

FROM SOCCSKSARGEN TO BARMM: EXPLORING THE HOWS AND WHATS OF TEACHERS' INCLUSION IN THE NEW ENVIRONMENT

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ABSTRACT

As employees enter the portal of the new working environment fears are always in their heart. This qualitative research employing phenomenology aims to determine the lived experiences of publicschool teachers who were transferred from SOCCSKSARGEN to BARMM in the Special Geographic Areas specifically in the municipality of Kabacan. Results showed that their transferred from Region XII of the Department of Education to BARMM – MBHTE allowed them to learn lessons especially the disruptions of their timely salary. They were able to accept the reality that they would be handled by new personalities as well as the new forms of system. Acceptance is one of the key to moving on from the old notions and perspectives. It helped people to widen their horizons and begin a new chapter of their lives. Accepting the words of the reality will help them endure the pains and negativities. Teachers build a strong sense of patience and acceptance and of course they could have an immediate accessibility to the services that other regions do not have.

KEYWORDS: Soccsksargen & Environment

1. INTRODUCTION

1.1 Rationale

The Bangsamoro Autonomous Region in Muslim Mindanao has the direct mandates over teachers in the Special Geographic Areas(SGA) in the Province of Cotabato. These are the barangays which voted for their inclusion in the February 2019 Bangsamoro Organic Law (BOL). Thus, this process made the public-school teachers assigned in the said areas of the Municipalities of Aleosan, Carmen, Kabacan, Midsayap Pigcawayan, and Pikitto be part of the expansion of the region.

Prior to its conversion, the Autonomous Region in Muslim Mindanao (ARMM) was marred with corruption. This led to the fear of some teachers to get employed in the said region. As a matter of fact, the report of Feuer (2005) that there was a widespread corruption especially on foreign aid projects which made the region one of the poorest in the country. The study of Fernan III et al., (n.d) reiterated that the region was dubbed as the cheating capital because of the anomalies by the public officials.

Another conception about the region is that it became a haven for different terrorist groups like the ISIS-inspired group, like the Maute in the Province of Lanao del Sur. This is also true in the Province of Maguindanao with the presence of Bangsamoro Islamic Freedom Fighters (BIFF) and the Abu Sayyaf in Sulu and Basilan. These predicaments reported that leads to a higher poverty rate in the whole region. However, with the new leadership, they vowed to change the image of the region into and promote transparency in its leadership (Artist & Cuaresma, 2020) with Islamic virtues as its core (Yosingco, 2020).

Though there were reported mismanagement and delayed salaries of the public-school teachers in BARMM, the researcher did not come across with the study that explores the experiences of teachers who were transferred from Region XII. This gap is the main reason that pushed the researcher to conduct this study. More importantly, listening into the voice of the teachers will be of great help for the regional government to strengthen its support for honest and transparent governance.

This study is timely and significant since it will help filling the gap in the literatures. Equally important, this study will listen to the unheard testimonies of the public-school teachers under the Special Geographic Area of BARMM in North Cotabato. The aforementioned reasons have motivated the researcher to push through this endeavor.

1.2 Purpose of the Study

The purpose of this study qualitative research employing phenomenology will determine the lived experiences of public school teachers who were transferred from SOCCSKSARGEN to BARMM in the Special Geographic Areas specifically in the Municipality of Kabacan. At this stage in the research study will be generally defined as the experiences of the informants.

1.3 Research Questions

- What are the challenges experienced by public school teachers from SOCCSKSARGEN with their inclusion to BARMM?
- How did they cope with the challenges?
- What lessons did they learn from their transfer to another region?
- What pieces of advice can they share to teachers who wish to be part of BARMM?

1.4 Limitation and Delimitation of the Study

This study employed qualitative-phenomenology. It determined the lived experiences of teachers who were transferred from SOCCSKSARGEN to BARMM. In particular, this will include Elementary and Secondary Teachers from the former barangays of Kabacan which is under the Special Geographic Area in Cotabato namely: Buluan, Nangaan, Pedtad, Sanggadong, Simbuhay, Simone, and Tamped. This will be conducted during the Second Semester of School Year 2020-2021.

2. RESEARCH METHODOLOGY

This chapter presents the research design, data collection, locale of the study, research participants, data analysis, role of the researcher, trustworthiness, and ethical considerations.

2.1. Research Design

This study employed qualitative-phenomenology research design. As defined, qualitative research is based on the disciplines of social sciences like psychology, sociology, and anthropology (Gerring, 2017; Smith & Caddick, 2012). Therefore, the qualitative research methods allow for in-depth and further probing and questioning of respondents based on their responses, where the interviewer/researcher also tries to understand their motivation and feelings. Qualitative research methods are designed in a manner that help reveal the behavior and perception of a target

audience with reference to a particular topic (Lewis, 2009).

Meanwhile, phenomenology deals with the lived experiences of the participants (Englander, 2020). It is commonly described as the study of phenomena as they manifest in the experience, on the way it is perceived and understood. More simply stated, phenomenology is the study of an individual's lived experience in the world. By examining an experience as it is subjectively lived, new meanings and appreciations can be developed to inform, or even re-orient (Giorgi, 2020).

This study is qualitative since it would not deal with the numerical data. The interpretation was based on the responses of the informants and participants with regards to their worldviews. As such, this is phenomenology because it listened into feelings of the public-school teachers who are included in the Bangsamoro Autonomous Region in Muslim Mindanao due to the implementation Republic Act 11054.

2.2. Data Collection

This qualitative-phenomenological study was adhered to the following research procedures. A letter has been sent to the Ministry of Basic, Higher, and Technical Education of the Bangsamoro Autonomous Region in Muslim Mindanao for the conduct of the study. Upon approval, I personally send it to the respective school heads of the BARMM Special Geographic Areas along the Rio Grande de Mindanao Schools (Upper Pulangi River) upstream of the Municipality of Kabacan.

After which, I prepared an interview guide (Turner III, 2010) and the consent-to-participate form (Fletcher & Hunter, 2003). The former has been checked by pool of experts in qualitative to strictly follow the ethical standards and proper way of asking questions to the informants. On the other hand, the letter was given to them where they would affix their signatures. This contains descriptions of any foreseeable risks or discomforts, benefits to the subject, to the society that may reasonably be expected from the research, their rights to withdraw and the extent of confidentiality.

The informants were the one who decided for the date and place of the interview for their own comfort. There are two groups to be interviewed. First, are the Key Informants where they will be interviewed individually (Faifua, 2014). Conversely, another interview will be conducted among the Focus Group Discussion (Mishra, 2016). After the interview, a token of gratitude will be given to them as a reciprocity (Harrison, MacGibbon, & Morton, 2001).

Furthermore, the audio-recorded interview was transcribed in a verbatim manner. This has been translated into English to attain universality. Its correctness has been validated by the expert in the field of language. The data analyst has been the one who do the thematic analysis (Gavin, 2008) where the emergent themes has been extracted from their responses.

2.3. Locale of the Study

I conducted this study in the former barangays of the Municipality of Kabacan which chose for the inclusion in the Bangsamoro Autonomous Region in Muslim Mindanao. This includes the barangays of Buluan, Nangaan, Pectad, Sanggadong, Simbuhay, Simone, and Tamped. Below is the map where the study was conducted.

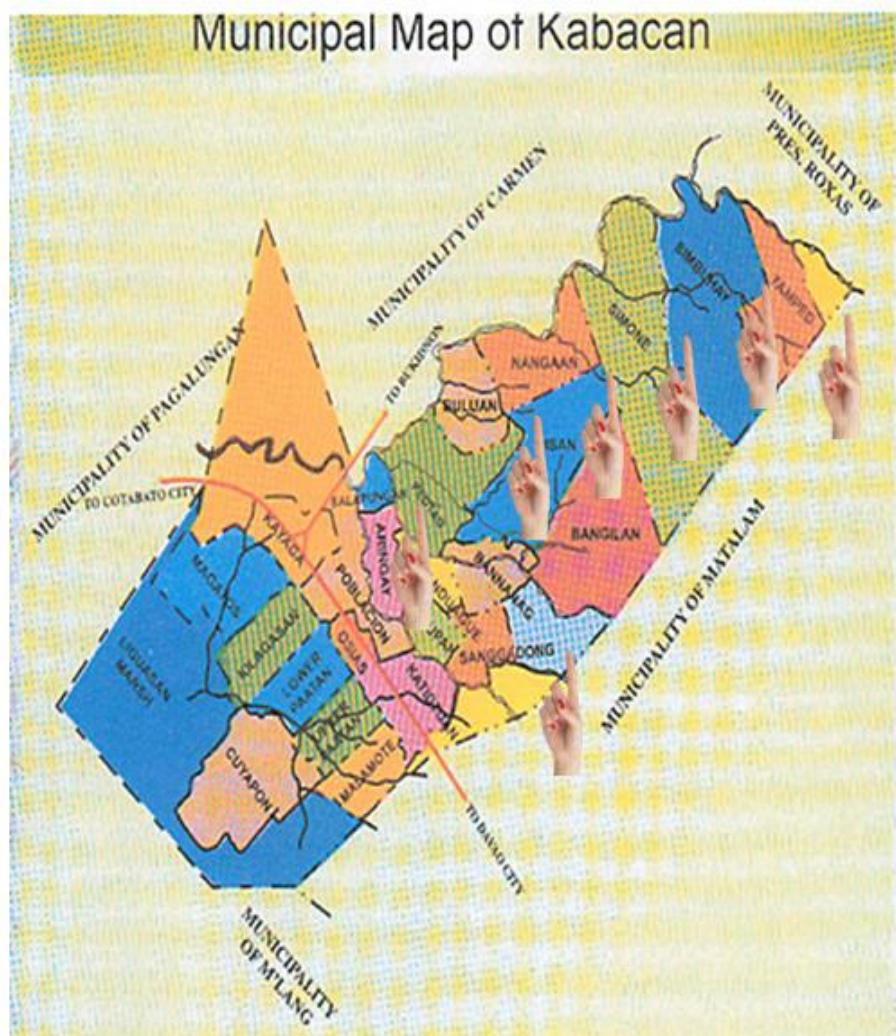


Figure 1: Map of the Locale of the Study. (jpeaceunion.blog.fc2.com).

2.4 Research Participants

There are 10 participants for the Key Informant Interview (KII) and 5 for the Focus Group Discussion. They have been chosen using the purposive sampling more specifically the criterion-based sampling as shown below:

- Must be a Public School Teacher;
- Presently assigned to schools under the BARMM Special Geographic Area
- Holding a permanent teaching item in BARMM; and
- Teachers with sentiments.

2.5 Data Analysis

The data is analyzed using Creswell's (2013) process of analysis. It determined the themes and the core ideas. The framework of the NVIVO on thematic analysis is utilized as shown below:

General-50% of the informants shared the same theme of their responses

Typical-25-40% of the informants shared the same theme of their responses

Variant-20% of the informants shared the same theme of their responses

2.5 Role of the Researcher

My role in this study is very important. I wrote a letter asking permission to the Ministry of the Basic, Higher, and Technical Education in Cotabato City for the conduct of the study among teachers under the BARMM Special Geographic Area (SGA) which were formerly under the Municipality of Kabacan. Also, I was the one who do the interview among the informants and participants as well as the transcriptions and translations of their responses.

2.6 Trustworthiness

I anchored the trustworthiness of my study on Lincoln and Guba (1985). This includes credibility, confirmability, dependability, and transferability. To attain credibility, I have to established confidence that the results coming from the perspectives of the participants are credible, and believable (Reichelt, Sievert, & Jacob, 2014). I have to ensure that I have a prolonged and varied engagement with each setting by establishing my authority as an investigator of the study (Byrne, 2001). Also, this process allowed me to have the peer debriefer (Janesick, 2007). The purpose was to help uncover taken for granted biases, perspectives and my personal assumptions. Through this process, I became aware of my posture toward data and analysis. This would be also an opportunity to test and defend emergent hypotheses and see if they seem reasonable and plausible to disinterested debriefer.

Meanwhile, confirmability allows me to extend the confidence that the results would be confirmed or corroborated by other researchers (Amankawaa, 2016). I implemented reflexive journals and weekly investigators meeting and I applied several triangulation techniques such as the method, data source, investigators, and theory (Cope, 2014).

On the process of transferability it extends the degree to which the results can be generalized or transferred to other contexts or setting (Kuper, Lingard, & Levinson, 2008). I employed the purposive sampling in the selection of the informants and participants through the criteria set. Also, I made it sure that there would be a data saturation by digging deeper into their experiences (Fusch& Ness, 2015). This ensures that I have enough data that strengthens the findings of the study.

To assert dependability, I have made it certain that the findings of this qualitative inquiry were repeatable if it occurred within the same cohort of participants, coders, and context (Avizienis, Lapre, & Randell, 2001). This was done by preparing a detailed draft of the study protocol throughout the study. In the same vein, I developed a detailed track record of the data collection process. Lastly, I measured coding accuracy and inter-coders' reliability of the research team (Connelly, 2016).

2.7 Ethical Considerations

Ethics in research must be the first and consideration of the researcher. Thus, I followed the ten point-principles of Bryman and Bell (2007) in ethical considerations. As a researcher, I have to see to it that research participants should not be subjected to harm in any ways whatsoever, respect for the dignity of research participants should be prioritized, full consent should be obtained from the participants prior to the study, the protection of the privacy of research participants has to be ensured, adequate level of confidentiality of the research data should be ensured. Anonymity of individuals and organizations participating in the research has to be ensured, any deception or exaggeration about the aims and objectives

of the research must be avoided, affiliations in any forms, sources of funding, as well as any possible conflicts of interests have to be declared, any type of communication in relation to the research has been done with honesty and transparency, and any type of misleading information, as well as representation of primary data findings in a biased way must be avoided.

3. RESULTS AND DISCUSSIONS

This chapter presents the results and discussions of the study. Also, it shows the responses of the informants.

3.1. Roadblocks for Incorporation to the New Working Sphere

Being in the new environment would bring an unusual feeling. The same with how teachers from Region XII who were absorbed by the BARMM because of the inclusions of their school assignments of the newly created region.

As employees enter the portal of the new working environment, fears are always in their hearts. They looked forward for the possibilities that their expectations would not be met considering that the now defunct ARMM had a negative connotation on the minds of the teachers. It can be attributed by the mere fact that salaries were delayed, they could not be promoted, as well as the funds that are intended for the school's development.

3.2. Delayed Salaries and Benefits

The now defunct ARMM was marred by corruptions and different activities that created uneasiness for teachers from Region XII to be transferred to the Bangsamoro Region in Muslim Mindanao-MBHTE. Unlike with the former, timely release of salaries and allowances were enjoyed by teachers. There were a lot of clamors often heard from teachers in the latter. As mentioned during the interview, the informants revealed that:

Actuallyyung una merun din kamingagamagamkasi from the issues lang namannanaririnigsa BARMM. Mga minors lang naman, yung mga delayed benefits, salaries and actually ngayon di pa naminalam kung paano kami kasiwala pa syang frame na structure kaya yung mga reports di pa naminmasyadonggina work.” (These are just the delayed benefits and salaries. Until now we do not have the knowledge on the structures, thus reports are not yet submitted, Informant 2).

In addition,

“Usually, teachers in BARMM experience the delay in their salary and benefits, the sometimes non- remittances of their deductions kaya hindisilapagkatiwalaan ng mga lending. Another one is in the promotion, anjan pa rin ang tinatawagna “whom you know” system nakahithindi inline sa degree nanataposnyasya ang nailagaysa position kaya ang result poor education.” (BARMM teachers usually experienced the delay on their salaries and benefits due to the non-remittances. Even lending institutions do not trust them...Informant 6).

The result implied that the teachers who were transferred from Region XII of the Department of Education to BARMM-MBHTE always could mean disruptions of their timely salary. The informant-teachers already experienced this during their first months of transfer. This happened because of the transitions that the local autonomous government is trying to fix especially for the transfer of thousands of employees. Indeed, this predicament brought a problem to public school teachers since this is considered to be their bread and butter for survival.

Even the Minister of the MBHTE exclaimed that there was indeed a delay of the salaries of teachers for of the Divisions of Maguindanao 1 and 2 and even from teachers in the Special Geographical Areas in Cotabato. It was further

explained that because of the BARMM's transition from the defunct ARMM, programs and projects of the MBHTE were also delayed. Likewise, the implementation of programs and delivery of basic services under the Bangsamoro Development and Transition Plan was greatly affected by the COVID-19 pandemic (Fernandez, 2021).

3.3. Fear towards Promotion and Increments

One of the issues and concerns of the teachers who were absorbed in the BARMM-MBHTE is their promotion and the increments. As experienced by many teachers in the former ARMM, there were a lot of teachers who stayed in the lowest position. During the interview, one of the informants stated that:

“Sa part ko as a school head, siguro ang mga challenges I have a little bit question about our promotion, how is our promotion, how is our step increment, so far wala pa man challenges nan na encounter ko paanoyongmgapamalakad, ano kaya yongpamalakad, ano kaya ang maitutulongnatinbilang employee ng soccksargen to barmm.” (As a school head I have a little bit question with regard to the promotion as well as the step increments... Informant 1).

This concerns the teachers if they could still be promoted and that step increments will be implemented once they are already with the BARMM. Nevertheless, this fear from the hearts of the teachers could be explained by the negative insights of people to the new governance that it could still be the same with the ARMM. Teachers wanted to have the piece of these and savor because they deserved every promotion which could actually have a gargantuan impact on their procession as a whole.

However, this problem did not only exist in ARMM. The study of Tolentino (2016) confirmed that candid evaluations of achievements and failures in educational systems conclude that weak governance including poor transparency in the job placement of qualified public-school teachers, and inadequate accountability persists due to corruption, clearly emphasizing its negative impact on the economic, political and social development of countries. Corruption among public officials is widely cited as a leading impediment to economic development in regions beset by widespread poverty. Recent surveys conducted on the impact of corruption in education suggests, that bribes and pay-offs in teacher recruitment and promotion tend to lower the quality of public-school teachers (Olken & Pande, 2012).

3.4 Budget Allocations for Schools

It is because of the transitions and the problems left by the now defunct ARMM, the present BARMM administration schools within the SGA faced some problems with regards to the allocations of the budget. Supposedly, the budget will be used for school improvement and for the need of the learners. As confirmed during the interview, an informant revealed that:

“So far yun man lang din, in terms ofMOOE allocation nagkaruon ng problem kasiyung data na forward n SDO Cotabato ay we back 2019 kaya ang MOOE na school ko ay mababamasyado, kaya nagkaruon ng problem interms of production ng learning materials kasingakuntiyung allocation monthly, so hindina met up or pwede pa rin pro problema pa rinkasiyung allocation natin is good for the whole year. So magkakarun ng problem next school year kasiyung budget allotted for the SLM ay kulangnamasyado, mga 10% lang ma covered nya in terms of reproduction.” (As far as the MOOE allocation is concern the report submitted to the previous office was a 2019 data which actually affected the amount allocated which resulted to problems in the reproduction of the learning materials. This predicament can be a problem by next school year wherein the budget for SLM was only 10% which is quiet low, Informant 3).

Another concern is for the budgets that are allocated to every school like for example the MOOE that must be given to the school administration so that this could be utilized for the benefits and welfare of the learners. The untimely release could mean that they could not buy the necessary materials especially that the country is still bracing against the COVID-19 pandemic. Delays could also mean a delay for the distribution of the Self-Learning Modules and other necessary programs. Hence, overall has a big impact on the operation of schools within the BARMM-SGA.

This was reiterated in the report of Fernandez (2021) that budget allocations to schools were also delayed as mentioned by the minister of the MBHTE because of the outbreak of the COVID-19 pandemic. However, the office assured that they are doing their best that schools within the SGA will be given due support with how they get support from their former regional office.

3.5 Grapples to the Demand of Shifting to the New Setting

As individuals, teachers looked into the horizon as they faced the new chapter of their lives. More so, they will deal with the new heads of the SGA and of course with the system under the BARMM-MBHTE.

Teachers as humans also applied the coping mechanisms so that they could feel strong and stalwart in facing all the aridity in life. They all know that it is a normal thing that the shifting could mean pain as they open the new doors of opportunities for them to grow and foster as educators in the heart of the Bangsamoro Region.

3.6 Positive Outlook in Life

Indeed, some studies show that personality traits such as optimism and pessimism can affect many areas of your health and well-being. The positive thinking that usually comes with optimism is a key part of effective stress management. Effective stress management is associated with many health benefits. As the informants shared their stories:

“To cope up those challenges, we must patience always at dapat ma deskartetayo. Be positive lang.” (In order to cope with the challenges we must be patient and have the sense of positivism, Informant 6).

Sigurodapatmaparaan ka lang. maghintay at magtrabaho lang ng maayos. Be positive lang. (We all need to be resourceful and work well. We also need to be optimistic, Informant 7)

This coping strategy only manifests that behind all the negatives that are being experienced and thrown to the BARMM leadership teachers are still optimistic that better days are waiting ahead of them. Understanding the present autonomous government from its transitions developed them the sense of patient that they need to cooperate so that all of them could enjoy the benefits of being in the hands of the new leadership.

Positivity outlook generally helps people to make happier and relaxed, which in turn makes it easier to concentrate on tasks at hand and absorb new information. For years, teachers have known that fostering a positive environment is crucial to their well-being and performance (Tindle, 2013).

3.7 Enlightenment to other Milieu

Their transfer to the new agency made allowed them to learn lessons that made them strong as ever. They were able to accept the reality that they will be handled by new personalities as well as with the new forms of system.

In every experience, humans learned lessons that can be part of their existence. Accepting the words of the reality will help them endure the pains and negativities. Teachers build a strong sense of patience and acceptance and of course

they could have an immediate accessibility to the services that other regions do not have.

3.8 Patience and Acceptance

Acceptance is one of the keys to moving on from the old notions and perspectives. It helped people to widen their horizons and begin a new chapter of their lives. Teachers make themselves as the sources of inspiration that amidst their transfer, they still provided the best of their abilities to give wisdom to their learners. As expressed during the interview:

“The lessons I learned is, be open minded, be smart, learn to ask question to proper person especially when we are curious because transferring in another regions means putting up a new house full of challenges and problems that’s why we should stay calm, and be positive always.” (Informant 5)

Actually patience, kailangan lang maghintay at be ready lang samgapagbabagani BARMM kasiwala man tayomagawakasidito man tayosa baba. (We just need to be patient and wait for the changes that BARMM could offer. We can do nothing since we are here in the bottom, Informant 7).

Patience can help teachers to achieve their ultimate goals in the teaching profession. Waiting for the right time for the autonomous government to work hard for bringing the change that they promised to the people build a true character of endurance where they could wait for the better days to come and soon, they could savor the benefits of being included in the new regional government. Acceptance also helped them to move forward and begin with the new chapters of their teaching career by tolerating the negativities continue to serve with heart.

Empirical studies on patience have demonstrated the positive effects it can have on creativity, product quality, collaboration and productivity as well as the long-term sustainability of companies. Being patient means listening, observing, waiting for information to come, consulting other people and seeking relationships that provide new resources to make good decisions (Schnitker, 2012).

3.9 Accessibility of the Services

Unlike with their previous employer, teachers who were transferred to BARMM-MBHTE enjoyed the benefits of being in the new agency. They immediately enjoyed their bonuses as well as other benefits that they did not experience with their former division office. As stated during the interview:

“Lessons...dapat patience lang, and blessed naman po nanatransfersa BARMM, agadnakatanggap ng grasya, two months na bonus po agad, at dumamirin po yung mga gusto mag bigay ng supplies sa school namin po.” (All we need is to have patience. I can say that I am blessed in BARMM because I already enjoyed my two-month bonus and there are a lot of individuals who express their support to our school, Informant 4).

In the like manner,

“Huwag basta bastamanghusgakasi my mgagrasyasa BARMM nawalasa SDO. In factkatatanggap lang namin ng IRAA at equivalent to our 1 month salary at nag sabaysamid year bonus. Sa SDO walayan.” (We should not immediately judge BARMM. We already received our IRAA which is equivalent to our 1 month salary and our midyear bonus which is never happened in Cotabato SDO, Informant 8).

Being in the new regional government, teachers believed that it could be easy for them to have an access to the services of the government as compared to their previous employer. Since the BARMM has its own parliament, it could be

easy for them to enact laws that could benefit teachers and all employees. They do not wait anymore for the long time before it will be implemented by the national government. The advantage of the autonomy could also be enjoyed by the teachers in the region.

The Bangsamoro Autonomous Region in Muslim Mindanao even promised that all programs and projects will be accessible to everyone. Even teachers could have to enjoy it since they are one of the most important workforces who changed the lives of the people. Truly, there are plans to improve the lives of the teachers so that they could compete the standards of globalization (Fernandez, 2021).

3.10 Words of Wisdom to other Teachers

Teachers who were transferred to BARMM have pieces of advice to other teachers. This is to remove the stereotype as well as the negative connotations that have marred the region because of the previous administrations. They shared that they need to be the partners in finding the solution or a solution itself and their expressions of love toward their profession.

Teachers who were transferred to BARMM have pieces of advice to other teachers. Henceforth, they believed that as part of the government they need to taking part in making solutions than being the source of problems. More so, they expressed their love towards their profession.

3.11 Partnership in Finding the Solution

Instead of being the source of problems, teachers expressed that they are partners of change especially in finding solutions. For them, they are partners in transformation and could soon change the negative impressions against BARMM. The informant shared that:

“Go lang silakasihitsaan man tayomatransferdapat anjan pa rin ang eagerness satrabaho. Continue helping especially in Bangsamoro people.” (They just have to do their best wherever they will be assigned. Above all, they have to continue helping the Bangsamoro people, Informant 3).

Generally, teachers take their pride as the partners of the government’s programs as they fulfill their duties and responsibilities. It also gave them the room to become progressive in terms of dealing with their growth and development so that they could also share this to their learners. Cooperating with the BARMM-MBHTE’s program could make a difference on the lives of the learners who have been thirsty of quality and significant education in this part of the Philippine archipelago.

Teachers are partners in attaining the transformational changes that they want to happen within their schools and the communities. Evidences suggested that teachers found solutions to the problems that they are facing before asking for help. Indeed, in their own ways they could make something to change the lives of their learners (Forlin& Sin, 2010).

3.12 Love Towards the Profession

Teachers’ love of teaching involves a lot of perseverance and positive outlook in life. They always choose to serve and be served especially that they wanted to produce quality learners who have the drive in transforming their own communities. As shared by the informants, they stated that:

“Kasi kungtanggapmo at love ang work momagiging productive ka.” (If you love your work you can be productive, Informant 2).

Also:

“love and loyalty sa work then sabayan ng trainings, magigigng productive teacher tayo, continue work professionally.(It needs love and loyalty coupled with trainings. Then a teacher can make his/her life productive, Informant 3)

Teachers are known to be the source of inspiration as they molded the future of their learners. They unselfishly provided them with better learning opportunities and did not choose wherever they would be assigned. What is important for them is their strong commitment to transform the learners of the Bangsamoro region with the capacity to continue the legacy of those who struggled and gave their lives so that they could enjoy the present.

Arguably the most common reason that teachers decide to teacher is the ability to make a difference. There are many professions that give people the ability to have a positive impact on the world, but there are few professionals that have as direct of an impact on creating a better society as teachers do. People tend to remember their teachers for years after they finish school where good teachers can inspire students to become something that they never thought they could be, or to work in a field that they did not think they were cut out for (Santoro, 2021).

4. IMPLICATIONS FOR PRACTICE

Being in the new environment would always bring an enormous effect on the person. This cannot be denied especially by those teachers who are non-Muslims. There is always the fear that they could not be treated well especially with their promotions and increments. More so, they have the fear towards their salaries and wages wherein the interim government of the Bangsamoro Region is trying to fix it because of the malpractices by the now defunct ARMM.

Teachers are always placed at the cross fire where they do not know what to do. Nevertheless, they have to continue with their legacy to change the lives of their learners. As such, it is their mandate to fulfill their duties and responsibilities wherever they will be assigned. Teaching is said to be the noblest profession where it provided the society with professionals who become the keys for the changes in all facets of the society.

In the same manner, this study manifests that though there are problems yet teachers are strong enough to move forward and develop the sense of optimism in order for them to effectively implement the programs of the government. With the support and care of the new Bangsamoro government, teachers looked forward that their voices could be heard and that they could be given the same treatment as how their previous employer did to them. This also can help to destroy the negative assumptions against the BARMM. Indeed, change comes when cooperation and camaraderie is planted into the hearts of every people.

4. IMPLICATIONS FOR FUTURE RESEARCH

This study opens the door of opportunities for researchers especially those who wish to explore the quantitative or mixed methods. The themes that emerged from the responses of the informants could be used as the dimensions as well as statements. To make these possible, future researchers may also consider other research questions so that additional variables could be drawn.

More likely, future researchers may include also the school heads and look into the challenges that they are facing because of the transition. In reality, they too have the stories to tell and a comparative analysis will be done to determine to which of the dimensions can there be some differences and similarities. Henceforth, this study could serve as a basis for

literature source by those who want to study the same topic in different contexts.

5. CONCLUDING REMARKS

As a tyro teacher, qualitative research gave me a glimpse of different perspectives. Listening from the stories of teachers I could really feel their sentiments. Some of them are my colleagues and we all know each other. When my adviser told me to conduct this study, I was first hesitant because was not well-versed in this approach in research. Though, I had my thesis writing way back in college yet my knowledge is not that enough since I was immersed in a clerical job. I was not able to practice my degree. Only until that my husband forced me to earn degree.

In the midst of uncertainties, teachers transition to the BARMM is a big gambling that they faced. Looking into their eyes, many of them were not that ready because they still have fears of what fate lies ahead of them. However, I believe that through the leadership of the Bangsamoro government and through to their desire for moral governance teachers can have a better life where they can be productive and efficient.

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