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## Beyond Pedagogical Expertise: Best Practices of Classroom Advisers Toward an Effective Advising Framework



**Abstract:** - Teachers do not just teach as they also fill the role of being classroom advisers of their students. This study explores their best practices through their lived experiences in managing the students in terms of their academic responsibilities, behavior, and even personal problems. The study employed a qualitative research design specifically a phenomenological approach wherein the participants of the study were selected through homogeneous purposive sampling. A series of semi-structured interviews were conducted after that, the interviews were transcribed and analyzed. The researcher came up with six emergent themes: (1) Raison d'être: Reason for Being; (2) Development through Challenges; (3) Secure Attachment; (4) Observance of In Loco Parentis; (5) Adaptive Strategies, and; (6) Evidence of Success. It was found that classroom advisers described their lived experiences as challenging yet fulfilling duties. The best practices of classroom advisers involve establishing a connection with the students, valuing individuality, having constant communication, providing guidance, practicing parenting roles, yearning for the success of the students, being proactive, observing inclusivity in the classroom, and setting boundaries. The evidence of the success of their best practices, as presented by participants, includes gaining the trust of their students through listening and sharing stories, receiving messages of appreciation, and seeing the students transform for the better. An Effective Advising Framework was proposed based on the findings of the study which could be helpful in the classroom advisers for both public and private educational institutions.

**Keywords:** classroom advisers, best practices, effective advising

### I. INTRODUCTION

Teaching indeed does not stop in the four walls of the classroom, sharing the pages of the book with the students, and making sure that they are able to read and write. These things are expected from them, that they should possess competent pedagogical knowledge in order to provide lessons to their students. Moreover, it is undeniable that the teaching profession requires more than these, the role of the teachers in the classroom can still be classified into different categories than just being a 'teacher' or provider of knowledge.

Teachers are often referred to as educators as it is what they mainly do, they educate young minds. Peters (2017) highlighted the difference between a teacher and an educator, he explained that a teacher meets goals in terms of the daily syllabus and makes sure that students are ready for examinations but an educator encourages growth. On the other hand, a teacher tells while an educator inspires. These definitions he gave somehow explained that teachers should not just be 'teachers' but someone who expands their role whenever necessary despite the terminology, be it a teacher or an educator.

Teachers obviously are providers of knowledge, but a mentor gives not just the learnings from the books, but also life lessons and that is what makes the teaching profession, the noblest profession of all. As mentioned, teachers do not just teach, they extend their helping hands in so many situations, they serve as event organizers when there is a big event at school, they take care of the documents of their students, and they even provide help to the community around the school. Lastly, one role that a teacher should never forget when they are in the practice of their profession is being a lifelong learner. Learning is a two-way street - it is known, the students will definitely learn from them through the delivery of the lessons and of course, teachers can also learn from their students. Hence, every opportunity to learn is always grabbed by the teachers so that they can share new information with their students.

Moreover, in her article, Nag (2018) provided a powerful insight into why the teaching profession is regarded as a noble profession as the responsibilities of teachers do not end in imparting knowledge and sharing information.

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She described teaching as a moral responsibility wherein teachers pave the way for a brighter future for their students. The nobility of the profession is not found in the way they impart knowledge to their students but in the way, they give a huge contribution to molding the future generation for a better existence. These contributions are seen in simple deeds as giving guidance and equal opportunity for every student to learn, understand and develop skills necessary for the 21st century.

With the responsibilities of teachers expanded not only to imparting knowledge but also to practicing noble deeds that can definitely contribute something good to society, the teaching profession is then seen as the most stressful work. As reported by Morrison (2022), teachers and school leaders are more than twice as likely to be stressed as other working adults according to a survey funded by the National Education Association (NEA) and the American Federation of Teachers (AFT). It was reported that 73% of teachers and 85% of school principals are experiencing frequent job-related stress, these numbers were compared to 35% among adults in other occupations in the survey carried out by the RAND (Research and Development) Corporation. It was also revealed that the pandemic played a major factor in increasing stress.

In addition, Will (2021) pointed out reasons why teachers are stressed out and unfortunately causing some teachers to quit the profession. She also explained that the COVID-19 pandemic made it even worse for teachers to stay on the job. As for the survey conducted by RAND Corporation, the teachers who left the profession were asked to name the single biggest reason why and the most frequent answer was that, 'The pay was not sufficient to merit the risks or stress.' However, the top three (3) reasons for leaving the profession both pre- and mid-pandemic were: (1) "The stress and disappointments of teaching weren't worth it" (43%), (2) "I didn't like the way things were run at my school" (32%), and (3) "I did not get enough support from my district or school" (29%).

Despite these, it is undeniable that there are still teachers who remain to stay and continue practicing the profession that they were sworn in when they received their teaching licenses. Indeed, teaching may be a difficult job but others do not just see it as a job, but a vocation. Radio Veritas Asia (2020) defined a teacher as someone who acts as a guide and serves as an inspiration to people. These teachers are charged with the responsibility of creating awareness as well as opening the minds of people by instilling values, morals, and ethics. They do not just educate the mind of the students but also the heart to be men and women for others hence, making teaching more than just a job, but a 'calling' or a vocation.

As there are plenty of reasons why teachers leave, there are even more reasons why teachers stay in the profession. In the series of interviews conducted by Villaver in 2016, in which he mainly focused on the question, "Why do you stay long in your teaching career or profession?" He summarized the answers of the teachers that he had interviewed and he arrived at the following conclusions: (1) teachers stay because of continuous learning, what they do encourages them to study and read further; (2) they found new friends every day as they meet new faces in and out of the classroom; (3) they are receiving love and respect when students show closeness and respect to them as second parents; (4) they are formator of future leaders as they shape young minds to become leaders of the community; (5) they earn a sense of fulfillment as they see their students become successful in life, and lastly; (6) they receive joy and contentment in what they do, it is their way of life.

Furthermore, as written by Loewus (2021), when teachers weigh things in terms of leaving or staying in the profession, the factor that plays the biggest role in keeping them in the profession is the love for their students – this according to two (2) out of five (5) teachers. The next two frequent answers were retirement benefits and the love for the subjects they are teaching.

Now the question is, what does it take for teachers to stay in the profession and effectively practice their sworn duty? Anyone who can finish a teaching education degree can definitely become a teacher, study their lessons, and impart knowledge to their students. However, as evidently presented by recent surveys, not all teachers stay in the profession. Hence, the teaching profession does not only require a bachelor's degree and teaching competence in order to fulfill the job. According to the article of Gagnon of Southern New Hampshire University (2019), there are qualities that a teacher should possess aside from teaching competence. Good teachers are strong communicators as they share information with their students making them also good listeners. They focus on collaboration as they see working in a group as more effective because they learn from other teachers as well. Effective teachers are adaptable, they need to adjust to a constantly evolving environment in terms of the age of

the students, the availability of resources, and what society is requiring from them. They should be engaging through the use of humor, creativity in delivering lessons, and a strong classroom presence. They should show empathy to their students as this is another key to engaging them and improving their learning, understanding them and what may be going on in their lives is a big entry point to their trust. In terms of working every day and in different classes, good teachers should have much patience as it will be tested many times, especially in managing classroom behavior. Although teachers are delivering their lessons within the four walls of the classroom, they should not forget to give value to real-world learning. Teachers can definitely teach what is written in the books, but a great one can relate the pages to reality giving a more learning experience to the students. There should also be a willingness among good teachers in sharing knowledge and experiences with each other, good teachers share their best practices with their colleagues in order to ensure that they are reaching their goals as a team in a school. And then lastly, good teachers know that once they enter the field, they also continue their journey as a student themselves, as they are lifelong learners. Learning never stops in the field of teaching, it is necessary so that teachers would be able to share new knowledge with their students relevant to their present needs.

The reason why the teaching profession requires so many tasks is because of extra- and co-curricular activities that are being implemented in educational institutions. Teachers also play a significant part in managing and organizing such events. The purpose of this is, of course, to ensure that learners are shaped holistically which means, not just academic and professional competency but also in the aspects of heart and soul. In an article written by Swain (2021), she explained the importance of extracurricular activities in schools, when students apply for a job what the employers are looking for in their curriculum vitae are not just academic achievements but also other endeavors that an applicant had gone through. These ‘other endeavors’ are what extracurricular and co-curricular activities are offering. The reason for this is that these activities help in developing students’ skills and personal qualities through experience.

The benefits that students can receive by joining extracurricular and co-curricular activities have been enumerated by Indeed Editorial Team (2023). Definitely, students gain practical experience through these activities: (1) it enhances their personality, (2) boosts student’s confidence, (3) provides exposure to new activities, (4) helps develop a sense of responsibility and specific skills, and (5) improve physical and mental health.

What exactly are these extracurricular and co-curricular activities that teachers are also giving importance to aside from ensuring academic learning? In these activities, teachers can play as a mentor to students, and they also give directions in terms of leadership training or handling important events in schools for the student council. In 2023, Cornell and Drew have listed down co-curricular activities that are beneficial to the students. He also made a clear definition of what extracurricular and co-curricular activities are. He defined extracurricular activities as activities that occur off campus and are not connected to the university or classroom instruction. However, co-curricular activities are linked to the educational institution but not tied to coursework and are non-compulsory. Co-curricular activities include the student council, the school newspaper, drama productions, the debate team, mock trials, cheerleading, and different school clubs. These aforementioned activities are definitely a part of the teacher’s job to ensure that they are properly managed and organized.

The different programs being implemented and conducted in schools are always for the benefit of the students hence, teachers are giving their utmost contributions to the success of these programs in terms of manpower, moral support, organization, and execution of the program.

In the Philippines, the Department of Education oversees public educational institutions including the programs that are being implemented. These programs definitely require time and effort on the teacher’s side hence, asking the teachers to extend their hands to the success of these programs as these are beneficial to the students. One program of the Department of Education that is beneficial to the student is the School-Based Feeding Program, the organizers of this kind of program are of course, the school officials and the teachers. As written by Soriano in 2020, the objective of the School-Based Feeding Program is to rehabilitate the severely wasted and wasted beneficiaries to normal nutritional status and to improve the student’s health and nutrition, values, and behavior as well as academic performance. Although programs like this would mean a new workload for the teacher, they still perform their duties as this will be part of the student’s development.

Another thing that makes the hand of teachers busy are other paper works such as school forms and reports. This is true in the Philippine education context wherein Clea of Helpline PH (2023) described DepEd teachers as extraordinary as they are busy with paper works that do not end. These paper works are reports and school papers different from their actual work such as preparing modules and instructional materials and are supposed to be the work of people in the non-teaching area, but teachers comply with them without hesitation. There are also times that these paper works are on the spot and immediate submission resulting in the bulk of work and teacher burn-out.

In 2015, the Department of Education Region I launched the HEART program which aimed to strengthen the Homeroom Guidance Program, the 'HEART' stands for Holistically Engaging Activities for Responsive Teaching. It is a training workshop that helped teacher participants to realize their vital roles as class advisers and as second parents to the students as these students need proper guidance as they grow up under the care of the class advisers. Moreover, this DepEd Region I program encouraged the teachers to craft an efficient and doable program that will strengthen the interactions between the students and class advisers in the classroom as the program also envisioned fostering peaceful coexistence, brotherhood, responsibility, and self-esteem as part of proper guidance that students should receive.

An action plan for classroom advisers was designed by a public school teacher in Candaba, Pampanga under DepEd Region III for the school year 2018-2019. In her submitted action plan, Bulaon (2019) aligned the DepEd objectives and targets to what the classroom advisers should do in the classroom. The objectives or targets are the following: (1) Reiterate the DepEd's core values among advisees that will serve as their guide in their schooling – the proposed action for this is to hold a monthly recognition with adjudged male and female model students; (2) Management of time and learning environment – this could be achieved through assigning responsible students to respective tasks; (3) Organizes and maintains Homeroom PTA (Parent-Teacher Association) – in which this was organized and conducted quarterly; (4) Attains zero drop-out rates – this was through regular checking of attendance and home visitation when necessary. These activities are year-round with different persons involved such as the school head, adviser, parents, and of course, the students.

In private educational institutions, there are also programs, activities, and papers that keep teachers busy aside from their actual work of teaching. This is because private educational institutions are adherent to the guidelines and memorandum order of DepEd. In return, the Department of Education provides supervision and regulation of private schools, they also provide support to private education through technical and financial assistance. Hence, a Private Education Office (PEO) was created through the DepEd Order No. 9, series of 2022 in which through PEO, the Department of Education can fully exercise its supervisory and regulatory functions and continue to implement programs of assistance to schools, learners, teachers, and other personnel in the private education as explained by Former Education Secretary Leonor Magtolis Briones (Department of Education, 2022).

Private educational institutions like Dr. Yanga's Colleges, Inc. (DYCI) in Bocaue, Bulacan offer different programs that aid in the development of students holistically. Here, they conduct a series of values formation programs for the students, co-curricular activities, and different events that provide enjoyment to both students and teachers. The mentioned programs they implement are being organized by the teachers and with the assistance of the student council. The key person for each section of the student body is their classroom adviser or also known as the homeroom teacher. This is being practiced in all basic education institutions, there is a classroom adviser for each section to make sure that the need of the students is being attended to properly by their adviser.

The term 'classroom adviser' or homeroom teacher is mainly the reason why the teaching job does not end in plainly imparting knowledge to students. Serrano in 2018 gave the parameters of being a classroom adviser at schools. He said that in the Philippine Laws, teachers act in school in loco parentis to the students. This simply means that teachers by law are the parents of the students in school in place of biological parents or guardians. The role of classroom advisers is to stand as the second parent to their students they discipline their advisees in a way that biological parents do, and they correct them constructively. There are instances when a student does not have anything to eat, they provide. When there is a problem encountered by the students at school, they are the first ones to intervene. Like parents, they rejoice whenever they see their student's achievement, and they also feel sad when in unfortunate events.

Perhaps this is the reason why teachers continually extend their hands whenever necessary even in situations that are not considered their actual work anymore because of their role as the second parents of the students. Atty. Borracho (2020) explained the responsibility of the teachers, school authority, and school administration in terms of substitute parental authority through Article 218 of the Family Code in the Philippines. The Family Code states that:

The school, its administrators, and teachers or the individual, entity, or institution engaged in a child shall have special parental authority and responsibility over the minor child while under their supervision, instruction, or custody. This parental authority shall apply to all authorized activities whether inside or outside the premises of the school, entity, or institution (para. 8).

For a school like DYCI, they give value to this Family Code through its values formation programs and as the school's motto says, 'More than a school, a family.' This is evident through the God-Centered Month Activities, Retreat, and Formation Programs. These programs bridge the relationship between the classroom advisers and their students through emotional discussion and sharing of life stories. Hence, being true to their vision of more than a school, a family.

All in all, educational institutions envision producing individuals who are holistically developed through the implementation of programs that will aid them in achieving that vision gradually. This is of course with the contribution of the classroom advisers as the ones who provide support to their students, they are the ones who do the on-the-ground work hence, they understand the needs and the challenges that students have. Teachers do not just teach, they go beyond what they can give to their students depending on the circumstances they face. A teacher can play different roles in the classroom, they can be a coach, mentor, support, friend, and most importantly, second parents to the students. It is indeed a difficult job to fulfill, and that is why there are a lot of cases of teachers leaving the profession. The good side of this is that there are still teachers who stay despite the hardship because of the fulfillment they receive in the profession plus their love for their students.

To give an emphasis, the aim of the schools in implementing such programs with the teachers as their partners in the execution is to achieve holistic education beyond the pedagogical expertise that teachers can offer, but they aim to produce a graduate that is a full package for the betterment of society. A person that is not only academically and professionally competent, but also fully developed in terms of their heart and soul – that is the role of the teachers and the educational institutions, to shape the students into better individuals.

#### *A. Theoretical Framework*

1) *Ignatian Pedagogy*. Founded by St. Ignatius of Loyola, the founder of the Jesuits, this paradigm is anchored to the Jesuit commitment to the transformational power of education. There are five elements that the Ignatian Pedagogy Paradigm suggests, these are context, experience, reflection, action, and evaluation which originated from St. Ignatius' Spiritual Exercises (St. Louis University, n.d.).

According to this paradigm, transformative learning occurs through the presence of the mentioned five elements of Ignatian Pedagogy. Context refers to how teachers recognize the environment and what surrounds the learning opportunities for the students, it should always be part of the consideration as it is constantly evolving. The experience, on the other hand, suggests that learning is rooted in previous experiences and through new learning experiences, which is why it is important for teachers to value experiential learning for the students. The third one is all about reflection in which students are questioning themselves with why and how questions regarding their experiences. These reflections then help the students to convert what they have learned into actions which of course should be meaningful as it is new knowledge learned. Lastly, this action will be reinforced by an evaluation of self as to how well things went through.

This paradigm is significant to the study as this supports how a student is holistically developed in schools by the teachers. By the term holistically, learning is not only focused on what the teachers teach that comes from textbooks, but developing the student as a whole. This process could be aligned with how teachers or classroom advisers manage their students in the class as their everyday interaction provides a lot of room for learning opportunities for the students.

2) *Critical Pedagogy* was proposed by Paulo Freire in which he asserted that teaching should challenge learners to examine power structures and patterns of inequality within the status quo. Rooted in the values of love, care, and solidarity, he saw education as a way to transform oppressive structures (Curell, 2020).

Freire believes that education is a powerful tool that can be used for something bigger. In his famous book, *Pedagogy of the Oppressed*, he talks about how education is becoming a system of depositing which he calls this concept as ‘banking concept of education.’ On a simple note, students should not only be taught and expected to receive, memorize, and repeat information but they should be trained to be the people who will change society by overcoming oppression to make the world fairer to all.

In order to realize this, he proposed an antidote that he believes could encourage the learners or students to awaken their social consciousness and that is through *Critical Pedagogy*. This means that teachers should not plainly impart knowledge to students, they should not be blindly feeding the students information from textbooks or from whatever sources they may have. Teachers should be the ones to encourage the learners or the students to question what has been given to them and to validate the information before they believe it through researching and reading other sources. With this, teachers should also be honest that teachers do not know everything but instead make use of the students’ input to support other learning. Being able to do so means, developing the students to be critically conscious of what is happening around them, especially in social issues. After all, this is the goal of holistic education, to make them socially aware.

This theory proposed by Paulo Freire supports the study as in order to achieve holistic education, classroom advisers should be able to practice what the *Critical Pedagogy* suggests. As classroom advisers, they can establish a harmonious relationship with their student advisees which means, what the students learn can be easily influenced by them as classroom advisers since they stand as the second parents of their students.

3) *Pedagogic Theory*. Proposed by Juha Hämäläinen, this theory is all about the systematic conceptualization of the process of education and conditions of human development in both the individual and the societal life sphere. This deals with the processes of upbringing, teaching, learning, and social and cultural development (Hämäläinen, 2020).

Hämäläinen explained that the fundamentals of the *Pedagogic Theory* focus on what is a human being and what should the students be. Hence, this examines the aims and means of education in answering these two questions. How is a human being becomes a human being? The answer is through education, learners are being developed into what they should be in society aligned with the values and norms, the concept of man and society, philosophies of knowledge, and political interests.

With this as the goal of education, the students are being able to know and understand themselves more and cement themselves in society. They are also able to point out things that are not proper in the system hence, giving them an opportunity to contribute to a better change.

This theory is relevant to the study as it also provides a concept of educating the students to be full-fledged members of society. As the theory discussed the importance of education in developing students into what they should be in the future, classroom advisers definitely play a part in doing so. They educate the students through their best practices in the classroom and that technique is something that the students would remember even when the aim of educating them is achieved.

### *B. Statement of the Problem*

The aim of the study was to explore the best practices of classroom advisers through their lived experiences in the field. Specifically, it sought to answer the following questions:

1. How may the lived experiences of classroom advisers be described?
2. What are the undertakings they do as classroom advisers that they consider best practices?
3. What evidence of success do the participants present to rationalize the described practices?
4. Based on the findings of the study, what framework can be proposed?

## II. METHODS

### A. *Research Design*

For the researcher to arrive at the analysis of data for this study, the qualitative research approach was utilized. As written by Creswell (2007) in his book *Qualitative Inquiry and Research Design*, qualitative research is being conducted in search of a complex, detailed understanding of an issue. This approach is being conducted in a natural setting by talking directly to people involved, going to their homes or places of work, and allowing them to share their stories free from what the researcher has read from related literature (p. 40).

As reflected in the title of the study, the focus of this research was the best practices of classroom advisers in performing their tasks, managing their student advisees, and shaping them holistically. Hence, this research specifically utilized the phenomenological research design in order to explore the best practices of the classroom advisers through their lived experiences.

Phenomenology according to Smith (2013) is the study of structures of consciousness as experienced from the first-person point of view. It is the study of 'phenomena' or the study of things as they appear in the experience of human beings, the way they experience things hence the meanings embedded in those experiences. In addition, Horrigan-Kelly, Millar, and Dowling (2016) wrote about Martin Heidegger's understanding of the method of phenomenology. According to Heidegger, the principles of phenomenology center around the concept of being and how human beings encounter and interact with entities in the world.

### B. *Participants*

The informants of this study were the classroom advisers who are also considered seasoned teachers. As defined by Dela Peña, Rodriguez, & Millado (2022), seasoned teachers are referred to as experienced teachers who have been serving in the teaching profession for a long period of time. They are regarded as seasoned teachers because of their abilities, expertise, and years of service. Hence, they were selected through the following criteria:

- They are teachers who are assigned as classroom advisers.
- They are considered seasoned teachers with more than 10 years in the field.
- They have outstanding performance as classroom advisers from the past 3 years as recommended by the School Principal.

Since the selection of the informants involves a set of criteria to be followed, Homogeneous Purposive Sampling was used. Crossman (2020) asserted that it is a non-probability sampling that is selected through the characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling as the informants of the study will be the people who are only qualified based on what the study would like to explore.

The number of informants depended on the data saturation when a series of interviews are conducted. In a blog post by Quantilope (2022), data saturation is the point in the data collection of the research process wherein the data that has been collected is enough to draw necessary conclusions for the study, any further data collection will not produce value-added insights. The term data saturation was coined by sociologists Glaser and Strauss in the 1960s through their study on the qualitative grounded theory approach (para. 1).

### C. *Instrument*

The series of interviews that were conducted by the researcher were semi-structured interviews. This means that the researcher prepared a set of guide questions that the interviewees answered. During the interview, the researcher asked follow-up questions in order to ensure an in-depth exploration of the informant's answers.

As mentioned, a set of guide questions was presented to the informants in order for them to share their lived experiences as classroom advisers. The interview was done in an informal or conversational style for the purpose of comfort on the side of the informants. The questions were also translated into the language they are comfortable with due to similar reasons.

To ensure the credibility and validity of the findings that were drawn from the interview questions, the researcher adopted a practice of a cross-examination or data triangulation approach specifically the use of multiple sources of data for the study. This approach has been described by Naeem (2019) as a procedure wherein the researcher uses two or more methods for the verification of the findings. This means that the researcher made use of a variety of data sources such as previous research findings and other literature in order to increase the validity of the results.

Additionally, the set of interview questions prepared by the researcher was validated by experts in the field in order to ensure the alignment of the content of the instrument to the questions posed in the statement of the problem. The validators were professional practitioners in the field of education and qualitative research methodology, one is a research director in a higher education institution, a college dean, and a college vice dean.

#### *D. Data Collection*

The interview questions were designed by the researchers aligned with the research questions of the study. Secondly, the researcher wrote a letter of request to conduct the study addressed to the University President of Don Honorio Ventura State University (DHVSU). Upon approval, the researcher sought permission from the School President and High School Principal of DYCI, the locale of the study. Afterward, a letter of consent to participate in the study was addressed to the informants of the study who are classroom advisers in the mentioned locale.

Once all concerned people have already given their permission to conduct the study, the researcher then held a series of interviews with the selected informants of the study. The interviews were audio-recorded and conducted in an informal and conversational style. Eventually, the researcher transcribed the recorded interviews in order to organize the qualitative data. After transcribing all interviews, only then the qualitative data analysis and interpretation took place.

#### *E. Ethical Considerations*

In conducting a research study, ethical considerations when dealing with the informants should be given paramount importance by the researcher, the purpose of this is to maintain the credibility and the academic integrity of this research by practicing moral responsibilities in the conduct of the study (Bhandari, 2022). The following ethical issues were observed throughout the data collection phase.

**Ethical Approval.** Before proceeding with the data collection phase, the researcher made sure that all concerned people from both institutions, DHVSU and DYCI, have given their permission to conduct the study.

**Informed Consent.** The researcher made sure that before the interview, the informants were properly informed regarding the nature of the study through the letter of consent.

**Voluntary Participation.** The informants are free to join or withdraw from participating in the study at any point in time.

**Potential for Harm.** The researcher made sure of the safety and welfare of the informants throughout the interaction with them.

**Privacy and Confidentiality.** All information that was shared by the informants was used solely for the purpose of the study and not anywhere else.

#### *F. Data Analysis*

As the study's research design is a qualitative phenomenological approach, the researcher made use of Colaizzi's Phenomenological Approach to Qualitative Data Analysis. This method was proposed by Colaizzi in 1978 as written by Morrow, Rodriguez, & King (2015) in the journal *The Psychologist*, there are seven distinctive in order to carry out this method of analysis.

The first step as indicated in the figure above involves the familiarization of the researcher with the gathered data. This means that the researcher has read the informants' statements through and through in order to get a sense of

the data as a whole. After that, the researcher was able to identify significant statements from the interview transcript. These significant statements are relevant to the objective of the study which were then used to come up with formulated meanings.

Subsequently, the researcher clustered the formulated meanings that are common across all the statements given by the informants. The fifth step involved the researcher writing a full and inclusive description of the phenomenon being studied through the help of clustered themes. These exhaustive descriptions were then condensed into short statements which were significant to the lived experiences of the classroom advisers, which was known as the fundamental structure. Finally, after interpreting and analyzing the qualitative data, the researcher sought verification from the informants to ask whether it captures their experience, revisions may happen depending on the feedback that was given by the informants.

### III. DISCUSSION

After the process of raw data management and data reduction, the researcher came up with six (6) emergent themes: (1) Raison d’etre: Reason for Being; (2) Development Through Challenges; (3) Secure Attachment; (4) Observance of In Loco Parentis; (5) Adaptive Strategies, and; (6) Evidence of Success.

#### A. *Raison d’etre: Reason for Being*

Given the nature of their job, teachers are the ones who manage and oversee the situations in the classroom. It is part of their sworn profession, it is evident that teachers are aware of the nature of their job because of the statements provided by the participants of the study. Hence, the first emergent theme of the study is called, ‘Raison d’etre: Reason for Being,’ wherein the term, ‘raison d’etre’ is a French translation of ‘reasons for being.’ The Encyclopædia Britannica (2023) provided a definition of this term in which it refers to the reason for the existence of a person or an organization. In relevance, teachers understand that the profession they have chosen is duty-bound hence, the job for them is their raison d’etre. This emergent theme consists of two (2) theme clusters: (1) Beyond Teaching, and; (2) A Sense of Fulfillment.

According to the participants, in their years of experience, they attested that teachers, indeed, do not only teach, they also attend to other matters that concern the students. Aside from that, teaching for them is a sense of fulfillment, and being a classroom adviser completes their overall experience as a teacher.

*Beyond Teaching.* Apart from administering the teaching and learning process, teachers fill the role of classroom advisers, in which tasks are considered beyond ‘teaching’ the students. They are the ones who monitor or keep an eye on the regular attendance of their students especially of those who are part of their advisory class. To attest:

*“Sa akin, ang karaniwan kong ginagawa bilang isang adviser ay syempre una sa lahat, maicheck if may mga batang umaabsent, hindi umaattend ng klase, o wala sa classroom ng matagal na panahon, kinakailangan na dapat nating imonitor kung nagagampanan ba ng mga bata yung mga dapat nilang gawin sa bawat subject at syempre sa loob ng isang classroom.”* [For me, the usual task of advisers is to check if there are absentees or do not attend their classes for a long time, it is necessary to monitor if they are able to do their responsibilities as students in each of their subjects and of course, in the classroom]. (CA6, Line 363-369)

Part of their duty is to make sure that students are regularly attending their classes. Kojic (2023) identified two main reasons why tracking the attendance of students is vital. It reduces absenteeism, the students will be able to limit their absences with no valid reasons and they are also able to see how productive they are when they regularly attend their classes.

Moreover, classroom advisers as the name implies, give advice to their students on the things that they need to do in school, even in terms of facing difficult challenges in their life as a student. As said:

*“Edi siyempre iadvise ang mga bata natin about everything. From morning hanggang sa gabi kung kailangan. Lahat ng kailangan nilang gawin. Sa pagsubmit ng mga requirements, yung mga due date nila ng submissions. Yung mga exams, yung mga payment. Lahat. At kung may kulang na grades. Adviser ka nga eh.”* [Of course, I will advise them about everything. From morning to midnight if necessary, regarding the things they need to do.

In submitting their requirements, the due date, the examinations, and their financial obligations. Everything. Even their deficiencies in their grades. That's why you're an 'adviser']. (CA8, Line 521-526)

One reason why classroom advisers are significant to the lives of the students in school is that they are the ones who give a sense of direction to the students by giving advice and reminders on the things that students need to accomplish academically. In his article, 'Reminder' from Eastern Washington University, Nollmeyer (2018) wrote that the advice and reminders being given to the students by classroom advisers benefit them in developing the feeling of autonomy and competence. The students are able to learn self-control and intrinsic motivation. On the side of classroom advisers, it would be a good thing for them to witness the students complying with the necessary tasks in school.

Classroom advisers also take care of the important documents of the students in school such as report cards, transcripts of records, and birth certificates. They work hand-in-hand with the school registrar in order to organize these important documents. As mentioned:

*"Bilang isang adviser, una kong mga gawain is yung matiyak na kumpleto yung mga dokumento nila, yung kanilang mga Form 137."* [As an adviser, the first thing I do is to make sure that their documents like Form 137 are complete]. (CA3, Line 160-162)

As written by Llego in 2018, according to the DepEd Order No.11, s. 2018, classroom advisers are the ones who should compile supporting documents on the student's eligibility for admission such as the PSA Birth Certificate, Report Card or Form 138, and Form 137. In addition, the purpose of this is to ensure a reliable assurance mechanism of learner information and the quality and timeliness of school reports.

*A Sense of Fulfillment.* In the teaching profession, there are several reasons why teachers stay in their chosen field. The participants of this study were able to share their reasons for staying despite the hardships and challenges they faced as classroom advisers, the profession gives them a sense of fulfillment.

The first reason they have given is because of love, the love for the profession, and the love for the students. To wit:

*"Nain-love ako dito sa propesyon na 'to. Hindi ko na kayang ipaliwanag pa kung bakit nandito pa rin ako, pero, mahal ko yung pagtuturo kaya siguro kahit mahirap, nandyan. Nandyan pa rin."* [I fell in love with this profession. I really cannot put into words why I am still here, but I love teaching, despite the hardship. I am still here]. (CA4, Line 277-280)

Indeed, 'when one loves one's art, no service seems too hard,' these words were penned by O. Henry in his short story, A Service of Love (University of South Florida, 2023). Classroom advisers are like that, they stay in the profession no matter how hard it is out of love. Moreover, Hough (2018) explained that according to the book by John Miller, 'Love and Compassion: Exploring their Role in Education,' love for teaching is necessary when teachers want to be effective in the deep sense. Everyone can teach basic skills without love, however, being a classroom adviser requires more than that, they make a difference in the lives of their students hence there needs to be love.

Being a classroom adviser also completes them as a teacher. One participant even highlighted that one can never be a teacher if they do not have a student to guide. The job also gives them happiness and fulfillment. As attested:

*"Masarap kasi sa pakiramdam, hindi lang teacher, especially maging class adviser. Kasi ako, wala pa akong pamilyang sarili pero nararamdaman ko sa kanila yung pagmamahal ng isang anak sa kanilang nanay."* [It really feels good to be not just a teacher but also a class adviser. I do not have family yet but I can feel the love of a child to their mother]. (CA1, Line 83-86)

If a person loves the job, that means it makes them happy, if it makes them happy, it definitely gives them fulfillment. According to a Chron contributor (2020), a lot of teachers find personal fulfillment in the profession as they are able to practice the things that they love, teach the subject they are passionate about, shape an individual's life, and even pass the passion they are feeling to another through inspiration.

### B. Development Through Challenges

The second emergent theme derived from the statements of the participants is called, 'Development Through Challenges.' In this emergent theme, classroom advisers were able to voice out the problems they normally encounter which they consider a challenge for them. They also emphasized that the challenges they encounter benefit them in a way that they are having professional growth. There are also two theme clusters under this emergent theme namely: (1) A Challenging Duty, and; (2) Once a Teacher, Always a Learner.

*A Challenging Duty.* As mentioned, being a teacher, as a whole, is a duty-bound profession. Teachers are bound to fulfill their obligations as a teacher and as a classroom adviser. Hence, the participants also described their lived experiences as classroom advisers as a challenging duty. This has been evident from the previous theme clusters, challenges in the field are always present. One challenge they have to overcome is to address the issue of lack of cooperation on the side of the students and even parents. To wit:

*"Una, yung mga magulang na mahirap na tawagan o mahirap na itext kahit na face-to-face lalo na nung pandemic ang pag uusapan napakahirap talaga ng way of communication. Kasi nga yung mga magulang hindi mo alam kung sasagutin ka ba o hinde."* [There are parents who are difficult to contact though it is face-to-face already, especially during the pandemic, the way of communication is really difficult. You are not even sure if the parents will answer your call or not]. (CA12, Line 900-905)

Sheridan (2018) explained the importance of having good cooperation between parents and teachers. It has been shown that the ones who will benefit from this are the students, they will improve their academic performance, social competencies, and emotional well-being. This is because the students are being guided at home and at school.

Cooperation with the parents and students is one thing, but another challenging task that classroom advisers are to deal with the different behaviors of both students and parents. To attest:

*"Malaki yung epekto niyan kasi halimbawa para masanay mo yung sarili mo para maimanage yung mga estudyante mo kasi hindi naman parepareho yung pag uugali nung mga estudyante."* [I need to practice how to manage the class properly as they do not have the same behavior and attitude]. (CA7, Line 441-444)

As mentioned by the participants, dealing with the different attitudes of the students and parents challenges them as they have to identify the approach that is appropriate in dealing with such a situation. Schlager (2021) enumerated some tips that would help teachers in dealing with students' problems and angry parents. Classroom advisers should listen first so that they would understand the problem, remain calm to avoid unnecessary words when talking to them, verify their concerns to make sure they will be given proper intervention, and stick to facts because unsolicited opinions may not do anything well and this is also good to effectively show that their concerns are being addressed objectively. These are applicable whether they are dealing with the unruly behavior of the students or with irate parents.

Lastly, aside from the challenges they face when dealing with parents and students, teachers or classroom advisers are also having a hard time finishing paperwork such as reports of grades and school forms. As said:

*"...yung pag aayos ng forms eh talagang hindi naman kakayanin ng oras, kailangan pang mag overtime para tapusin. Kaya naapektuhan talaga yung mga susunod na araw kasi nga nauubos na enerhiya mo, ganun din yung pagod, puyat, ibibigay mo para sa kapakanan ng mga bata."* [When it comes to organizing school forms, I really need to do overtime to finish them. So it really affects my energy for the next day that I need to give for the sake of the children]. (CA10, Line 688-693)

As these tasks are also necessary, classroom advisers should come up with a strategy on how they can accomplish the school forms as mandated by the Department of Education. In relation, Cox (2023a) suggested a way for how classroom advisers can organize paperwork, they should set up zones where they can find papers easily. They should also know how to implement a system for getting things done, process one item at a time, and then remove which are unnecessary. Lastly, deal with them daily to avoid piling them up, and apply the 'touch it once rule.'

On a simple note, they should accomplish the documents gradually so that when the submission comes, there will not be a problem.

*Once a Teacher, Always a Learner.* Undeniably, classroom advisers also benefit from the things they do and from the problems they have encountered. It also nurtures and develops them personally and professionally. As the saying goes, ‘Once a Teacher, Always a Learner.’ Teachers are lifelong learners. As evidence:

*“Sobrang laki ng tulong kasi yun nga tulad niyan, yung pagso-social life natin. Tsaka yung mismo effect nung bata sa pagkatao ng isang guro, nakakatulong sila para kahit papaano machallenge yung sarili mo, maiboost yung confidence mo.”* [It helped me so much in terms of how I socialize. The students also affect us teachers in a way that they help us challenge ourselves and boost our confidence]. (CA7, Line 455-459)

As mentioned above, the development of teachers does not stop when they graduate with a bachelor’s degree. It is continuous as they should be lifelong learners in order to share ample knowledge and skills with their students. Eastern Washington University (2018) asserted that teachers who continually develop themselves professionally give them the power in conquering the challenges they may face in the profession, innovate to improve learning outcomes, and they can act as role models for their students especially for their advisory class. This is also the reason why participants highlighted that after managing a difficult problem or situation at school, they already know what to do the next time they encounter a similar case. Hence, to give emphasis, the problems they encounter give them the growth they need to continually improve their performance.

### C. Secure Attachment

The third theme that emerged from the statements of the participants is all about the actions or undertakings that classroom advisers do in managing their students, these are their best practices specifically when it comes to forming an attachment with the students.

Forming a secure attachment to the students is necessary as they need it to get the students’ trust and comfortability with them. In order to do so, the classroom advisers must first establish a connection with their students, value individuality, and maintain constant communication with them and their parents. Hence, three theme clusters are under this emergent theme: (1) Establish Connection; (2) Value Individuality, and; (3) Constant Communication.

*Establish Connection.* In order to build trust and harmonious relationships with the students, classroom advisers should connect first to their target – their advisory class. To do that, classroom advisers should determine first how they can enter the students’ lives. The participants of the study were able to provide their best practices when it comes to that matter. To make sure that students will not put a long distance between them, classroom advisers should talk to their students in a way that is calm and not reprimanding them in front of the whole class. The participants referred to this as a ‘heart-to-heart talk,’ hence this term was used in coding the statements. As proof:

*“Siguro ako yung ano eh, hindi, yung kakausapin mo yung estudyante in his or her level. Yung hindi mo, hindi kaagad, sisigawan mo siya kasi lalo ngayon yung mga bata very sensitive sila. Ayaw nila yung napapahiya sila sa harap ng klase so it is possible na kung may nagawa yung bata, kakausapin mo siya yung kayo lang.”* [I do not talk to the students at their level, I do not have to shout at them because they are very sensitive. They do not like being humiliated so I have to talk to them privately]. (CA5, Line 351-356)

As explained by the participants, the best approach to making the students realize the proper things to be done and understanding the students is to talk to them properly – in a way how they want the students to talk to them, calmly and with respect.

Doing so would result in a harmonious discussion of the current situation of the student. As attested by the participants, this practice provides them an entry point to the students’ trust and even in their life. It provides them with a way to get closer to their students. To testify:

*“Alamin kung ano yung mga problema na kinahaharap nila at mayroon sila sa kanilang buhay, para maintindihan ko rin kung saan sila nanggagaling at ano yung kailangan ko at paano ako mag adapt sa kanila.”* [I have to know the problems they are experiencing so I can understand where they are coming from, and know what I need to do so I can adapt to the situation]. (CA6, Line 396-400)

Similar to what the participants have said, Cox (2023b) has given ways how to build trust with students, one of which is being tolerant. This means as classroom advisers, they should consider the negative experiences that might have given the students trust issues. With that, classroom advisers should be patient in getting closer to their students. The first thing that they need to do is get to the root of the problem - knowing what the students have been through prior to their encounter in the classroom.

Correspondingly, Meyer (2019) wrote three powerful strategies to connect with the students. According to her, it comes with the attitude of the teacher in which the students should see that their teacher is authentic – this has something to do with ‘being real’ in the classroom. The second is to be confident – this is vital in establishing and maintaining a positive relationship with the students. Lastly, be a champion that throws away negativity and doubt amongst the students and focuses more on caring about the student’s well-being.

*Value Individuality.* Another best practice shared by the participants is to know the stories of each student in the class. One participant even mentioned that if there are 50 students in the classroom that means, there would also be 50 stories that a classroom adviser should know. This is important as classroom advisers will be able to identify the different approaches they need to employ in dealing with each student since their needs and stories are unique from one another. As mentioned in the previous theme cluster, in order to get closer to the students, classroom advisers should first understand why the students behave the way that they do – understanding the students means knowing their stories first. As mentioned:

*“Once they are here, siguro parti ng pagiging adviser hindi yung checking of attendance lang but you need to ask the students from time to time. Like, ‘how was your day?’ ‘why are you late?’ ganyan. Tapos may mga estudyante rin kasi na, because you are very familiar with them, may mga estudyante kang makikita parang kakaiba yung awra niya for the day. Then you need to ask the student, if is he feeling well, is he not okay?”* [Once they are here, I think part of the adviser’s job is not only to check the attendance but you need to ask the students from time to time. Like, ‘How was your day?’ ‘Why are you late?’ Then there are students whom you are very familiar with and you will notice that there is something wrong with their aura. You will really need to ask them, if he is feeling well, is he not okay?] (CA13, Line 996-1004)

As stated above, classroom advisers also think of the welfare of the students, they have to know if the students have problems in order to fully understand the reason why the student committed such acts – know where they are coming from. They also have to understand that not all of their students are the same in terms of the problems they encounter or the stories they share. That is why classroom advisers should be able to know them individually. As said:

*“Imagine you have 45 students, na may iba’t ibang background. So challenge para sa akin, kung anung approach ang gagawin ko sa kanila in a way na hindi nila mararamdaman na ineexclude ko sila, ganon. Challenge para sa akin yung alamin yung iba-t ibang approaches na appropriate para sa mga bata na ‘yon.”* [Imagine you have 45 students with different backgrounds, so it is a challenge for me on what approach I will apply in a way that they will not feel that they are being excluded. It’s a challenge for me to know the different approaches that are appropriate for them]. (CA1, Line 60-66)

Classroom advisers indeed need to know each of their students in order to properly guide them in the classroom. As classroom advisers, they are also guidance advocates in the classroom, according to Fink (2020), classroom advisers stand as a champion of their students when it comes to believing in them so that they will be able to bring out the best in them. Classroom advisers should listen first to understand the root of the problem. Focus on the student, knowing the students’ rights is also important, and providing guidance to students should focus on long-term goals. Lastly, providing them with proper guidance means identifying the best approach to consider depending on their problem.

*Constant Communication.* This is one vital ingredient in performing the role of a classroom adviser. The participants have been very vocal about this aspect that in order to ensure that students are in a good situation, especially in terms of academics, there should always be communication with them and with the parents. The classroom advisers always remind their students of the things that need to be accomplished in their subjects. To attest:

*“Bilang adviser, syempre, ikaw yung magpapaalala sa mga estudyante kung ano yung mga requirements na kailangan nilang isubmit sa bawat subjects, kasi minsan lalo ngayon yung mga bata, may tendency sila na makalimot sa mga gawain nila, so isa yon.”* [As an adviser, you will be the one to remind the students of their academic requirements as they have the tendency to forget those tasks because of distractions]. (CA5, Line 288-292)

That is what classroom advisers should remind their students, their academic obligations, submission, coming to school early, and becoming responsible. However, when it comes to parents, classroom advisers should also make sure that they can be contacted whenever necessary especially if there are problems in the behavior of the students. As mentioned in the previous emergent theme, the parent-teacher partnership is significant in monitoring and providing guidance to the students as they will work hand-in-hand in developing the students personally. They are also the primary contact of the classroom adviser if the students are seldom attending regular classes. As mentioned:

*“Siguro ine-ensure ko lang talaga na magkaroon ng komunikasyon between two parties, between me and their parents, and also between the students.”* [I always make sure that I have communication between two parties, the students and their parents]. (CA6, Line 394-396)

The statements above served as proof of working hand-in-hand with the parents and this could only be done if the classroom advisers maintain constant communication with them. The One World International School (2021) has highlighted the importance of why there should be constant and open communication between teachers and parents. Supporting the notion of working hand-in-hand, they also highlighted that teachers and parents are the ones who will work together hence, parents should feel comfortable in coming to their child’s teacher with any concerns they may have. Parents would also understand the child’s progress at school, they are well informed about what is happening and they will be more involved. Most importantly, teachers and parents would be able to observe the consistent behavior of the student at home and at school.

#### *D. Observance of In Loco Parentis*

The fourth emergent theme is focused on the ability of classroom advisers to stand as second parents of the students in school. The term, ‘in loco parentis’ is a Latin phrase that translates as ‘in [the] place of the parent.’ The Wex Definitions Team of Cornell Law School (2023) defined it as a common law doctrine that indicates that a person or organization has a legal obligation to carry out some of the duties or responsibilities of a parent. Under this emergent theme, the researcher was able to identify three (3) theme clusters: (1) Provide Guidance; (2) Parental Role, and; (3) Yearn for Success.

*Provide Guidance.* As mentioned in the previous theme clusters, it is necessary for classroom advisers to establish connections first and know each student’s background, this is for them to employ the best strategies they can think of in dealing with their students. Providing proper guidance to their students who are having difficulties in their personal lives and academically is next. As said:

*“Yung kasing when it comes to mental health, doon ako nahihirapan kasi nga, ako syempre nag-aral din ako, tayo, medyo matatag ng kaunti yung isip natin, eh di ba? Kumbaga, nahirapan ka oh go laban pa rin. Ngayon kase, ang nakikita ko sa mga kabataan ngayon, madali silang panghinaan ng loob, madali silang matakot.”* [When it comes to mental health, it is a challenge for me because it is different from us, we are more resilient but students nowadays, they are too fragile]. (CA1, Line 49-54)

As mentioned above, classroom advisers are the ones who will guide the students whenever there is a problem with their academic requirements. They will be the ones to talk to the subject teachers whenever necessary to identify the problem and accomplish the needed tasks. That is why, the classroom advisers should always be there for their students and the first ones to arrive at school. As attested:

*“...don’t forget na kumustahin sila may problema man o wala, just make them feel na lagi kang nandiyan, as their adviser. Make them feel also na meron silang tatakbuhan every time na kailangan nila ng magga-guide sa kanila.”* [Do not forget to check on them regardless if there’s a problem or not, make them feel that you are always with

them as their adviser. Make them feel that they have someone to talk to whenever they need guidance]. (CA8, Line 596-599)

Providing guidance to the students means classroom advisers should always be part of the journey of their students as attested above. The University of Helsinki (2023) defined guidance as support for the student's learning processes, change, development, and journey to becoming an expert. In relation, classroom advisers play a crucial role in the journey of students whenever they face challenges. With proper guidance, students will know what they should do in response to the situation they are in.

*Parental Role.* Given the situation that classroom advisers are the ones who oversee the students inside the four walls of the classroom, it is undeniable that they are the second parents of their students. The participants were able to share sentiments on how they fill parenting roles with their students in the classroom. To quote:

“Ganun pa rin, tatay na ginagawa yung lahat ng kailangan nila, lahat ng kailangan nilang makuha, matutunan, lahat ng mga bagay na talaga naman bilang isang ama ay kailangang ibigay mo lahat.” [I am like a father who will do everything that they need to get and learn. Everything that a father can give]. (CA10, Line 694-697)

Being the second parents of the students in their second home, the school, they should also be the ones that the students can talk with, the ones that students can approach whenever they face difficulties. The participants of the study were able to highlight this as well. To attest:

“*Tapos, bilang adviser din, syempre dahil ikaw yung nasa school ikaw yung pangalawang parents so kapag mayroong struggles yung mga estudyante, hindi lang academically minsan, sa mga personal nilang buhay, ayun, medyo papasok ka rin doon bilang adviser.*” [As an adviser, since you are the one at school as their second parent so if they are struggling not only in academics but also in their personal lives, you really have to be there for them]. (CA5, Line 292-296)

Sudhakar (2017) enumerated the reasons why homeroom teachers or classroom advisers play the role of second parents in schools. A teacher should always be there for their students which was also mentioned by the participants. They are the guiding light of their students, there are times when students share most of their problems with their teachers than with their real parents which is why they should always be there for their students. They are selfless and inspirational.

Similarly, the Network Support of Professional Learning Board (2023) pointed out seven tips for becoming a teacher that listens. First, when speaking with students, it is necessary to focus on the students, not on other extraneous stimuli or tasks. Second, give conversations some time, if it is limited, teachers should wrap up the discussion positively, reschedule, and follow up with the student. Third, it is also important that teachers demonstrate an interest in the conversation through nonverbal cues. Fourth, to show that teachers actually listened, they should paraphrase and summarize the exchanges. Fifth, asking open-ended questions will help teachers understand the students' sentiments and thoughts, allowing them to grasp greater detail on the subject. Sixth, having informal conversations with the students can help build rapport and establish trust. Lastly, teachers should always be empathetic to show that they care about their students' sentiments.

*Yearn for Success.* As second parents of the students in school, classroom advisers are developing innate feelings towards the well-being of the students, that they are yearning for the success of each of their students, and always hope for the best and what is best for the students. The participants of the study have given statements regarding the way they want their students to be the best version of themselves. As mentioned:

“*Sa akin, pinakamahirap nang suliranin yung mga bata ay hindi makalagpas ng buo as a section sa susunod na baitang. Medyo ano rin yon, mabigat rin sa akin kasi inaalala mo kung saan sila nagkulang at syempre, isang burden din sayo yun kase hindi mo sila napatuntong sa susunod na level ng kanilang pag aaral.*” [For me, the hardest problem I faced is to see my students fail to complete the year as a whole section. I feel bad when that happens because I am thinking of the things that we could have done. It is a burden for me to see that I failed to help them progress in the next year level]. (CA6, Line 388-393)

Just like the real parents of the students, classroom advisers think about what is best for their students, which is why it pains them to see students in such situations. As much as possible, classroom advisers want their students to succeed, this anticipation is also partnered with their full support for their students.

In order to motivate the students to succeed in their academic endeavors and in life, classroom advisers must help the students believe in themselves. In her article, Zakrzewski (2017) provided ways in which teachers can cultivate hope among students. First is the practice of mindfulness, which can help the person observe that there is something wrong allowing them to describe what they are experiencing. With this, people can act with awareness, and easily pinpoint the underlying belief that is triggering the reaction, choose not to believe it, and replace it with a more empowering thought. Secondly, students may be more inclined to change their ideas if they can develop self-compassion, speak kindly to themselves, and understand that making mistakes is a normal part of life. Classroom advisers can help students realize this if they are yearning for the success of their students. It is something that teachers can offer to their students, to make them believe in themselves when perhaps no one else does.

#### *E. Adaptive Strategies*

The researcher was able to identify another emergent theme derived from the statements of the participants. Classroom advisers were able to give their best practices in terms of adapting to changing and demanding situations hence, the researcher made use of the term, ‘Adaptive Strategies.’

According to the participants, in order to respond to the necessary tasks that are anchored to being a classroom adviser such as managing the school forms, they have to work on them as early as possible and gradually until submission. When it comes to the changing needs in society especially in gender development, classroom advisers said that each student should be treated equally and depending on their needs as a classroom may hold students who are diverse. Also, classroom advisers set limitations when it comes to dealing with their students and the things that they can do. Hence, the researcher came up with three (3) theme clusters under this emergent theme: (1) Proactive Tactic; (2) Inclusive Approach, and; (3) Set Bounds.

*Proactive Tactic.* The classroom advisers also shared a tactic that they practice in order to deal with the volume of paperwork or other matters at school. As written by Jovanovic (2022), being proactive means expecting upcoming problems, needs, or changes hence, focusing on the things that can be controlled beforehand – means taking responsibility. According to them, to avoid cramming, they respond to the paperwork as early as possible. As attested:

*“To avoid cramming, umpisahan mo na habang hindi pa siya kailangan unti-untiin mo na. Being proactive, para hindi ka magcramming, umpisahan mo na habang maaga. Kataon na yun, pag kinailangan kumpleto ka na.”* [To avoid cramming, you may start while it is not needed yet, work on it gradually. Be proactive so you will not cram, and work on them as early as possible so when they are already needed, you are just in time]. (CA8, Line 587-590)

Similarly, the participants have shared that they dedicate their free time to addressing other matters as well as working on paperwork that could affect their efficiency if they have to work on it rushed. As cited:

*“...pagdating naman sa mga forms, kung mayroon akong bakanteng oras, inaasikaso ko yun, hindi ko isinasawalang bahala. At ayoko rin kasi na yung gawain ay naiipon at napupunta lahat sa dulo.”* [When it comes to school forms, if there are free time, I work on them and don’t just ignore them. This is because I don’t want them to get pile up at the end]. (CA6, Line 379-382)

As discussed above, classroom advisers employ a proactive tactic in order to deal with the volume of workloads they are meant to accomplish for the school year. If the task can be accomplished gradually, they should work on it from time to time whenever they have free time. Similarly, on a definition given by Saez (2023), a person who is proactive means they anticipate the problems before it even arrives, seek new solutions, and do what they think is the best. This is what the classroom advisers are practicing, to work on the papers before they even become a problem that would affect their overall efficiency as a teacher.

*Inclusive Approach.* Sensitive issues among students are rampant nowadays as they face different challenges in their lives. An inclusive classroom is where students feel supported intellectually and academically regardless of their identity, preferred learning styles, and educational level, they are given a sense of belongingness. As one participant stated, society is requiring so much in the well-being of an individual. Hence, part of the considerations of the classroom advisers is the diverse backgrounds of the students. The students should be treated equally and none of them should feel that they are being excluded in their endeavors inside the classroom. To quote:

*“Nagkakaroon lang tayo ng understanding since pabago bago yung panahon, ang daming hinihingi sa atin ng society, sa pagtanggap, sa diskriminasyon, siguro kailangan lang nating intindihin yung mga bata kung saan sila nanggagaling at ano yung preference nila, ano sila at saan sila magaling.”* [We are having an understanding of what is happening today, society is requiring so much from us in terms of acceptance and discrimination. I think we just need to understand where they are coming from, their preferences, and the things they are good at]. (CA6, Line 408-413)

As mentioned, there have been a lot of changes in the needs of society in terms of acceptance and discrimination, which is why, it is important that classroom advisers are understanding of their students. Likewise, when it comes to treating them equally, classroom advisers understand that students came from different social backgrounds so approaches to handling them may differ so that they may practice inclusivity in the classroom. As said:

*“Sa dami na yon, bawat isang estudyante, eh magkakaiba yung behavior niyan so, ikaw bilang adviser, lalo ngayon sobrang diverse ng mga bata, yung pinanggalingan nila iba-iba. Kaya pakikisamahan mo sila sa iba’t-ibang paraan kaya challenge yun para sa akin...”* [Considering their number, each of the students is different. They differ in terms of behavior so as an adviser, especially now they are so diverse, their needs also differ from one another. So we have to treat them in different ways we can, it’s a challenge for me...] (CA4, Line 251-255)

It is important that inclusivity in the classroom should be practiced by classroom advisers as individuals nowadays have been so expressive of themselves, on the things they prefer, and on social, political, and even religious backgrounds affiliated to them. In order to practice inclusivity in the classroom, respect should be present. The Center for Teaching Excellence of the University of Florida (2023) highlighted that understanding diversity comes with respecting diverse people and their talents. All students in the classroom should have an opportunity to learn in a way that works for them, and they should also be able to show their talents.

*Set Bounds.* They may fill the role of second parents at school, according to the participants, classroom advisers should also know their limitations when it comes to dealing with their students. They have to set their boundaries on the things that they should do. As evidence:

*“Siguro sabihin na natin na may linya, pag sinabi kong may linya, may linya kung hanggang saan kami na pwedeng maging masaya, na kumbaga nagkakabiruan. Pero may linya din o hangganan kung kailan ako magagalit at ano yung dapat kong ikagalit sa kanila at higit sa lahat, hanggang saan lang ba ako sa panghihimasok pagdating sa akademiks, sa behavior, at maging sa personal nilang buhay.”* [I think I can say that there is a line between me and them, there are times when we can be happy together like cracking jokes. However, there’s a boundary when I can be angry at certain things. Most importantly, my limitations when it comes to intervening in their academics, in their behavior, and also in their personal lives]. (CA3, Line 208-215)

Aside from that, classroom advisers as attested by the participants should also know that they cannot solve everything on their own given their limitations on their expertise especially in handling sensitive issues of the students, so they rely on the expertise of others to address the issue. As proof:

*“At nung nakausap ko yung bata, dahil nga alam ko yung limitasyon ko sa kanila, nalaman kong may family problem. Pero dahil alam ko yung limitasyon ko, hindi ko inungkat bagkus, nairefer ko pa siya sa guidance advocates na dapat na, mas makakatulong sa kanya pag nakausap niya.”* [When I talk to the student since I know my limits, I have found out that he has a family problem. I did not ask too much, but I referred him to a guidance advocate which I know would best help him in his situation]. (CA3, Line 229-234)

*“Malaking tulong yung mayroon kang, naikekvento mo rin sa mga kasama mong teachers kasi sa pamamagitan non, nashi-share ninyo yung mga experiences like paano mo na-overcome yung challenge na ‘yon.’* [It’s a big

help when you have colleagues who can hear your stories and problems encountered in the classroom. In that way, we can share our techniques with each other for overcoming challenges]. (CA5, Line 326-329)

Classroom advisers can rely on the expertise of guidance advocates if the issue is too sensitive for them to handle. When it comes to handling other matters, if they do not know what to do, they can ask for techniques from other classroom advisers like them who have dealt with the same situation before. This kind of sharing can happen in a simple conversation with their co-teachers in their faculty room as attested by one participant. In relation, Warren and Baker (2013) wrote that school counselors or guidance advocates can support teachers in addressing social-emotional challenges faced by the students. They can also offer to counsel teachers who are facing challenges as well.

#### F. Evidence of Success

The sixth emergent theme derived from the statements of the participants focuses on the evidence presented by the classroom advisers that their best practices have become effective for the students. The participants have shared instances and situations which told them that they have achieved successfully what they want for their students. There are three (3) theme clusters for the Evidence of Success: (1) Testimonial Evidence; (2) Evidence through admiration, and; (3) Sparked Inspiration.

*Testimonial Evidence.* According to the participants, the success of their students is good evidence that they are effective advisers. They have also witnessed students who listened to their advice and then eventually, end up in a good situation and that students would listen if they are properly spoken with. Also, receiving messages even after a long time from their students from the past has been part of their proof that their actions have been effective. Since they are being admired by their students because of their efforts, students are getting more open, and comfortable in sharing their stories to their classroom advisers. In that instance, classroom advisers know that they are receiving the trust of their students. Moreover, another basis of classroom advisers in the effectiveness of their best practices is their sparked inspiration to their students. Their efforts have motivated the students to do good in their lives. Lastly, classroom advisers also witnessed a transformed behavior and improved academic performance of the students.

Classroom advisers shared that they have experienced seeing their students succeed even in small things which makes them happy as they know that they have been a part of their student's journey as discussed in the previous emergent theme. To cite:

*"...makikita mo sarili mo na meron kang mga bata na nairaise. Hindi lang ngayon taon maging sa mga susunod pang taon. Naba-value nila, o naaalala nila na 'Oh eto pala si sir yung naging adviser ko.'"* [You would really see yourself raising them. Not just this year, but in the coming years, they will value what you did and they will remember that you have been a part of their lives as their adviser]. (CA12, Line 947-950)

Indeed, seeing the students in a successful status, even in the way they relate to other people is a treasure to classroom advisers, it is the best reward they could ever receive. In addition, classroom advisers also said that based on their observations, those students who listened to their advice and guidance would eventually end up in a good situation. The students would listen to them if their approach is calm and proper. To quote:

*"Mas nakikita ko kasi yun eh, kung kakausapin mo yung bata sa harap ng mga kaklase niya, iba yung nagiging dating sa kanya compared yung kayong dalawa lang. Parang mas ano lang or kung hindi man kayong dalawa lang, yung iilan lang sila. Mas ramdam mo na naiintindihan niya yung sinasabi mo."* [That is what I have observed, if you will talk to them in front of the class, they will feel humiliated compared to talking to them one-on-one. You can really feel that they understand your point if you talk to them alone or with just a few classmates]. (CA5, Line 356-362)

According to the testimonial evidence provided by the classroom advisers, one way to get the trust and understanding of the students is to talk to them properly and wholeheartedly. The University of Washington (2023) provided a set of tips in order to talk to the students properly if they are involved in disruptive behavior. Classroom advisers should address the issue individually, similar to what the participants have pointed out, do not make it a class issue. They should acknowledge the feeling of the individual involved. No blaming or do not ridicule the

student and avoid arguing with them or having a shouting match. Just like what the participants have pointed out, the students will demonstrate an understanding behavior if they are approached properly and calmly.

*Evidence through Admiration.* Another proof of their effectiveness is receiving messages of appreciation even from those students who have been part of their advisory class a long time ago. For them, it is evidence of admiration of the students for them. As mentioned:

*“Kasi may mga bata pa rin naman na naaalala ka, may mga bata na lalapit pa rin sayo. Kahit nakakalimutan mo na itong mga bata na ito, at hindi mo ineexpect sa mga bata na ito na lalapit sila talaga sayo.”* [Because there will be students who will still remember you and will still come to you. Though you will not remember their names, it is very unexpected that they will still greet you]. (CA12, Line 967-970)

As part of the admiration they receive from their students, classroom advisers also observed that once they gain the trust of their students, that is the time when they open up and share their stories. To testify:

*“Naikekvento rin nila yung mga experiences nila sa buhay at siyempre yung naging achievement nila within that day, within that week. At siyempre yung mga achievements na nangyayare at kwento nila sa buhay pamilya nila.”* [They are sharing their experiences in life, and their achievements within the day or week. And of course, their personal stories and family matters]. (CA6, Line 417-421)

For classroom advisers, hearing the students share their stories or getting their trust is an achievement for them. It implies that their actions and efforts as classroom advisers are effective since they are gaining the trust of their students. Knowing the stories of the students is the entry point for classroom advisers to determine what more can they do to continue guiding the students in their journey in academics and personal life.

*Sparked Inspiration.* Apart from that, another proof presented by the classroom advisers regarding the effectiveness of their best practices is seeing the students become motivated to do good in their life. To quote:

*“Naalala ko yon nung Banatao ako, Php 200 lang yung babayaran niya, di niya mabayaran. Then I asked him, sabi ko, ‘Bat di mo mabayaran?’ ‘Kasi po nanay ko, nangongobra lang po sa hweteng, Php 100 lang po kinikita niya pati tatay ko, wala po talaga kaming pambayad hindi po ako makakakuha ng exam.’ Ang sabi ko, ‘If I’ll be paying the Php 200, you will be able to take the exam? Eh, paano na yung mangyayari sa susunod?’ Graduating siya nun, ang sabi niya, ‘Ma’am gagalingan ko po para ako na po yung magtatrabaho para sa mga magulang ko.’”* [I can still remember when I am handling the section of Banatao, the student has only a balance of Php 200.00 in his account but he cannot pay for it. I asked him, ‘Why can’t you pay for it?’ He answered, ‘My mother only gets a small amount of money from her commission while my father only gets Php 100.00 a day, we really don’t have money to pay and I can’t take the exam.’ I replied, ‘If I’ll be paying the Php 200.00, you will be able to take the exam. But what about the next time?’ He was graduating that time, he said, ‘Ma’am, I’ll perform better so that I’ll be the one to work for my parents in return’]. (CA13, Line 1057-1067)

It is truly heart-warming to hear inspirational stories coming from the students. Classroom advisers should be the ones to motivate the students to strive harder in life, to be the best version of themselves, and be the ones to support their families if the situation requires them to do so.

Another one is observing the transformation of the students, from one of the problems in class to being one of the students who perform better in their academics and showcasing good behavior. The participants have also presented situations wherein they have noticed a change in the behavior and performance of the students. As cited:

*“Yung mga paalis na sana naibalik na natin, napagtapos na ngayon, naging maayos na yung kanilang pananaw sa buhay. Naging ano sila mas malapit na rin sa pag abot ng kanilang mga pangarap unlike noon na parang hindi mo sila napapansin.”* [Those who were about to leave, I have convinced them to stay, now they have graduated already. They already have a good perspective on life, they become closer to reaching their goals unlike before]. (CA10, Line 747-751)

Classroom advisers truly play a part in the development of their students inside the four walls of the classroom which they consider a second home. They are the ones who will properly guide them so that when the time comes that they need to make decisions in their lives, they know how to weigh their options. The changes that classroom

advisers can observe in their students show that the interventions or actions they do are effective. Seeing the students change for the better and being inspired to do more is a huge achievement for their second parents at school. A teacher and a student may have only a year of being together in the classroom, but the impact that a teacher could leave on their students is something that can be useful for the rest of their lives. As Bhattacharjee (2021) wrote in his article, teachers or classroom advisers change lives for the better, they bring out the best in their students who will eventually contribute to the needs of society hence, teachers also play a vital role in shaping society.

*G. Effective Advising Framework*

Figure 1 below illustrates De Leon’s Effective Advising Framework for Classroom Advisers. As seen, it is designed as a circular diagram that showcases the best practices of classroom advisers in managing their student advisees as shared by the participants of the study.

The shades of blue were used to highlight the identified best practices as attested by the participants, the color blue signifies inspiration and wisdom which can be part of the results of best practices as supported by the findings of the study. The intensity of the color pertains to the level of best practices employed by classroom advisers, from building a secure attachment with the students, making use of adaptive strategies when it comes to the demanding nature of the job, and to the observance of in loco parentis in which they stand as the second parents of the students in school.

Building secure attachments with the students means establishing a connection with the students by addressing their problems properly, valuing individuality in the class, and having constant communication with them and their parents. Adaptive strategies, on the other hand, pertain to the strategies that classroom advisers do in order to respond to the changing and demanding situations in the profession they have chosen. And of course, observance of in loco parentis includes providing guidance to students, fulfilling parental roles, and yearning for the success of the students.

In the nucleus of the circle, the middle part showcases the name of the framework which reads, ‘Effective Advising Framework.’ The color green was utilized to highlight the nucleus as it signifies growth, these best practices shared by the participants can truly contribute to the growth of the students personally and academically.

FIGURE I DE LEON’S EFFECTIVE ADVISING FRAMEWORK



IV. CONCLUSIONS

It was determined that the role of classroom advisers expands more than the duties and responsibilities that they do in teaching. Hence, the following conclusions are hereby proposed based on the findings of the study:

Classroom advisers understand that their tasks in the teaching profession do not only involve ‘just teaching.’ They go beyond what they can give to the students. The nature of their job and the students give them a sense of fulfillment. It is their reason for being a teacher and a classroom adviser.

Classroom advisers consider their job as a challenging duty, yet it brings improvement for them personally and professionally. Whatever challenges or problems they may encounter in the teaching profession, they always have a takeaway from it as once a teacher should always be a learner.

As attested by the classroom advisers, in managing their advisory class, it is important that they build a secure attachment with the students as it is a good start in properly giving directions to their students. Moreover, classroom advisers fill in the role of the second parents of the students in school, they are the ones that students can talk with whenever necessary, and always yearn for the success of their students in every endeavor. Also, classroom advisers should be flexible as they have to attend to the volume of workloads required by their profession, and with the changing needs of society. This could be done through proactive tactics, observing inclusivity in the classroom, and boundaries in dealing with the students.

The evidence presented by the participants in terms of the effectiveness of the employed best practices was testimonial evidence of students’ success and willingness to listen. Another is the appreciation and admiration they receive from the students and being comfortable in sharing stories. Lastly, the sparked inspiration among the students is also considered by the classroom advisers as proof that their best practices have been effective.

#### *A. Recommendations*

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

On the classroom advisers’ level, the findings of the study could be a useful tool for them to manage the class assigned to them especially those who are new to the field of teaching. Also, collaboration among classroom advisers on sharing their best practices in the classroom would definitely benefit each of them.

School heads and educational institution leaders can design an action plan that can provide instructions on managing the different situations that a classroom adviser may encounter including their tasks in accomplishing paperwork. Programs that may develop the abilities of the classroom advisers can also be put into consideration especially when it comes to addressing mental health and inclusivity in the classroom.

It is also recommended by the researcher to make use of the framework that emerged from the findings of the study as a guide for both public and private school teachers in managing their advisory classes.

For future researchers, a quantitative method may be employed to evaluate the effectiveness of the best practices of classroom advisers identified in this study.

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