

# Exploring the lived experience of reassigned lecturers in new school environment

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## Abstract

Lecturers face complex challenges and transitions, experience personal and professional growth, and require supportive structures that emphasize the emotional, relational, and adaptive aspects of their experiences. This study explored the lived experiences of reassigned lecturers in a new school environment in Zamboanga del Sur, Philippines, during the 2023–2024 academic year, using qualitative research with a transcendental phenomenological method. Eleven participants were selected through purposive sampling, and in-depth face-to-face interviews were conducted. Data were analyzed using Moustakas' framework, which involved several key steps: bracketing, horizontalization, clustering into themes, textural description, structural description, and textural-structural synthesis. The study revealed eight main themes related to the experiences of reassigned lecturers: (1) developing mixed emotions during the transition, (2) building new relationships and establishing connections, (3) adjusting to new policies and expectations, (4) evolving through personal and professional growth, (5) adapting and aligning with school values, (6) maintaining open communication and a positive outlook, (7) accepting challenges and embracing the transition, and (8) embracing learning through expanded networks and resources. The findings indicate that while reassigned lecturers face emotional and societal challenges, they also embrace growth through open communication, a positive mindset, and adaptation to the new school environment. The study recommends that school administrators provide comprehensive orientation programs and peer support groups to help lecturers manage emotional challenges, implement professional development initiatives, foster relationship-building, and adapt effectively to new policies, thereby promoting resilience and a positive outlook.

**Keywords:** *adaptability, communication, coping strategies, lived experiences, new school environment, reassigned lecturer*

## Article History:

*Received: March 17, 2025*

*Accepted: June 29, 2025*

*Revised: May 19, 2025*

*Published online: July 31, 2025*

## Suggested Citation:

Sanlao, C.D. (2025). Exploring the lived experience of reassigned lecturers in new school environment. *International Journal of Educational Management and Development Studies*, 6(3), 27-51. <https://doi.org/10.53378/ijemds.353230>

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## 1. Introduction

Lecturers today are expected to adapt to new teaching methods, respond to students' learning gaps, collaborate in lesson planning, and smoothly transition from online to in-person instruction (Anero & Tamayo, 2023). However, while many have demonstrated resilience and commitment, not all lecturers have access to the support systems necessary to sustain these expectations. The rapid transformation in educational delivery, compounded by inconsistent professional development and limited institutional backing, poses significant challenges for teachers striving to remain effective and motivated (Konig et al., 2020). The Philippine government, through Republic Act No. 7784, highlights the crucial role of school leaders in creating supportive teaching environments. School heads are expected to cultivate cooperation, maintain motivation, and drive positive outcomes for their faculty members (R.A. No. 7784, 2023). Furthermore, Teacher Education Institutions (TEIs) are tasked with implementing programs that promote collaboration, public engagement, partnerships, and socio-civic involvement, ensuring that lecturers receive the encouragement they need to thrive professionally.

For reassigned lecturers, however, the transition into new roles and unfamiliar environments brings additional layers of complexity (Hanuscin et al., 2020). They encounter obstacles in education, student interaction, multi-level classes, online education, in-service courses, and curriculum content (Babae, 2023). Additionally, lecturers have revealed various strategies for managing difficult situations, such as demonstrating positive qualities and actions, cultivating social bonds, emphasizing support networks, and deriving motivation from acknowledgment and affirmation. Yet, reassigned lecturers are often expected to demonstrate high levels of flexibility, emotional control, and adaptability to effectively manage new professional demands (Perez et al., 2023). As Loughlin et al. (2021) argue, the absence of institutional support can lead to burnout and dissatisfaction among faculty facing constant change.

Research also shows that lecturers who possess strong self-efficacy are more likely to adopt safety protocols, integrate pedagogical changes, and maintain teaching quality despite disruptions (Whitacre et al., 2023). In global contexts, studies have highlighted the effect of adaptability in both students and faculty (Xie et al., 2021). These findings underscore the importance of understanding how lecturers explore professional transitions, particularly in

contexts like state colleges and universities, where reassignment is not a matter of choice but of necessity.

The issue becomes even more relevant in the context of recent institutional developments in the Philippines. While closing schools may seem like a straightforward solution to challenges such as overcrowding or inadequate resources, it often results in far-reaching and complex consequences that are costly, emotionally burdening, and difficult to resolve. Beyond the logistical challenges, school closures place emotional and financial strain on affected individuals, uproot entire communities, and force both students and educators to relocate. These closures may also have long-term detrimental effects on the broader social and economic fabric, extending beyond the immediate impact on the education sector (Jang & Yum, 2022).

For lecturers, these reassignments involve much more than a change of location, they require adjusting to new institutional cultures, navigating more administrative academic structures, and adapting to revised standards and diverse student populations. This unforeseen development serves as a compelling backdrop for this study. It underscores the urgency of understanding how reassigned lecturers adjust to such transitions and reconstruct their professional roles and identities in unfamiliar environments. Therefore, this study aimed to explore the lived experiences of reassigned lecturers in new school environments during the 2023–2024 academic year at a state college and university in Zamboanga del Sur, Philippines. Specifically, it aimed to describe the experiences of reassigned lecturers in adapting to a new school environment, examine how reassigned lecturers perceive their professional identity and roles in the new environment, identify the coping strategies used by reassigned lecturers to manage the transition, and determine the ways in which reassigned lecturers find opportunities for professional growth in their new school environments.

## **2. Literature Review**

### ***2.1. Faculty Experience on Reassignment***

Experiencing mixed emotions during transitions, such as faculty reassignments, is a common phenomenon. These transitions involve a range of feelings, both positive and negative, as individuals adapt to new circumstances (Schlossberg, 2011). The reassignment required lecturers to rapidly reconfigure their pre-planned semester schedules. Original plans, which included in-person classroom activities at set times and locations, had to be adapted to

include online tools, tasks, and social arrangements, creating various challenges for educators (Green et al., 2020).

Despite these difficulties, transitions can also offer positive opportunities, such as the potential for forming new relationships (Jindal-Snape, 2020). Feelings of excitement mixed with fear are natural responses to reassignment. Establishing a positive emotional environment and implementing instructional methods to address negative perfectionism can help reduce emotional exhaustion among teachers, as demonstrated in the study of Hejazi and Hashemi (2020) in Tehran. Lecturers derive satisfaction from favorable interactions with students and colleagues, as well as from acknowledgment by their institutions, families, and communities (Loughlin et al., 2021). Apprehension, defined as anxiety or unease about future events, is another common emotion, often caused by anticipated difficulties or uncertainties (Rettie & Daniels, 2020). Policymakers and administrators can support faculty by proactively addressing and managing detrimental emotions such as anxiety (Pope-Ruark, 2024).

Building relationships and establishing connections are essential for adapting to a new school environment. Collegial relationships play a crucial role in supporting faculty and have a strong influence on job satisfaction. While administrative support can reduce work-related stress, reliance solely on peer support may increase stress due to complex interpersonal dynamics (Mackey et al., 2019). Strong student-teacher relationships are also shown to improve motivation, engagement, and student performance (Green, 2020). Conversely, burnout among faculty correlates with high job demands and interpersonal conflict (Yeon et al., 2020). Connectivity is perhaps the most critical element in fostering a productive and effective workplace (Moseley, 2024). Lecturers feel more valued when they experience a sense of connection within their school environment (Quora, 2023).

Organizational policies also shape adaptation. These policies reflect institutional culture, values, and philosophy, outlining employee entitlements, obligations, and service standards (UNESCO, 2020). Addressing both explicit and implicit expectations of lecturers, shaped by the national curriculum and broader societal values, is essential for institutional success (Juvonen & Toom, 2023).

## ***2.2. Professional Identity and Roles***

Personal growth is a continuous process involving self-awareness, a sense of purpose, and a drive to achieve meaningful goals (Irving & Williams, 1999). Professional growth,

likewise, involves gaining new skills, experiences, and insights that enhance career performance and workplace contribution (Lentija & Garcia, 2022). It is a dynamic and context-driven process that results in tangible and ongoing change (Taylor, 2023). Understanding this process is essential for fostering effective pedagogical shifts among faculty (Muir et al., 2021).

Career adaptability and resilience are vital for helping lecturers respond to change and uncertainty. Adaptability enables them to manage evolving responsibilities, while resilience sustains their psychological well-being amid adversity (Collie et al., 2020; Lcsw et al., 2024). These traits are also linked to improved staff retention, job satisfaction, and other positive institutional outcomes (Mullen et al., 2021). In addition, reassigned lecturers' effectiveness is strongly influenced by their alignment with the school's vision and mission. Internalizing and exemplifying institutional values promotes a nurturing and cohesive educational environment (IRIS, 2024).

In terms of reassignment, maintaining a healthy work-life balance enhances lecturers' productivity and job satisfaction. Achieving this balance requires adjusting daily routines to harmonize professional and personal responsibilities. Benefits include reduced stress, enhanced concentration, and improved workplace engagement (Yang & Cheng, 2024). Organizations that support flexible work arrangements see increased employee satisfaction and reduced turnover (Parker et al., 2020).

### ***2.3. Coping Strategies on Reassignment***

Effective communication is fundamental to workplace success. It facilitates informed decision-making, enhances efficiency, and addresses issues before they escalate (Musheke et al., 2021). Research demonstrates that the proactive identification and resolution of communication issues are crucial for preventing disruptions and maintaining the seamless functioning of educational institutions (Maneerutte, 2021). Incorporating ethical communication practices into daily operations fosters stability and job satisfaction (Calderon et al., 2024; Matei, 2021). Open dialogue helps bridge cultural differences and empowers employees to contribute ideas, promoting teamwork and creativity (de Leon et al., 2024). In addition, a positive outlook boosts emotional well-being and strengthens one's capacity to face professional challenges. Developing such a mindset involves building competencies and maintaining a proactive attitude (Rubi, 2021; Herrity, 2023).

Reassigned lecturers must accept new challenges and embrace transitions by managing stress, committing to their roles, overcoming communication barriers, leveraging support systems, and adopting innovative technologies (Dela Cruz, 2022). Successful transitions are supported by strategic planning, resource availability, and institutional support (Santos, 2021).

Despite the challenges on reassignment, continuous learning and professional development are enhanced by engaging broader networks and utilizing new resources. While modern teaching demands require adaptive strategies that empower 21st-century learners (Sulaiman & Ismail, 2020), collaborative planning between schools and lecturers helps optimize resource use (Santos et al., 2021). Effective approaches include reducing class sizes, expanding infrastructure, offering targeted instruction, and using student evaluations for diagnostic feedback (Glewwe et al., 2021).

### **3. Methodology**

#### ***3.1. Design***

The study utilized transcendental phenomenology as its research design, aiming to understand the human experiences and the significance of phenomena in the individual experiences of reassigned teachers. Transcendental phenomenology explores the fundamental essence through which individuals interpret their life experiences. Phenomenology is a study technique that aims to elucidate the fundamental nature of a phenomenon by examining it through the lens of those who have directly encountered it (Gallagher, 2022). This design is appropriate for this study as it explores the profound understanding of the working environment of participants, specifically within higher education institutions.

#### ***3.2. Setting***

The research was conducted at a state college in Zamboanga del Sur, known for its dedication to quality education in agriculture, education, and social sciences. The state college, which historically had eleven campuses, has recently consolidated to three campuses due to policy changes. The faculty is highly trained and engaged in research and professional development. This location was chosen for its geographic relevance, institutional history, and the presence of faculty members who have been reassigned due to the campus consolidations. The study focuses on the "new environment" that these reassigned teachers face, highlighting the challenges of adapting to new leadership structures, campus policies, and diverse

communities, which can evoke both excitement and uncertainty as they seek to establish themselves in unfamiliar settings.

### ***3.3. Participants***

For this study, which focused on their reassignment experiences during the 2023–2024 academic year, eleven faculty members from a higher education institution were purposefully chosen. These participants were selected based on their ability to offer deep, pertinent insights into the phenomenon being studied. They were drawn from a variety of schools, including Business Management, Teacher Education, Engineering Technology, Criminal Justice, Social Sciences, and Agricultural Fisheries and Other Sciences.

Participants had to be officially reassigned higher education teachers who had been on their new campus for at least three months, be actively teaching, and be willing to participate voluntarily to meet the inclusion criteria. While lecturers who were recently hired but not reassigned, those who had been at their new school for less than three months, faculty members who were in administrative positions and not teaching, and those with low student performance or poor performance evaluations were all excluded.

### ***3.4. Instrumentation***

The study employed an interview guide to collect data. To ensure content validity, qualitative research experts were consulted during the development of the interview questions. The structured interviews featured open-ended questions that allowed participants to share their experiences regarding challenges, strategies, mechanisms, and motivations as teachers. The interview guide was content-validated by research specialists to ensure alignment with the study's problem statement and included engaging, exploratory, and exit questions to facilitate a comprehensive data collection process. The researcher personally distributed the guides to clarify any uncertainties for participants. The instrument underwent a validation process by relevant field specialists and received approval from the institutional board. Additionally, pilot interviews were conducted with students to test the instrument's reliability, leading to revisions of any unclear questions prior to the main interviews.

### ***3.5. Data Gathering Procedures***

The researcher obtained permission from the Dean of the University Graduate School and a higher education institution to conduct structured interviews. The interviews were digitally recorded and followed an open-ended protocol. Probing questions were used to gain detailed descriptions and clarify participants' statements. The interviews lasted four weeks, with each session lasting 45-60 minutes. A hybrid interview format was used to clarify questions and observe non-verbal communication. Reflective observations were noted during the interviews, and participants were asked to review drafts of the written report for further feedback. This member-checking process ensures data accuracy.

### ***3.6. Ethical Considerations***

The study ensures ethical conduct and protection of participants' rights. Participants were provided with informed consent, voluntarily participated, and their identities were protected and anonymized. Confidentiality and anonymity were maintained, and specific names were not disclosed to prevent discrimination. The study was designated for the academic year 2023-2024, and the participating school's identity was not revealed in any outputs unless consent was obtained. The school provided broad information about their educational programs and teacher rights to safeguard confidentiality. The University Research Ethics Board reviewed and approved the study, finding no associated risks. The researcher also adhered to ethical principles outlined by organizations like the American Psychological Association (APA).

### ***3.7. Data Analysis***

Data were analyzed using Moustakas' (1994) transcendental phenomenological approach, facilitated by qualitative data analysis software. This method involved six key steps: (1) Epoch or Bracketing, (2) Horizontalization, (3) Clustering into Themes, (4) Textural Description, (5) Structural Description, and (6) Textural-Structural Synthesis.

The process began with bracketing, in which the researcher set aside personal biases and preconceptions to view the phenomenon through the participants' perspectives. This step allowed for deep engagement from the formulation of interview questions to the final interpretation of data. Next, in horizontalization, all significant verbatim expressions from the interview transcripts were identified and treated with equal value. Redundant, irrelevant, or

overlapping statements were removed. The remaining statements, or *horizons*, were considered essential to understanding the phenomenon. These horizons were then grouped through clustering, which involved condensing invariant experiences into core themes. Each theme was validated through cross-referencing with multiple data sources, such as observation notes, focus group insights, and related literature. This ensured the themes represented distinct, singular meanings and formed a clear textural language of the experience. Textural descriptions, the "what" of participants' experiences, were developed using direct quotes to illustrate key meanings. These were followed by structural descriptions, the "how" of the experiences, which employed imaginative variation to explore the underlying conditions and context shaping those experiences. Finally, the textural-structural synthesis combined both elements into a unified narrative that encapsulated the essence of the phenomenon across all participants. This synthesis, presented in the third person, represents a composite understanding of reassigned lecturers lived experiences.

Thematic saturation was achieved after no new themes emerged from additional interviews. Despite involving only eleven participants, the depth of responses and consistent coding led to the identification of eight distinct themes. Trustworthiness was ensured through member-checking and triangulation with field notes and relevant literature.

## **4. Findings and Discussion**

This qualitative research focused on the characteristics of reassigned lecturers at a Zamboanga del Sur institution in the academic year 2023-2024. The study involved eleven (11) participants, all of whom were lecturers at one of the state colleges in Zamboanga del Sur who were reassigned to the main campus. To maintain confidentiality, participants were coded accordingly. The researcher analyzed the responses using Moustakas' data analysis methods. The responses were examined to identify relevant statements that aligned with the study's objectives.

### ***4.1. Lived Experiences of Reassigned Lecturers***

Based on participants' responses, the lived experiences of reassigned lecturers can be categorized into eight (8) themes: (1) developing mixed emotions to transition, (2) building new relationships and establishing connections, (3) adjusting to new policies and expectations, (4) evolution of personal and professional growth, (5) adaptability and alignment with school

value, (6) having open communication and positive outlook, (7) accepting challenges and embracing new transition, and (8) embracing learning through expanded networks and resource.

***Developing mixed emotions during transitions.*** Lecturer reassignment was a common and crucial experience. Transitions brought about both favorable and unfavorable changes. Higher education institutions had a responsibility to support their staff through these periods of rapid change by fostering creativity and assisting in the transition phase. Participants in this study recognized that developing mixed emotions during transitions was always present. Reassigned lecturers often experienced a mix of excitement and fear. This was supported by participant feedback, which highlighted the theme.

Participants 2 and 3 expressed a mix of excitement and anticipation as they prepared to transition to a new school environment. They were eager to meet new students and co-teachers who could support their learning and foster positive relationships. However, they also acknowledged the potential challenges of adapting to a new environment, making necessary adjustments, and taking on unfamiliar tasks. Truly, they were able to balance the adjustment to the new school environment. Participant 9 shared similar experiences. They were excited about the new adventure, having been reassigned to different schools before. Participant 7 mentioned that moving to a new school offered new teaching methods, confidence, and opportunities for adaptability. This transition fostered resilience and enhanced classroom energy.

The study reveals that transitioning to part-time teaching can be both exciting and daunting, requiring adaptation to new environment, friends, teaching styles, academic expectations, and school culture. Participants 4 and 8 experienced fear of not fitting into their community due to the challenging adjustment process, while Participant 8 experienced a sudden sense of alienation. The study emphasizes the importance of understanding and supporting lecturers in adjusting to new school environments to foster resilience and enhance classroom energy.

***Building new relationships and establishing connections.*** Adapting to a new school environment requires reassigned lecturer to build new relationships and establish connections. A good working relationship encourages lecturers to support and collaborate. The following statements support the theme.

Participant 1 and Participant 3 discuss the challenges of establishing rapport with colleagues in a new school environment due to differing perspectives, methodologies, and convictions. Participant 9 notes that reassigned lecturers face obstacles in establishing new relationships and adjusting to different teaching methods and resources. They emphasize that building workplace relationships is feasible and requires exploring challenges and adaptability, highlighting the importance of fostering a sense of community within the school environment. Lecturers face countless challenges in the new environment, and establishing connections is a top priority. Connectivity support should begin on the first day of the meeting and continue throughout the entire period of impact. Participants 3, 6, and 5 shared their experiences regarding building connections.

Participant 3 and Participant 6 shared their experiences with reassigned lecturers, highlighting the importance of support from colleagues and professional development to overcome challenges and reap rewards. They also highlighted the need for improved support systems for lecturers and students, highlighting the role of interpersonal interactions and institutional assistance in shaping educational experiences. These insights highlight the potential of enhancing support systems and fostering positive interactions within the educational environment.

Lecturers described both the difficulties and rewards of forging new interpersonal and professional relationships. While some found the process challenging due to differences in work culture and personalities, others experienced camaraderie and mutual support. This reflects findings by Mackey et al. (2019), who suggest that collegial support directly impacts workplace stress levels, and by Green (2020), who noted that relationships with students and colleagues foster motivation. Reitman and Karge (2019) further emphasize that support systems and connectivity are essential for successful lecturers' integration. In the context of Zamboanga del Sur, where lecturers were uprooted from familiar community-based campuses, rebuilding social ties becomes critical. Therefore, school administrators must initiate relationship-building programs early on to support the emotional and instructional well-being of reassigned lecturers.

***Adjusting to new policies and expectations.*** Policies serve as a means of conveying an organization's culture, values, and philosophy. It is necessary to inform lecturers about the code of conduct, consistently reinforce their awareness of it, and provide them with a copy to ensure

they understand the obligations of the teaching profession. This sentiment was echoed by participants 3 and 10.

Participant 3 emphasized the importance of embracing new experiences, adjusting, and avoiding conflicts to avoid burdening others, particularly the head. Participant 10 has faced challenges in adapting to a new school environment, including navigating different policies and procedures due to each school's unique rules and procedures. Truly, the need to integrate understanding and communication in the new school environment can foster improvement in the schoolwork framework.

Reassigned lecturers face various expectations and must quickly adjust to new responsibilities and surroundings. They have a keen eye for detail and can identify and differentiate between their colleagues. Adapting to different teaching methods, academic standards, and educational environments can offer opportunities for a fresh start, but it may also create feelings of fear and uncertainty. Participants emphasize the importance of understanding regulations, managing expectations, and meeting performance standards. To successfully begin at a new school, one must be familiar with standards, goals, and expectations, taking a collaborative, adaptive, and flexible approach. The perspectives emphasize the importance of flexibility in work and engagement with colleagues in the new schoolwork environment.

Adapting to institutional policies and expectations presented a significant adjustment period for reassigned teachers, who had to familiarize themselves with new administrative procedures and align their performance with unfamiliar cultural and professional norms. This experience is consistent with Bozkus (2024), who emphasized that organizational policies influence values and behavior, and with Juvonen and Toom (2023), who noted that societal and cultural expectations shape teacher practices. As teachers navigate shifting institutional frameworks, they must continuously recalibrate their roles. In the local context of Zamboanga del Sur, where state colleges operate under diverse protocols, reassigned teachers may face administrative and cultural dissonance without proper support. Therefore, institutions should implement structured and consistent onboarding programs to help align expectations and ease the transition process.

#### ***4.2. Reassigned Lecturers' Perception of Professional Identity and Roles in the New Environment***

Teacher who is reassigned gets benefits on the broader ranges in the new school environment by teaching strategies and adapting to the vision and mission of the state colleges. Reassigned teachers perceived their identity and roles in the new environment through two themes: the evolution of personal and professional growth and adaptability, alignment with school values, and work-life balance.

***Evolution of personal professional growth.*** Adapting to a new school can be a challenging yet rewarding experience, providing opportunities for personal and professional growth. Personal growth involves realizing your potential and challenging yourself about your goals and the person you want to become. Participants shared their thoughts on this.

Participant 10 shared that the environment is conducive to productive collaborations in his personal growth. Participant 8 emphasizes the importance of embracing changes for personal growth, as it allows for improvement and the acquisition of valuable life lessons. Adapting to a new school can be a challenging yet rewarding experience that provides opportunities for personal and professional growth. While different purposes are being encountered, effective communication with colleagues and a shared goal with my husband are crucial aspects of my professional and personal life.

Participant 1 adjusts to their class with the help of co-workers, resulting in reasonable expectations and increased knowledge acquisition. The individual adjusted well to their new school environment, meeting some expectations but not overly high ones, resulting in a positive experience, says Participant 7. Participant 10 shares the expectations for my role, emphasizing a collaborative, adaptable, and flexible approach that significantly impacts my experience. Indeed, successful transition and professional growth can be fostered in the new school environment.

Transitioning to a new school fostered both internal growth and professional development among reassigned teachers, who reported enhanced collaboration, heightened self-awareness, and increased competency as they navigated unfamiliar challenges. This aligns with Lamela (2022), who links personal growth to self-awareness and a sense of life purpose, and with Muir et al. (2021), who associate professional development with contextual learning and adaptive change. The interplay between self-reflection and institutional experience contributes significantly to career maturity. In the local context of Zamboanga del Sur, teachers

thrive in environments that promote collaboration and innovation. To sustain and leverage this growth, institutions must establish frameworks that recognize teachers' evolving professional identities and provide development opportunities tailored to their unique transition experiences.

*Adaptability and alignment with school values.* Adaptability enables teachers to handle changes, new situations, and uncertainty in their work environment effectively. The ability to adapt and effectively handle unique and changing events in constantly evolving surroundings is crucial for teachers to thrive and succeed. Ensuring a proper work-life balance is also crucial for improving teachers' efficiency and satisfaction.

Participant 5 believes reassignment is a beneficial choice due to factors like transportation expenses and quality facilities, considering the overall impact on job satisfaction. Participant 8 compared their previous role to a new station, stating that while it may present challenges, it often offers opportunities for growth and learning. These viewpoints emphasize the many factors and possible results linked to reassignment in new educational environments, highlighting both tangible advantages and chances for individual and professional growth.

By enhancing your abilities and adopting a proactive mindset, you are equipping yourself to effectively manage increased responsibilities (Herrity, 2023). Autonomy, cooperation, and time are fundamental for cultivating inexperienced teachers into proficient educators as well as adaptability in the schoolwork environment can be associated with both organizational commitment and extra-role behavior (Collie et al., 2020). Reassigned teachers need professional development that emphasizes ongoing support and feedback.

Adaptability enables teachers to handle changes, new situations, and uncertainty in their work environment effectively (Collie et al., 2020). This implies that teachers possess a high level of adaptability to the ever-evolving teaching and learning methods and are proficient in effectively controlling their negative emotions. As a result, they can carry out their responsibilities effectively (Perez et al., 2023). In line with the literature, participants shared that a collaborative, adaptable, and flexible approach significantly impacted their experience.

By comprehending and contemplating the principles upheld by the institution and exemplifying them through conduct, teachers can align with the school's vision-mission statement (IRIS, 2024). The Career Planning Program Model for Public and Private High Schools should be based on the school's vision-mission statement, with all activities and events

oriented towards its attainment (Ogatis, 2023). Reassigned teachers agreed on the importance of alignment with school values and objectives.

Work-life balance plays an important part in human resource management as it has a substantial impact on work satisfaction (Kasbuntoro, 2020). A study recommends that school administrators create and maintain a supportive work environment that improves the job performance of important employees while concurrently evaluating the utilization of developing technological developments and their related risks (Al-Zu'bi et al., 2024). Reassigned teachers highlighted growth opportunities and the benefits of previous experiences in transitioning to new stations.

Teachers' successful integration into new schools largely depended on their adaptability and the degree to which their personal values aligned with those of the receiving institution. Alignment between personal and organizational values is fundamental to creating effective learning environments. The match between individual beliefs and institutional culture significantly influences satisfaction and retention. In the context of provincial institutions in Zamboanga del Sur undergoing consolidation, aligning reassigned instruction with the school's mission and vision is crucial. Those who resonate with the institution's direction are more likely to thrive professionally and remain committed long-term.

### ***4.3. Coping Strategies on Faculty Reassignment***

Reassigned teachers used various coping mechanisms and strategies to manage their transition to a new school. These mechanisms are organized into two themes: open communication and a positive outlook, as well as accepting challenges and embracing new transitions.

***Having open communication and a positive outlook.*** By promoting open communication, the reassigned teacher feels relaxed and able to adapt to the new school environment. A supportive schoolwork environment promotes open communication and positive outcomes that can significantly affect the well-being and adaptability of the reassigned teachers.

It is recognized that the corporate culture, including communication inside the workplace, significantly impacts employee satisfaction and job stability. Participants 6 and 9 shared thoughts on maintaining communication and a positive outlook. Participant 6 recognized crucial aspects of my professional and personal life, such as the significance of

upholding robust communication with both my supervisor and colleagues and the significance of collaborating towards a shared objective with his spouse, who continues to work at this institution. As expressed by Participant 9, the establishment of a support network with new coworkers and the maintenance of open lines of communication have been essential in handling the shift. Indeed, the roles of communication and interpersonal relationships can foster support in the schoolwork environment.

A positive outlook is a comprehensive understanding of managing various distinctions and acquiring skills that can significantly enhance emotional well-being and improve one's ability to cope with challenges. Participants 7, 2, and 6 shared their experiences as reassigned teachers regarding a positive outlook.

To foster positive relationships and open communication, approach new colleagues and students with a welcoming and respectful attitude. During a transition, teachers should remain open-minded, patient, organized, and flexible, as described by participant 2 and participant 7. Adapting to physical, emotional, and social changes is challenging but essential for personal growth, allowing for improvement and life lessons. Participant 6 highlights the opportunity for growth and learning during this transition.

School heads are more likely to recognize the need to address communication issues before they escalate and potentially result in the failure of the school (Maneerutte, 2021). It was suggested that an institution must recognize and incorporate effective interpersonal ethics and culture into its everyday operations (Calderon et al., 2024). Reassigned teachers need strong communication with supervisors and colleagues and strategies for open communication. Truly, a positive viewpoint that integrates positive psychology with Filipino relational values is essential for fostering enduring well-being by educating individual strengths and communal social support in Philippine workplaces (Lalogo, 2024).

Reassigned teachers identified open communication and maintaining a positive outlook as essential coping strategies that helped them navigate new interpersonal dynamics, reduce anxiety, and preserve their professional identity and sense of belonging. This aligns with the findings of Matei (2021), who emphasized that open communication enhances motivation and job satisfaction, while Jadhav (2022) advocated for the application of positive psychology principles to promote resilience and well-being in the workplace. In the context of Zamboanga del Sur, where teacher reassignment disrupts established social and professional networks, fostering a culture of open communication is especially critical. Schools should promote

transparency, establish regular feedback mechanisms, and create safe platforms for teacher expression to build trust, strengthen cohesion, and support a positive work environment.

*Accepting challenges and embracing new transitions.* Embracing change to a new transition requires acknowledgment, adaptability, and readiness to release in the new school environment. It provides opportunities for new encounters, connections, and potentialities in the schoolwork environment. Reassigned teachers are more likely to accept challenges to cope with the tasks. Participants shared their experiences in the new schoolwork environment.

Participant 1 advises teachers to remain grounded, embrace new challenges, adjust their roles, and strive for more efficient teaching for 21st-century learners. Additional adjustments may be necessary, particularly regarding the relationship with new co-teachers, who may present more challenging roles to accept. In line with that, a reassigned teacher is to develop respectful relationships, be adaptable, and be open to change by being humbly flexible, taking initiative, and seeking guidance from colleagues and administrators, as suggested by Participant 10. These strategies successfully handle changes and promote a positive and collaborative schoolwork environment.

Embracing new transitions involves moving from familiar to unfamiliar situations and responding to cultural, societal, and personal challenges. Surroundings, investigating new opportunities, and accepting the unfamiliar. Participant 2 emphasizes the importance of loving one's job as a teacher and embracing new transitions in terms of their overall impacts. In addition, participant 10 stresses the importance of resilience in directing new environments, highlighting its impact on employment and overall satisfaction. Truly, teaching and resilience in adapting to changes have a big impact on the educational environment.

Through meticulous management of the transition process and the provision of comprehensive assistance, schools can effectively support teachers in properly adopting new responsibilities, ensuring a positive outcome for the entire educational community (Santos, 2021). To improve school transition, it is vital to comprehend the transitional phase from the viewpoints of students, teachers, and parents to create support interventions such as focused emotions that are aligned with the actual experiences of individuals (Bagnall, 2019).

Reassigned teachers identified open communication and maintaining a positive outlook as essential coping strategies that enabled them to navigate interpersonal dynamics, alleviate anxiety, and sustain their professional identity and sense of belonging. This observation supports the work of Matei (2021), who noted that open communication enhances motivation

and job satisfaction, while Jadhav (2022) emphasized the value of positive psychology principles in promoting workplace resilience and well-being. In the local context of Zamboanga del Sur, where reassignment often disrupts established social and professional ties, fostering a culture of open communication is crucial. Schools should prioritize transparency, establish regular feedback mechanisms, and create inclusive platforms for expression to strengthen trust, unity, and overall school cohesion.

#### ***4.4. Opportunity on Faculty Reassignment***

Reassigned teachers found opportunities for professional growth in the new school environment. This is presented in the theme of embracing learning through expanded networks and resources.

***Embracing learning through expanded networks and resources.*** Engaging in continuous learning by using broader networks and more resources is crucial for advancing professionally and overcoming new obstacles. Embracing these changes is vital for personal growth, as it allows for improvement and the acquisition of valuable life lessons.

Participant 2 has had positive experiences in their new role, learning from friendly co-teachers and open-minded students. Participant 6 highlights the challenges faced by reassigned teachers, but with support and professional development, they can overcome them. Participant 10 emphasizes the importance of professional development opportunities for job satisfaction. Participant 6 highlights the challenges of adapting to new roles, which involve physical, emotional, and social changes, but embraces them for personal growth and valuable life lessons.

Teaching is a demanding career that requires significant physical and mental effort, often resulting in stress and anxiety due to strong emotional investment. Comprehending how educators manage these pressures is crucial for improving their well-being and efficacy (Nwoko et al., 2024). Research indicates that teachers need the knowledge to prevent work-related stress, and managers can legally support stress management activities. Interventions should target stress at its source, focusing on prevention rather than individual approaches (Petkovic, 2020). Lecturers experience challenges related to physical, emotional, and social changes, offering numerous learning opportunities. Additionally, researchers emphasize that coping resources, such as peer support and professional development, play a key role in achieving goals and preventing burnout (Nwoko et al., 2024).

In the context of Zamboanga del Sur, where campus consolidation has reshaped educational landscapes, it is essential to leverage shared networks and pooled resources. Sustained access to training, communities of practice, and peer coaching will not only support the professional growth of reassigned teachers but also contribute to more cohesive and resilient school communities.

## **5. Conclusion**

Reassigned lecturers experience emotional stress, the challenge of building new relationships, and adjusting to unfamiliar policies. Their professional identity evolves through personal and professional growth, aligning with new school values. To support these transitions, school administrators can implement orientation programs, peer support systems, and relationship-building activities. They should also promote professional development, open communication, and resilience training to enhance coping mechanisms and integration. Department heads can further support lecturers by establishing professional learning communities, inter-school collaborations, and seminars. Improving policies and fostering a supportive environment across campuses can ease transitions. This study may serve as a foundation for future research exploring the reassignment experiences of lecturers in greater depth.

### **Disclosure statement**

No potential conflict of interest was reported by the author(s).

### **Funding**

This work was not supported by any funding.

### **Institutional Review Board Statement**

This study was conducted in accordance with the ethical guidelines and standards set by J.H. Cerilles State College. A formal letter requesting permission to conduct the research was submitted to the Office of the President and the Vice President for Academic Affairs (VPAA). The request was reviewed and approved, and the necessary ethical clearances were granted by the institution prior to the commencement of the study.

### **AI Declaration**

The author declares the use of Artificial Intelligence (AI) tools in the preparation of this paper. Specifically, the author used ChatGPT and QuillBot for rephrasing and refining sentences, and Grammarly for grammar checking and correction. The author takes full responsibility for thoroughly reviewing, editing, and ensuring the accuracy and integrity of all AI-generated content.

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