feedbacking	Individualized mentoring	Differentiated mentoring	
T1,T2,T4,T9,T11	Encourage students to write, reflect and improve their writing	Students' Self-evaluation	Reflective mentoring	
T1,T3,T6,T10	I encourage them to read to gain information from many sources	Use of relevant sources for learning	Mentoring by exposures to models	
T6	We invite expert SPAs			
T1,T7,T13	I provide model texts			
T7,T12,T13	I set clear expectations for them to meet	Setting standards	Strength-based and standard -oriented mentoring	
T11	I identify their skills and help them build up from these skills			
T12	I do repetitive training			

Table 4 presents the mentoring practices employed by school paper advisers in guiding student journalists. Six major themes emerged from the participants' responses: mentoring through targeted practice and skills development, mentoring by peer learning with guided feedback, differentiated mentoring, reflective mentoring, mentoring through exposure to models and exemplars, and strength-based and standard-oriented mentoring. These practices demonstrate that advisers employ a combination of structured exercises, collaboration, individualized guidance, reflection, modeling, and standards to progressively develop students' journalistic competence.

The first theme, mentoring through targeted practice and skills development, reflects the advisers' use of progressive writing activities, drills, and repeated practice to develop students' competencies

systematically. One participant explained, *"I'd assign progressively writing tasks—starting with short news briefs, then moving to feature articles. Students built confidence by mastering each step before moving on."* The participant further emphasized the value of multiple drafts because students could compare their initial and polished outputs and recognize that improvement was possible through persistence. Porras and Jajalla (2026) similarly emphasized that structured deadlines, quality control, and continuous practice are important in refining students' writing and reporting skills. Thus, targeted practice enables student journalists to gradually master increasingly complex tasks while developing confidence through observable improvement.

The second theme, mentoring by peer learning with guided feedback, highlights the use of peer critique and collaborative activities as mechanisms for improving students' writing. SPA2 explained, *"I also allow them to critique each other's work, learning both from giving feedback and receiving it. They often picked up techniques used from their co-journalists."* This demonstrates that students can become resources for one another while the adviser facilitates and guides the learning process. Baciu (2026) described mentoring as an interdependent and cooperative system characterized by reciprocal engagement, while Montes et al. (2026) emphasized iterative feedback and collaborative learning as valuable approaches for developing journalistic competence. Tagod and Baguio (2026) likewise highlighted peer critique and guided feedback as practices that strengthen student ownership of learning and exposure to authentic journalistic processes.

The third theme, differentiated mentoring, demonstrates advisers' recognition that student journalists possess different abilities, writing styles, strengths, and areas for improvement. SPA2 shared, *"I spend time identifying each student's writing style and areas for improvement, then provide specific feedback that helps them grow."* The adviser further explained that writing exercises are followed by discussions of strengths and areas needing improvement, allowing students to reflect on their own writing processes. This approach is reinforced by Astrove and Kraimer (2022), who emphasized that meaningful feedback exchanges contribute to reflective practice and effective mentoring relationships, while Tiraieyari and Krauss (2026) found that structured feedback can foster critical thinking and adaptability. Differentiated mentoring therefore enables advisers to adjust their guidance to individual student needs rather than applying the same approach to every student journalist.

The fourth theme, reflective mentoring, emphasizes the role of self-evaluation, revision, and comparison of outputs in helping students recognize their own development. SPA2 explained, *"Instead of focusing only on competition results, I emphasize progress by comparing their current work with their previous outputs. This allows students to recognize their own growth, which increases their confidence and motivates them to continue improving."* This practice shifts the emphasis from external recognition toward continuous improvement and encourages students to become more conscious of their strengths, weaknesses, and progress. Baciu (2026) similarly emphasized that reflective mentoring transforms feedback into a continuing dialogue for growth, while Astrove and Kraimer (2022) highlighted reflection as an important mechanism for strengthening resilience and self-efficacy. Hence, reflective mentoring encourages students to take greater responsibility for their own improvement.

The fifth theme, mentoring through exposure to models and exemplars, reflects advisers' use of quality journalistic works, experienced writers, and successful former student journalists as learning resources. SPA2 explained, *"We read and analyze winning articles, editorials, features, and sports stories, discussing what makes them effective."* The adviser further noted that former campus journalists and previous winners are invited to share their experiences, thereby providing current students with concrete examples of successful performance. Cortes (2024) emphasized that model texts and exemplars provide student journalists with benchmarks for understanding effective journalistic writing, while Tomambid and Baguio (2026) found that exposure to diverse sources and reflective strategies strengthens capability and critical thinking. Similarly, a Southern Philippines multiple-case study (2025) highlighted editorial reviews, expert-

led sessions, and professional collaborations as opportunities for exposing students to authentic journalistic models.

The sixth theme, strength-based and standard-oriented mentoring, demonstrates that advisers identify students' existing abilities while establishing clear expectations and standards for improvement. SPA5 explained, *"Each time I successfully guided my journalists and helped them polish a weak draft into a publishable piece, it reinforced the belief that I mentor effectively."* The participant further observed students developing strategies and progressing from hesitant to confident writers, indicating that effective mentoring builds on existing strengths while directing students toward higher standards of performance. Tagod and Baguio (2026) similarly emphasized the importance of student ownership, authentic exposure, and standards of excellence in developing competent student journalists. Thus, strength-based mentoring recognizes what students can already accomplish while clear standards provide direction for continued improvement.

Overall, the findings demonstrate that the mentoring practices of school paper advisers are multidimensional, combining progressive practice, peer-assisted learning, individualized feedback, reflection, exposure to exemplars, and strength-based guidance anchored on clear standards. These findings are consistent with Baciu (2026), who characterized mentoring as dynamic, cooperative, intentional, and adaptive; Montes et al. (2026), who emphasized iterative feedback, collaborative learning, and differentiated guidance; and Astrove and Kraimer (2022), who highlighted the developmental value of feedback and reflection in mentoring relationships. Viewed through Bandura's Self-Efficacy Theory, these practices provide mastery experiences through repeated writing and revision, vicarious experiences through peers and exemplars, social persuasion through feedback and encouragement, and support for emotional regulation through reflective and strength-based mentoring. Consequently, effective journalism mentoring involves not one isolated strategy but an integrated set of practices that progressively develops students into more competent, confident, reflective, and independent journalists.

Problem 3. How do school paper advisers perceive the effectiveness of their mentoring approaches in fostering the growth of student journalists?

Table 5. *Perceptions of mentoring Effectiveness among the Mentors of Student Journalists*

Participant	Codes	Category	Theme	Interpretation
Perception of effectiveness				
T1,T10,	I compare previous drafts with later outputs to see improvement	Feedback system	Focused and individualized feedback as a mechanism for improved writing	The mentors' perception of the effectiveness of their mentoring practices are evidenced by the improved writing skills of the students, the positive effect of guided collaboration among the team members, and the marked internalization of the skills taught to the students. Most of all, the effectiveness of the mentoring task is the success earned by the students in competitions.
T2,T3,T12,T13,T14	Individualized feedback with consistent writing practice			
T2,T4,	Peer teaching helps the students become more critical readers and better writers	Collaborative learning	Collaborative learning and peer-assisted development	
T5,T7,T11	When I see transfer of learning from coach to student journalist	Transfer of learning	Mentoring is an avenue for internalization	

T6,T7,T9,T13,T15	When we win in the competition		
T1, T10	When I can help a student transform a weak draft into a publishable article	Student success	Effective mentoring is a channel to Student success

Table 5 presents the perceptions of school paper advisers regarding the effectiveness of their mentoring practices in guiding student journalists. Four major themes emerged from the participants' responses: focused and individualized feedback as a mechanism for improved writing, collaborative learning and peer-assisted development, mentoring as an avenue for internalization, and effective mentoring as a channel to student success. These themes reveal that advisers perceive mentoring as effective when it results in observable improvement in writing, productive collaboration, independent application of journalistic skills and values, and tangible student achievement.

The first theme, focused and individualized feedback as a mechanism for improved writing, demonstrates that advisers assess mentoring effectiveness through observable changes in students' written outputs. SPA2 explained, *"I compare their early outputs with their recent work and observe how they have improved in organizing ideas, writing stronger leads, developing clearer arguments, and using language more effectively."* This indicates that advisers consider progress between earlier and later outputs an important measure of whether individualized coaching and feedback are working. Montes et al. (2026) similarly emphasized that targeted and iterative feedback enables advisers to address individual learning needs rather than relying on generic corrections, while Speltz et al. (2022) found that individualized, real-time feedback can improve students' writing processes and outcomes. Thus, focused feedback becomes an important mechanism through which advisers develop both the technical competence and independence of student journalists.

The second theme, collaborative learning and peer-assisted development, highlights the contribution of student interaction to mentoring effectiveness. One participant shared, *"I encourage my student journalists to work together, critique each other's drafts, and share strategies they've learned."* Through these activities, students learn not only from their adviser but also from the techniques, strengths, and feedback of their peers, transforming the journalism group into a collaborative learning community. Porras and Jajalla (2026) similarly emphasized the value of collaborative environments in refining mentoring strategies, while Sabio and Gumanoy (2025) documented how peer mentoring contributes to the development of hesitant writers into more confident communicators. These findings suggest that effective mentoring is strengthened when advisers create opportunities for students to co-construct knowledge, exchange feedback, and assume shared responsibility for improvement.

The third theme, mentoring as an avenue for internalization, reveals that advisers perceive their mentoring as effective when students independently demonstrate the skills, attitudes, and values developed during coaching. SPA1 described this transformation as occurring *"when they begin to see themselves not just as 'students writing for a school paper' but as journalists with a mission."* The same participant observed that students gradually become more willing to accept constructive criticism, persevere after setbacks, research issues independently, and seek feedback without being asked. These manifestations are consistent with Bandura's Self-Efficacy Theory, wherein mastery experiences, vicarious experiences, social persuasion, and regulation of emotional states contribute to stronger beliefs in one's capabilities. Astrove and Kraimer (2022) similarly emphasized that feedback exchanges in mentoring relationships strengthen resilience and reflective practice, while Tiraieyari and Krauss (2026) highlighted the contribution of structured feedback to critical thinking and adaptability. Thus, internalization represents a deeper level of mentoring effectiveness

because students progress from following mentor directions toward becoming confident, resilient, and increasingly independent journalists.

The fourth theme, effective mentoring as a channel to student success, reflects advisers' use of improved outputs and competition achievements as tangible indicators of mentoring effectiveness. SPA13 explained that effectiveness can be assessed *"through winning or through the improvements they have shown in their outputs."* This demonstrates that advisers value both external indicators, such as competition results, and developmental indicators, such as improvement in the quality of students' journalistic work. Tagod and Baguio (2026) similarly found that award-winning school paper advisers assess mentoring success through visible student progress in contests and publications, which in turn validates their mentoring strategies and strengthens their professional identity. Astrove and Kraimer (2022) further emphasized that mentoring relationships can foster self-efficacy and resilience through constructive critique and encouragement, suggesting that student success is both an outcome of effective mentoring and a source of validation for the mentor.

Overall, the findings demonstrate that school paper advisers perceive mentoring effectiveness as multidimensional. Effective mentoring is evident when students improve their writing, participate productively in collaborative learning, internalize journalistic skills and values, and demonstrate success through stronger outputs and competition performance. These findings are supported by Montes et al. (2026) and Speltz et al. (2022) on individualized feedback, Sabio and Gumanoy (2025) on peer-assisted development, and Astrove and Kraimer (2022) and Tiraieyari and Krauss (2026) on resilience, reflection, and structured feedback. Anchored in Bandura's Self-Efficacy Theory, the findings further suggest that effective mentoring develops confidence and competence through mastery experiences, peer modeling, encouragement, and emotional regulation; therefore, mentoring effectiveness should be assessed not solely through awards but through the enduring transformation of students into competent, confident, resilient, and independent journalists.

Table 6. *Signs of growth, resilience or motivation of student journalists*

Participant	Codes	Category	Theme	Interpretation
T1,T10	When they write with stronger leads and clearer arguments	Better writing outputs	Growth in writing skills	Among the signs of growth , resilience or motivation of the students are visualized by better writing outputs, continued engagement in writing , and positive response to challenges
T1	When they start expressing opinions with conviction rather than hesitation			
T8,T9,T11,T12,T14 T15	When students become confident and independent	Continued engagement in writing	Development of confidence and resilience	
T2,T3,T7	When students become confident and responsible writers even beyond contest stage			
T5,T6,T8,T13, T14	When students are determined; do not			

	withdraw or back out despite challenges
T15	They accept feedbacks positively

Table 6 presents the signs of growth, resilience, and motivation among student journalists as perceived by school paper advisers. Two major themes emerged from the participants' responses: growth in writing skills and development of confidence and resilience. These themes indicate that advisers recognize student development through observable improvements in written outputs as well as through increased confidence, independence, sustained engagement, positive acceptance of feedback, and persistence despite challenges.

The first theme, growth in writing skills, reflects the observable improvement in the quality of students' journalistic outputs. Advisers recognize growth when students begin producing stronger leads, clearer arguments, better-organized ideas, and more polished drafts. One participant explained, *"Through consistent mentoring—giving them feedback, requiring revisions, and exposing them to journalistic standards—they have learned to write stronger leads, develop clearer arguments, and polish their drafts into publishable articles."* This demonstrates that writing improvement develops through sustained mentoring practices involving feedback, revision, practice, and exposure to established journalistic standards. Astrove and Kraimer (2022) similarly emphasized that mentors gain confidence and professional validation when mentees successfully apply acquired skills in actual practice, while Montes et al. (2026) highlighted the importance of iterative feedback cycles and structured practice in refining students' writing competencies. Thus, better writing outputs provide tangible evidence of student mastery while simultaneously validating the effectiveness of advisers' mentoring practices.

The second theme, development of confidence and resilience, demonstrates that student growth extends beyond technical writing competence to include important personal qualities necessary for sustained participation in journalism. Advisers observed that students become more confident and independent, express their opinions with greater conviction, accept feedback positively, and remain engaged even when confronted with low scores, competition losses, or other difficulties. One adviser shared, *"They began expressing their ideas with conviction, no longer afraid to stand by their arguments. Even when they faced challenges—like low scores or losing in competitions—they did not withdraw. Instead, they kept writing, revising, and asking for more coaching."* This indicates that resilience becomes evident when student journalists respond constructively to difficulties rather than allowing setbacks to discourage their participation. Baciu (2026) similarly emphasized that reflective mentoring strengthens resilience by encouraging students to critically evaluate their work and regard challenges as opportunities for improvement, while Sabio and Gumanoy (2025) documented how mentoring cultivates perseverance and self-belief among student journalists.

The development of confidence and resilience may also be understood through Bandura's Self-Efficacy Theory. Students' improved writing and successful revisions represent mastery experiences, while constructive feedback and encouragement from advisers function as social persuasion that strengthens their belief in their capabilities. Peer interaction can provide vicarious experiences, while learning to manage disappointment after low scores or competition losses reflects the regulation of emotional states. Consequently, the students' willingness to continue writing, seek additional coaching, accept criticism, and persist after setbacks indicates that mentoring contributes not only to journalistic competence but also to stronger self-efficacy, motivation, and independence.

Overall, the findings demonstrate that the growth, resilience, and motivation of student journalists are manifested through the interconnected development of technical competence and personal strength.

Improved writing outputs provide visible evidence of skill development, while confidence, continued engagement, independence, receptiveness to feedback, and perseverance demonstrate deeper behavioral and motivational growth. The findings are supported by Astrove and Kraimer (2022) and Montes et al. (2026) on feedback and skill development, as well as Baciu (2026) and Sabio and Gumanoy (2025) on resilience, reflection, and perseverance. Anchored in Bandura's Self-Efficacy Theory, these findings suggest that effective mentoring ultimately develops student journalists who not only write more competently but also possess the confidence, resilience, motivation, and independence necessary to continue improving despite the challenges encountered in campus journalism.

Problem 4. What challenges do school paper advisers encounter in mentoring student journalists?

Table 7. *Challenges encountered by Mentors of Student Journalists*

Participant	Codes	Category	Theme	Interpretation
T1,T10	Need for extra coaching for students who are weak in required skills	Student-related challenges	Student diversity in readiness and commitment	The challenges encountered by the mentors include those that are student -related such as student diversity in readiness and commitment; job-related such as time constraints due to their multiple responsibilities in school; and limited school as well as parent support.
T2,T3,T7,T8,T10, T11,T14	Varying abilities, motivation, and commitment of the students			
T12, T13	Identifying qualified students			
T7,T11,T15	Study loads of the students			
T2,T6,T9,T15	Balancing mentoring task and other duties	Time constraints	Time constraints and multitasks of mentors	
T5,T9,T12	Not enough contact hours			
T2	Limited resources			
T5,T6,T7,T8,T12 T13,T14	Lack of financial assistance	School-related challenges	Institutional and resource constraint	
T7,	School activities sometimes are in conflict with mentoring activities			
T13	We are not given priority in school			
T6	Some parents are not cooperative	Parent-related challenges	Limited home-school support for student journalism	

Table 7 presents the challenges encountered by school paper advisers in mentoring student journalists. Four major themes emerged from the participants' responses: student diversity in readiness and commitment, time constraints and multitasks of mentors, institutional and resource constraints, and limited

home-school support for student journalism. These themes demonstrate that the difficulties experienced by advisers arise not only from students' varying abilities and commitment but also from competing professional responsibilities, insufficient institutional resources, and limited parental support.

The first theme, student diversity in readiness and commitment, reflects the difficulty of mentoring students with varying abilities, motivation, commitment, and academic responsibilities. One participant explained, *"Some students are highly motivated and quickly grasp the skills needed, but others require extra coaching just to meet the basic requirements. There are also those who struggle to balance their academic workload with the demands of journalism, which affects their consistency."* This indicates that advisers must continuously adjust their mentoring approaches because student journalists differ in their preparedness, learning pace, motivation, and capacity to sustain participation. Tiraieyari and Krauss (2026) similarly emphasized that effective mentoring requires adaptability and responsiveness to individual learner needs. Thus, differences in student readiness and commitment increase the complexity of mentoring and require advisers to provide differentiated guidance, additional coaching, and motivational support.

The second theme, time constraints and multitasks of mentors, highlights the difficulty advisers experience in balancing journalism mentoring with teaching, administrative duties, and other school responsibilities. One participant shared, *"Aside from mentoring, I also have to attend to my regular teaching load, administrative tasks, and other school activities. Because of these multiple responsibilities, I often struggle to give my student journalists the individualized coaching they need."* Limited contact hours therefore restrict opportunities for sustained practice, individualized feedback, revision, and close monitoring of students' progress. Astrove and Kraimer (2022) similarly noted that workload pressures can limit mentors' capacity to provide sustained guidance and that excessive responsibilities may diminish the quality and consistency of mentoring. Consequently, competing responsibilities can affect advisers' ability to devote sufficient time and attention to the developmental needs of student journalists.

The third theme, institutional and resource constraints, demonstrates that mentoring effectiveness is also influenced by the availability of financial, material, logistical, and administrative support. One participant explained, *"We often do not receive financial assistance for training, workshops, or even basic materials needed for campus journalism."* Other participants likewise identified conflicting school activities and the lack of priority given to journalism as barriers to sustained mentoring. Montes et al. (2024) emphasized that institutional prioritization, funding, and logistical assistance are critical in sustaining mentoring activities and mitigating adviser burnout, while Baciu (2023) highlighted the influence of adequate resource allocation on the quality of student outputs and mentoring processes. These findings suggest that effective journalism mentoring cannot depend solely on the personal commitment of advisers but requires an enabling institutional environment that provides adequate resources, time, recognition, and administrative support.

The fourth theme, limited home-school support for student journalism, reflects the challenges created when parents do not fully recognize or support their children's participation in campus journalism. One participant explained, *"Some parents see it only as a distraction from academics. Instead of encouraging their children, they sometimes discourage participation, which weakens the students' motivation and confidence."* Limited parental cooperation may also affect students' participation in training and competitions, making it more difficult for advisers to sustain their engagement and commitment. Sabio and Gumanoy (2025) similarly emphasized the importance of parental involvement in sustaining students' participation in extracurricular activities. From the perspective of Bandura's Self-Efficacy Theory, encouragement from significant individuals serves as social persuasion that can strengthen students' confidence, whereas discouragement and insufficient emotional support may weaken their beliefs in their capabilities (Bandura, 1997). Therefore, stronger collaboration between advisers, parents, and schools is important in creating a supportive environment for student journalists.

Overall, the findings demonstrate that the challenges confronting school paper advisers are multidimensional and interconnected. Differences in student readiness require differentiated mentoring, competing responsibilities reduce available mentoring time, inadequate institutional resources restrict training opportunities, and limited parental support can weaken student participation and motivation. These findings are supported by Tiraieyari and Krauss (2026) on responsive mentoring, Astrove and Kraimer (2022) on workload pressures, Montes et al. (2024) and Baciu (2023) on institutional and resource support, and Sabio and Gumanoy (2025) on parental involvement. Hence, strengthening the mentoring capabilities of school paper advisers requires interventions that address not only advisers' competencies but also workload management, institutional support, resource provision, and meaningful home-school collaboration.

Problem 5. How do these challenges affect the effectiveness of school paper advisers' mentoring practices?

Table 8. *Effects of the challenges encountered by the mentors on their mentoring practices*

Participant	Codes	Category	Theme	Interpretation
T1,T3,T14	It pushed me to be more patient, creative and resilient	Personal growth	Adversity as catalyst for personal growth	The effects of the challenges encountered by the mentors are both positive and negative. The challenges paved the way for personal and professional growth, indicating their dedication to the mentoring task. ON the other hand, these challenges also contribute to stress and exhaustion which are risk factors of burnout
T2,T5,T14	It strengthened my resilience			
T6	I worked harder			
T3	I see it as an opportunity to grow in writing skills	Professional growth	Challenges as pathways to professional growth	
T2, T11,T15	Physically and emotionally demanding; exhausting	Stress and exhaustion	Challenges as contributor to risk of burnout	
T9	Sometimes I cram during competitions			

Table 8 presents the effects of the challenges encountered by school paper advisers on their mentoring practices. Three major themes emerged from the participants' responses: adversity as a catalyst for personal growth, challenges as pathways to professional growth, and challenges as contributors to the risk of burnout. These themes demonstrate that mentoring difficulties produce contrasting effects, as challenges can strengthen advisers' patience, creativity, resilience, and professional competence while simultaneously exposing them to physical and emotional exhaustion.

The first theme, adversity as a catalyst for personal growth, reveals that the difficulties encountered in mentoring contribute to the development of patience, creativity, adaptability, and resilience among school paper advisers. One participant explained, *"At first, I felt overwhelmed, but over time I learned to be more patient with my students, especially when they struggled. I also became more creative in finding ways to train them despite limited resources and time."* The participant further recognized that setbacks became opportunities to adjust mentoring approaches, develop empathy, and persevere in guiding student journalists. Astrove and Kraimer (2022) similarly emphasized the reciprocal nature of mentoring, wherein

challenging mentoring experiences can contribute to mentors' patience and adaptability. This finding is also consistent with Bandura's (1997) Self-Efficacy Theory, which explains that successfully navigating difficult situations can provide mastery experiences that strengthen individuals' beliefs in their ability to manage similar challenges. Thus, adversity can become a developmental experience that strengthens advisers' personal capacity to respond constructively to mentoring difficulties.

The second theme, challenges as pathways to professional growth, indicates that mentoring difficulties also encourage advisers to improve their professional knowledge, skills, and strategies. One participant shared, *"When I face constraints like limited time, lack of resources, or diverse student needs, I am pushed to work harder and adapt my strategies."* Rather than merely restricting mentoring performance, these difficulties compel advisers to evaluate existing approaches, develop alternative strategies, and strengthen their capacity to address varying student needs and contextual limitations. Williams et al. (2021) similarly emphasized that professional growth can emerge through reflective practice when educators critically respond to challenging experiences, while Astrove and Kraimer (2022) highlighted the reciprocal professional learning that can develop through mentoring relationships. Therefore, the challenges encountered by advisers can serve as opportunities for continuous learning and refinement of mentoring practices when they are managed constructively.

The third theme, challenges as contributors to the risk of burnout, presents the adverse side of sustained mentoring demands. One participant explained, *"With so many tasks to juggle—teaching, administrative work, and coaching—I often feel exhausted. During competitions, I sometimes end up cramming just to meet deadlines, which adds to the stress."* The participant further acknowledged moments of feeling close to burnout, demonstrating that persistent workload, limited time, and pressure can negatively affect advisers' energy, focus, and mentoring effectiveness. Astrove and Kraimer (2022) similarly noted that excessive workload can reduce mentors' capacity to provide consistent and meaningful guidance, while Montes et al. (2024) emphasized the importance of institutional support in mitigating burnout risks among individuals performing demanding mentoring responsibilities. From Bandura's (1997) perspective, unmanaged stress and negative emotional states may also weaken perceptions of self-efficacy, suggesting that resilience alone may not be sufficient when organizational demands become excessive.

Overall, the findings demonstrate the dual effects of mentoring challenges on school paper advisers. On one hand, difficulties can strengthen patience, creativity, adaptability, resilience, reflective practice, and professional competence; on the other hand, persistent workload and insufficient support can produce physical and emotional exhaustion that may compromise mentoring effectiveness. These findings are supported by Astrove and Kraimer (2022) and Williams et al. (2021) regarding growth through challenging and reflective mentoring experiences, as well as Montes et al. (2024) regarding the need for institutional support to reduce burnout. Consequently, while challenges can stimulate personal and professional development, schools must provide appropriate workload management, resources, and organizational support to ensure that adversity becomes an opportunity for growth rather than a continuing source of exhaustion and burnout.

Problem 6. Based on the findings, what intervention program can be developed to enhance the mentoring capabilities of school paper advisers?

Table 9. *Suggested Strategies for enhancement of motivation and resilience in mentoring performance*

Participant	Codes	Category	Theme	Interpretation
T1, T2,T5,T10, T14	Collaboration with other journalism coaches	Collaboration with experts	Strengthening professional collaboration and expertise	The mentors suggested approaches that may enhance their motivations, resilience and mentoring practices. These strategies include collaboration with experts to boost their confidence and gain insights from effective practices. Moreover, they suggested the integration of simulations and models that will clearly define the framework that they may adhere to. Continuous professional development opportunities are also suggested, especially on specific areas of school paper writing that they may, in turn, train to their sudents. Administrative support is also considered a very important strategy that will enhance their motivation and mentoring practice, especially if they are also given due recognition and incentives that may go a long way to their promotion in ranks.
T1,T10	Integrate newsroom simulations or mock press conferences	Simulations	Enhancing Mentoring through Authentic Journalism Experiences	
T1,T10	Sketch a model mentoring framework that balances adviser development and student growth	Models and exemplars	Designing a Structured Mentoring Framework	
T2,T4,T6,T12 , T14,T15	More trainings for SPAs			
T2,T5,T15	Institutionalize regular writing workshops	Continuous professional development	Sustaining professional development	
T9	Let Friday be Journalism Day			
T7,T13	Specialized trainings for coaches including prompts during competitions			
T2,T3,T4,T5 T7,T8,T13, T15	School support makes a significant difference	Targeted administrative support	Strengthening institutional support	
T6,T7,T9,T11 T13, T15	Financial support			
	Access to learning materials			
T9	More incentives for teacher promotion	Motivation at work	Promoting motivation through incentives	

Table 9 presents the suggested strategies for enhancing the motivation, resilience, and mentoring performance of school paper advisers. Six major themes emerged from the participants' responses: strengthening professional collaboration and expertise, enhancing mentoring through authentic journalism experiences, designing a structured mentoring framework, sustaining professional development, strengthening institutional support, and promoting motivation through incentives. These themes indicate that improving mentoring performance requires both adviser-focused professional development and school-level mechanisms that provide opportunities, resources, recognition, and sustained support.

The first theme, strengthening professional collaboration and expertise, emphasizes the importance of connecting school paper advisers with fellow journalism coaches and experts. One participant explained, *"When we share strategies, exchange feedback, or even conduct joint workshops, I gain new insights that I can apply in mentoring my students."* Such collaboration allows advisers to learn from the experiences and expertise of others while strengthening their confidence and expanding their repertoire of mentoring strategies. Baciu (2023) similarly emphasized that cooperative mentoring systems strengthen advisers by

exposing them to diverse perspectives and innovative approaches, while Montes et al. (2024) highlighted the contribution of structured collaboration and professional networks to technical competence and sustained motivation. Thus, professional learning networks among school paper advisers may provide a continuing mechanism for sharing expertise and strengthening mentoring competence.

The second theme, enhancing mentoring through authentic journalism experiences, reflects the participants' recommendation to provide students with realistic opportunities to practice journalism through newsroom simulations, mock press conferences, and similar activities. One participant stated, *"I believe mentoring becomes more meaningful when students are exposed to authentic journalism. Instead of just practicing within the classroom…"* Although the response emphasizes simulated experiences, its central idea is that students should encounter situations resembling actual journalistic work so that they can apply their acquired skills meaningfully. Sabio and Gumanoy (2025) similarly emphasized that authentic engagement develops students' technical skills and civic awareness, while Bandura's (1997) Self-Efficacy Theory suggests that successful performance in realistic tasks can provide mastery experiences that strengthen confidence. Hence, authentic journalism activities can bridge the gap between theoretical instruction and actual journalistic performance.

The third theme, designing a structured mentoring framework, highlights the need for an organized system that balances adviser development with student growth. One participant explained, *"In my experience, mentoring becomes more effective when there is a structured framework to guide both the adviser and the students. Without clear steps, mentoring can feel scattered and reactive."* This indicates that advisers recognize the value of clearly defined processes, mentoring stages, expectations, and strategies rather than relying exclusively on informal or situational approaches. Montes et al. (2024) similarly emphasized that mentoring models should integrate technical training and value formation, while Cortes (2024) highlighted the usefulness of models and exemplars in helping learners internalize professional standards. Therefore, a structured mentoring framework may provide advisers with a consistent yet adaptable guide for planning, implementing, monitoring, and evaluating student journalism development.

The fourth theme, sustaining professional development, reflects the participants' strong recommendation for continuing training, regular writing workshops, specialized coaching sessions, and dedicated opportunities for journalism development. One participant emphasized, *"The challenges we face in training them are constantly changing, so we cannot rely only on what we already know. Attending trainings, workshops, and specialized sessions helps me update my skills and discover new strategies that I can apply in the newsroom and classroom."* This suggests that mentoring competence requires continuous updating because journalistic practices, competition expectations, technologies, and student needs continue to evolve. Sabio and Gumanoy (2025) similarly emphasized the importance of continuing professional development in responding to changing journalism practices, while Montes et al. (2024) found that sustained professional learning contributes to advisers' technical competence and motivation. Consequently, regular and specialized capacity-building activities should form an essential component of any intervention intended to enhance advisers' mentoring performance.

The fifth theme, strengthening institutional support, underscores the importance of administrative, financial, material, and organizational assistance in sustaining effective mentoring. One participant explained, *"When the administration provides financial assistance, access to learning materials, and prioritizes journalism activities, it motivates us advisers to keep going despite the heavy workload."* This demonstrates that advisers' capacity to perform their mentoring responsibilities is influenced not only by personal competence but also by the extent to which the school provides an enabling environment for campus journalism. Baciu (2023) similarly emphasized that adequate resource allocation empowers mentors and helps reduce the pressures associated with mentoring responsibilities, while Montes et al. (2024) highlighted institutional support as essential for sustaining mentoring programs and reducing

burnout. Therefore, schools should complement adviser training with adequate funding, materials, scheduling considerations, and administrative recognition of campus journalism activities.

The sixth theme, promoting motivation through incentives, reveals that recognition and tangible rewards can strengthen advisers' willingness to sustain demanding mentoring responsibilities. One participant shared, *"When the administration provides recognition, financial rewards, or even opportunities for promotion, it makes us feel valued."* This indicates that incentives function not merely as material rewards but also as institutional acknowledgment of the additional effort, time, and expertise invested by school paper advisers. Astrove and Kraimer (2022) similarly emphasized that mentors who feel valued and supported are more likely to demonstrate resilience and perseverance, while Tagod and Baguio (2026) associated recognition and opportunities for professional advancement with sustained motivation among successful school paper advisers. Consistent with Bandura's (1997) Self-Efficacy Theory, institutional recognition may also function as social persuasion that reinforces advisers' confidence in the value and effectiveness of their mentoring work.

Overall, the findings demonstrate that enhancing the motivation, resilience, and performance of school paper advisers requires a comprehensive rather than isolated intervention. Professional collaboration, authentic journalism experiences, a structured mentoring framework, continuing professional development, institutional support, and appropriate incentives collectively address the professional and organizational conditions affecting mentoring. These findings are supported by Baciu (2023), Montes et al. (2024), Sabio and Gumanoy (2025), Astrove and Kraimer (2022), and Tagod and Baguio (2026), which collectively emphasize collaboration, capacity building, institutional support, authentic learning, and recognition in sustaining effective mentoring. Viewed through Bandura's Self-Efficacy Theory, the proposed strategies can strengthen mastery experiences, vicarious learning, social persuasion, and positive emotional experiences; hence, these six areas provide a strong empirical basis for developing an intervention program that enhances the competence, motivation, resilience, and sustained mentoring performance of school paper advisers.

Proposed Intervention Program to Enhance Mentoring Capabilities of school Paper Advisers

School paper advisers play a crucial role in shaping student journalists' skills, confidence, and resilience. However, their mentoring effectiveness is often challenged by diverse student readiness, limited resources, and institutional constraints. The findings in Table 6 highlight strategies such as collaboration with experts, simulations, structured frameworks, continuous professional development, administrative support, and incentives. Anchoring the program on these strategies ensures that advisers are empowered, motivated, and resilient, thereby enhancing both student and mentor growth.

Objectives

To address the challenges and opportunities identified in Table 6, the intervention program seeks to enhance the mentoring capabilities of school paper advisers by providing structured, collaborative, and supportive strategies. These objectives are designed to strengthen advisers' professional expertise, sustain their motivation, and build resilience in their mentoring practices.

Findings	Objectives (Clear & Specific)	Activities	Persons Involved	Expected Outcome
Collaboration with experts	Establish partnerships with at least 3 journalism coaches or practitioners within the school year to share best practices and mentoring strategies	Organize quarterly inter-school forums, mentorship exchanges, and expert-led workshops	SPAs, journalism coaches, DepEd officials, media practitioners	Strengthened adviser confidence, expanded professional networks, and adoption of effective mentoring practices
Simulations	Conduct at least 2 newsroom simulations or mock press conferences per semester to provide authentic journalism experiences	Implement role-play reporting, press briefings, and newsroom simulations	SPAs, student journalists, local media partners	Students gain practical skills, advisers improve facilitation, and mentoring becomes more experiential
Models and exemplars	Develop and pilot a structured mentoring framework within 6 months that balances adviser development and student growth	Draft standardized mentoring guides, exemplar outputs, and evaluation rubrics	SPAs, academic consultants, journalism experts	Clear mentoring framework, consistent quality of outputs, and balanced adviser-student growth
Continuous professional development	Provide at least 4 professional development sessions annually focusing on writing, editing, and competition coaching	Institutionalize regular writing workshops, "Journalism Fridays," and specialized training	SPAs, DepEd, NGOs, universities	Sustained adviser competence, updated knowledge, and improved student training
Administrative support	Secure financial assistance and resource allocation from schools and DepEd within the academic year	Allocate funds for training, prioritize journalism in school calendars, provide access to materials	School administrators, DepEd, PTA	Increased resources, reduced constraints, and stronger institutional support
Motivation at work	Implement recognition and incentive programs by year-end to reward adviser contributions	Establish awards, certificates, promotion points, and recognition ceremonies	School administrators, DepEd, SPAs	Higher adviser motivation, recognition of contributions, and career advancement opportunities

Plan of Action

The plan of action is designed to directly respond to the strategies identified in Table 6. It integrates collaboration, authentic experiences, structured mentoring frameworks, continuous professional development, institutional support, and motivation through incentives.

1. Collaboration with Experts

- Establish peer circles among school paper advisers where they can regularly share challenges, solutions, and best practices.
- Organize inter-school forums and mentorship exchanges with journalism coaches and practitioners to strengthen collaboration and expertise.

- Create an online repository of exemplar articles, rubrics, and mentoring resources accessible to all advisers.

2. Authentic Journalism Experiences
- Conduct newsroom simulations and mock press conferences to provide students with practical, real-world experiences.
- Partner with local media outlets to allow students to shadow reporters and experience professional journalism environments.
- Organize intra-school press competitions to simulate contest conditions and strengthen resilience among students and advisers.

3. Structured Mentoring Frameworks
- Develop standardized mentoring guides and exemplar outputs that advisers can use to balance their own development with student growth.
- Pilot these frameworks in selected schools and refine them based on feedback from advisers and students.

4. Continuous Professional Development
- Institutionalize regular writing workshops and designate specific days (e.g., "Journalism Fridays") for focused training.
- Provide specialized training for advisers on areas such as investigative writing, editorial design, and competition coaching.
- Develop a mentor training manual that advisers can use for self-paced learning and skill refinement.

5. Institutional Support
- Secure financial assistance and allocate resources for training, workshops, and journalism materials.
- Ensure journalism activities are prioritized in school calendars to avoid conflicts with other programs.
- Provide access to updated learning materials and logistical support to sustain mentoring practices.

6. Motivation and Incentives
- Implement recognition programs that award certificates, promotion points, and public acknowledgment of adviser contributions.
- Launch an annual campus journalism summit to showcase student outputs and mentor achievements.
- Establish incentive schemes that tie adviser performance in mentoring to career advancement opportunities.

7. Ongoing Monitoring and Support
- Conduct regular feedback surveys from students and advisers to evaluate mentoring effectiveness.
- Document best practices and success stories for dissemination across schools.
- Provide wellness programs and stress management sessions to prevent adviser burnout.
- Strengthen parent engagement through orientations and recognition events that highlight the value of student journalism.

Conclusions

Based from the findings of the study, the following conclusions were drawn;

1. Mentoring is both challenging and rewarding, requiring advisers to balance heavy workloads, technical guidance, and the nurturing of values like discipline and responsibility. Despite these demands, advisers find deep meaning in their role, as mentoring fosters their own growth in patience, adaptability, and reflective practice

2. Mentoring practices are multifaceted, involving targeted skill development, peer learning, individualized coaching, reflective strategies, and exposure to models and standards, all of which cultivate competence, confidence, and resilience among student journalists.

3. Effectiveness is perceived through student progress, seen in improved writing, collaborative learning, internalization of journalistic values, and success in competitions, which validate advisers' efforts and strengthen their professional identity.

4. School paper advisers face significant challenges that make mentoring demanding and sometimes lead to stress and risk of burnout, though these challenges also foster resilience and professional growth.

5. Systemic and professional support is essential to sustain motivation and resilience, suggesting strategies such as collaboration with experts, authentic journalism simulations, structured frameworks, continuous training, administrative backing, and recognition through incentives.

Recommendations

Based on the findings and conclusions of the study, following recommendations were made;

School paper advisers are encouraged to sustain multifaceted mentoring practices such as targeted writing tasks, peer learning, individualized coaching, and reflective strategies, while also engaging in continuous professional development to refine their skills and manage workloads effectively.

Student journalists should actively participate in writing drills, peer critiques, and reflective practices, embrace feedback positively, and internalize journalistic values like discipline, responsibility, and ethical reporting to build confidence and resilience.

School administrators need to provide institutional support by reducing advisers' teaching loads, allocating resources, prioritizing journalism activities in school calendars, and recognizing advisers' contributions through incentives and promotions.

Parents are urged to offer encouragement and cooperation, recognizing the value of journalism in developing critical thinking and communication skills, supporting their children's participation in trainings and competitions, and viewing journalism as a meaningful avenue for growth rather than a distraction.

Division Journalism Focal Persons should facilitate collaborative programs, organize specialized training, and advocate for financial and institutional support to sustain campus journalism initiatives across schools.

Future researchers are recommended to explore the long-term impact of mentoring on advisers' professional identity and students' career trajectories, investigate innovative mentoring frameworks that balance technical guidance with holistic development, and examine the role of institutional and parental support in sustaining effective mentoring practices.

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