

“Advising Without Security”: Narratives of LGU-Funded Job Order Teachers as Class Adviser

Nelchie Al Y. Martinez., James L. Paglinawan, PhD

Central Mindanao University

DOI: <https://doi.org/10.51584/IJRIAS.2026.11060289>

Received: 29 June 2026; Accepted: 04 July 2026; Published: 18 July 2026

ABSTRACT

This qualitative study explored the lived experiences of LGU-funded Job Order teachers serving as class advisers under temporary employment conditions. Guided by Herzberg’s Two-Factor Theory and Perceived Organizational Support Theory, it examined their motivations, challenges, coping strategies, and recommendations. Data came from open-ended responses of ten participants and were analyzed through thematic analysis. Four themes emerged: commitment to student support and professional growth amid precarious employment, work overload and job insecurity as key challenges in advisership, adaptive coping and support-seeking in advisership, and institutional support and fair recognition for Job Order advisers. Findings showed that participants accepted class advisership because of concern for students’ welfare, a desire to guide learners, and opportunities for professional growth. However, they experienced heavy paperwork, emotional strain, unclear role expectations, limited benefits, and uncertainty about contract renewal. To manage these demands, they used organization, collaboration, boundary-setting, documentation, and support-seeking. Participants recommended clearer job descriptions, fair compensation, reduced workload, mentorship, psychosocial support, and stronger institutional recognition. The study highlights how advisership among Job Order teachers is shaped by dedication and vulnerability, underscoring the need for more responsive and humane support systems.

Keywords: Job Order teachers, Class advisership, Precarious employment, Teacher coping strategies, Institutional support

INTRODUCTION

Class advisership is an important but demanding responsibility in basic education because it goes beyond subject teaching and includes guiding learners, managing behavior, communicating with parents, and supporting students’ academic and personal needs. For LGU-funded Job Order teachers, this role is more challenging because it is performed under temporary employment, uncertain renewal, and limited benefits. Even so, many still accept the role, showing that their decision is shaped by both commitment to learners and dedication to the profession.

The participants’ narratives show that they accept class advisership mainly because they care about students’ stability, guidance, and overall development. They also see it as a chance to gain experience, strengthen school relationships, and grow as educators. At the same time, they face heavy paperwork, added workload, emotional strain, unclear expectations, and limited institutional support. This explores the lived experiences of LGU-funded Job Order teachers serving as class advisers, with particular attention to their motivations, challenges, coping strategies, and support needs. It addresses the limited attention given to temporary teachers who carry advisory responsibilities despite employment insecurity, and it aims to provide a clearer understanding of how they navigate this role.

Theoretical Framework

This study is anchored in Herzberg’s Two-Factor Theory, which explains that employees are influenced by factors that prevent dissatisfaction and factors that create motivation. For LGU-funded Job Order teachers serving as class advisers, conditions such as workload, compensation, and job security affect dissatisfaction,

while responsibility, recognition, and professional growth help explain why they still accept the role. This theory reflects the participants' experiences because they described both the burden of insecure employment and the value they find in guiding students and developing professionally.

This is also supported by Perceived Organizational Support Theory, which emphasizes how employees' commitment is shaped by whether they feel valued, recognized, and supported by their institution. The participants repeatedly mentioned the need for fair compensation, clearer responsibilities, and stronger support systems, showing that their willingness to continue as advisers is affected by how the school responds to their efforts. This theory helps explain why Job Order teachers remain committed to class advisership despite uncertainty in their employment status.

Problem Statement and Objectives

Despite the importance of class advisership, little attention has been given to the lived experiences of LGU-funded Job Order teachers who perform this role under temporary and insecure employment conditions. This study aimed to:

1. Explore the motivations and considerations that lead LGU-funded Job Order teachers to accept class adviser responsibilities.
2. Identify the challenges they encounter in performing their duties as class advisers.
3. Describe the coping strategies they use to manage the demands of advisership.
4. Determine the recommendations they offer to better support Job Order teachers serving as class advisers.

METHODOLOGY

Research Design

This study employed a qualitative research design with a descriptive approach to explore the lived experiences of LGU-funded Job Order teachers serving as class advisers. The qualitative framework was appropriate because it allowed the researcher to examine the participants' motivations, challenges, coping strategies, and recommendations in depth, using their own narratives as the primary source of meaning. This design was particularly suitable for understanding how temporary teachers make sense of advisership despite employment insecurity, heavy workload, and limited institutional support.

Participants and Sampling

The study involved ten (10) LGU-funded Job Order teachers who were currently serving as class advisers in public schools, selected using purposive sampling to ensure participants possessed relevant characteristics. The inclusion criteria required that participants be currently employed as LGU-funded Job Order teachers, have served as class advisers for at least one complete school year, be currently handling advisory responsibilities, and be willing to participate voluntarily. The recruitment process began with obtaining approval from school authorities, followed by coordination with school heads to identify eligible teachers, after which the researcher approached potential participants individually, provided study information, and obtained written informed consent. The sample size of ten was determined by the principle of data saturation, achieved through an iterative approach where data were collected and analyzed in batches until no new patterns emerged. The participants had teaching experience ranging from two to eight years, advisory tenure from one to five years, and represented elementary, junior high, and senior high levels across various municipalities.

Research Instrument

The main research instrument was a set of four open-ended guide questions focused on the participants' motivations for accepting class adviser responsibilities, the challenges they encountered, the ways they coped with those challenges, and the support they recommended for better working conditions. The questions were

designed to elicit rich, reflective responses that would capture the realities of advisership from the perspective of Job Order teachers. The use of open-ended questions allowed participants to explain their experiences in their own words and highlight issues they considered important.

Data Gathering Procedure

Before data collection, the purpose of the study was explained to the participants, and their voluntary participation was sought. The participants were informed that their responses would be treated with confidentiality and used only for research purposes. Their written responses to the four guide questions were then gathered and organized for analysis.

After the responses were collected, the researcher read them carefully several times to become familiar with the content. Recurring ideas and patterns were identified, coded, and grouped into themes based on similarities in meaning. The analysis focused on the shared experiences of the participants, particularly their reasons for accepting advisership, the difficulties they faced, the strategies they used to manage those difficulties, and the recommendations they offered for improved support.

Analysis of Data

The written responses gathered from the LGU-funded Job Order teachers were analyzed using a descriptive qualitative approach combined with thematic content analysis. The thematic analysis followed the six-phase process of Braun and Clarke: familiarization with data through repeated reading, generating initial codes by systematically identifying significant statements, searching for themes by grouping related codes, reviewing themes to ensure accurate representation of data, defining and naming themes with clear descriptions, and producing the report with supporting evidence. This method allowed the researcher to focus on the participants' lived experiences as class advisers, emphasizing the meanings contained in their narratives rather than numerical measurement. The responses were examined repeatedly to identify recurring ideas, shared experiences, and notable differences across participants, with similar statements grouped into categories and further refined into broader themes. This iterative process continued until the final themes consistently reflected the research questions and accurately captured the participants' accounts.

Trustworthiness and Rigor

To ensure trustworthiness, the researcher employed strategies aligned with credibility, transferability, dependability, and confirmability. Credibility was established through member checking; wherein preliminary findings were returned to participants for verification. Transferability was addressed through thick description of participants, contexts, and research processes. Dependability was ensured through maintaining a detailed audit trail documenting all research decisions, coding procedures, and analytical steps. Confirmability was achieved by grounding findings in data through direct quotations and maintaining reflexivity notes to document researcher positionality.

Ethical Consideration

The study was conducted in accordance with ethical research standards. Participation was voluntary, and the participants were informed about the purpose of the study before giving their responses. Their identities were kept confidential, and the information they shared was used solely for academic purposes. No names or identifying details were included in the presentation of results to protect privacy and ensure that participants could express their views freely and honestly.

RESULT AND DISCUSSION

This study narrates the commitment of Job Order teachers who accept class adviser responsibilities despite their precarious employment status in the public school system. In this section, the presentation of the emerging theme, the recast supporting statements, and the discussion, analysis, and implications of the findings are

described, together with relevant literature from 2019–2026. The study is qualitative in nature, and a thematic analysis of the teachers' responses is presented in this section.

Emerging Theme: Commitment to Student Support and Professional Growth Amid Precarious Employment

Question 1: What motivations and considerations (reasons) lead you to accept class adviser responsibilities despite your precarious employment status as a Job Order teacher?

This is the emerging theme when Job Order teachers were asked why they accepted class adviser responsibilities despite their insecure employment status. The theme is supported by the responses as follows:

Q1PN1: The teacher prioritizes students' academic progress and well-being while viewing advisership as a way to connect with the school and gain experience.

Q1PN2: The teacher aims to be a stable guide and advocate for students and sees the role as proof of dedication that may help in future employment.

Q1PN3: The teacher values consistency and discipline in the classroom and uses the role to build a professional portfolio.

Q1PN4: The teacher enjoys mentoring and organizing activities, finds purpose beyond teaching lessons, and strengthens ties with parents for possible references.

Q1PN5: The teacher feels responsible for providing guidance, does not want the class left unsupported, and sees the role as helpful for résumé building.

Q1PN6: The teacher enjoys working with children, values character formation, and feels a sense of belonging in the school community through advisership.

Q1PN7: The teacher believes accepting the role is the right response to students needing consistent guidance and a chance to show commitment to administrators.

Q1PN8: The teacher accepted because of the students' trust and used the opportunity to develop leadership and take on more school responsibilities.

Q1PN9: The teacher values the non-financial rewards of relationships, student growth, and professional development despite job insecurity.

Q1PN10: The teacher wants to support students' academic and personal growth, contribute more actively to the school, and develop further as an educator.

The emerging theme, “**Commitment to Student Support and Professional Growth Amid Precarious Employment**,” shows that Job Order teachers view class advisership as a meaningful responsibility centered on student care, stability, and guidance. Their responses also show that they use the role to strengthen their professional identity, gain experience, and improve future employment prospects. The pattern is not limited to acceptance of extra work for practical reasons; it also reflects a relational and moral commitment to being a dependable guide, a mentor, and a contributor to student development.

The responses show that Job Order teachers accept advisory roles even when their employment is unstable because they value both student welfare and professional growth. At the relational level, they stress consistency, advocacy, guidance, discipline, and emotional support, showing that they see students as needing a dependable adult who can coordinate classroom concerns, communicate with parents, and help manage daily learning activities. At the professional level, they connect advisership with portfolio building, leadership experience, professional references, and greater visibility to school administrators, which they consider important for future regular appointment.

Philippine studies indicate that teacher commitment remains strong when teachers feel supported by their schools and when they perceive their work as meaningful. Rayo (2022) found that teachers-maintained commitment and performance even during the COVID-19 pandemic, showing that internal dedication can continue despite difficult conditions. Espiritu (2024) reported high commitment among teachers, although this commitment did not always match formal performance ratings, suggesting that dedication may be visible in the willingness to accept roles like class advisership even when material rewards are limited.

International literature also reflects the pressure of precarious employment in education. Bascia (2019) explains that many education workers operate under unstable contracts, yet still invest deeply in students and school life because of their professional values and desire for stability. Education International (2024) argues that reducing precarious employment, improving working conditions, and recognizing teachers' expertise are necessary responses to teacher shortage and burnout. In this context, the participants' acceptance of advisership reflects both professional identity and a strategic effort to gain recognition in a system where permanent positions are limited.

Local descriptions of the class adviser role also help explain the participants' responses. Labrador (2018) describes class advisers as responsible for supervising students, linking with parents, monitoring behavior and grades, and organizing class activities. These responsibilities are evident in the participants' statements about mentoring, guiding values, organizing activities, and ensuring that students have someone who understands their needs. This suggests that Job Order teachers treat advisership as a central part of teaching rather than a minor task.

Research on commitment and motivation shows that professional identity strengthens when teachers feel that their work contributes to student growth and is recognized by the organization. Amor (2024) emphasizes that organizational culture, policies, and recognition influence employee commitment in education settings. SEAMEO INNOTECH (2026) reports that many teachers remain in the profession because of their relationships with learners, the meaningful impact of their work, and opportunities for growth despite workload demands and shortages. These findings support the theme by showing that teachers are more likely to accept additional responsibilities when they perceive them as connected to purpose, service, and professional development.

One implication is that non-permanent teachers who take on class advisership should receive stronger support and recognition. When Job Order teachers assume advisory responsibilities, they carry emotional labor and coordination work similar to that of regular teachers, yet they may not enjoy the same security and benefits. Education International (2024) recommends improving job quality, transitioning contract teachers to more stable positions, and valuing their expertise as part of solving teacher shortages. In the Philippine setting, labor reports and education commission documents point to the continuing presence of non-regular work and the need for clearer pathways toward more secure employment and better professional development.

Another implication is that school leaders should recognize the dual role of advisership for Job Order teachers. It is both a student-centered role that sustains guidance and a professional pathway that develops experience, identity, and future opportunities. When mentorship programs, appraisal systems, and training opportunities include Job Order advisers, their contributions may be more clearly recognized, and their sense of belonging in the school may be strengthened. This matters because several participants described the role as a source of purpose, visibility, and connection.

The theme also suggests that teacher motivation in precarious settings is shaped more by moral and relational meaning than by contract security alone. The participants' narratives repeatedly mention student welfare, guidance, advocacy, character formation, leadership development, and professional growth. Their acceptance of advisership appears to be a form of commitment sustained by the desire to serve students while continuing to grow as educators.

Emerging Theme: Work Overload and Job Insecurity as Key Challenges in Advisership

Question 2: What challenges do you encounter in your role as a class adviser?

This is the emerging theme when the Job Order teachers were asked about the challenges they experience in handling class adviser responsibilities despite their insecure employment status. This theme is supported by the responses coming from the teachers as follows:

Q2PN1: "I experience challenges related to heavy paperwork, frequent communication with parents, and many non-teaching duties such as organizing class activities and monitoring attendance. These responsibilities often add pressure on top of my regular teaching workload. On top of that, uncertainty about contract renewal sometimes affects my motivation and overall morale."

Q2PN2: "One of my biggest challenges is managing my time because adviser responsibilities are added to an already demanding teaching schedule. I also experience emotional exhaustion whenever students bring personal problems that require guidance and attention. Limited resources for student activities make it even harder for me to fulfill my responsibilities effectively."

Q2PN3: "I often struggle with unclear expectations regarding my responsibilities as a class adviser. There are times when I am asked to perform tasks that go beyond what I believe should be part of my role. Since I do not have job security, I sometimes feel hesitant to question these assignments out of fear that it may negatively affect my employment."

Q2PN4: "My biggest challenge is balancing adviser responsibilities while handling multiple teaching assignments at the same time. Since I do not receive employment benefits such as healthcare or retirement support, I also experience additional stress regarding my overall well-being. There are also situations where student concerns I raise are ignored because advisers are not always included in decision-making processes."

Q2PN5: "I struggle with heavy administrative responsibilities and inconsistent communication regarding my contract renewal. Sometimes advisers are expected to handle additional duties unrelated to teaching, such as school security or facilities management. These extra responsibilities significantly increase my workload and create additional stress."

Q2PN6: "I often experience emotional burnout because many students come to me with serious personal concerns and crises that require immediate support. Since I do not have formal counseling training, I sometimes feel unprepared when handling these situations. I also experience pressure whenever parents place unrealistic expectations on me as a teacher and adviser."

Q2PN7: "One challenge I face is job instability, which makes it difficult for me to make long-term plans for my class and students. Organizing projects and fundraising activities usually falls entirely on me without receiving enough institutional support. Because of this, I often feel overwhelmed by the number of responsibilities I have to handle."

Q2PN8: "I find it difficult to manage competing responsibilities such as lesson preparation, checking student work, and completing adviser-related tasks at the same time. I also constantly worry about the possibility of losing my job before the school year ends. These combined pressures make it very challenging for me to balance everything effectively."

Q2PN9: "One of my main challenges is the lack of formal recognition and the absence of additional compensation despite taking on extra adviser responsibilities. There are times when my contributions are not properly acknowledged during evaluations. I also encounter occasional conflicts with parents and other school staff regarding responsibilities and expectations."

Q2PN10: "I face several challenges including managing student behavior, completing paperwork, maintaining communication with parents, and balancing adviser responsibilities with my teaching workload. These responsibilities require a significant amount of time and energy every day. Handling all these responsibilities simultaneously can sometimes become overwhelming."

Participants' accounts indicate that class advisership is experienced as a demanding responsibility shaped by excessive workload, emotional strain, unclear expectations, and unstable employment conditions. The challenges they described are not isolated; rather, paperwork, parent communication, student concerns, administrative duties, and extra responsibilities accumulate while their job status remains uncertain. As a result, advisership becomes both professionally taxing and personally stressful.

A consistent pattern of role overload appears in the supporting statements. Teachers repeatedly mention paperwork, attendance monitoring, class activities, student behavior, lesson preparation, checking outputs, and communication with parents. These duties require time, energy, and constant attention, yet they are added to existing teaching work. Several participants also report being assigned tasks beyond the usual scope of advisership, including facilities management, school security, project coordination, and fundraising. Such experiences suggest that the adviser role has expanded into multiple functional areas, leaving teachers with limited space to manage everything effectively (Labrador, 2018; Rayo, 2022).

Emotional exhaustion also emerges clearly in the responses. Participants describe handling students' personal crises, parent expectations, conflicts with staff, and the emotional burden of being viewed as the primary support person for learners. In some cases, they feel unprepared for these concerns because they lack formal counseling training. This emotional pressure deepens the difficulty of advisership, especially when teachers are expected to provide support without enough preparation or institutional backing (Espiritu, 2024; SEAMEO INNOTECH, 2026).

Job insecurity adds another layer of strain. Several participants express fear that questioning tasks or refusing responsibilities may affect contract renewal. Others mention uncertainty about their future, lack of benefits, and absence of recognition or compensation. These conditions create vulnerability that affects motivation and weakens their confidence in asserting fair treatment. The unstable nature of their employment makes the workload harder to challenge and the stress harder to reduce (Amor, 2024; Bascia, 2019).

These findings suggest that school systems may depend heavily on Job Order teachers to absorb responsibilities that go beyond ordinary teaching, yet these teachers often receive limited protection, recognition, and support. When advisers are expected to carry multiple roles without clear expectations, adequate resources, or participation in decision-making, their well-being may suffer. This can affect how effectively they manage classrooms and support students, especially when emotional labor and administrative work become too heavy to sustain (Education International, 2024; EDCOM II, 2026).

Policy and school practices may need to clarify advisership duties, limit excessive non-teaching assignments, and establish stronger support mechanisms for temporary teachers. Since the responses consistently link workload with job insecurity, the concern involves not only the number of tasks but also the unstable conditions under which these tasks are carried out. Their experiences reflect a teaching environment where commitment remains strong, yet support is still limited (Danish Trade Union Development Agency, 2026; Espiritu, 2024).

Emerging Theme: Adaptive Coping and Support-Seeking in Advisership

Question 3: How do you cope with and navigate the challenges you face as a class adviser?

This is the emerging theme when Job Order teachers were asked how they manage the challenges they experience in handling class adviser responsibilities despite their insecure employment status. This theme is supported by the responses coming from the teachers as follows:

Q3PN1: The teacher sets priorities, uses checklists, seeks advice from senior teachers, and limits after-hours communication to stay organized and maintain balance.

Q3PN2: The teacher follows a routine, uses homeroom time to check on students, refers serious concerns to guidance counselors, and asks for parent volunteers when resources are limited.

Q3PN3: The teacher communicates directly with administrators, documents requests and conversations, and politely declines tasks that go beyond assigned responsibilities.

Q3PN4: The teacher collaborates with co-advisers and parents, sets boundaries, and uses rest and short breaks to manage stress and protect well-being.

Q3PN5: The teacher keeps digital records, uses group messaging for communication, and maintains organized files for efficiency and future opportunities.

Q3PN6: The teacher learns basic counseling skills, seeks support from fellow teachers, and sets clear expectations with parents to prevent misunderstandings.

Q3PN7: The teacher plans realistic activities, involves student leaders, and documents requests carefully to support resource needs.

Q3PN8: The teacher uses strict time management, assigns student leaders, and continues networking while updating credentials and professional portfolio.

Q3PN9: The teacher keeps records of accomplishments, addresses conflicts through communication and mediation, and maintains good relationships with parents and colleagues.

Q3PN10: The teacher manages time carefully, communicates openly with students and parents, and seeks help from colleagues when needed.

Job Order teachers described their coping as a deliberate response to the demands of class advisership through organization, collaboration, boundary-setting, and support-seeking. Their responses show that coping is not passive; it involves strategies such as prioritizing tasks, documenting responsibilities, coordinating with parents and colleagues, and referring concerns to more appropriate support systems. These actions help them manage both the emotional and administrative demands of advisership while protecting their personal well-being.

The supporting statements show a consistent pattern of self-management and organization. Several participants mention checklists, routines, digital records, separate schedules, and careful documentation. These strategies suggest that teachers rely on structure to handle multiple tasks at the same time. Time management appears to be a central coping mechanism because it helps them balance lesson preparation, student concerns, administrative work, and communication duties. This aligns with findings that teacher coping often includes planning, prioritizing, and organizing work demands to reduce stress and maintain effectiveness (Amata, 2023; JIP Publication, 2023).

Support-seeking and collaboration form another clear pattern. Participants regularly mention asking for advice from senior teachers, seeking help from colleagues, working with co-advisers, involving parents, and assigning student leaders to share responsibilities. This indicates that they do not handle the burden alone; instead, they build informal support systems within the school and community. Referring serious concerns to guidance counselors also shows that some teachers recognize the limits of their role and turn to more appropriate professionals when needed. Studies on teacher burnout and coping strategies similarly report that support systems and collegial assistance are important in helping teachers remain effective and emotionally stable (Öztürk, 2021; Amata, 2023).

The responses also reflect boundary-setting and stress management. Some teachers limit after-hours communication, schedule work on specific days, take breaks, and set clear expectations with parents. These actions show that coping is linked to protecting mental and physical well-being. In a demanding role where work can easily extend beyond official hours, setting boundaries becomes necessary to maintain sustainability. Research on teacher coping emphasizes that managing emotional demands, reducing overextension, and preserving work-life balance are important protective strategies against burnout (St. Cloud State University, 2019; Frontiers in Education, 2026).

A further pattern is professional resilience and future orientation. Some participants keep accomplishment records, maintain organized files, continue networking, and update credentials or portfolios. These practices not only help them cope with the present workload but also prepare them for future employment opportunities. This suggests that coping strategies serve both immediate survival and long-term career development. In studies of teacher job insecurity and coping, professional documentation and continued competence-building are often associated with maintaining confidence and employability despite unstable work conditions (PMC, 2023; JIP Publication, 2023).

Emerging Theme: Institutional Support and Fair Recognition for Job Order Adviser

Question 4: What recommendations do you offer to better support Job Order teachers serving as class advisers?

The participants' responses point to the need for stronger institutional support for Job Order teachers who serve as class advisers. Their recommendations consistently center on fair compensation, clearer role expectations, professional training, and systems that recognize the demands of advisership.

Q4PN1: The teacher recommends adviser allowances, clearer responsibility descriptions, regular training, and formal recognition for adviser contributions.

Q4PN2: The teacher suggests hiring more guidance personnel, assigning social workers, giving dedicated adviser time, and providing more financial and material support for activities.

Q4PN3: The teacher recommends written job descriptions, grievance procedures, and contractual recognition to protect adviser boundaries.

Q4PN4: The teacher believes Job Order teachers should receive benefits or adviser allowances and be included more actively in decision-making.

Q4PN5: The teacher recommends honorariums, transparent contract renewal procedures, and workshops on time management and community engagement.

Q4PN6: The teacher suggests psychosocial training, referral systems to professional counselors, and mentorship from experienced teachers.

Q4PN7: The teacher recommends yearly budgets for class projects, involvement in budget planning, and transparent criteria for adviser appointments.

Q4PN8: The teacher suggests reducing teaching load, providing time allowances, and improving hiring policies to match contracts with the school year.

Q4PN9: The teacher recommends formal recognition systems, small financial incentives, and conflict-management training.

Q4PN10: The teacher suggests proper training, reduced paperwork, mentoring systems, and fair compensation for adviser work.

Fair compensation and recognition were repeatedly emphasized in the responses. Several participants recommended adviser allowances, honorariums, financial incentives, and employment benefits, while others asked for certificates, evaluation credits, and formal acknowledgment of adviser contributions. These suggestions show that Job Order teachers often perceive advisership as additional labor that deserves both symbolic and material recognition, especially in the context of temporary employment (Amor, 2024; Rayo, 2022).

Role clarity and protection of professional boundaries also emerged as important concerns. Participants called for written job descriptions, transparent appointment criteria, grievance procedures, and contractual recognition so advisers can avoid unfair assignments and protect themselves from retaliation. Such recommendations suggest that vague role expectations contribute to stress and vulnerability, particularly when teachers feel unable to question added responsibilities because of their insecure status (Bascia, 2019; EDCOM II, 2026).

Support for professional and psychosocial development was another strong pattern. The teachers recommended workshops on classroom management, student guidance, psychosocial care, time management, conflict management, and community engagement. They also called for mentorship from experienced teachers and access to guidance counselors or social workers. These suggestions reflect the need for practical preparation and

emotional support so advisers can respond more effectively to student concerns and school demands (Education International, 2024; SEAMEO INNOTECH, 2026).

Structural changes were also highlighted. Participants proposed reducing teaching loads, providing dedicated adviser time, allocating budgets for class activities, and involving advisers in budget planning and decision-making. These responses indicate that support should not be limited to training or encouragement alone; it should also include workload adjustments and institutional participation so that advisers can carry out their roles more effectively (Danish Trade Union Development Agency, 2026; Espiritu, 2024).

Taken as a whole, the recommendations show that Job Order teachers want a system that recognizes advisership as a legitimate and meaningful responsibility rather than an informal extra task. Their answers point to the need for schools to provide fairer conditions, stronger support systems, and clearer acknowledgment of adviser work as part of the broader responsibility of the institution (Labrador, 2018; SEAMEO INNOTECH, 2026).

CONCLUSION

This study highlights the lived experiences of LGU-funded Job Order teachers who serve as class advisers under temporary and insecure employment conditions. Their narratives show that advisership is not only an added school responsibility but also a role shaped by commitment to learners, professional growth, and the realities of unstable employment. These findings indicate that teachers accept the role because they value student stability, guidance, and development, even while carrying the burden of heavy workload, unclear expectations, and limited institutional support. In this sense, advisership becomes both meaningful and demanding, requiring emotional labor, time, and resilience

Another important point is that their challenges are closely connected to role overload, job insecurity, and the absence of sufficient recognition. Despite these pressures, the participants continue to cope through organization, collaboration, boundary-setting, documentation, and support-seeking. Such strategies allow them to sustain their responsibilities while protecting their well-being and maintaining hope for future stability. Rather than passive endurance, their responses reflect deliberate effort to remain effective in the midst of difficult conditions.

The recommendations they offered further emphasize the need for fair compensation, clearer responsibilities, reduced workload, mentoring, psychosocial support, and stronger involvement in school decision-making. These suggestions point to the importance of institutional systems that recognize advisership as real professional work rather than an informal extra task. Taken together, the experiences of these teachers call for a more responsive and humane environment for LGU-funded Job Order teachers serving as class advisers.

ACKNOWLEDGEMENT

The researcher would like to express her sincere gratitude to God for His guidance, strength, and blessings throughout the completion of this research. She is deeply thankful to her parents for their unwavering love, support, and encouragement. Her heartfelt appreciation also goes to the teachers who generously shared their time and answered the questions for this study, as well as to the principals and school heads who allowed the conduct of this research. Lastly, she extend her special thanks to her loved one for the love, patience, and motivation given to her, during this journey.

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