

## Chronicles of classroom advisers: Exploration of experiences and training needs

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### Abstract

**Aim:** This study explored the lived experiences of classroom advisers and identified their professional development and training needs within the context of their advisory roles. It examined the challenges, responsibilities, and competencies associated with class advising and assessed how prepared advisers feel in addressing students' academic, behavioral, and socio-emotional concerns. The findings aim to inform stronger institutional support and targeted training programs for classroom advisers.

**Methodology:** A qualitative phenomenological research design was employed to understand the lived experiences of classroom advisers. Twelve purposively selected advisers participated in semi-structured interviews. Data were audio-recorded, transcribed verbatim, and analyzed using Colaizzi's (1978) phenomenological thematic analysis to identify significant statements, formulate meanings, and generate emerging themes. Member checking was conducted to ensure the credibility and trustworthiness of the findings.

**Results:** The analysis revealed three major thematic domains: (1) Rewards and Realities of the Role, highlighting advisers' sense of fulfillment in supporting students' growth alongside challenges such as behavioral issues, absenteeism, mental health concerns, and heavy workloads; (2) Essential Qualities for Advising, emphasizing emotional intelligence, effective communication, patience, discipline, and flexibility; and (3) Training Needs, which identified gaps in counseling skills, classroom management, and mental health awareness necessary for providing holistic student support.

**Conclusion:** The findings indicate that while classroom advising provides meaningful professional fulfillment, advisers face increasing complexities that require stronger institutional support and sustained professional development. Schools should prioritize targeted training in counseling and classroom management, provide adequate resources, and strengthen administrative support systems to enhance advisers' competence and ensure effective and responsive support for students' academic and socio-emotional development.

**Keywords:** *class advising; classroom advisers; lived experiences; advisory competencies; training needs; phenomenological study*

### INTRODUCTION

Teaching, as a multifaceted profession, also encompasses both instructional and non-instructional responsibilities, such as mentoring students, monitoring academic progress, coordinating school activities, and communicating with parents. According to the Organisation for Economic Co-operation and Development (OECD, 2024), teachers across many countries spend a significant portion of their working time on non-teaching tasks, highlighting the complexity of contemporary teaching roles. Likewise, the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2025) emphasizes that quality teaching requires supporting learners' holistic development, which necessitates structured professional development and institutional support for teachers.

In the Philippine context, class advising duties refer to the ancillary tasks performed by a class adviser to manage a class or group of learners at a particular grade level. These duties are officially recognized as equivalent to one teaching hour per day, as stated in Department of Education (DepEd) Order No. 5, s. 2024. Class advisers are tasked with managing the Homeroom Guidance Program (HGP), enrolling students in the Learners Information System (LIS), monitoring daily attendance to help prevent drop-outs, preparing and submitting necessary school forms, consolidating grades, organizing quarterly classroom awards, and maintaining open communication with

parents. Additionally, advisers support various extracurricular activities such as sports, journalism, and other school-related programs. Teachers contribute significantly to the success of these activities through their manpower, moral support, financial assistance, and active involvement and implementation of the programs.

Despite the formal structuring of teachers' roles, policy reports indicate that ancillary duties continue to constitute a substantial portion of teachers' workload in Philippine public schools, highlighting persistent issues in role clarity and institutional support (Department of Education, 2024; IDInsight & Second Congressional Commission on Education [EDCOM II], 2024). Empirical evidence further demonstrates that administrative demands, frequent reporting requirements, and extracurricular obligations significantly contribute to teachers' workload and stress, often at the expense of instructional planning and meaningful learner engagement. Qualitative studies among Filipino public-school teachers reveal that extensive documentation, event coordination, and student supervision are key drivers of work overload and declining job satisfaction (Algar et al., 2025). Similarly, recent research identifies ancillary functions as major sources of stress and role strain among teachers (Mabitad & Gudelos, 2025).

These challenges are evident at Torralba National High School, where class advisers often assume their roles with limited preparation, insufficient orientation, and minimal access to targeted professional development. As a result, many experience reduced confidence and effectiveness in managing their responsibilities, particularly in addressing diverse learner needs. While the importance of advisory roles is widely acknowledged, existing research has predominantly focused on general teacher competencies and quantitative performance indicators, leaving a gap in understanding the specific experiences and needs of class advisers. This gap is further emphasized by the fact that, despite the growing recognition of advisory roles in Philippine schools, studies have not sufficiently explored the lived experiences, perceptions, and context-specific challenges of class advisers, especially in relation to their actual training needs.

In response to these gaps, national studies, such as those of Sinsay-Villanueva et al. (2025) from the Philippine Institute for Development Studies, highlight the need for professional development programs that are grounded in the actual classroom realities of Filipino teachers rather than generic, compliance-driven approaches. Also, evidence shows that well-designed training enhances teachers' ability to implement learner-centered practices, respond effectively to diverse student needs, and manage classroom challenges with greater confidence (Sayman et al., 2025). Furthermore, beginning teachers benefit significantly from structured induction and mentoring programs, which help strengthen their resilience, competence, and professional identity (Polinar & Gemota, 2025). Continuous professional learning through workshops, collaborative coaching, and reflective practice has likewise been shown to improve both teacher effectiveness and student engagement (Allog & Oco, 2025).

Effective class advising is a cornerstone of the teaching-learning process, especially in a context where teachers are expected to fulfill increasingly complex roles. Given these demands, there is a pressing need for sustained and context-responsive professional development that supports class advisers in their multidimensional responsibilities. To address this need, the present study adopts a qualitative approach to gain an in-depth understanding of how class advisers perceive their preparedness and to identify the specific areas in which they feel unprepared. By examining the real challenges faced by classroom advisers, this research aims to inform the development of relevant training frameworks, strengthen professional development design, and support the establishment of advisory mentoring systems. These approaches help bridge the gap and sustain the continuous improvement and effective practice of class advising.

## Review of Related Literature and Studies

### Global Perspectives on Class Advisers' Roles and Their Impact on Student Outcomes

Class advisers exemplify the expanded responsibilities of teachers that extend beyond administrative tasks, encompassing mentorship, counseling, classroom management, and coordination of student activities. Recent studies emphasize that effective advising promotes student engagement, persistence, and a sense of belonging, which in turn positively influence academic outcomes. For instance, Yuan, Yang, and McGill (2023) found that academic advising significantly enhanced international students' sense of belonging, a key predictor of retention and academic performance. Similarly, structured collaborative advising frameworks, where faculty advisers work alongside support professionals, have been shown to support students through critical academic milestones such as dissertations, thereby enhancing learning and satisfaction (Smith et al., 2024).

The quality of the advisor-advisee relationship, including communication, relational support, and clarity of expectations, directly affects student progress and satisfaction (Wu & Kim, 2025). Parallel research on teachers highlights that extended roles, including advisory responsibilities, can enhance student outcomes but also increase stress and burnout if institutional support is insufficient. Longitudinal studies indicate that high workload and role

ambiguity negatively impact teacher well-being, potentially reducing effectiveness in both teaching and advisory capacities (Morris et al., 2025). Structured mentorship, professional development, and supportive evaluation systems have been identified as critical mechanisms to sustain teacher commitment, engagement, and resilience (Kim & Lee, 2024). Collectively, these findings underscore that class advisers serve as mediators in student development, where effective class advising translates into tangible academic, social, and emotional benefits for learners.

#### Class Advising under the Department of Education and local studies

In the Philippines, class advisers and teachers operate within a policy framework that explicitly incorporates advisory duties into the formal teaching load, as outlined in DepEd Order No. 005, s. 2024, which treats class advising as part of a teacher's instructional responsibilities. Empirical research highlights both the complexity of these roles and the significant workload demands placed on teacher-advisers. Valderrama (2025) documented how multi-tasking responsibilities such as mentoring, monitoring learner progress, and managing classroom activities affect teacher performance and well-being, indicating the need for institutional strategies to support teacher-advisers. Torrinio and Naparan (2024) similarly found that teachers who serve concurrently as school heads and class advisers experience both fulfillment and stress in balancing administrative, advisory, and instructional duties. Lague (2025) further reported that teacher-advisers face intensified responsibilities during the end of the school year, when grading, reporting, and student guidance converge, often extending beyond official work hours and contributing to exhaustion and reduced job satisfaction.

To address these challenges, several studies emphasize the need for structured support. Belgira et al. (2021) recommend orientation programs, mentoring, ICT training, and incentives for teachers handling advisory roles. In addition, Algar et al. (2025) highlight the value of workshops and mentoring, while Arcenas et al. (2025) stress the importance of ICT and digital skills training in improving efficiency. Manegdeg and Paglinawan (2024) advocate for collaborative professional development, and Manalo and Velasco (2024) emphasize institutional support to promote work-life balance and teacher well-being.

#### Literature Synthesis and Research Gap

Global and local literature shows that class advising influences student achievement, engagement, and socio-emotional development, but its effectiveness depends on structured professional development, mentorship, and supportive evaluation systems. While many studies focus on teacher workload and development, limited qualitative research explores the lived experiences of classroom advisers and their specific competencies and training needs. The practical challenges advisers face and how these shape their professional needs remain underexplored. Although Philippine policies include advisory duties in teacher workload, gaps still exist in implementing consistent nationwide training and capacity-building programs.

In response, this study examines the lived experiences of classroom advisers and their professional development needs to provide insights that can guide context-responsive training programs, professional development, and mentoring systems.

#### Theoretical Framework

This study is anchored on three key theoretical underpinnings: Social Learning Theory, Experiential Learning Theory, and Sociocultural Theory.

Social Learning Theory, proposed by Albert Bandura, posits that individuals learn through observing the behaviors, attitudes, and outcomes of others. Studies indicate that mentoring and professional development enhance teachers' skills and confidence (Edwards, 2025; Liu et al., 2025). In the context of the study, it frames Research Question 1 by guiding the analysis of how classroom advisers describe their lived experiences. It also supports Research Question 2 by helping interpret the development of professional competencies as influenced by observed behaviors and shared practices.

Kolb's Experiential Learning Theory explains that learning comes from experience through reflection and application. It supports using real-life scenarios and reflective activities to improve training for classroom advisers (Heníquez et al., 2025; Mechouat, 2024). This theory directly underpins Research Question 3 by guiding the interpretation of how classroom advisers evaluate their training programs and identify professional development needs based on their actual experiences.

Finally, this research subscribes to Vygotsky's Sociocultural Theory which emphasizes that learning occurs through social interaction and cultural context, supporting the need for collaborative and culturally responsive training programs (Rigopouli, 2025; Chen, 2025). This provides the overarching lens for all three research questions,

as it guides the examination of how contextual factors, institutional support, and collaborative practices shape advisers' experiences, competencies, and training needs.

### Conceptual Framework Diagram

This study is anchored on the idea that classroom advisers' lived experiences are key to understanding and improving class advising practices. These experiences, which include their challenges, responsibilities, and work context, help identify the professional competencies needed for effective advising. The framework then examines how these competencies and experiences reveal gaps in training and professional development, highlighting areas where preparation and institutional support are lacking. Finally, these findings are used to develop improved advisory practices, including enhanced training programs, professional development strategies, and stronger institutional support to improve both teacher performance and student support services.

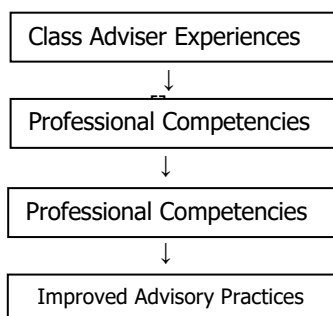


Figure 1: Conceptual Framework

### Statement of the Problem

Class advisers play a crucial role in supporting students' academic, behavioral, and socio-emotional development within the school environment. Beyond instructional responsibilities, advisers are expected to perform various ancillary tasks, including mentoring students, monitoring academic progress, coordinating school activities, and communicating with parents. These expanded responsibilities place significant demands on teachers, requiring a wide range of competencies and professional skills.

In the Philippine educational context, class advisers are tasked with managing numerous administrative and advisory responsibilities that extend beyond classroom instruction. Despite the importance of these roles in promoting holistic learner development, many teachers assume advisory responsibilities with limited orientation, training, or institutional support. As a result, advisers often encounter challenges in addressing diverse student needs, managing classroom behavior, and providing socio-emotional guidance.

Although several studies have examined teacher workload and professional development, limited qualitative research has explored the lived experiences of classroom advisers and the specific competencies and training needs required for effective class advising, particularly in the Philippine context. Understanding these experiences is essential for identifying the practical challenges advisers face and for designing professional development programs that respond to their real needs.

Addressing these concerns is important for improving advisory practices, strengthening teacher competence, and enhancing the overall quality of student support services in schools. Therefore, this study seeks to explore the lived experiences of classroom advisers and identify their professional development needs to inform the design of relevant training programs and institutional support mechanisms.

### Research Objectives

#### General Objective

To explore the experiences of classroom advisers and identify their training needs in order to enhance the effectiveness of class advising.

#### Specific Objectives

1. To describe the lived experiences of classroom advisers in performing their advisory roles and responsibilities.

2. To identify the qualities or competencies that classroom advisers consider essential for effective class advising.
3. To examine classroom advisers' perceptions of their current training programs and their professional development needs.

### Research Questions

1. How do classroom advisers describe their lived experiences in performing their advisory roles?
2. What qualities or competencies do classroom advisers consider essential for effective class advising?
3. How do classroom advisers perceive their current training programs, and what professional development needs do they identify?

### METHODS

#### Research Design

This study used a qualitative research approach, following Creswell and Poth (2018), to explore participants' experiences in depth within their natural setting. This approach allows participants to share detailed and contextual insights about their experiences. Since the study focuses on the lived experiences of classroom advisers, a phenomenological design was used. Phenomenology, as described by van Manen (2016), focuses on understanding how individuals make meaning of their lived experiences, making it appropriate for examining classroom advisers' professional experiences.

#### Population and Sampling

The study involved twelve (12) participants purposively selected from Torralba National High School, a public secondary school located in the District of Banga, Division of Aklan. Participants were chosen based on the following inclusion criteria: (1) permanent or regular teachers of the school; (2) have served as class advisers for at least three years at the same grade level; and (3) are currently assigned as classroom advisers for the school year 2024–2025. Two class advisers were selected per grade level, regardless of gender.

#### Instruments

Semi-structured interviews were conducted with the participants. A set of guide questions was developed by the researcher to explore the following topics: their experiences and undertakings in class advising which were divided into fulfilling and challenging experiences; the specific skills and knowledge essential for their roles; and their perceptions of their training needs.

To ensure content validity and relevance, the researcher-developed interview guide was reviewed and validated by experts in the field, including two research professors from a university, one school principal, and one research teacher.

#### Data Collection

The data collection process was initiated upon receiving an approval from the Public Schools District Supervisor of Banga. Following this, the researcher submitted a copy of the approved request letter to the Officer-in-Charge of Torralba National High School, where the participants were teaching. Semi-structured interviews were then conducted, audio-recorded, and transcribed by the researcher in the school year 2024–2025.

During the interviews, the researcher asked follow-up questions to facilitate an in-depth exploration of the participants' responses. The interviews were conducted in a conversational style to ensure a comfortable and open environment for the participants, encouraging them to share their lived experiences as classroom advisers. To enhance the credibility and trustworthiness of the findings, member checking was conducted by allowing participants to review and verify their interview responses and the researcher's interpretations, ensuring that their perspectives were accurately represented.

#### Data Analysis

Data were analyzed using Colaizzi's phenomenological approach.

1. The process began with the researcher's familiarization with the data, achieved by thoroughly reading the interview transcripts to gain an overall understanding of the participants' narratives.
2. Significant statements were identified that directly related to the objectives of the study.
3. The statements were then analyzed to generate formulated meanings, capturing the core ideas expressed by the participants.

4. The formulated meanings were organized into clusters of themes, reflecting patterns and shared experiences among the classroom advisers.
5. Using the clustered themes, a comprehensive and exhaustive description of the phenomenon was constructed.
6. This was later synthesized into a fundamental structure, a condensed version representing the central meaning of the experience.
7. To ensure trustworthiness, member checking was conducted by returning the findings to the participants for validation, enhancing credibility. The systematic and transparent analytic process supports dependability, grounding interpretations in participants' responses ensures confirmability, and providing rich contextual descriptions enhances transferability.

### Ethical Considerations

Before data collection, the researcher obtained permission from the relevant school authorities. Participants were provided with a letter of consent explaining the study's purpose and signed informed consent forms, indicating their voluntary participation. They were also informed of their right to withdraw at any time without consequence.

Throughout the study, the researcher ensured the participants' wellbeing and maintained strict confidentiality. All data were used solely for research purposes, with pseudonyms assigned to protect identities. Additionally, data were securely stored in password-protected files accessible only to the researcher.

### RESULTS and DISCUSSION

#### 1. Experiences and undertakings in class advising

##### Theme 1

##### Rewards and realities

This study has identified the core experiences and challenges faced by classroom advisers. While advising offers meaningful emotional rewards, it also involves struggles.

In terms of its rewarding aspects, the findings suggest that classroom advising goes beyond academic supervision by fostering strong emotional connections with students, with advisers often viewed as "second parents." This relationship builds trust, encourages openness, and improves student engagement, reduces absenteeism, and supports persistence, leading to better academic outcomes. The results highlight that advisory work should be recognized as an essential teaching role, with schools providing training and support focused on relationship-building and emotional guidance. Supporting literature reinforces this, as Chen and Huang (2024) emphasize emotional support in promoting student engagement, Guo et al. (2025) highlight its role in resilience and self-efficacy, and Prananto et al. (2025) note that positive teacher-student relationships enhance motivation and academic emotions. These are all expressed in the following transcriptions:

Ma'am Ailyn: *"So, I think the best experience as a classroom adviser is when your students or advisory treat you as a parent, their second mother."* (So, I think the best experience as a classroom adviser is when your students or advisory treat you as a parent, their second mother.)

Ma'am Bella: *"When your students have a problem, ga-open up imaw, maagto kimo ag mahambae, 'Ma'am imong advise mana Ma'am hay effective ah."* (When your students open up about their problems and come back to me and say, 'Ma'am, your advice is effective.')

Ma'am Diana: *"Fulfilling git-a baea nga as a classroom adviser hay makagraduate eon sanda ag makit-an mo sanda nga duyon successful."* (It's fulfilling as a classroom adviser, to see them graduate and succeed.)

Sir Ino: *"Na discover ko nga one of my students hay may back subject therefore nag ubra ako it way nga maka-graduate imaw. It's my pleasure that I did my best so that student can graduate."* (I discovered that one of my students had a back subject, therefore I found a way to help him graduate. It's my pleasure that I did my best so that student can graduate.)

Ma'am Jean: *"Kanami git-a sa part nga may akong estudyante si 'Boy' ngaron nga as in paea-absent imaw. Pero pag homevisit nakon, napabalik ko imaw it pagtuon."* (It was really fulfilling when I had a student named 'Boy,' who had been frequently absent. But after my visit, I was able to convince him to go back to studying.)

Along with the rewards, classroom advisers face challenges that reveal a gap between their responsibilities and the support they receive. They are expected to manage behavioral issues, conflicts, and mental health concerns, often acting as front-line responders despite lacking adequate training and resources. This calls for stronger

institutional support, including mental health training, clear intervention systems, and access to professional services. Gunawardena et al. (2024) and Nalipay et al. (2025) show that teachers often serve as front-line support for students' emotional and mental health needs but feel unprepared due to limited training and resources. This suggests the need to strengthen school-based mental health support, improve teacher competencies, and establish better institutional systems to address students' diverse needs. Selected excerpts from the interview transcriptions are presented below:

Ma'am Leny: *"Mabudlay maghandle it kaabo abo nga students, iba-ibang background, iba-iba man andang ugali."* (It's difficult to handle a lot of students, with different backgrounds and behaviors.)

Ma'am Jean: *"So haagyan ko nga kelangan ko pat-a ihatod bisan kaean-uean. Nag arkila git-a ako it motor, hay hinatod ko git-a imaw sa may Bukid Paningayan. Para eang gid ngane nga indi masundan."* (So, I experienced that I needed to take him there even if it was raining. I even rented a motorcycle, took him all the way to Bukid Paningayan. So that he wouldn't be followed by his rivals.)

Ma'am Tala reflected on her experience when a student disclosed serious emotional concerns: *"So as an adviser, nalisdan ako paano imaw i-handle but then ginpinamatian ko eang gid imaw. Uwa kita it experience paano maghandle sa makaron nga situation."* (So, as an adviser, I was really struggling with how to handle the situation, but then I talked to him and reassured him. I didn't have experience in handling such a situation.)

Another challenge faced by classroom advisers is their heavy workload, which limits their ability to effectively support students. Many spend extra time and personal resources on tasks such as classroom preparation, event organization, and administrative duties, leading to stress and financial strain. This can reduce teaching effectiveness and impact their well-being, highlighting the need for stronger institutional support and better workload distribution. This is supported by Gudelos and Mabitad (2025) and Gamalo and Abellana (2025), who found that heavy workloads increase teacher stress and reduce effectiveness, while Ang-og and Naparan (2025) noted that teachers often provide materials and organize activities, adding to their workload and pressure. These are evident in the following transcriptions:

Ma'am Ailyn: *"Another challenge kung amat hay siguro abo man aton nga tasks. Halimbawa, bukon ako it mayad sa duyon nga area usually hay intramural, may mga contests nga bukon it area, hallimbawa sa cheerdance,"* (Another challenge is probably when there are a lot of tasks. For example, I'm not very good at managing certain areas, like during intramurals, or other contests in areas like cheer dance.)

Ma'am Bella also added, *"For example abi hay may contest, gusto ko man nga magdaog imaw kaso hay ako man hay indi man kantigo."* (For example, there's a contest and I want my students to win, but I myself am not good at it.)

Ma'am Arlyn: *"Financial challenges. Sa classroom nga pagpanami nga maging conducive ta imaw. Gusto ko ta maging manami andang pamantawan."* (There are also financial challenges. As for creating a conducive classroom, I really want the environment to be nice for the students.)

Ma'am Diana: *"Paeasahan eot-a mana makaron it SF 2. Hay gainubra pat-ang gihapon dahil ngane indi maiwasan du may mga task ka man nga iba."* (When it is time to submit the Student Form 2 [SF2], I am still doing other tasks as well.)

## 2. Qualities and competencies classroom advisers identify as essential for their roles

### Theme 2

#### Heart, Discipline, and Versatility

The study revealed that classroom advisers perceive a combination of (1) emotional intelligence (EI) and effective communication, (2) patience, (3) consistent discipline, and (4) flexibility as essential skills for their roles.

One essential skill identified by advisers is emotional intelligence and effective communication. These skills help build trust, foster belonging, and address students' emotional needs, leading to better engagement, behavior, and learning outcomes, as well as stronger teacher-student relationships and classroom climate. This is echoed by Dalondonan and Ubayubay (2025), who found that higher emotional intelligence improves job satisfaction, self-awareness, stress management, and adaptability, enabling teachers to better support students and maintain a positive learning environment.

Sir Ben: *"In my own opinion, is empathy. Dapat may imo gid ang pag-intindi, may madaeom nga pagpalangga sa mga unga."* (In my own opinion, is empathy. You need to truly understand, have genuine love for the students.)

Ma'am Leny: *"Dapat siguro hay mayad ka mag manage ku mga unga nga iba iba ru ugali, nga kaya mo nga ibutang ing sarili sa andang sitwasyon para mas maintindihan mo sanda."* (I think good skills in managing students with different personalities, and to be able to put yourself in their situation to better understand them.)

Ma'am Miriam: *"Motherly ikaw man sa imong mga unga. Inde pwede nga kung makasaea du mga unga, indi pwede nga indi mo kana mapaalala ana nga gin-ubra."* (You are motherly to your students. But it's not acceptable that when the students make mistakes, you don't remind them of what they've done wrong.)

Ma'am Tala: *"Feel nanda nga ma belong sanda sa sang ka group para maguwa nanda andang skills ag andang attitude hay maayos man."* (They need to feel that they belong to a group, so that they can show their skills and positive attitude.)

Secondly, patience was also repeatedly mentioned as a necessary skill for advisers. Patience is a key skill that helps classroom advisers manage student behavior calmly and consistently, preventing conflicts from escalating and supporting effective classroom management. It also helps create a safe and supportive environment where students feel understood and are more willing to learn and improve.

Empirical studies show that higher levels of teacher patience are associated with stronger classroom management skills, including behavior management and instructional organization (Meriç, 2023). In the Philippine context, teachers report using patience and other soft skills to create supportive learning environments, highlighting its importance in practice (Gutierrez & Muegna, 2025).

Ma'am Jean: *"Patience tapos du heart git-a run nga may tuod-tuod kang may concern sa unga."* (Patience, then you also need to have a heart that truly cares for the students.)

Sir Cian: *"Kung paano man kaeawig ro pagpasensya ku atong mga ginikanan katon bilang mga unga, makaron ka man dapat sa mga studyante."* (So, just as how our parents showed patience toward us, we should also exercise patience with our students.)

Consistent discipline was identified as a key component of effective classroom management because it establishes clear expectations and reinforces fairness and authority. This consistency is important in maintaining respect and order in the classroom, as students are more likely to follow rules and develop positive habits when discipline is applied uniformly. Supporting this, Angelical and Doronio (2025) found that consistent disciplinary practices help teachers manage behavior effectively, build beneficial student habits, and create positive learning environments.

Ma'am Mira: *"Holding power tapos dapat consistent ka rin sa kung anong inimpose mo sa classroom. Consistency."* (Holding power, and you should also be consistent with what you impose in the classroom. Consistency.)

Finally, flexibility was identified as an important skill for classroom advisers. This allows classroom advisers to adapt to diverse student needs and changing classroom situations, leading to better engagement, inclusion, and classroom management. This makes it a key competency for promoting effective and equitable learning. This is supported by Debalos and Oco (2025), who highlight the need for adaptive skills in managing diverse learners, and by Sarda (2026), who found that adaptability, along with communication, empathy, and patience, is essential for maintaining positive and inclusive learning environments.

Sir Ino: *"We should be flexible to cater the needs of our students, we should know them individually, personally so that we can adjust."* (We should be flexible to cater to the needs of our students. We should get to know them individually and personally so that we can adjust accordingly.)

### 3. Perceptions of classroom advisers regarding their training needs

#### Theme 3

#### Bridging the Gap: Counseling and Management

The findings from the qualitative analysis revealed that classroom advisers perceive significant gaps in their training, particularly in areas of counselling and class management. These training needs were seen as vital to enhancing their ability to provide comprehensive support to students in both their academic and personal development.

Several advisers highlighted the importance of counseling skills, especially when dealing with sensitive personal issues among students. This need for enhanced training is supported by Caparas and Baysa (2025), who emphasize that teachers play a crucial role in supporting students' socio-emotional development and recommend structured systems for strengthening teacher-student support. Similarly, (Monroy Correa & Manzanal Martínez, 2025) stress that training in socio-emotional competencies such as emotional awareness, self-regulation, and interpersonal skills is essential for managing classroom challenges and fostering positive relationships with learners.

Ma'am Arlyn: *"Dikaron siguro sa ano counseling agod maeubtan kung alin du ubrahon. Sin-o eagi du eapitan."* (Maybe counseling could help to figure out what should be done, who to approach.)

Ma'am Leny: *"Siguro sa pag abot sa counseling or pag resolve it mga issues ngara hu,kasi kung amat indi ko masayran kung alin baea ang ubrahon. Gusto ko pa mag antiguhan para ma handle ko baea duyong mga situations. Para mabuligan ko du mga unga. Sayod ko kung alin ang ubrahon."* (Maybe when it comes to counseling or resolving issues, I'm unsure of what should be done. I would like to get training so I can handle situations better and be able to help students more effectively. I want to know what the right steps are to take.)

Another significant gap identified by the advisers is classroom management. A Philippine Institute for Development Studies (PIDS) discussion paper on teacher education highlights that teacher training often remains generic and misaligned with teachers' real challenges including behavior management and differentiated instruction thus calling for more practical, classroom-relevant programs (Rivera et al., 2025). This gap is reflected in the advisers' experiences, where the lack of training leads to feelings of inadequacy and difficulty in managing classrooms, particularly in addressing diverse student behaviors, building positive relationships, and creating a supportive learning environment. These insights suggest that classroom management is not just a technical skill but a complex competency that requires structured preparation and continuous support. The advisers' own experiences reflect these gaps.

Sir Ino: *"Syempre dahil uwa man kita it training nga naagyan kung paalin mag manage sa sangka section, there are times that you feel nga parang na downgrade mo imo nga sarili."* (Of course, since we don't have training on how to manage a section, there are times when we feel like we've downgraded ourselves.)

Ma'am Jean: *"Ano. Class advising. Tanan nga aspects. Sa behavior it bag-ong generations ag paalin mag build it atmosphere or connection sa unga."* (Class advising. All aspects. The behavior of the new generation and how to build an atmosphere or connection with students.)

Sir Ben: *"Dapat i-train nanda once or every year do mga class advisers kung paano mag-handle it class."* (Class advisers should be trained every year on how to handle advisory classes.)

#### Educational Implications

The findings point to important implications for teachers, school leaders, curriculum developers, and policymakers. Teachers need to strengthen skills in emotional intelligence, patience, discipline, and flexibility through continuous professional development to better support students' academic and socio-emotional needs. School leaders and administrators may provide institutional support through mentoring, manageable workloads, and access to resources and guidance services to help advisers perform effectively. Curriculum developers are encouraged to integrate socio-emotional learning (SEL) into the curriculum to promote holistic student development, while policymakers and teacher education programs may include advisory competencies such as counseling, classroom management, and socio-emotional support in both pre-service and in-service training to better prepare teachers for their roles as classroom advisers.

## Conclusions

The study highlights the multifaceted role of classroom advisers in supporting students' academic, behavioral, and socio-emotional development. The findings demonstrate that advisers derive deep fulfillment from building strong relationships with students and witnessing their personal and academic growth. These relationships foster positive learning environments that contribute to student engagement, resilience, and academic success.

Despite these rewarding aspects, classroom advisers face substantial challenges in fulfilling their advisory responsibilities. These challenges include managing diverse student needs, addressing behavioral concerns and absenteeism, responding to increasing mental health issues among learners, and balancing heavy administrative workloads. The findings indicate that many advisers feel inadequately prepared to address these complex demands, particularly due to limited training in counseling and classroom management.

The study further reveals that effective class advising requires a combination of emotional intelligence, patience, discipline, and flexibility. These competencies enable advisers to build supportive relationships with students while maintaining positive classroom environments that promote learning and well-being.

The results underscore the importance of strengthening teacher professional development programs that focus on advisory roles. Insights from Social Learning Theory, Experiential Learning Theory, and Sociocultural Theory emphasize that teacher learning is shaped by experience, collaboration, and reflective practice. Professional development initiatives that incorporate mentoring, experiential learning, and collaborative training may therefore enhance advisers' capacity to address students' academic and socio-emotional needs effectively.

Overall, the study contributes to educational research by providing empirical insights into the lived experiences of classroom advisers in the Philippine context. The findings highlight the need for stronger institutional support, targeted training programs, and responsive school leadership practices to ensure that classroom advisers are adequately equipped to support holistic student development.

## Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. The Department of Education (DepEd) and school administrators **may institutionalize advisory-specific training programs** to provide structured and systematic preparation for classroom advisers.
2. Schools **may provide regular orientation and structured mentorship programs** for newly assigned advisers to strengthen professional guidance and promote the sharing of effective advisory practices.
3. Teacher professional development programs **may include continuous capacity-building activities** on socio-emotional support, behavioral management, and mental health awareness to enhance advisers' ability to address diverse learner needs.
4. School leaders and education policymakers **may review and rationalize advisory workload and administrative demands** to reduce teacher burnout and ensure a more balanced distribution of responsibilities.
5. Educational institutions **may allocate adequate financial and logistical support** for advisory and homeroom programs to minimize teachers' personal expenditures and improve the implementation of student support initiatives.
6. Teacher education institutions and curriculum developers **may integrate advisory competencies, mentoring skills, and socio-emotional learning strategies into teacher preparation programs** to ensure that future teachers are better equipped to assume advisory roles.

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