

Embracing Transition: A Phenomenological Study of Local Government Employees' Experiences of Reassignment

Leo Orson Lacaya Bandivas

Master in Public Administration, Misamis University, Ozamiz City

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ABSTRACT

Reassignment is the movement of an employee from one position, office or work location to another within the same Local Government Unit (LGU), without changing their employment status or salary. This phenomenological study explored the lived experiences of the local government employees of their reassignment under the provincial LGU in Western Mindanao. The study involved eight participants selected through purposive sampling, and data collection continued until data saturation was achieved. Data were gathered using interview guide to gain deep insights and analyzed using reflective thematic analysis guided by van Manen's lifeworld existentials: lived space, lived time, lived body, lived relation, and lived things to uncover meaningful insights from local government employees' lived experiences. The analysis generated five themes: *Navigating and Adapting to New Work Environment: the Interplay of Space, Comfort, and Psychological Adjustment*; *Adapting to Physical, Emotional, and Mental Adjustment in a New Work Environment*; *Reframing Time Through Reflection, Adaptation, and Anticipation in Reassignment*; *Building Supportive Connections: Navigating Relationships with Colleagues and Supervisors to Adapt and Thrive in a New Work Environment*, and *Familiarity and Functionality of Work Tools as Anchors for Adaptation and Belonging*. These themes show that reassignment is disrupting and transformative. Although it may create emotional distress and structural pressure, it also fosters adaptation, navigate change, and ultimately strengthening resilience and sense of belonging. In conclusion, reassignment serves as supportive and developmental workflow that enhances local government employees' capability, professional growth, and deliberate coping mechanisms through continuous strategic planning and coordination. It is recommended that local government units (LGU) will implement comprehensive transition and reassignment programs to address both the physical and mental health needs, incorporating periodic evaluation and feedback.

Keywords: *familiarity and functionality, local government, organization, psychological adjustment, reassignment*

INTRODUCTION

Rationale of the Study

Public service is a cornerstone of governance, entrusted with the critical role of implementing policies, delivering public goods and services, and safeguarding the welfare of communities. Government employees in the Philippines operate within this expansive mandate, fulfilling diverse responsibilities ranging from frontline service delivery to administrative and managerial functions (Maravilla & Tuble, 2025). Their roles are shaped by evolving institutional demands, requiring adaptability and commitment to public accountability. These employees perform essential tasks that uphold governance structures, maintain public trust, and ensure service continuity across sectors such as health, education, social welfare, and infrastructure (Villaseñor, 2024). Underpinning these roles are laws, regulations, and codes of conduct that ensure duty, integrity, professionalism, and accountability to the Filipino people. The cumulative effect of these responsibilities contributes significantly to national development and the well-being of communities across the archipelago (Maravilla & Tuble, 2025).

In 2025 alone, the Philippine government employs over 1.8 million workers across various agencies and sectors, categorized into key executive, technical, administrative, and support positions (Department of Budget

and Management [DBM], 2025). These employees contribute not only to the effective operation of government but also to upholding standards of public trust, social welfare, and national development. Their work environment is governed by updated policies concerning salaries, benefits, duties, and

personnel management aimed at promoting stability and performance (Civil Service Commission [CSC], 2025). Within this context, government employees face constant organizational challenges such as evolving service demands, technological changes, and administrative reforms, which are conditions that often necessitate workforce adjustments, including reassignment.

The Civil Service Commission formally defines reassignment as the movement of an employee across the organizational structure within the same department or agency, made in the interest or exigency of public service, which does not involve a reduction in rank, status or salary (CSC, 2025). While this policy is intended to enhance efficiency and ensure that offices are adequately staffed, reassignment can be a significant life event for the employees involved. Workplace inclusion has significant consequences on psychological well-being, disidentification, and job performance (Agyeiwaah et al., 2025). While reassignment supports organizational adaptability and resource optimization, it triggers complex emotional, psychological, and social experiences for affected employees. Variables intrinsic to this phenomenon include emotional responses such as uncertainty, anxiety, hope, and resilience, perceptions of organizational justice and communication, coping strategies employed, alterations to job performance and satisfaction, and impacts on personal and family life (Giauque et al., 2022; Kostusyk, 2023).

This study is limited to career personnel who belong to the rank-and-file category of the same Local Government Unit (LGU). It seeks to understand how employees perceive, interpret, and adapt to the process of reassignment, as well as how such experiences influence their sense of professional identity, motivation, and organizational belonging. The reassignment order is executed under the authority of the Local Chief Executive of the LGU. The reassignments may include intra-office transfers, cross-departmental movements, or temporary details performed within the same local government structure, in accordance with Civil Service Commission (CSC) Omnibus Rules on Appointments and Other Human Resource Actions (2025) and Republic Act No. 7160, or the Local Government Code of 1991. The study focused on the experiences of employees working in administrative, technical, and frontline functions, excluding elected officials and job order or contractual workers who are not covered by formal reassignment policies. Additionally, while the study considers organizational culture and institutional policies, it does not attempt to evaluate the legal validity of specific reassignment order or to audit compliance with CSC or Department of the Interior and Local Government (DILG) rules and regulations.

This study is anchored on the observation that reassignment of local government employees is happening in the LGU. Such occurrences will likely arise every after change in the rein of administration. Every local chief executive has his/her own priority programs, prerogatives and agenda of governance that need to be implemented and fulfilled. In the pursuit to achieve these objectives, they will resort to reassignment of permanent local government employees in the guise of exigency of public service and to replaced priorly hired job order workers. This reassignment arrangement of the rank and files local employees from their original mother unit to another office within the ambit of the same LGU will create an impact both personally and professionally to the reassigned government permanent employees. The intent of this study is to capture employees' personal narratives and emotional, cognitive, and behavioral responses to reassignment within the LGU organization.

There are numerous court decisions that address reassignment of government employees (Lluch-Cruz 2022). In the City Government of Manila, during the administration of Mayor Isko Moreno (2019–2022), several administrative staff and clerks from various departments were reassigned to frontline service offices such as the City Hall lobby and the Business Permits Office (Inquirer.net 2019); in the Municipality of San Fernando, Pampanga, an accounting clerk was reassigned to the Treasury Office due to organizational restructuring and to prevent a possible conflict of interest (CSC Resolution No. 1600509 [2016]); in the Municipality of Talisay, Negros Occidental, a number of non-career and confidential employees were reassigned to different offices following the local elections while awaiting reappointment (SunStar Bacolod 2016); and the City Government of Cebu had reassigned four (4) rank-and-file employees (Philstar.com 2023).

Reassignment, a prevalent workforce adjustment in the public sector, involves relocating or reassigning government employees to different roles, departments, or locations to meet organizational objectives, efficiency targets, adaptability and coping mechanisms employed by LGU employees to ensure sustainable and efficient remote work system (Abanto et al., 2024; Owen 2025). Recent studies underscore that reassignment experiences are shaped by government workforce conditions, such as tenured versus non-tenured status, procedural transparency, and the availability of support services (Coronado, 2025; Lobrigas & Abenia, 2024). These factors jointly influence employees' adjustment trajectories, affecting their motivation and engagement. By focusing on lived experiences through a phenomenological approach, the study seeks to capture the rich, subjective realities and meaning-making processes behind reassignment, providing insights beyond traditional quantitative outcome measures (Abanto et al., 2024; Gautier et al., 2023). The Local Government Unit will provide an assessment program to introduce a change and develop through interactions between attitudes, beliefs, and feelings of an individual regarding the change as encountered by the reassignment of the employees (Torrior et al. 2025).

Despite extensive research on public human resource management, especially regarding policy frameworks and organizational outcomes for government employees, there remains a notable deficiency in phenomenological investigations that delve into the lived subjective experiences of reassigned employees. Predominantly, literature address reassignment from structural and legal perspectives, such as showing that role clarity contributes to higher job satisfaction and effectiveness turnover rates, job satisfaction surveys, and administrative compliance (CSC, 2025; Respicio, 2025). However, these fail to illuminate the psychosocial complexities and nuanced personal impacts of reassignment on employees' professional and personal lives. Filipino scholarship has begun to respond to this gap by examining the organizational commitment and psychosocial challenges upon workforce changes, yet detailed phenomenological accounts specific to reassignment remain scarce (Coronado, 2025; Lobrigas & Abenia, 2024). Internationally, there is an increasing call for qualitative research that centers employee voices in change management and workforce transitions to foster humane and effective organizational practices (Gautier et al., 2023; Williams, 2025). This study contributes by addressing these gaps, foregrounding Filipino government employees lived realities of reassignment.

The rationale of this study is grounded in the urgency of understanding the human dimension of reassignment amid evolving public sector workforce adjustments, intensified by government optimization programs and post-pandemic service delivery reforms (CSC, 2025; Giaque et al., 2022). Reassignment, though strategically necessary, can generate adverse emotional and social effects such as stress, decreased morale, and uncertainty that compromise organizational commitment and effectiveness if not well-managed (Gautier et al., 2023; Kostusyk, 2023). In the Philippines, where government employees face multiple job-related challenges, including contractual employment and complex administrative procedures, appreciating the phenomenology of reassignment provides critical evidence to shape supportive and transparent policies (Abanto et al., 2024; Lobrigas & Abenia, 2024). This study thus aims to uncover the essence of government employees lived experiences, contributing to more empathetic workforce management and human resource development approaches.

The purpose of this phenomenological research is to deeply explore and articulate the lived experiences of government employees who have undergone reassignment in the Philippine public sector. The study seeks to identify and describe the range of emotional reactions, coping mechanisms, perceived organizational support, and the broader impacts on their professional roles and personal lives. Through this exploration, the research intends to generate authentic narratives that inform more responsive, empathetic reassignment policies, thereby enhancing employee well-being and sustaining organizational performance (Abanto et al., 2024; Lobrigas & Abenia, 2024). The study underscores the importance of addressing diverse challenges while navigating the complex terrain of public service, ultimately striving toward the growth and prosperity of communities (Juario et al. 2024). Hence, it is necessary that workforce employment in public sector be examined to ensure work engagement of civil servants (Nadežda et al., 2022).

This study is significant for several reasons. It enriches public administration scholarship with qualitative insights into employee experiences often marginalized in government reports and policy analysis. It responds on several factors with the emphasis on mental health, employee engagement, and humane public sector reform. By foregrounding Filipino government employees' voices, the study highlights culturally and contextually specific

factors influencing reassignment experiences, providing actionable knowledge for human resource practitioners and policymakers to improve workforce management strategies, reduce job-related stress, and enhance organizational commitment and resilience (Coronado, 2025; Gautier et al., 2023). Consequently, there is an urgent need for an improved performance management program that emphasizes employee growth, responsibilities, and work efficiency (Choudhary & Kunte, 2024). In organizational settings, this implied that employees are likely to perform well and stay committed when they feel their contributions are valued and reciprocated with fair rewards (Jina Kim, 2022).

The research outputs will guide government human resource management and policy by providing evidence-based recommendations for designing reassignment protocols that are transparent, participatory, and supportive of employee well-being. Practical implications include improved communication frameworks, development of counseling and support services, participatory planning in reassignment decisions, and mechanisms to ensure procedural justice. These interventions are expected to foster positive reassignment experiences, reduce resistance and turnover, and ultimately contribute to efficient and effective public service delivery. This is enhanced by a more supportive environment and cultivate a culture of improvement and governance transparency, ultimately enhancing service delivery and governance efficiency.

Theoretical Framework

This study will be anchored in the following theories: *Role Theory* by Bruce Biddle (1986), *Transition Theory* by Nancy Schlossberg (1981), and *Person-Environment Fit Theory* by Amy Kristof (1996).

Role Theory explains how individuals' behavior and attitudes are shaped by the roles they occupy within social systems and organizations. It posits that every individual assumes multiple roles such as employee, leader, or subordinate. Each is accompanied by a set of expectations, norms, and responsibilities. When individuals experience changes in their roles, such as through promotion, reassignment, or restructuring, they must adjust their behaviors to align with new role expectations. Role Theory also emphasizes the concepts of role conflict (when expectations from different roles are incompatible) and role ambiguity (when expectations are unclear), both of which can influence job satisfaction, performance, and psychological well-being (Biddle, 1986).

In the context of the study, Role Theory provides a valuable lens for understanding how government employees experience and adapt to reassignment. Job reassignment often requires employees to transition into new responsibilities, work environments, and reporting structures, leading to potential changes in their professional identity and sense of purpose. This theory helps explain how reassigned employees manage the adjustment process, negotiate new expectations, and cope with role ambiguity or conflict that may arise in their new positions. By applying Role Theory, the study can better interpret how employees construct meaning around their changed roles and how these transitions affect their work performance, motivation, and overall job satisfaction.

Several studies have applied Role Theory to explore work adjustment and professional transitions. For instance, Katz and Kahn (1978) used Role Theory to analyze how organizational roles influence behavior, showing that role clarity contributes to higher job satisfaction and effectiveness. Rizzo et al. (1970) examined role conflict and role ambiguity among employees, revealing that unclear expectations lead to stress and reduced performance, an insight relevant to employees experiencing reassignment. Similarly, Kahn et al. (1964) employed Role Theory in understanding how individuals respond to changing work roles, emphasizing the psychological adjustments required to meet new role demands. These studies collectively demonstrate that Role Theory serves as a strong theoretical foundation for examining the lived experiences of government employees undergoing job reassignment, as it illuminates the behavioral, emotional, and social dimensions of adapting to new organizational roles.

Transition Theory, developed by Nancy Schlossberg (1981), explains how individuals experience, interpret, and adapt to significant changes or transitions in their lives. A "transition" is defined as any event or non-event that results in a change in roles, routines, relationships, or assumptions. The theory emphasizes that adjustment to transition depends on the individual's perception of the change and the resources available to cope with it. Schlossberg identified four major factors influencing how people manage transitions, known as the 4

S's: Situation, Self, Support, and Strategies. These represent the context of the transition, personal characteristics, the support systems available, and the coping strategies used by the individual. Transition Theory highlights that coping with change is a process that unfolds over time, often moving through phases of approaching, managing, and stabilizing within the new situation.

In this study, Schlossberg's Transition Theory provides a valuable framework for understanding how employees experience and adapt to job reassignment which is a major career transition. Reassignment often involves changes in work roles, colleagues, physical environments, and organizational cultures, which can impact one's professional identity and sense of stability. This theory helps explain how employees appraise the reassignment (whether as a threat, challenge, or opportunity) and what personal and external resources they rely on to adjust. It is particularly relevant for exploring the emotional, cognitive, and behavioral processes that government employees undergo as they transition into their new roles. By applying Transition Theory, the study can capture the complexity of employees' lived experiences as they cope with uncertainty, find support systems, and develop adaptive strategies to restore balance and meaning in their professional lives.

Several studies have employed Schlossberg's Transition Theory to explore work-related and life transitions. Ahmad et al. (2012) used the theory to analyze how adults navigate career changes and adapt to new professional roles, emphasizing the importance of personal coping resources and support networks. Evans et al. (2010) applied the theory in examining how individuals in higher education manage role changes and identity reconstruction during professional transitions. Similarly, Goodman et al. (2006) utilized the theory to study how individuals respond to both voluntary and involuntary transitions, highlighting that successful adaptation depends on the interplay of the 4S's. These studies demonstrate that Transition Theory is a robust framework for understanding the dynamics of change and adaptation, making it highly applicable for exploring the lived experiences of government employees undergoing job reassignment.

The *Person–Environment (P–E) Fit Theory*, advanced by Amy Kristof (1996), posits that an individual's satisfaction, performance, and well-being are largely determined by the degree of congruence between personal characteristics (such as values, abilities, and needs) and environmental attributes (such as organizational culture, job demands, and resources). The theory encompasses various dimensions of fit, including person–organization fit (alignment between personal and organizational values), person–job fit (match between an individual's skills and job requirements), and person–supervisor fit (compatibility between an employee and their supervisor). When a high level of fit exists, individuals experience greater job satisfaction, commitment, and productivity. Conversely, a mismatch or misfit between the person and their work environment can lead to stress, dissatisfaction, and turnover. The theory emphasizes that optimal outcomes occur when employees perceive harmony between their personal characteristics and the work environment in which they operate (Kristof, 1996).

In the context of this study, Person–Environment Fit Theory provides an essential lens for understanding how government employees adapt to new roles and environments following reassignment. Job reassignment often entails changes in job functions, leadership structures, and workplace cultures, which can influence the perceived alignment between an employee's abilities and their new role's demands. This theory helps explain the psychological experiences of employees as they assess whether their personal values, competencies, and expectations align with those of their new assignments. It also sheds light on how perceived fit or misfit affects their motivation, job satisfaction, and overall well-being. By applying P–E Fit Theory, the study can capture how reassigned employees make sense of and respond to environmental shifts, providing insight into the factors that facilitate or hinder successful adjustment and work engagement.

Several studies have applied Person–Environment Fit Theory to examine employee adjustment and organizational outcomes. Cable and DeRue (2002) explored how value congruence and needs–supplies fit influence job satisfaction and organizational commitment, showing that employees who perceive strong alignment are more engaged and less likely to experience burnout. Kristof et al. (2005) conducted a meta-analysis demonstrating that different forms of P–E fit (such as person–organization and person–job fit) are consistently linked to higher work satisfaction and performance. Similarly, Edwards et al. (1998) investigated how misfit between employees and their work environments contributes to psychological strain and decreased job effectiveness. These studies underscore that the quality of fit between an individual and their environment

profoundly impacts workplace experiences, making Person–Environment Fit Theory a meaningful framework for exploring the lived experiences of reassigned government employees.

Conceptual Framework

The study examined several themes that emerged from the narratives of the local government employees, shedding light on the complexity of their experiences. The major themes are the following: 1) navigating and adapting to new work environment; the interplay of space, comfort, and psychological adjustment; 2) adapting to physical, emotional, and mental adjustment in a new work environment; 3) reframing time through reflection, adaptation, and anticipation in reassignment; 4) building supportive connections: navigating relationships with colleagues and supervisors to adapt and thrive in a new work environment; and 5) familiarity and functionality of work tools as anchors for adaptation and belonging.

Navigating and Adapting to New Work Environments: The Interplay of Space, Comfort, and Psychological Adjustment capture how reassignment transforms the meaning of the work environment. Entering an unfamiliar workplace disrupts an individual's sense of comfort, belonging, and competence. Participants must renegotiate their relationship with physical spaces, organizational cultures, and new routines before achieving a sense of comfort and stability. This theme will capture the participants' lived experiences of transitioning into a new work environment following reassignment with the emphasis on the physical space, bodily comfort, and psychological adjustment are deeply intertwined. The findings reveal that adaptation is not merely a logistical process but a meaning-laden experiences shaped by how individuals encounter and make sense of unfamiliar spaces.

Research on workplace spatiality emphasizes that environments are not neutral backdrops but are actively experienced and interpreted (Brooks et al., 2022). In this framework, adaptation to lived space reflects the gradual transformation of unfamiliar settings into meaningful professional spaces. Comfort and familiarity emerge as individuals establish routines, relationships, and a renewed sense of professional presence.

Lived space emerged as a defining dimension of how participants made sense of reassignment. The findings reveal that reassignment was experienced not simply as a change in work location but as a profound spatial transition that reshaped participants' sense of belonging, orientation, and professional identity within the local government setting. Its contribution to behavioral science lies in recognizing the role of perceived social support as a moderating factor emphasizing the significance of establishing a supportive work environment to mitigate turnover intentions, allowing these employees to thrive in their respective institutions (Lasana et al., 2023).

From the moment of reassignment, participants encountered the new workplace as an unfamiliar and often unsettling space. Offices, hallways, desks, and even seating arrangements were imbued with meaning, evoking feelings of displacement and uncertainty. In line with Van Manen's (2014) concept of lived space, these environments were not experienced objectively but affectively, as spaces that either constrained or supported the participants' ability to function and feel at ease. Many participants described the new office as "not yet mine," reflecting a lack of ownership and emotional connection to the space.

Lived space also influenced participants' sense of safety and control. Familiar spaces in their former assignments had provided predictability and comfort, allowing participants to move confidently and perform tasks with ease. In contrast, the new work environment often felt restrictive or intimidating, especially within highly structured local government offices where spatial arrangements reflect hierarchy and authority. Participants' awareness of where they could sit, move, or speak freely highlighted how space subtly communicated power relations and professional status.

The theme **Adapting to Physical, Emotional, and Mental Adjustment in a New Work Environment** explores the reassignment experiences of government workers encompassing their emotional, mental and physical responses throughout the transition process. The emotional and embodied struggles are central to the study emphasizing that reassignment is not only cognitively processed but also felt and embodied. Participants

experience emotions such as fear, doubt, anxiety, and the need for emotional regulation, which are manifested physically through stress, fatigue, and emotional vulnerability.

Despite these initial difficulties experienced by the government employees, they gradually demonstrated grit, resilience, endurance, and perseverance as they learned to cope with the physical and psychological demands of their new assignments. The experience encouraged them to develop stronger coping mechanisms, maintain emotional balance, and strengthen their mental preparedness to effectively perform their responsibilities. Over time, participants reported becoming physically, emotionally, and mentally fit to handle their tasks, allowing them to regain confidence and stability in their new work environment.

Moreover, the transition became an unforgettable experience that led to personal insights and deeper realizations about their strengths, adaptability, and professional growth. These findings suggest that while reassignment initially presents emotional and mental challenges, it can ultimately foster resilience and personal development among employees. The process of adjustment reflects the meaning-making of lived experiences emphasized by Max van Manen hermeneutic phenomenology and aligns with the transition process described by Nancy K. Schlossberg (1981), where individuals draw upon personal resources and coping strategies to successfully navigate change.

This article combines theories on emotional labor in public service and dirty work to argue that organizations should adopt an ethic of care to support their workers. The economics of public services undermine the consumer-sovereignty narrative in government, particularly where public servants are agents of social control and enforcement. Public servants cannot and should not behave according to a customer-service ethos in many important areas of public service. Emotional labor is the process by which workers manage the identity-damaging aspects of public service (Mastracci, 2022).

Recent phenomenological and organizational research underscores that emotions are inseparable from professional experience, particularly during periods of change (Petriglieri et al., 2022). Emotional labor and embodied responses play a crucial role in how individuals navigate reassignment. This theme demonstrates that professional transitions demand not only technical adjustment but also emotional resilience, as individuals must regulate internal responses while meeting external expectations. The transition to remote work has become a critical aspect of organizational adaptability, particularly for Local Government Units (LGUs) tasked with maintaining operational efficiency during crises. The employees' resilience and adaptability to ensure sustainable and efficient remote work systems (Owen, 2025).

Reframing Time Through Reflection, Adaptation, and Anticipation in Reassignment captures Van Manen's theory of lived time (temporality) emphasizes how individuals experience time through the interconnected dimensions of past, present, and future. This reflects the temporal dimension of reassignment as experienced by participants. Reassignment is marked by phases of anticipation, uncertainty, and eventual acceptance, emphasizing that adjustment is not immediate but evolves through lived time. Individuals often anticipate reassignment with mixed emotions, including hope and apprehension, followed by periods of uncertainty as they confront unfamiliar expectations and roles.

During the transition process, the government employees experienced initial uncertainty, worry, and fear, which influenced how they viewed their present situation. However, through continuous adaptation and learning, they gradually adjusted to the demands of their new assignments. The experience also encouraged them to anticipate future possibilities, such as professional growth, career stability, or even preparation for retirement. This process of reflection and anticipation helped participants reframe their understanding of time, allowing them to interpret reassignment not only as a disruption but also as an opportunity for personal and professional development.

Contemporary studies on workplace transitions affirm that temporal experiences significantly influence how employees cope with organizational change. Transitions require individuals to reconcile past professional identities with emerging roles, a process that unfolds gradually rather than instantaneously (Rudolph et al., 2023). In this framework, lived time highlights that reassignment is experienced as a process of becoming, where acceptance and adaptation develop through reflection, endurance, and repeated engagement with new realities.

Time stands out as a universally shared resource. Effectively, time could be managed to enhance performance, focusing on employees' time management in the local government unit (Cano et al., 2024).

The theme **Building Supportive Connections: Navigating Relationships with Colleagues and Supervisors to Adapt and Thrive in a New Work Environment** highlights the critical role of interpersonal relationships in shaping reassignment experiences. The interpersonal relationships play a pivotal role in employees' successful adaptation to reassignment. Participants described a range of experiences, including initial uncertainty, worry, and hesitation when interacting with new colleagues and supervisors. Despite these challenges, supportive relationships emerged as key facilitators of adjustment, providing guidance, encouragement, and emotional reassurance that helped employees navigate their new responsibilities. It is important to consider the support from colleagues, supervisors, and empathetic leaders serves as a stabilizing force that mitigates emotional strain and fosters confidence.

The reassigned government employees valued positive, respectful, and collaborative interactions, which not only eased the stress of the transition but also enhanced a sense of belonging and workplace satisfaction. Conversely, participants who experienced limited support or strained relationships faced more difficulty adjusting and reported feelings of regret or discomfort. Overall, the findings suggest that successful adaptation is socially mediated, where the quality of relationships with colleagues and supervisors can either enable employees to thrive or intensify the challenges of reassignment.

Recent leadership literature underscores the importance of relational and compassionate leadership during organizational transitions (Kock et al., 2023). Empathetic leadership enables open communication, validation of emotional experiences, and the creation of psychologically safe environments. Within this framework, relational support is not peripheral but foundational, enabling individuals to endure uncertainty and reframe reassignment as an opportunity for growth rather than loss. In integrating on mindfulness shapes interpersonal interactions and work relationship trajectories over time among workers that can guide future work (Reina et al., 2023).

Familiarity and Functionality of Work Tools as Anchors for Adaptation and Belonging is operationally defined as the use and emotional significance of tangible things such as laptops, computers and other materials that help local government employees during their reassignment that maintain emotional stability and perform their duties and responsibilities. The culmination of the reassignment journey is Professional Growth and Meaning, where learning, accomplishment, and career readiness emerge. Through sustained engagement with new roles and environments, individuals reconstruct professional meaning and strengthen their sense of competence and purpose. Their familiarity with these work tools significantly influenced their confidence and ability to perform tasks effectively. Conversely, encountering unfamiliar tools initially caused anxiety, hesitation, or the need for additional learning, which could temporarily hinder adaptation.

This will highlight that the functionality and availability of work tools not only support task performance but also contribute to employees' sense of mastery, comfort, and inclusion in the workplace or new workplace environment. Being able to navigate and utilize these tools effectively and efficiently allowed employees to feel capable, valued, and integrated into their new work environment. From a phenomenological perspective, these experiences demonstrate how material objects are intertwined with lived experiences, shaping how employees interpret and engage with their work (van Manen, 2016).

Contemporary career development research affirms that challenging transitions often function as catalysts for growth and identity reconstruction (De Vos et al., 2024). In this framework, professional growth is not an automatic outcome but the result of navigating time, emotions, space, and relationships. Meaning is constructed through reflection on adversity, leading to enhanced resilience and readiness for future professional challenges. Recent research also highlights that **material resources and workplace tools function as stabilizing elements** during organizational transitions, helping employees maintain continuity in their work practices while adjusting to change (Lohmeyer & Taylor, 2022).

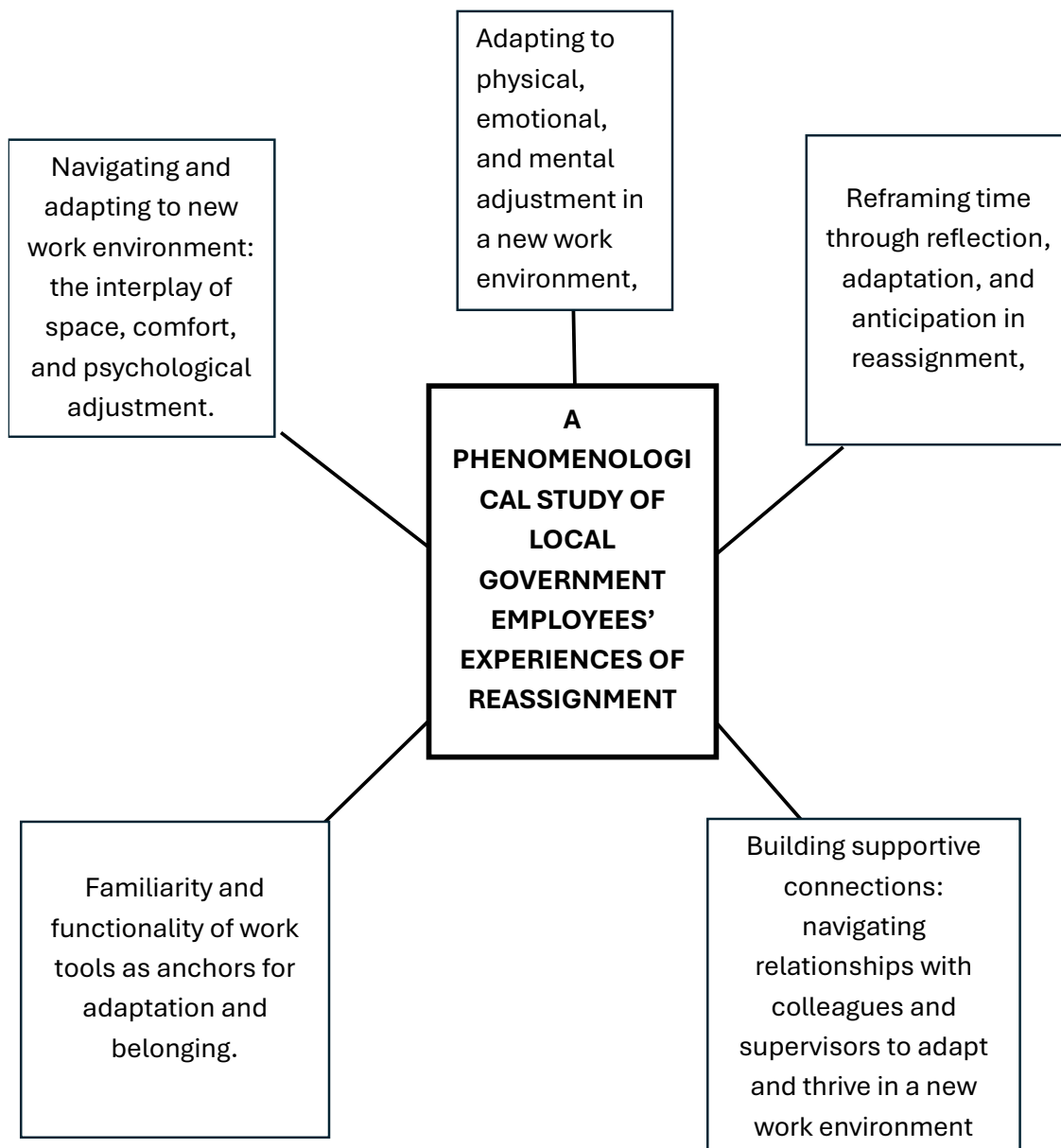


Figure 1. Schematic Diagram of the Study

Statement of the Problem

This study aimed to explore and understand the lived experiences of reassigned local government employees in one of the provincial LGU's in Western Mindanao as they navigate the process of workplace transition. Specifically, it sought to answer the following questions:

1. How do reassigned government employees describe their ***lived space***, particularly the physical and psychological environment of their new workplace?
2. How do reassigned government employees experience their ***lived body***, encompassing their emotional, mental, and physical responses throughout the reassignment process?
3. How do reassigned government employees perceive their ***lived time***, especially as they reflect on their past experiences, present realities, and future expectations related to their reassignment?
4. How do reassigned government employees experience their ***lived relations***, including their interactions and relationships with new colleagues and supervisors, and stakeholders they deal with during their reassignment?

5. How do reassigned government employees relate to their ***lived things***, such as work tools, equipment, and materials that shape their adaptation and sense of belonging in the new workplace?

RESEARCH METHODOLOGY

Design

The study utilized a qualitative, hermeneutic phenomenological research design. The hermeneutic phenomenological design is a qualitative approach that interprets the meaning of lived experiences to understand how individuals make sense of a particular phenomenon. This approach outlines a method that is less about rigid steps and more about an open, reflective process that aims to describe and understand the essence or the lived experience of a phenomenon as described by the local employees who have directly experienced reassignment. Using the Max van Manen Hermeneutic Phenomenology, the study followed the six core methodological activities that are deeply interpretive and focused on seeking the profound meaning and significance of participant's lived experiences. This design is appropriate because the study seeks to transform the living experience of local government employees' reassignment into a textual expression of its essential meaning through a continuous cycle of experience, reflection, and writing.

Setting

The study was conducted in one of the Provincial Local Government Units in Western Mindanao, recognized as having one of the largest numbers of regular government employees in the region. This LGU was purposively selected due to its notable record of employee reassignments, which provides a rich context for examining the phenomenon. The setting encompasses diverse departments and job functions where reassignments frequently occur, thereby offering valuable insights into the lived experiences of affected personnel. Reassignment has been observed as a consistent and institutionalized practice within this LGU. Conducting the study in this environment enabled the researcher to generate comprehensive and contextually grounded understandings of how employees adapt, perceive, and respond to reassignment within a dynamic government workplace.

Participants

The participants of the study consisted of eight (8) reassigned local government employees selected through a purposive sampling technique. This study was anchored to Creswell's criteria in selecting number of participants within the range that captures and articulates the lived experiences meaningfully of the reassigned local government personnel or until data saturation is reached.

The following were the inclusion criteria: 1) must be permanent public employees under the same Local Government Unit of the Province; 2) must have experienced work reassignment within the last three (3) years; and 3) must have voluntarily given their consent to participate. This approach ensured that all participants are closely aligned to the study's focus on the lived experiences of reassignment among local government employees.

Instrument

This study utilized researcher-made Interview Guide to gather data from the participants. The demographic profile solicited information about the government employees' age, gender, and length of service in the government. The instrument contained the opening questions asking for the employees' current position in the government, work experiences, and their experience on reassignment in government career. The main interview questions focused on understanding the lifeworld experiences such as the lived space (physical and psychological environment), lived body (emotional, mental and physical reactions), lived time (reflections on past, present and future), lived relations (interactions and relationships), and lived things (work tools, equipment, and material environment). The questions sought to identify and describe the range of emotional reactions, coping mechanisms, perceived organizational support, and the broader impacts on their professional roles and personal lives. The closing questions sought personal insights from the participants as to how reassignment

among local government employees will be of importance, being properly handled and effectively implemented. This further uncovered the essence of government employees' lived experiences, contributing to more empathetic workforce management and human resource development approaches.

The Interview Guide was validated by the adviser and the researchers' fellow public servants. Pilot interviews were conducted among regular government employees not included as actual participants to identify the questions that may need modification or improvement before the final questions can be used during the actual gathering of data. The use of the interview guide as a method of instrument is particularly appropriate to gather the in-depth information pertaining individuals' views, thoughts, experiences and feelings.

Data-Gathering Procedure

The researcher first sought permission from the Dean of the Misamis University Graduate School, which was secured prior to the conduct of the study. After obtaining this approval, the researcher requested permission from the Head of the Government Institution to conduct interviews with the selected participants. The interviews were personally conducted by the researcher, digitally recorded, and supplemented with written notes. Data gathering was carried out over nine days, with each participant interviewed for at least one hour. Before the interviews began, the researcher formally introduced himself and explained the goals and objectives of the conversations. For review and transcription, the interviews were recorded, participants' demeanor was carefully observed, and the subjective outcomes were analyzed. Each participant was informed of their legal right to withdraw at any time, and strict adherence to privacy was maintained. To verify the accuracy of the results, participants were asked to examine, review, and provide additional input on the draft study report. The interview protocol consisted of open-ended questions. The transcriptions were coded and categorized, after which the emerging themes were analyzed and interpreted.

Ethical Considerations

The researcher sought approval from the Misamis University Research Ethics Committee (MUREC) prior to the conduct of the study. The study adhered to ethical guidelines and considerations to ensure the protection of participants' rights and confidentiality. Participation was purely voluntary, and informed consent was secured from all participants. Data confidentiality and anonymity were strictly maintained, with all information stored securely in accordance with Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012. All participants were informed of their right to withdraw from the study at any point without consequence. Refusal or withdrawal of participation carried no penalty and did not affect their relationship with the researcher. Participants were entitled to review the information they provided and to omit part or all of the recorded data during the study or upon withdrawal.

Moreover, participants signed informed consent forms to signify their voluntary participation. The consent process included information on the benefits, implications, and institutional approval of the study, which was explained prior to their agreement to answer interview questions. Complete anonymity was strictly observed to protect participants' privacy and confidentiality. Their names were not disclosed in the report and were replaced by numbers to interpret their responses regarding reassignment experiences among government employees. The Informed Consent Form was secured from the participants prior to the conduct of the data collection.

Additionally, interviews were conducted beyond office hours at times most convenient for the participants, so as not to interfere with their regular duties and personal engagements. All participants were assured that audio recordings of the interviews would be securely stored and destroyed six months after the publication of the study. The researcher emphasized that all information gathered would be used solely for the study and would not be shared with unauthorized individuals. By adhering to these ethical principles, the researcher safeguarded participants' rights and privacy while maintaining the integrity of the study.

This research aimed to gather vital information based on the actual lived experiences of reassigned government employees. It was not intended to rectify, justify, or criticize institutional practices. Participants were

given the freedom to express their thoughts and emotions regarding their experiences without hesitation. The researcher maintained transparency protocol and avoided any conflict of interest throughout the process.

Data Analysis

The data gathered were analyzed using Max van Manen's Hermeneutic Phenomenological Method, which is widely employed in qualitative research to explore lived experiences. This method seeks to uncover and interpret the meaning of lived experiences rather than explain or measure them. In applying this approach, data analysis is not treated as a technical coding task but as a reflective, linguistic process. Thus, the analysis of phenomenological descriptions is emphasized as an artful endeavor—bringing to light the lived meaning of an experience. Van Manen's approach highlights interpretation over explanation or measurement. His framework consists of six dynamic research activities that provide the methodological process of phenomenological inquiry ("how-to") and five existentials that serve as the analytical lens ("what-to-look-for").

Turning to the nature of lived experience. Formulating a research question.

Investigating experience as we live it. The phenomenon is captured through methods investigation (e.g. interviews, focus groups).

Reflecting on the essential themes which characterize the phenomenon. The overall meaning of an informant's experience is sought when reflecting on the themes.

Describing the phenomenon in the art of writing and rewriting. Through the process of writing, the intension is to make visible the feelings, thoughts, and attitudes of the informants.

Maintaining a strong and orientated relation to the phenomenon. The researcher must strive to remain focused on the research question.

Balancing the research context by considering the parts and the whole. The researcher is tasked to "constantly measure the overall design of the study/text, against the significance that the parts must play in the total textual structure"

The five (5) Lifeworld Existentials of Max van Manen:

1. Lived Space (Spatiality): The Physical Movement of the participants. This examined how participants experienced and adjusted to new work environments and physical settings.
2. Lived Body (Corporeality): The Embodied Stress that the participants may experience. This will be able to interpreted physical, emotional, and psychological responses to reassignment.
3. Lived Time (Temporality): The Rhythm of Change that is happening during the reassignment period. This explored on how participants reflected on past roles, adjusted in the present, and anticipated future outcomes.
4. Lived Human Relations (Relationality): The Social Shift happening. It will analyzed interactions with colleagues and supervisors and their impact on adaptation.
5. Lived Thing (Materiality): The Substance or materials being used during reassignment. Investigated on how tools, equipment, and work resources supported or hindered adjustment and performance during reassignment.

The van Manes's steps on the data analysis are as follows: Step 1. Immersion in the Data. The researcher engaged in repeated reading of interview transcripts to gain a holistic understanding of the participants' experiences. This step allowed familiarity with the depth and context of narratives, focusing on how participants described their reassignment experiences. Step 2. Identifying Meaning Units. The significant statements and phrases related to the experience of reassignment were extracted. Step 3. Thematic Analysis. This is using the van Manen's approach of selective and detailed reading approaches, the researcher identified emerging themes that captured the essence of the lived experiences. Step 4. Interpretation through Lifeworld Existentials as provided by van Manen's. Step 5. Reflective writing and interpretation. The researcher engaged in reflective

writing to deepen interpretation and uncover the essence of the experience. And Step 6. Synthesizing the essence. Finally, the themes were synthesized to articulate the overall essence of the phenomenon, describing reassignment as a multidimensional experience shaped by environmental, relational, temporal, and material factors. This integration ensures that the findings remain faithful to the lived meanings of local government employees as they navigate transitions within public service.

RESULTS AND DISCUSSIONS

The purpose of this study is to describe the lived experiences of the local government employees' experiences of reassignment. Data saturation was achieved after data gathering of the 8th participant. The demographic profile of the participants are as follows: Participant 1: 50 years old, male, married, graduate of BA Political Science, 26 years in government service, 8 months in reassignment; Participant 2: 44 years old, female, single, Juris Doctor degree, 18 years in government service, 5 months in reassignment; Participant 3: 28 years old, female, single, a Certified Public Accountant, 3 years in government service, 4 months in reassignment; Participant 4: 53 years old, male, married, graduate of AB Political Science and Bachelor of Laws, 15 years in government service, 1 month and 20 days in reassignment; Participant 5: 45 years old, female, widow, BS in Commerce Major in Banking and Finance, 12 years in government service, 4 months in reassignment; Participant 6: 39 years old, female, married, BS in Commerce Major in Management Accounting, 19 years in government service, 4 months in reassignment; Participant 7: 52 years old, male, married, Electrical Engineer, 21 years in government service, 2 months in reassignment; Participant 8: 55 years old, male, single, BS Nutrition and Dietetics, 12 years in government service, 5 months in reassignment.

In this study, five themes were derived from the processes of analyzing and interpreting the eight interview transcripts using the Max van Manen's hermeneutic phenomenological approach namely: navigating and adapting to new work environment: the interplay of space, comfort, and psychological adjustment; adapting to physical, emotional, and mental adjustment in a new work environment; reframing time through reflection, adaptation, and anticipation in reassignment; building supportive connections: navigating relationships with colleagues and supervisors to adapt and thrive in a new work environment, and familiarity and functionality of work tools as anchors for adaptation and belonging.

Navigating and Adapting to New Work Environment: The Interplay of Space, Comfort and Psychological Adjustment

This main theme refers to the complex interplay particularly between the physical and psychological environment as experienced by the local government employees as they described their lived space during reassignment. The transition that had been experienced by government regular workers resulted in a changed of relationships, routines, assumptions, and roles. There were several reactions having been perceived to be arduous for some and a somewhat difficult for others for it requires the personnel to let go of the usual ways and be forced to confront the future with feeling of vulnerability and uncertainty. The concept of reassignment among government workers in the local government units gives an initial negative reaction but it is subjective on the part of the employees on how they handle given such a situation.

Reassignment was perceived as both disruptive and adaptive, altering participants' familiar work routines and necessitating emotional, cognitive, and relational recalibration. In phenomenological terms, reassignment transforms lived space (spatiality), compelling participants to renegotiate belonging, competence, and role expectations. Lived space (spatiality) captures how individuals experience and interpret physical and psychological environments (van Manen, 2016). The different spaces could be combined to create spatial rhythms that balance collective working and learning with more silent types of understanding and reflexivity. This will suggest that both intimate and open spaces, as well as transitional spaces in between, to nurture learning and togetherness (Vesala, 2024).

Guided by van Manen's (2016) hermeneutic phenomenology, this study conceptualizes workplace experiences during reassignment as dynamic, relational, and embodied processes. Participants' narratives reveal that professional engagement is not solely task-focused but emerges through the lived interplay of space, time,

emotions, and ethical relationality. The five core themes emerged, each reflecting distinct yet interconnected dimensions of professional life, ultimately shaping meaning, identity, and growth.

Participant 1's statement: *"I can describe the physical environment of my new workplace as much larger with numerous employees, and when I first entered, I was apprehensive being out of my comfort zone, yet I am gradually adjusting and stepping up my performance to meet the demands of this new environment."*, reflects how lived experience of unfamiliar space. The new work environment that was being traversed by P1 had created a disruption of the normal work environment that is used to be working. The unfamiliar environment, faces and co-workers were challenging on the part of the government employee. It will require some time to get familiar with the workplace and colleagues that would involve emotional stress being out of comfort zone.

The workplace that was experienced as a challenging lived space, influencing comfort, safety, and belonging. The Philippine workplace culture presents unique challenges leading to differences in the experiences among government employees (Lasanas et al., 2023). Spatial changes affected participants emotionally and behaviorally. Lived space is emotionally interpreted, and adaptation involves reconstructing meaning within unfamiliar environments rather than relying on material abundance. Participants described experiences of initial disorientation followed by gradual acclimatization, consistent with research highlighting the transformative potential of professional mobility (Clarke & Knights, 2023; Rodriguez et al., 2022). Participants described transitioning into a new workplace as an awareness-intensive experience, marked by cautious observation and adaptation. Spatial unfamiliarity influenced confidence, communication, and role performance, highlighting that space is emotionally experienced, not merely physical (van Manen, 2016). LGU employees face significant travel challenges during reassignments or daily commuting, often involving long-distance travel, costly or limited public transport, and navigating poor infrastructure (Astale, T., Abebe, T., & Mitike, G. (2023

Participant 2's statement: *"My new workplace is organized, clean, and surrounded by trees and plants, which makes it conducive for working, and although I initially worried and feared the unknown, I eventually experienced peace and serenity as I adjusted to the new environment,"* underscores the uncertainty that often accompanies adaptation. The reassignment that is being experienced by P2 demonstrated an emotional burden and would initiate emotional strain. Working in another place would be demanding not to mention of time, effort and the financial resources especially when the reassignment location is away from home.

Guided by van Manen's (2016) hermeneutic phenomenology, participants' experiences of workplace culture were understood not as formal policies or structures, but as a lived, relational, and temporal phenomenon that shapes thought, behavior, and interpersonal engagement. Culture was experienced through everyday practices, relational interactions, and embodied responses, emphasizing its qualitative, experiential nature. The fear of the unknown is a powerful and pervasive emotion that often accompanies employee transitions between teams. As individuals navigate this uncharted territory, the absence of clear information and uncertainty about the implications of the change can provoke heightened anxiety. Employees may grapple with questions about why the transition is occurring, what specific goals it aims to achieve, and how their roles will be reshaped in the new team dynamic (Majka, 2024). In the workplace, emotional labor can lead to adverse results such as emotional exhaustion, decreased job satisfaction, and burnout (Amissah et al, 2022).

Participant 3's statement, *"My new workplace is smaller and more crowded than my previous office, making me feel overwhelmed at first, yet I am learning and gradually adjusting to the workload while developing new skills in government accounting,"* embraces change during transition that requires adaptability for a new environment. Participant described workplace culture as an encompassing lived world, subtly influencing perceptions, decisions, and interactions. Rather than being explicitly articulated, culture was experienced in daily routines, implicit expectations, and the tacit norms of interaction.

Despite difficulties, participant recognized that challenges promoted competence, resilience, and professional mastery, demonstrating how adversity contributes to professional becoming. The causal conditions such as job satisfaction and underlying conditions such as organizational climate affect the level of job commitment (Yaghoubi et al., 2022). This finding aligned with phenomenological and organizational research emphasizing that workplace challenges are integral to development, fostering skill acquisition, reflective practice, and adaptive capacity (Clarke & Knights, 2023; Nguyen & Parker, 2024). The work environment can

significantly influence employee productivity, either positively or negatively. Employee efficiency is vital to an organization's success and sustainability (Pimpong, 2023).

Participant 6's statement: *"My new workplace is organized with calm neutral tones and equipped with proper workstations, and although I initially felt slightly uncomfortable adjusting to new routines and colleagues, the environment challenged me to grow, adapt, and discover my strengths,"* and Participant 8's statement: *"The new workplace is spacious, well-organized, and equipped with modern facilities, and though I initially felt apprehensive and anxious about adapting to the new team and workflow, I eventually realized I could thrive and build meaningful connections in this environment."* enabled to navigate interpersonal dynamics. The diversity of colleagues' behaviors emerged as a defining dimension of the workplace. Participants encountered other individuals with varying personalities, communication styles, and work ethics, which shaped relational dynamics and molded their daily experiences. Learning and professional growth may be achieved by the participants that are framed behavioral diversity as an opportunity to broaden perspectives and enhance interpersonal competence, demonstrating that diversity can serve as a source of experiential learning.

This theme echoes recent studies emphasizing that navigating behavioral diversity is a relational and developmental process, enhancing adaptability, social intelligence, and workplace cohesion (Brown & Davis, 2023; Martinez et al., 2023). Government employees are the backbone of public service. However, workplace challenges, including heavy workloads and bureaucratic procedures, often give rise to a pervasive issue: stress. Stress is a prevailing concern affecting employees across different organizations, including public agencies (Olipane et al., 2023). Similarly, a positive work environment also improved the employee commitment level and achievement-striving ability significantly. Both employee commitment and achievement-striving ability also improved employee performance (Zhenjing et al., 2022)

The implication of the Schlossberg's Transition Theory in this context suggests that the theme demonstrates that adaptation to a new work environment is not only a physical adjustment but also a psychological and social process. The interaction between the workplace space, the sense of comfort, and psychological adjustment reflects how local government employees respond to the transition through their situation, personal characteristics, available support systems, and coping strategies. Thus, the theory provides a meaningful framework for understanding how employees navigate reassignment and gradually achieve stability and belonging in their new work environment. This can be translated into the 4S system of the theory that such Situation which is the change in the work environment would refer to the reassignment that requires employees to move into a new work setting. In this study, the unfamiliar physical space and environment influence how employees initially experience the transition. Changes in office layout, workflow systems, and organizational culture may create feelings of uncertainty. Employees must learn to navigate these new spatial and structural conditions as part of their adjustment process.

The Self component of the theory highlights the personal characteristics that influence how individuals respond to transition. Local government employees bring their own attitudes, coping abilities, professional identity, and emotional resilience to the new work environment. Their level of confidence, adaptability, and openness to change affects how they manage psychological adjustment and develop comfort in their new role. The third component is the Support that involves the relationships and resources that help individuals adapt to change. In the context of a new work environment, support from supervisors, colleagues, and organizational structures helps employees develop a sense of comfort and belonging. And lastly, the Strategies component refers to the coping mechanisms employees use to manage the transition effectively. By integrating the Schlossberg's Transition Theory, the reassignment of local government employees will be countered through adaptive strategies for will be able to navigate the unfamiliar new workplace and adjust to new professional expectations.

The implications of the Schlossberg's Transition Theory in this context suggest that the reassignment of local government employees is not merely a logistical or procedural change but a deeply lived experience that affects employees' emotions, their sense of belonging, and professional identity. This requires the local government units must recognize reassignment as a multidimensional process, where creating supportive, structured, and comfortable work environments that can enhance employees' confidence, engagement, and ability to thrive amidst change. By integrating the Schlossberg's transition principles, the employees' adaptation is shaped by their personal characteristics, available support system and the coping mechanisms with the

emphasis on the importance of individual resilience and organizational facilitation amidst reassignment. This approach emphasizes the importance of a holistic dimensions of the transition that promotes employees' well-being, challenging environment and professional growth.

Adapting to Physical, Emotional, and Mental Adjustment in a New Work Environment

The theme adapting to physical, emotional, and mental adjustment in a new work environment explores the lived experiences of reassignment among local government employees. The significance of this theme is to describe and understand how employees adjust holistically—physically, emotionally, and mentally—when they are placed in a new work environment. It explains the process through which individuals manage the challenges of change and gradually regain stability and effectiveness in their new roles. This is very important aspect in the study being a government employee to provide basic service delivery.

Reassignment significantly shaped participants' readiness by compelling them to learn, adjust, and grow. Readiness was not present at the outset but developed through experience, practice, and reflection. This theme reflects the lived body, as confidence and competence were gradually embodied, and lived time, as learning accumulated. Participants emphasized that reassignment pushed them to learn a great deal, enhancing their skills, adaptability, and professional awareness.

Participant 1 stated: *"My response when I learned about my reassignment is that I have to be more physically, emotionally and mentally fit in reporting to work due to and by reason of a larger scope of duties and responsibilities."* In this statement, Participant 1 highlights the importance of preparedness to combat in facing challenges ahead of the way. There is an anticipation of a greater challenges and obstacles that may interfere during the reassignment journey. It is not a walk in the park being transferred to another work station. It carries with it the great responsibility of the job despite the transition order from the Local Chief Executive.

Based on the Max van Manen's lifeworld existentials, lived body (corporeality) refers to how a person experiences the world through the body—physically, emotionally, and psychologically. This emphasizes that the body is not just a biological structure but also the medium through which an individual will feel stress, comfort, confidence, or anxiety in everyday experiences. The findings highlight that comfort is not instantaneous but co-constructed, reflecting the interaction between the lived body and relational networks. This aligns with studies emphasizing the role of supportive work environments in fostering professional well-being (Allen et al., 2022; Yu & Lee, 2023). The workplace today is an environment where mental health issues are increasingly becoming a focus of interest and concern. This can lead to discriminatory actions and attitudes towards employees who live with mental disorders, both at the personal and public levels. In particular, the stigmatization of people living with mental disorders in the workplace has a number of detrimental effects such as emotional distress (Fernandez-Jimenez & Maran, 2024). A working dedication was a state of mind and heart, similar to the unwavering commitment to the art and essence of working (Sabetsarvestani et al., 2022).

Participant 2 stated: *"The transition made me strong and enabled me to trust God even if I do not understand. It produced grit, resilience, endurance, perseverance and peace in the midst of difficulties."* The statement exemplifies a profound sense of hope and personal transformation grounded in spiritual reflection. The participant often encountered challenges, uncertainty, and disruptions during reassignment. This is happening when adjusting to new work environment and managing emotional stress. When such undertakings happened, the employee may feel grit for perseverance. The Participant had seeks divine intervention as a coping mechanism and motivation.

Grit and hardiness are associated with the maximum charge of the psychological battery, or how long an individual could sustain effort. Self-control modulates energy management that augments effort required to sustain endurance, whereas resilience represents the ability to recharge. Coping refers to the use of thoughts and actions to manage stress (Algorani & Gupta, 2023). Using practical coping strategies influences the roles, especially when juggling the responsibilities. These factors are constrained by both psychological and physiological stressors in the environment that drain the psychology battery. Taken together, these ideas form a novel framework to discuss related psychological concepts, and ideally, optimize intervention to enhance psychological endurance (Biggs et al., 2024). This implies that whenever faced with a stressful situation, the

employee seeks the guidance of God, try to look for means or ways to address the issue, and think of the problem or the stressful situation from another vantage point (Pagtalunan, E., & Valcos, E. 2022).

Participant 3 stated: *"It's uncomfortable for me because I have so much more to learn about government accounting, while the other staff who have been assigned in this office had already mastered the art of it."* Participant 3's statement highlights the profound emotional consequences of reassignment, particularly uncomfortableness and uncertainty, coupled with sense of less confidence due to the circumstances. Participant reported a complex emotional landscape, with sadness, fear, and frustration coexisting alongside comfort, contentment, and acceptance. The emotional disturbance of the Participant may affect work performance and the delivery of public service if there are no motivation and adaptation to cope the loss confidence.

The findings corroborate recent work demonstrating that complex emotional landscapes are inherent to transitional experiences, revealing resilience and meaning-making amidst uncertainty (Allen et al., 2022; Yu & Lee, 2023). The employees' resilience and adaptability to ensure sustainable and efficient remote work systems (Owen, 2025). There is a positive high relationship between stress indicators of government employee and employee engagement and commitment (Olipane et al., 2023).

Participant 4 stated: *"Through the process of transition, I've gained personal insights and deeper realization about myself, my work, and the institution. I've realized that even this is not your comfort zone you can still work with your colleagues even you have different personalities and outlook in life."* Participant 4 statement highlights positive outlook and realization that entail reassignment. Reassignment significantly shaped participants' readiness by compelling them to learn, adjust, and grow. Readiness was not present at the outset but developed through experience, practice, and reflection. This theme reflects *the lived body*, as confidence and competence were gradually embodied, and *lived time*, as learning accumulated. Participant emphasized that reassignment pushed them to learn a great deal, enhancing their skills, adaptability, and professional awareness.

Organizational change is not only structural; it is profoundly emotional, affecting both mind and body. These findings echo studies showing that temporary or unexpected role changes heighten emotional distress and embodied vulnerability, particularly when organizational support is limited (Allen et al., 2022; Martinez et al., 2023). Understanding how effective leadership, work discipline, and a supportive work environment can enhance public sector performance, providing valuable insights for improving employee productivity and organizational effectiveness in local government services (Handoko, 2025). Emotional labor in coworker interactions is a prevalent phenomenon in everyday work. Yet, it is largely unknown whether it is also a relevant phenomenon, that is, whether emotional labor toward coworkers matters for employee daily work life (Nesher Shoshan, H., & Venz, L. 2022).

Participant 8 stated: *"My initial response when I learned about my reassignment, I felt mix emotion, physically I experienced a knot in my stomach, tightness in my chest, slightly rapid heartbeat. Emotionally, I felt surprised and caught off guard, anxious about the unknown, concern about the impact on my daily routine, somewhat resistant to change."* The statement of the Participant highlights the juxtaposition emotional and physical discomforts. The anxiety and the emotional strain that the participant encountered is depressing. Although it is a valid order, the employee has to follow lawful orders with a little resistance.

Participants' emotional responses ranged from mild discomfort to profound psychological strain, reflecting the intersection of space, uncertainty, and role adjustment. Initial reactions of unfamiliarity, loneliness, and apprehension signaled emotional withdrawal, consistent with organizational phenomenology research emphasizing emotional vulnerability during transitions (Billett et al., 2023; Kafle & Atkinson, 2022). There are various factors contributing to occupational stress in today's business scenario. This can be portrayed as anxiety, stress outcomes, factors leading to stress and stress management leading to job satisfaction (Singh et al. 2022). Feelings of inauthenticity and strain might result from the dissonance between emotions displayed and felt. Furthermore, surface acting can affect not only work life but also personal life by increasing fatigue and stress outside the workplace (Sciotto & Pace, 2022). Stress is the body's natural response to external demands, often referred to as stressors, that disrupt its normal equilibrium (American Psychological Association, 2020).

The theme “Adapting to physical, emotional, and mental adjustment in a new work environment” will be understood through the lens of Role Theory. Through this theory, it emphasizes that individuals’ behaviors and experiences are shaped by the roles they occupy within an organization. When employees are reassigned, they undergo a transition that requires them to understand new responsibilities, expectations, and workplace dynamics. Initially, participants may experience role ambiguity and role strain as they attempt to adjust to unfamiliar tasks and expectations. These challenges often manifest in physical fatigue, emotional stress, and mental pressure. However, as the local government employees gradually learn the demands of their new role and develop competence in performing their duties, they achieve greater role clarity and confidence, enabling them to adapt effectively to their new work environment.

The implications of this theme for local government employees in adapting into a new work environment is an interconnected experience, encompassing the physical, emotional and mental dimensions that are closely intertwined with the roles employees are performing. According to the Role Theory, reassignment triggers initial role ambiguity and strain, which manifest as stress, fatigue, and uncertainty. However, through experience, reflection, and skill development, the employees gradually gain role clarity, competence, and confidence, demonstrating that adaptation is both a personal and relational process. The local government units should recognize reassignment as more than a structural change, emphasizing the need for supportive strategies, training, and clear role definition that help employees navigate physical and psychological demands.

Reframing Time Through Reflection, Adaptation, and Anticipation in Reassignment

The experience of time during the reassignment period significantly influences the sense of purpose and the outlook of the future. Van Manen’s theory of lived time (temporality) emphasizes how individuals experience time through the interconnected dimensions of past, present, and future. The participants’ narratives, reassignment prompted them to reflect on their previous work experiences while simultaneously confronting the challenges of adapting to a new environment. The present moment became a period of adjustment where employees learned new tasks and navigated unfamiliar routines. At the same time, participants expressed anticipation for future opportunities and professional growth within their reassigned roles. Through this temporal reframing, employees gradually reconstructed the meaning of reassignment as a process of transition rather than merely a disruption in their professional lives.

Participant 1 cited: *"Given my age and length of service in the government, my plans shifted to when I will retire and what will I do after the long years in the government."* The statement highlights strong sense of hope for personal transformation. Participant had never expected to be part of the reassignment protocol. The long stint in government service is not a guarantee that a local government employee may not be subjected to reassignment.

Length of service was experienced not as mere chronological duration but as accumulated professional commitment, loyalty, and identity. Long-serving participants perceived reassignment as an extension of self and professional purpose, while participants with shorter tenure focused on adaptation, learning, and skill acquisition. This reflects van Manen’s notion of lived time (temporality), emphasizing subjective and emotional experiences of duration (van Manen, 2016). Contemporary studies support that temporal accumulation deepens professional meaning and shapes adaptive responses to organizational change (Lohmeyer & Taylor, 2022; Smith & Lee, 2023). Employee performance is a standardized work process, level of behavior, and quality of work, so performance has an important impact on the organization's existence (Andreas, 2022).. Specifically, longer-serving public servants face distinct challenges related to work interference with personal life. This is because, through the years, tenured employees can adjust and come up with ways to juggle work responsibilities without compromising the quality of personal life (Magsayo & Saguban, 2024).

Participant 2 cited: *"My emotions I have experienced during the transition is that I worry and fear of the unknown and then eventually, peace and serenity. I have learned to like my new reassignment office. This reassignment motivated me to help the people within the LGU. It improved my over-all well-being."* Participant 2 statement reveals how maintaining positive outlook during reassignment can help manage emotional distress and sustain hope for the future. There was a strong coping mechanism relied upon to stand firm despite the trials

encountered during reassignment. The motivation and the fighting spirit flourished within for survival during the ordeal.

Administrative work was interpreted as complex and temporally charged, requiring technical competence, emotional regulation, and ethical responsiveness. Through the lens of lived time, administrative tasks were more than procedural obligations; they were spaces where professional identity, discipline, and moral engagement intersect (Harrison & Kim, 2022; van Manen, 2023). This underscores that administrative work can contribute to meaning-making rather than being a source of monotony. The self-motivation in carrying out tasks and a sense of pleasure in many things about the organization. This attitude contributes greatly to the achievement of maximum performance (Andreas 2022). Work characteristics can directly influence employees' psychological health and well-being (Sciotto & Pace, 2022).

Participant 4 cited: *"Looking back, my past work experience in my previous office has significantly shaped my readiness for this reassignment. However, my present work is difficult from my previous job description. Nevertheless, my time at my previous office provided me a solid foundation for navigating this transition, even though some aspects of the new environment require a different approach. Looking ahead, I felt accomplished and I believe this reassignment will carry out some opportunity in the future."* The statement of Participant 4 illustrates the readiness and preparedness amidst reassignment. Reassignment was experienced as a temporal journey, not a single event. Participant described reassignment as something anticipated, endured, and gradually understood over time. Lived time (temporality) shaped emotional readiness, uncertainty, patience, and eventual acceptance. Discomfort was not merely negative; it served as a transformative space promoting reflection, adaptation, and growth. Self-reflection and adaptive learning – using discomfort to refine practices and professional judgment. From a phenomenological perspective, discomfort reveals underlying tensions in lived experience, contributing to resilience and professional development (Finlay, 2023; Nguyen & Parker, 2024).

Participant 6 cited: *"The most significant part of my reassignment has been learning to adapt change. It challenges me to step out of my comfort zone, develop resilience, and discover strengths that I didn't realize I had. Through the transition, I realized I am more adaptable than I thought."* Participant 6's statement highlights the receptiveness in addressing reassignment. Participant identified perseverance and patience as essential strategies for navigating emotional difficulty. This is a strong indication that the Participant endured the hard times and being resilient. In openly accepting within yourself the challenges that is being laid down, can be easily remedied and find solutions.

Perseverance required waiting, enduring, and moving forward without immediate clarity, reflecting lived time. Maintaining hope and performing responsibilities allowed participants to retain professional identity and efficacy. Contemporary research confirms that emotional endurance and patient engagement with transitional periods enhance professional resilience and long-term adaptation (Billett et al., 2023; Clarke & Knights, 2023).. The employees engage in emotional labor toward their coworkers on a day-to-day basis and behavior is consequential. Such knowledge is crucial, however, because prevalence does not equal relevance. Yet if emotional labor toward coworkers is beneficial, advancing its enactment becomes meaningful (Nesher Shoshan, H., & Venz, L. 2022). The flexible work arrangements promote employee well-being and efficiency in local government institutions Garcia et al., 2025).

Participant 8 cited: *"The most significant part was the initial uncertainty. Moving to a new department meant adjusting to a whole new workflow, team dynamics and expectations. Now looking back, that uncertainty turned into growth opportunity. The biggest part was realizing I could adapt and actually thrive in a new environment."* The statement highlights emotional discomfort with strong determination of hope. Participant reframed reassignment as a professional and personal opportunity, marking a shift from stress to acceptance. Despite the heartbreaking part because of reassignment, the struggle to make a difference will be important. To strive for excellence and grasping the potential benefits that may be reaped in proper time.

The findings align with recent studies highlighting that mindful reframing and relational awareness promote adaptive growth and professional development during organizational transitions (Brown & Davis, 2023; Nguyen & Parker, 2024). Job satisfaction is significantly related to quality work of life. Hence, strategy and

working environments would be enhanced to boost job satisfaction and employees' quality of work life (Licudan-Credo & Naparota, 2022). A strong positive correlation was observed between work-related attitudes and organizational effectiveness, indicating that as positive attitudes increase, organizational effectiveness also increases (Inosanto, & Mae, 2026).

The Schlossberg's Transition Theory will be appropriate lens in the theme, "Reframing time through reflection, adaptation, and anticipation in reassignment." The theory explains how individuals cope with life transitions by evaluating their situation and mobilizing available resources. According to Schlossberg, transitions involve moving from a familiar role or environment to a new one that requires individuals to reinterpret their experiences and develop coping mechanisms. In the context of reassignment, participants reflected on their previous roles and responsibilities, allowing them to make sense of the changes they were experiencing. As they adjusted to their new assignments, they demonstrated adaptation by learning new tasks, modifying their routines, and developing resilience in response to unfamiliar work conditions.

The implications of reframing time through reflection, adaptation and anticipation in reassignment of local government employees are profound. According to van Manen's concept of lived time, the adaptation is a temporal process, where past experiences inform readiness, the present requires active engagement and learning, and anticipation of the future motivates perseverance and goal-setting. Based on the Schlossberg's Transition Theory, emphasize that effective coping mechanism with reassignment involves reflecting on previous roles, mobilizing personal and organizational resources, and employing strategies that foster resilience and skill development. The local government units should recognize reassignment not as a single event but as a transitional journey, where timely assistance to employees reinterpret challenges as opportunities for growth and professional transition.

Building Supportive Connections: Navigating Relationships with Colleagues and Supervisors to Adapt and Thrive in a New Work Environment

This theme is grounded through the existential lifeworld of Van Manen's lived relations (relationality). Lived relations refer to the way individuals experience and make meaning through their relationships with others in their social world for experiencing reassignment. The research indicated that reassigned government employees express concern between their colleagues and supervisors in relation to their reassignment. Compassion was central to participants' meaning-making, functioning both as a personal value and professional practice.

Participant 1 statement: *"The kind of support I have experienced from my colleague and management is by teaching and guiding me on what and how to exactly do things considering that I am new to the job. Having a healthy relationship with my co-employees will help me in achieving my duties and responsibilities much easier."* This statement highlights the coordinated support system in the institution for a harmonious relationship. A supportive relational climate emerged as a counterbalance to workplace challenges. Participant described colleagues as approachable, communicative, and cooperative, which enhanced inclusion, motivation, and emotional well-being.

Friendly interactions fostered a sense of psychological safety and inclusion, illustrating lived relation as the medium of workplace meaning. Informal conversations, teamwork, and mutual assistance transformed the workplace into a relationally rich lived space, enhancing performance and satisfaction. Mitigation of stress through social support and positive social dynamics buffered against stress, supporting resilience and adaptive capacity (Allen et al., 2022; Billett et al., 2023). Understanding the factors that influence employee commitment is important for enhancing organizational effectiveness, particularly in the Local Government Unit (LGU) (Bacasmot & Chavez 2025). Effective communication is essential for fostering a motivated and engage workforce, particularly in government organizations where transparency and collaboration are vital (Larroza et al., 2024)

Participant 2 statement: *"My relationship with my supervisors is always grounded in respect, and I strive to perform tasks with excellence. With my co-workers, it is characterized by cooperation and collaboration. My head of office is a good leader and she is very supportive and encourages all workers to do our tasks from the*

heart. These relationships enabled me to adjust in my role by keeping me productive and have a sense of humor," and Participant 4 statement: "Since my reassignment, my relationship with my co-workers has been so nice and wonderful. I find them to be kind and friendly. Communication with them has been pleasant and cordial. Overall, these relationships have been helpful for me to improve each individual views, for more respectful connection that built outmost trust and encouraged to grow, leading to better mental well-being." The statements of participants 2 and 4 highlights a profound open communication in achieving a common goal. Compassion was central to participants' meaning-making, functioning both as a personal value and professional practice. Humanizing professional tasks – transforming routine administrative work into meaningful interactions.

From a lived relation perspective, compassion reinforced purpose, role satisfaction, and commitment. These findings resonate with contemporary literature emphasizing emotionally intelligent and ethical workplace practices as critical for engagement and organizational cohesion (Brown & Davis, 2023; Martinez et al., 2023). The importance of enhancing open communication to boost employee engagement and performance and other strategic recommendations to address barriers (Larroza et al., 2024). The organization ensured that its employees worked in an environment geared towards employees' development by providing policies and guidelines that supported both employees and the organization (Resurrecion, 2025).

Participant 6 statement: "Since reassignment, I've built supportive relationship with co-workers through open communication, teamwork and guidance which strengthened my confidence. I received strong support through guidance from supervisor and teamwork with colleagues through communication gaps and adjusting to new routines were the most challenging part," and Participant 7 statement: "Because of good relationship I have with my co-workers, especially my supervisor, I was able to adjust quickly to my new reassignment." The two statements describe the positive work relationships among reassigned government workers. Helpfulness reflected participants' professional identity and relational commitment, integrating emotional labor and relational awareness. The diversity of colleagues' behaviors emerged as a defining dimension of the workplace. Participants encountered individuals with varying personalities, communication styles, and work ethics, which shaped relational dynamics and daily experiences. Employees needed openness, patience, and understanding to navigate interpersonal differences, highlighting lived relation (relationality) as a core experiential dimension. Emotional and embodied responses by adapting to behavioral differences required self-awareness, emotional regulation, and physical coping strategies, reflecting the lived body (corporeality).

Learning and professional growth of participants framed behavioral diversity as an opportunity to broaden perspectives and enhance interpersonal competence, demonstrating that diversity can serve as a source of experiential learning. The findings align with recent studies highlighting that mindful reframing and relational awareness promote adaptive growth and professional development during organizational transitions (Brown & Davis, 2023; Nguyen & Parker, 2024). The happy employees guarantee a happy workplace and successive organization. Employee satisfaction helps aid in long-term organizational growth (Choudhary, P., & Kunte, M. 2024). Employee engagement reflects the involvement and enthusiasm of employees in their work and workplace (Gallup 2024).

The theme, "Building supportive connections: navigating relationships with colleagues and supervisors to adapt and thrive in a new work environment" can be explained through the lens of Role Theory. This theory explains that individuals occupy specific roles within an organization, each associated with particular expectations and patterns of interaction. When employees are reassigned to a new workplace, they often encounter uncertainty regarding their responsibilities and how they should interact with others. Through supportive relationships with colleagues and supervisors, individuals gain guidance, feedback, and clarification of their roles. These interactions help reduce role ambiguity and facilitate smoother adjustment to the new environment. In this way, building supportive connections enables employees to negotiate and perform their roles effectively, fostering both professional growth and a sense of belonging within the organization.

Familiarity and Functionality of Work Tools as Anchors for Adaptation and Belonging

The theme Familiarity and Functionality of Work Tools as Anchors for Adaptation and Belonging highlights the vital role of tangible materials play in helping government employees reassignment manage the psychological and emotional strain of transition. Using van Manen's hermeneutic phenomenology, the essence

of this experience lies in how individuals live through challenge and gradually transform difficulty into readiness, learning, and meaningful accomplishment. Reassignment emerges not merely as a structural change but as a deeply embodied and temporal journey of professional becoming. Participants discussed the tools and resources available to them, emphasizing adequacy rather than abundance. This theme reflects lived material (lived materiality), where the work environment is experienced through material conditions. Lived materiality refers on how the physical objects, tools, and material environment people interact with shape their lived experiences and influence their sense of comfort, familiarity, and engagement with their world.

Participant 2 shared: *"I am learning on the desludging of septic tank for our wastewater discharge permit and the specific tools and materials in compliance with the fire code. These things and equipment help a lot in my work performance. The materials are working and doing it, going through the process that provides meaning in my work."* Participant 2 statement highlights the adaptation in performance of work in the delivery of basic services. Interestingly, many emphasized that limited tools did not necessarily hinder effectiveness, as personal strategies compensated for material constraints. This reflects lived material, where the environment is experienced through adequacy rather than abundance, and lived body is where careful thinking and self-regulation shape performance. The material resources and workplace tools function as stabilizing elements during organizational transitions, helping employees maintain continuity in their work practices while adjusting to change (Lohmeyer & Taylor, 2022). The public sector organizations that prioritize the well-being of their employees and seek to further improve the workplace environment for more engaging and productive employees (Concepcion, et al., 2024).

The following participants shared similar material of which they can continue the reassignment:

"My work here only involves a computer. I do reconciliation here. You cannot see my paper or documents in my table. It's stressing in my eyes and my brain cells whole day. I have to face the computer for the reconciliation report. However, I also like it because I don't have any physical documents to check. It's the application for government accounting." (P3)

"There's not much that the standard just the paper, pen, and the computer. At first there was a delay in doing my task because the computer was outdated. After it was replaced, it went on normally. There's no such particular, meaningful material in my new workplace. All office supplies, equipment, and colleagues are very important to me in delivering the output in the office." (P5)

"My current workplace relies only on standard items – basic furniture, computers and printer. Standard items made my adjustment easier because they were familiar. Familiar items or standard items provide comfort and continuity, grounding me as I adjust to the new environment." (P6)

Participants' lived experiences indicate that reassignment is more than an administrative process; it is an existentially significant event shaping professional becoming. Through reflective engagement, participants navigated uncertainty, disruption, and discomfort, ultimately cultivating resilience, adaptive capacity, and relational meaning within the organizational setting. Participants interpreted reassignment in relation to organizational needs and personal development. The lived experience of reassignment is best understood as an emotional journey that moves from anticipation and distress toward perseverance, acceptance, and eventual comfort. Guided by van Manen's hermeneutic phenomenology, these themes reveal that reassignment is not a linear administrative process, but a temporal, embodied, and relational experience, where emotional awareness, regulation, and relational interpretation shape professional meaning-making and personal growth (Billett et al., 2023; Nguyen & Parker, 2024; van Manen, 2016, 2023). Adaptability and flexibility are consistently identified as critical competencies for effective teamwork (Del-Bosque-Trevino, J. (2026). A good governance directly influences how employees adapt to change and engage with their work. LGUs enhance change management strategies, promote meaningful employee involvement, and strengthen transparency and communication efforts (Ducao, K. L. (2024)

Participant 7 shared: *"The tools we use here include our electrical tools which I use together with the electricians assigned with me. We also maintain generator set. We handle electrical and electronic issues related to some equipment. However, not all institution instruments can be repaired by us, especially those that require*

specialized expertise." Participant 7 statement highlights the essential resources to enable the employee to perform technical task. Inadequate access to tools, on the other hand, may lead to frustration, decreased productivity, and difficulty in adapting to reassigned roles (Lohmeyer & Taylor, 2022).. The public sector organizations that prioritize the well-being of their employees and seek to further improve the workplace environment for more engaging and productive employees (Concepcion et al., 2024).

The Role Theory can best explain the theme of "Familiarity and Functionality of Work Tools as Anchors for Adaptation and Belonging". It suggests that individuals occupy specific roles that require them to carry out certain responsibilities, behaviors, and functions in order to meet organizational expectations (Biddle, 1986). In the context of reassignment, employees are often required to assume new responsibilities and adapt to different work processes. The availability and familiarity of work tools therefore become essential in enabling individuals to effectively perform the tasks associated with their roles.

The implications of theme emphasizes that familiarity and functionality of work tools serve as vital anchors for employees' adaptation and sense of belonging during their reassignment. Based on the van Manen's concept of lived materiality, the study highlights that the physical environment and available resources shape not only the performance of the employees but also comfort, confidence, and emotional well-being, demonstrating that adaptation is both embodied and relational. According to the Role Theory, the access to adequate, available and familiar tools enables employees to fulfill role expectations effectively, reducing role ambiguity and facilitating smoother adjustment to new responsibilities. This theme reinforces that adaptation in reassignment is not only a psychological or social process but also materially grounded, where interaction with work tools contributes to resilience, competence, and a sense of belonging within the organization.

Aesthetic Expression of the Findings

A poem that will figuratively describe the true sentiments of the people who had undergone reassignment during their government tenure. It captures the quiet moment when change has already begun, but clarity has not yet arrived. The space emotions that stir like shifting light, forming the outline of a new self. Nothing is fully defined, yet everything is in motion.

Silhouette of Transition

Space and environment shape the rhythm of transition,
Participants encountered new faces, new offices and new workflows,
Initial fear, hesitation and confusion though challenging,
A vessel for reflection, adjustment, learning provides personal transformation.
Time unfolds as a living presence in the reassignment journey,
Employees navigate, endured its vastness and explored possibilities,
Changing roles, reflecting preparedness and inviting patience to aspire,
Reassignment became a silent teacher, cultivating skills, and propagating resilience.
The body and mind resonate with every transition,
Spoken of physical strain, emotional vividness, in guise of hope,
Adaptation emerged in an embodied process of competence and confidence,
Where courage surmised and well-being were gradually internalized.
Relationships became lifelines for adaptation,
Colleagues and supervisors acted as anchors,
Employees experienced inclusivity,
Relationality revealed, shared and socially mediated.
Materiality grounds, resources and familiar objects provided stability,
Work tools not mere instruments, but a companion and source of strength,
A guiding compass to enact roles with competence, comfort and confidence
Materials bridged uncertainty, directing employees to professional notable identity.

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study explored the lived experiences of local government employees undergoing the transition of reassignment. This study sought to answer the following research questions: 1) How do reassigned government employees describe their lived space, particularly the physical and psychological environment of their new workplace?; 2) How do reassigned government employees experience their lived body, encompassing their emotional, mental, and physical responses throughout the reassignment process?; 3) How do reassigned government employees perceived their lived time, especially as they reflect on their past experiences, present realities, and future expectations related to their reassignment?; 4) How do reassigned government employees experience their lived relations, including their interactions and relationships with new colleagues and supervisors, and stakeholders they deal with during their reassignment?; and 5) How do reassigned government employees relate to their lived things, such as work tools, equipment, and materials that shape their adaptation and sense of belonging in the new workplace?

The hermeneutic phenomenological research design using the van Manen's method of analysis is used in this study. The research was conducted at one of the Provincial Local Government Units in Western Mindanao where eight participants were purposely selected through purposive sampling. Data were collected using the researcher-made Interview Guide to gain in-depth insights into the experiences of reassigned local government employees. The five-step van Manen's approach was utilized to analyze the data, aiming to uncover the essence of the local government employees' lived experiences of reassignment, workplace adaptation, emotional transitions, motivation, relational support, and professional growth.

Findings

The following are the findings of the study:

1. Navigating and Adapting to New Work Environment: The Interplay of Space, Comfort, and Psychological Adjustment. This theme examines the emotional journey and physical hardships of government employees during transitions, where they initially experience uncertainty and stress but, through adaptation and coping strategies, may develop resilience and ultimately thrive in their new roles.

2. Adapting to Physical, Emotional, and Mental Adjustment in a New Work Environment. This theme explores government employees' lived experiences undergoing change involving emotional and reflective process shape on how they interpret, cope, and give meaning during reassignment.

3. Reframing Time Through Reflection, Adaptation, and Anticipation in Reassignment. This theme delves into the complex of fear, readiness to adapt, and career changes that government employees experience upon reassignment.

4. Building Supportive Connections: Navigating Relationships with Colleagues and Supervisors to Adapt and Thrive in a New Work Environment. This theme highlights social relationships and provides the presence of a support system essential for government employees during reassignment.

5. Familiarity and Functionality of Work Tools as Anchors for Adaptation and Belonging. This theme explored how the availability and familiarity of work tools and equipment shape government employee reassignment experiences.

Conclusion

Based on the findings of the study, the following are the conclusions drawn:

1. Reassignment is a profoundly human experience, affecting emotional, physical, and psychological dimensions. The reassignment experienced by the local government employees was a challenging, complex, and deeply personal process enduring physical hardships in a new work environment drawn upon personal resources.

2. Reassignment is not merely an administrative process or structured change but a transformative journey that initially presents a challenging experience. The physical, emotional, and mental adjustments required perseverance and resilience. Personal development among government employees and coping mechanism strategies are the compass to navigate change successfully.

3. The reassignment experienced by the government employees had allowed them the opportunity to learn something new and optimistic to apply the learnings for personal and professional growth.

4. The supportive interpersonal relationships experienced during reassignment play a pivotal role in the employees' successful adaptation and motivation to combat the emotional and physical strains.

5. Providing government employees with access to available and familiar material objects can significantly improve their confidence and ability to perform tasks effectively.

Recommendations

Based on the findings and conclusions of the study, the following are the recommendations:

1. The Local Government Unit (LGU) may design a structured reassignment orientation and transition program that shall establish clear timelines and expectations for temporary reassignments for local government employees.

2. The Local Government Unit (LGU) will provide an optimization of the physical work environment that is conducive and aligned to the occupational safety standards that will promote comfort, safety, and employee-friendly atmosphere.

3. Policymakers may practice relational leadership emphasizing empathy, availability of policy and procedure manual regarding reassignment protocol, feedback and monitoring mechanism. There will be established support systems that promote mentorship programs, peer support, and collaborative work environments.

4. The Local Government Unit (LGU) will provide a strategic planning, guidance, and reassurance during periods of transitions recognizing emotional labor and efforts alongside with task outputs for the promotion personal and professional support. The institutions will prioritize employee well-being programs.

5. The Local Chief Executive, management, and head of offices may foster a culture of collaboration, respect and open communication to create productive and meaningful careers within the organization and enhancing trust, cooperation and a sense of belonging among government employees.

6. Future researchers may conduct longitudinal phenomenological studies of reassignment experiences. Comparing experiences across sectors, organizational cultures, and geographical contexts. And lastly, investigate leadership perspectives on managing reassignment and transitional stress.

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Appendix A

INTERVIEW GUIDE

Part I: Participant Profile

1. Age: _____
2. Sex: _____
3. Position/Designation: _____
4. Length of service in the local government: _____ years
5. Previous assignment/office: _____
6. Current assignment/office: _____
7. Length of time since reassignment: _____

Part II: Main Interview Questions

A. Lived Space (Physical and Psychological Environment)

1. How would you describe your new workplace after the reassignment?
2. How did you feel when you first entered or settled into this new work environment?
3. What aspects of your new workplace made you feel comfortable or uncomfortable?
4. Can you describe the overall culture and atmosphere of your previous and current workplaces, highlighting the key similarities and differences in how people interact, collaborate, and approach their work?

B. Lived Body (Emotional, Mental, and Physical Reactions)

5. How did you physically and emotionally respond when you learned about your reassignment?
6. What emotions have you experienced during the transition process?
7. How has this reassignment affected your motivation, energy, or overall well-being?

C. Lived Time (Reflections on Past, Present, and Future)

8. Looking back, how did your past work experience prepare you for your reassignment?
9. How do you see your current situation compared to your previous role?
10. When you think about the future, how do you feel about your career path after this reassignment?

D. Lived Relations (Interactions and Relationships)

11. How has your relationship with your co-workers or supervisors changed since your reassignment?
12. What kind of support (or challenges) have you experienced from colleagues or management?
13. How have these relationships influenced the way you adjusted to your new role?

E. Lived Things (Work Tools, Equipment, and Material Environment)

14. What work tools, equipment, or materials do you use in your new workplace?
15. How do these things help or hinder your work performance and adjustment?

14. What particular objects or materials in your new environment that hold meaning or comfort for you?

Part III: Closing Questions

17. What has been the most significant part of your reassignment experience?
18. What personal insights or realizations have you gained through this transition?
19. What advice would you give to others who might undergo a similar reassignment?

Appendix B

November 27, 2025

DR. ROSE PORTIA G. ZERRUDO-OMPOY, FPCP

Acting Hospital Administrator

Zamboanga del Norte Medical Center

National Highway, Sicayab, Dipolog City

Dear **Dr. Zerrudo-Ompoy**,

Greetings!

The undersigned is a student in the graduate program **Master in Public Administration** at Misamis University in Ozamiz City. I am pursuing my thesis entitled **“Embracing Transition: A Phenomenological Study of Local Government Employees’ Experiences of Reassignment”**. The study was approved by the Thesis Committee on November 17, 2025.

In view of this, I would like to ask permission for the conduct of the study at Zamboanga del Norte Medical Center. This study aims to uncover the essence of government employees’ lived experiences, contributing to more empathetic workforce management and human resource development approaches. In addition, it will seek to identify and describe the range of emotional reactions, coping mechanisms, perceived organizational support, and the broader impacts on their professional roles and personal lives. The target participants will be permanent public employees under the same Local Government Unit; must have experienced work reassignment within the last three (3) years; and are selected through purposive sampling. An Interview Guide will be used in gathering data. Be assured that ethical considerations will be duly observed in the conduct of the study and that the data to be gathered will be used solely for research purposes only. Further, the interview will be conducted beyond office hours to avoid interrupting their regular duties and responsibilities.

I earnestly hope for your approval on this humble request.

Very truly yours,

LEO ORSON L. BANDIVAS

Student/Researcher

Noted:

CYNTHIA S. SUPERABLE, EdD, DScN

Dean, Misamis University Graduate School

Approved:

DR. ROSE PORTIA G. ZERRUDO-OMPOY, FPCP

Acting Hospital Administrator



Appendix C



Misamis University

H. T. Feliciano St., Ozamiz City, 7200 Philippines

MISAMIS UNIVERSITY RESEARCH ETHICS BOARD

Phone: +6388 521 0367 | Fax: +6388 521 2917

Email: muresearchethics@mu.edu.ph

MU-REB-010/03 March 2022

INFORMED CONSENT FORM

(PORMA SA NASABTAN NGA PAGTUGOT)

Name of the Researcher/Investigator

(Nagtuon): LEO ORSON L. BANDIVASCourse: MASTER IN PUBLIC ADMINISTRATIONCollege: GRADUATE SCHOOLEmail / Contact Number: 09154687070Thesis Title: "EMBRACING TRANSITION: A PHENOMENOLOGICAL STUDY OF LOCAL GOVERNMENT EMPLOYEES' EXPERIENCES OF REASSIGNMENT"

PART I. INFORMATION SHEET

INTRODUCTION	Good day! I am <u>LEO ORSON L. BANDIVAS</u> , the principal researcher/investigator of the study entitled " <u>EMBRACING TRANSITION: A PHENOMENOLOGICAL STUDY ON LOCAL GOVERNMENT EMPLOYEES' EXPERIENCES OF REASSIGNMENT</u> ." I am a graduate student under the program <u>MASTER OF PUBLIC ADMINISTRATION</u> at Misamis University in Ozamiz City. I am to conduct the research with <u>LOCAL GOVERNMENT EMPLOYEES</u> as participant. In this vein, I am respectfully seeking your voluntary participation, being qualified to give your informed consent to take part in this study. Before you decide whether to participate or not in this study, please read the succeeding information about the study and feel free to ask questions anytime should there be anything you do not understand or want to clarify. If you agree to answer the interview, you will be asked to affix your name and signature on this form for which you will be given a copy.
Purpose	The purpose of this study is to <u>explore and articulate the lived experiences of the local government employees who have undergone reassignment</u> . This research <u>is to provide actionable knowledge for human resource practitioners and policy</u>



	<u>makers to improve workforce management strategies, reduce job-related stress and enhance organizational commitment and resilience.</u> (Indicate the significance).
Type of Research Intervention	This study will be conducted through interviews. The gathering of data will be conducted in person.



Misamis University

H. T. Feliciano St., Ozamiz City, 7200 Philippines

MISAMIS UNIVERSITY RESEARCH ETHICS BOARD

Phone: +6388 521 0367 | Fax: +6388 521 2917

Email: muresearchethics@mu.edu.ph

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Type of Research Intervention	This study will be conducted through interviews. The gathering of data will be conducted in person.
Selection of Participants	The selection of the participants is based on the following inclusion criteria: <u>must be a permanent public employee of the same Local Government Unit, must have experienced work reassignment within the last 3 years and must have voluntarily given consent to participate.</u> (Indicate as applicable to your study).
Voluntary Participation	Your participation has to be voluntary and will not affect your situation or status in any way, including your relationship with the researcher. You are free to decide if you will take part or not. If you decide to participate, you are free not to answer any questions that you do not prefer to answer.
Procedure	The participants will be given ample time when to undertake the interview. The interviews will be undertaken once or several times when necessary. The researcher will transcribe the interviews to be used for the analysis of the data. The information and data provided by you as a participant will be utilized for this study alone and will be treated with the utmost confidentiality.
Duration	The gathering of data through the interview will last for 45 minutes to 1 hour.
Risks and Discomforts	The respondents will be protected from physical, social, or economic risks. In case the items in the survey instrument are too personal and make you feel uncomfortable, you may decline to answer any or all questions and may terminate your involvement at any time you choose.
Benefits	This study will enable you to shed light or provide understanding about <u>the personal narratives, emotional, cognitive and behavioral responses to reassignment.</u> Thus, your responses shall be highly valued being deemed important in the field of <u>research study.</u>

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H. T. Feliciano St., Ozamiz City, 7200 Philippines

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Phone: +6388 521 0367 | Fax: +6388 521 2917

Email: muresearchethics@mu.edu.ph

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Reimbursements	There will be no monetary expenses or costs on your part as a respondent, nor any monetary compensation for your participation in this study. However, personal protective equipment (PPE) like face masks, alcohol and face shields may be provided during the gathering of the research data.
Confidentiality of Data	Only the researcher will have access to the information and responses of the participants. The personal identifying information of the participants will only be used for research analysis and will be treated with the utmost confidentiality. During the study, all data will be kept in a locked, secure filing cabinet, of which will be discarded 6 months after the publication of the results.
Sharing of Findings	The results of this study will be presented during the thesis/dissertation final defense of the researcher. Also, the research findings may be shared through publications and conferences with the assurance that the identities of the respondents will remain confidential. A printed copy of the completed study will be provided to the participants.
Rights to Refuse or Withdraw	You are free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation.
Who to Contact	Should there be any queries as a parent, you can contact the researcher through the following details: Name of the Researcher: <u>LEO ORSON L. BANDIVAS</u> Cellphone Number/s: <u>09154687070</u> e-mail ad: <u>leorsbandz@gmail.com</u> STATEMENT BY THE RESEARCHER (PAGPADAYAG SA NAGTUON) I will read the Information sheet to the potential participant. With the best of my ability, I make sure that the participant will understand the interview questions and that possible follow-up interviews may be undertaken. I can assure that the participant will be given an opportunity to ask questions about the study, and all the questions raised will be answered fully. I can likewise assure that the participant will not be coerced into giving consent that must be free and voluntary.



	A copy of this Informed Consent Form will be provided to the participant. Print Name of Researcher: <u>LEO ORSON L. BANDIVAS</u>
--	--



Misamis University

H. T. Feliciano St., Ozamiz City, 7200 Philippines

MISAMIS UNIVERSITY RESEARCH ETHICS BOARD

Phone: +6388 521 0367 | Fax: +6388 521 2917

Email: muresearchethics@mu.edu.ph

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Who to Contact	Should there be any queries as a parent, you can contact the researcher through the following details: Name of the Researcher: <u>LEO ORSON L. BANDIVAS</u> Cellphone Number/s: <u>09154687070</u> e-mail ad: <u>leorsbandz@gmail.com</u> STATEMENT BY THE RESEARCHER (PAGPADAYAG SA NAGTUON) I will read the Information sheet to the potential participant. With the best of my ability, I make sure that the participant will understand the interview questions and that possible follow-up interviews may be undertaken. I can assure that the participant will be given an opportunity to ask questions about the study, and all the questions raised will be answered fully. I can likewise assure that the participant will not be coerced into giving consent that must be free and voluntary. A copy of this Informed Consent Form will be provided to the participant. Print Name of Researcher: <u>LEO ORSON L. BANDIVAS</u>
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**Misamis University****H. T. Feliciano St., Ozamiz City, 7200 Philippines****MISAMIS UNIVERSITY RESEARCH ETHICS BOARD**

Phone: +6388 521 0367 | Fax: +6388 521 2917

Email: muresearchethics@mu.edu.ph

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Appendix D

This research entitled “EMBRACING TRANSITION: A PHENOMENOLOGICAL STUDY OF LOCAL GOVERNMENT EMPLOYEES’ EXPERIENCES OF REASSIGNMENT” by with the aim of gathering information and data pertaining to the lived experiences of reassignment, has been presented and explained to me clearly. Since the study involves personal narratives and experiences, I am chosen as one of the participants.

I have read the foregoing Informed Consent Form, or it has been read to me. I had the opportunity to ask questions, which were subsequently answered fully. I consent voluntarily to be a participant of this study.

Print Name of Participant: _____

Signature of Participant: _____

Date: [MM/DD/YYYY] _____

Name and Signature of the Witness

(Ngalan ug Pirma sa Testigo)

INTERVIEW TRANSCRIPTION

Participant 1: Good afternoon! Thank you for the explanation regarding your proposed study and I am happy that I am chosen as one of the participants. I appreciate that data privacy will be observed strictly. I am 50 years of age, male, married. A college graduate with a degree in AB-Political Science. I had been working for 26 years in this LGU. I had been reassigned to another office for 6 months now. I can describe the physical environment of my new workplace as much larger area and with numerous employees and workers. When I first entered into my new environment, it was a totally different physical environment. I was apprehensive that I am now out of my comfort zone. I am comfortable in my new work place as performing administrative functions. The overall culture and employees and more challenging considering that you will encounter different problems every day. My response when I learned about my reassignment is that I have to be more physically, emotionally and mentally fit in reporting to work due to and by reason of a larger scope of duties and responsibilities. In this reassignment, by putting myself in a whole new world or environment will somehow loosen my productivity, but I shall step up my performance in order to meet new world demands. My past work experience prepared my readiness as my work ethics is for adhering to the norms and conduct of a public servant has a significant impact on my effort to be an ideal government employee. My present responsibility honed my ability to deal with diverse behavior of employees. Given my age after the long years in the government. The relationship with my co-worker or supervisors since my reassignment is as always, I have high respect to them. The kind of support have I experienced from my colleague and management is by teaching and guiding me on

what and how to exactly do things considering that I am new to the job. Having a healthy relationship with my co-employees will help me in achieving my duties and responsibilities much easier. Not much difference with regards to equipment and materials used considering that I am doing more or less administrative functions. Considering that there is no much difference in the equipment being used in the performance of functions, the same has not affected my productivity. There is no particular object or material that has significant meaning. The most significant part of my reassignment experience is by receiving additional monetary benefits. My personal insight is always adapted yourself to the new horizon of your work environment. Based on my personal journey, my advice is to love your work and always take an extra mile in your performance of your assigned duties and responsibilities.

Participant 2: Good day! I appreciate in participating in this study and I am willing to answer all your questions in the best possible way provided that strict confidentiality and anonymity is observed. I am 44 years of age, female and single. I am a Juris Doctor with 18 years of length of service. I had been reassigned from my mother unit to another office for 5 months now. My new physical environment of my new workplace can be described as conducive for working, the office is organized and clean and there are enough office supplies with functional computer. There are a lot of trees and plants surrounding the building. My immediate feeling when I first entered into my new work environment is that I need to make a major adjustment because I am not familiar with the place/location and I need to get to know my colleagues. The aspect in my new workplace is my colleagues are helpful and give me space to be comfortable. The culture and atmosphere, in my previous workplace, we consult each other and do our assigned tasks according to the order and advice of our head while in my current workplace, I am teaching and monitoring of the Job Orders on their tasks as well as lead the administrative services. My response upon learning my reassignment is that to respond with grace and accept my reassignment. I have to assure myself that God is sovereign, He is in control and all things will work together for good for those who love God who are called according to His purpose. My emotions I have experience during the transition is that I worry and fear of the unknown and then eventually, peace and serenity. I have learned to like my new reassignment office. This reassignment motivated me to help the people within the LGU. It improved my overall well-being. As an employee of an LGU, there is always that readiness that anytime you can be reassign to another office. I see my current responsibility as an opportunity to help improve the delivery of services of the office. After this reassignment, my career will continue to grow. It prepares me for the next season. My relationship with my supervisors is always full of respect doing tasks with excellence and with my co-workers it is cooperation and collaboration. My head of office is a good leader and she is very supportive and encourages all workers to do our tasks from the heart. These relationships enabled me to adjust in my role by keeping me productive and have a sense of humor. I am learning on the desludging of septic tank for our wastewater discharge permit and the specific tools and materials in compliance with the fire code. These things and equipment help a lot in my work performance. The materials are working and doing it, going through the process that provides meaning in my work. Acceptance of my reassignment and making the most of what I have and also being grateful and contented. The transition made me strong and enabled me to trust God even if I do not understand. It produced grit, resilience, endurance, perseverance and peace in the midst of difficulties. My advice is to trust God in the process. Keep moving forward.

Participant 3: Good afternoon! I am grateful that I have participated this study. Hoping that there will be a positive outcome of this research. I am 28 years old, female, single. I am a graduate of BS in Accountancy and a I am a CPA. I had been a regular employee for almost 3 years. I had been reassigned to another office within this LGU for 4 months already. My new workplace after the reassignment is smaller than my previous office, with only a table, a chair and a very limited space to move. It also has significantly more staff since it serves the entire province, making the environment busier and more crowded than my previous office. When I first entered my new work environment, I immediately felt overwhelmed because of the work load. It's quite different from my previous post because I minimally rendered supervisory functions than that I have routinary functions. It's quite comfortable in my new workplace because I have seniors that can guide me and I don't have to lead unlike in my previous workplace here I act as the unit head. It's uncomfortable for me because I have so much more to learn about government accounting, while the other staff who have been assigned in this office had already master the art of it. In my previous new workplace, I need to adjust both the workplace and to other personnel. Upon learning about my reassignment, I was shocked because I did not expect the reassignment. But now I kind of accepted it and go with the flow because at least I have still a work. I have questions of my ability as a CPA.

I had a much more to learn about government accounting. I had the learnings out of it though. I also kind of accepted that there are people who will question your ability. It's kind of a challenge because the reassignment had a huge effect of my monthly income. I have now a lesser benefit than in my previous post. My past work experience is quite different because it's more on administrative function than a clerical function. But at least, this is really a humbling experience to me. My responsibility in my new environment is not that huge because I am only a staff. I have a department head that it will definitely an additional to my set of skills. It is a different experience. I have so much to learn here and will definitely help me build my work experience. I'm still in my adjustment period. It's good that I have some colleagues here that I am comfortable with. My supervisor is very patient with my pacing at my work. I kind like it that my supervisor is very lenient with my pacing and efficiency for my workload. I'm still adjusting, perhaps most challenging for me is that I have to perform well because I am new to this office and there are expectations around. It is a challenge on my part. Here, I am determined to be efficient with my work because of the expectations around. My work here only involves a computer. I do reconciliation here. You cannot see my paper or documents in my table. It's stressing in my eyes and my brain cells whole day. I have to face the computer for the reconciliation report. However, I also like it because I don't have any physical documents to check. It's the application for government accounting. I learned a lot of things in here. Maybe it's a challenge that attached to my work assignment. I am challenged because it's all new to me. Again, I have so much to learn about government accounting. That you should be ready always. You should not be complacent of everything. You should be flexible whatever challenges will come to your life. Always conditioned your mind. That you should be thankful because it's new environment. It means that you will acquire a new set of skills.

Participant 4: Good afternoon! Thank you for having me as one of the participants in your study. Hoping that confidentiality of this interview will be observed. I am 53 years of age, male, married and a graduate of AB Political Science and Bachelor of Laws. I had been in the government for 15 years. I had been transferred to another office for 1 month and 20 days. We'll honestly, it's quite different from my previous workplace. Though the office is very much smaller but it's clean and cozy, with quieter atmosphere, possibly due to the institution's smaller size compared to my previous workplace. Upon stepping into my new workplace, the contrast with my previous workplace was different. The smaller space felt immediately noticeably quieter. My initial thought was that I might now have a place that I can focus more in my work. The change in atmosphere is so intense, from the hectic environment I was used to. However, a part of me also felt lonely and sad. There are few aspects of my new workplace contributed to my comfort level, while others presented challenges. I felt immediately comfortable with my officemates, they are kind, friendly and accommodating. However, I felt uncomfortable with my work because it's not my usual job description. But regardless of these differences that will be essential as I continue to integrate into this new environment. Basically, both present and previous workplace of overall culture and atmosphere are almost exactly the same. Upon learning about my reassignment, my initial physical reaction was not that deep because I already anticipated it. Emotionally, I felt worried and sad, as I processed the news, these feeling evolved into perseverance and patience. Understanding and navigating these physical and emotional responses has been a key part of preparing for this transition. During this transition process, I 've experienced a range of emotions. Initially, there was sadness and fear. A I began to settled-in, I do feel disappointment and contempt. These were moments of anticipation and contentment and times when I struggled with frustration and loneliness. Overall, this transition has been emotionally characterized by motivation and being optimistic. This reassignment has had a noticeable impact in terms of my overall well-being. I've experienced difficulty in my internal factor which affect my physical health. Balancing these factors will be crucial as I continue to adapt to my new role. Looking back, my past work experience in my previous office has significantly shaped my readiness for this reassignment. However, my present work is difficult from my previous job description. Nevertheless, my time at my previous office provided me a solid foundation for navigating this transition, even though some aspects of the new environment require a different approach. Comparing of my previous role, my current situation involves only in few transactions related in collecting. In my previous role, I was primarily responsible for disbursing, preparation of monthly payroll and some reimbursements. Looking ahead, I felt accomplished and I believe this reassignment will carry out some opportunity in the future. However, I am also aware and worried of what my internal factor which affect my physical health. Ultimately, I hope this experience will help me grow to be a better person. Since my reassignment, my relationship with my co-workers has been so nice and wonderful. I find them to be kind and friendly. Communication with them has been pleasant and cordial. During this time, I haven't experienced such any challenges. I was only new to this new environment

after my reassignment, but the way I see them definitely I can rely on them because they are dependable, warmhearted people and they are very kind. My relationship with my officemates had significantly influenced the way I've adjusted to my new role and environment. The positive relationships have such open communication and shared positive experiences. Overall, these relationships have been helpful for me to improve each individual views, for more respectful connection, built with outmost trust and encouraged to grow, leading to better mental well-being. Beyond the standard items, the specific work tool, equipment and materials I used in my new workplace then are none. Just my laptop. The tools and equipment in my new workplace have both helped and hindered my work performance and adjustment process. As of the moment, there's none, only my laptop. There is no particular object or material in my new environment or workplace that provide meaning and comfort. The most significant part of my reassignment experience has been my relationship towards my colleagues. This has been significant because I could learn from them their shared positive experiences. It has taught me to developed my perseverance and patience. As a result, I now understand for being resilient and acceptance of what comes along the way. The aspect of reassignment will likely had been helpful and can be shared. For us to used and improved our future career and personal growth. Through the process of transition, I've gained personal insights and deeper realization about myself, my work, and the institution. I've realized that even this is not your comfort zone you can still work with your colleagues even you have different personalities and outlook in life. This has changed the way I interact with my colleagues should be more vigilant and cautious every word you may say. Based on my personal journey, the most essential piece of advice I can give to someone facing a similar reassignment is to be resilient and optimistic. It's important to remember that transitions are rarely seamless, and there will be challenges and setbacks along the way. Resilience will help you bounce back from these difficulties while optimism will help you to have a positive attitude during the transition. Additionally, open to new experiences and perspectives by keeping these things in mind, they can navigate the reassignment process with greater ease and emerge stronger and more adaptable.

Participant 5: Good day! I appreciate that I have participated in this study. I hope that this is confidential and all my answers in this interview will be protected and can help your study. I am 45 years of age, female, widow and I am a graduate of Bachelor of Science in Commerce Major in Banking and Finance. I had been in the LGU for 12 years. It has been 4 months now since I am reassigned to this new office. The office has an old structure with some rusty steels and broken tiles. But good, there are some green plants around. When I first entered my new work environment it is unbreathable, I felt uneasy. My thoughts says that there are negative spirits and viruses floating around. The co-workers are familiar acquaintances and connections which makes me feel comfortable. What makes me uncomfortable are those indifferently of why I am around and trying to insinuate and others are having crab mentality. The overall culture and atmosphere are that, friendly, interactive and always communicative with the people or whoever they meet in my previous workplace. While in my current workplace it seems like some of the people you meet are strangers. When I first learned about the reassignment, I was not overwhelmed, doubtful of what to do. But I accepted it wholeheartedly. I was thinking of doing what is being ordered. In my mind, I have to do my best in my new task. My most concern until now is the comfort in working. Most of the facilities and equipment that I have now are outdated. I even brought my own office chair. This reassignment that I have now motivates me to effectively do my task, hoping to seen/given a good opportunity ahead. The readiness for the new reassignment is okey since it/s all about accounting. My experience in my previous work is just related to the one I am doing but with a different scoop of work. With my current responsibility, I can say that I am still learning a lot to make it better like the performance with my previous work. I haven't thought about the future of my career because we already know that even if you do well with your job. Working in the an LGU is 90% politically motivated. I don't see any problem with my supervisors, at the moment, what bothers me most is how to cope up their expectations on the output of my responsibilities. The support I have experienced is that they will say that it/s good to have you here but I don't know what do they mean by that but it's a kind of challenging. Though challenging it gives me comfort knowing I can discuss about concerns that I might encounter along the way. There's not much that the standard just the paper, pen, and the computer. At first there was a delay in doing my task because the computer was outdated. After it was replaced, it went on normally. There's no such particular, meaningful material in my new workplace. All office supplies, equipment, and colleagues are very important to me in delivering the out in the office. I couldn't pin point the significant part of my reassignment experience as of this time because it is still few months ago since my reassignment. I couldn't say any yet of what personal insights in the process of

transition. My advice will be in case of reassignment, you have to embrace for a while and leave your comfort zone and find a better opportunity out of this reassignment.

Participant 6: Good afternoon! Thank you for having me in your study as one of the participants. The confidentiality wished to be observed strictly. I am 39 years of age, female, married. I am a graduate of Bachelor of Science in Commerce major in Management Accounting. I had been working in this LGU for 19 years. I had been reassigned for 4 months now from my mother unit. My new workplace is organized. Naturalized light and neutral tones create a calm atmosphere. Workstations are equipped with furniture and technology. Clean common areas and tidy hallways reflect professionalism, making the environment both productive and welcoming. When I first entered the new environment, I felt a mix of curiosity and anticipation. The professional atmosphere encouraged me to approach my task with confidence. My first impression was positive. I felt welcomed, inspired and ready to contribute. At first, I saw slightly uncomfortable adjusting to new routines and colleagues but these challenges quickly turned into opportunities to adapt and grow. My previous workplace had a formal, structured culture where people followed clear rules and protocols, and collaboration was more procedural. My current workplace, communication was not always well disseminated, which sometimes make coordination challenging. I felt a mix of anxiety and excitement. Physically, I become more alert and emotionally, I shifted from nervousness to motivation, ready to embrace the challenge. I felt anxious at first, then curious and excited, and eventually more confident and motivated as I adjusted. The reassignment had a significant impact on my motivation, energy and overall well-being. At first, the reassignment made me felt uncertain and drained but overtime it boosted my motivation, energy and overall well-being as I adopted and found new opportunities to grow. My past work experience taught me discipline, adaptability and accuracy, which helped me handle my reassignment with confidence and professionalism. My previous role was structured and compliance-focused, while my current responsibilities are more flexible, collaborative, and innovation-driven. Both require professionalism and accuracy, but the approach now emphasizes adaptability. I felt my career path is more dynamic and promising after the reassignment, giving me growth, adaptability, and confidence for future opportunities. Since reassignment, I've built supportive relationship with co-workers through open communication, teamwork and guidance which strengthened my confidence. I received strong support through guidance from supervisor and teamwork with colleagues through communication gaps and adjusting to new routines were the most challenging part. Supportive relationships with colleagues and supervisors helped me adapt faster, felt included and stay motivated in my new role. My current workplace relies only on standard items – basic furniture, computers and printer. Standard items made my adjustment easier because they were familiar. Familiar items or standard items provide comfort and continuity, grounding me as I adjust to the new environment. The most significant part of my reassignment has been learning to adapt change. It challenges me to step out of my comfort zone, develop resilience, and discover strengths that I didn't realize that I had. Through the transition, I realized I am more adaptable than I thought. I learned that clear communication and teamwork make adjustment easier. My advice is to stay adaptable, build supportive relationships, and be patient with yourself. Change is a chance to grow.

Participant 7: Good day. I am so grateful that I am chosen to be among the shortlisted participant in your study. I appreciate that confidentiality and anonymity is properly observed. I am 52 years of age, male, and married. I am a graduate of Bachelor of Science in Electrical Engineering. I had been working as an Electrical Engineer for 21 years in this LGU. I had been serving my reassignment order for almost 2 months now and counting. I was really surprised because this is my first time to be reassigned to a different institution. I am an engineer and the environment is really different where I am reassigned of which I not used to and I handled electrical maintenance as well as building maintenance. I am also involved in some improvement projects, both in electrical facilities and building renovations. I was able to adjust easily because the workers are very good and cooperative with me. Hence, everything is okay because my help is needed in my new workplace. At first, it felt slightly unfamiliar and I immediately reflected on the type of work I would be able to perform. I also hopes that I could make a meaningful contribution and to be of service to the facility. I am very comfortable with my work. however, one aspect that was new to me was seeing many clients being served. This experience made a deep sense of compassion and concern for their situation. In the Engineering Office, the topics we usually discussed are related to engineering work that I can easily participate and contribute to the conversation. However, in my present workplace, I mostly listen to their discussions because I do not fully understand their terminologies. Therefore, I simply focus on doing my work. despite this, everyone treats me well and is very kind to me.

Initially, I had some concerns, but I was informed beforehand about this reassignment and explained that my role would be to support the institution project. I welcomed the opportunity, as it allows me to contribute meaningfully both my work and the public service. For me, the transition period went smoothly, as it followed the usual procedure I am familiar with. I see my new assignment as an important challenge and my goal is to achieve tangible and meaningful accomplishments through it. I have always been eager to work and never refused assignments which has given to me valuable experience and prepare me for any task. For me, it is similar to before, but more challenging as I am the only engineer here. While I can consult our main office, I usually handle engineering questions directly on-site and I have grown accustomed to this. I will return to my mother unit after I complete this project. I also hope to finish my work here as efficiently as possible. My supervisor here is very professional in their approach and so with my co-workers. I have no problems working with them, as they are cooperative and helpful. For me, they have been able to assist me with almost all my requests. I make sure to ask for help only in areas where I know they are knowledgeable and I do not request assistance beyond their expertise. Because of good relationship I have with my co-workers, especially my supervisor, I was able to adjust quickly to my new reassignment. The tools we use here include our electrical tools which I use together with the electricians assigned with me. We also maintain generator set. We handle electrical and electronic issues related to some equipment. However, not all institution instruments can be repaired by us, especially those that require specialized expertise. This kind of work requires careful thinking and there are times when resources are lacking. I am already accustomed to these challenges, as they are not new to me. However, I remain hopeful that all necessary needs will be addressed and provided with proper solutions. Requested materials for the institution's renovation as well as materials needed to make the generator set fully operational. Once all are met, we can immediately proceed with the work. For me, there are no personal issues with my current work. The main concern that needs immediate attention at the institution is the unavailability of materials for the improvement projects which we have already submitted to the proper office for appropriate action. My experiences contributed to shaping who I am today. Improving not only my skills but also my character, values and overall personality. Through these experiences, I became more adaptable, responsible and mature as an individual. In our work in the government service, we cannot always choose where we are reassigned. It is often hard to say no when people truly needed our help. That is why we must always be ready and willing to serve, be patient and compassionate.

Participant 8: Good afternoon. I am happy that I am part of your study. I hope that this interview is confidential and my identity is being protected. I am 55 years of age, male and single. I am a graduate of BS Nutrition and Dietetics. I am a registered Dietitian. I am working in this LGU for 12 years. I had been reassigned for 5 months now. The new workplace is spacious and well-organized area, equipped with modern kitchen facilities and equipment. The room is brightly lit with stainless steel counters and appliances, and a tiled floor that is easy to clean. The area is divided into different station for food preparation, working and servicing stations. When I first entered into my new work environment I felt a mix of emotions. My new workplace is comfortable. The new colleagues in my new workplace were friendly and welcoming, making me feel at ease. What is not uncomfortable with my new workplace is the lack of natural light, we are more confined and less pleasant. My previous workplace has a tight-knit team with a strong sense of camaraderie. My present workplace is more formal structured with clear hierarchies and protocols. Both workplaces prioritize delivering quality food service to all clients and there is a strong commitment in maintaining high standards of hygiene and safety. My initial response when I learned about my reassignment, I felt mix emotion, physically I experienced a knot in my stomach, tightness in my chest, slightly rapid heartbeat. Emotionally, I felt surprised and caught off guard, anxious about the unknown, concern about the impact on my daily routine, somewhat resistant to change, preferring to stick with what I knew. As I reflected on the reassignment, I began to feel more hopeful and open to the opportunity. I thought about potential benefits, such as learning new skills and gaining experience, meeting new colleagues and expanding my professional network and being part of a new team and contributing to its success. I've experienced a range of emotion during transition, including anxiety, uncertain about the new role, responsibility, and new work environment, excitement for anticipation of new challenges, opportunities and experiences. Apprehension for concerns about adapting to a new team, workflow and expectations. Resilience, determination to make the best of the situation and thrive in the new role. Nostalgia, missing the familiar surroundings, colleagues and routines of the previous workplace. Hope, optimism about the future and potential for growth and development. The reassignment has had mixed impact on my motivation, energy and overall well-being. The reassignment has been a bit of a rollercoaster with ups and downs in my overall well-being. Initially, my motivation dipped due to the uncertainty and unfamiliar of the new role. The transition has been a

bit draining with added stress of learning new procedures and building relationship. My past work experience has placed a significant role in preparing me for this reassignment. Here are some ways it has shaped my readiness. Adaptability, I've had various roles and responsibilities in my previous position which has taught me to be flexible and adapt to new situations. Problem-solving skills, I've encountered numerous challenges in my previous roles which has honed my thinking and problem-solving skills. These experiences have collectively prepared me to approach this reassignment with growth, mind-set, confidence and willingness to learn and adapt. My current role is more challenging but also more fulfilling compared to my previous work role. I am feeling a mix of excitement and uncertain about my career path after this reassignment. I'm trying to see this as an opportunity to diversify my skills and contribute to the institution's wellness initiatives into a different way. Who knows, this is the nudge to explore a new passion. Since the reassignment, I've noticed our team dynamics have shifted. My relationship with co-workers is still friendly but it's a bit more formal now. We don't really hang-out as much during breaks like we used to do. With my supervisor, it is more task-oriented now. They're supportive, but it's clear they're focused on the institution's goals. I appreciate their guidance, though they're helping me adjust to the new role. Honestly, I appreciate my colleagues support of this reassignment. They've shared tips and offered help when I'm stress. My supervisor also been understanding, checking in on how I'm adjusting. The most challenging part is probably the lack of clear communication at the start. There were some mixed signals about expectation and responsibilities which ended to stress. But once we got the hang of it, things smoothed out. My colleagues support made a huge difference. They showed me the ropes, answered my questions and make me feel like part of the team faster. Like, one co-worker took me under her wing and explained the institution's unwritten rules. The relationship more adjusting, less stressful and more of a team effort. We even had a team lunch to break the ice, which helped a lot. The institution equipped with a decent kitchen for proper meal preparations. Overall, the tools are pretty on for what we need. The equipment makes my job easier and help me connect better with my clients and deliver more practical advice. In my new workplace, there is a small potted plant on my desk that is really meaningful to me. It was given by a colleague during my first week here, and its resilient snake plant that survived despite my busy schedule. It reminds me of the support I received from my team during a big transition and taking care of it gives me a tiny sense of control in a new environment. It's funny, but that little plant feels like a symbol of my team's support and encouragement to make this new role work. The most significant part was the initial uncertainty. Moving to a new department meant adjusting to a whole new workflow, team dynamics and expectations. What made it hit home was the first week – I was reassigned a task and I had no idea where to start. But my team jumped in, showed me the roles and made me feel like part of the crew. Now looking back, that uncertainty turned into growth opportunity. The biggest part was realizing I could adapt and actually thrive in a new environment. I realized I'm way more adaptable than I thought. Moving to a new workplace showed me I can thrive in unfamiliar territory. Deeper realization is that my work not just about task, it's about connecting with people. The transition highlighted how important relationships and communications are, even in a big organization like in my new workplace. Also, I tapped unto strengths I didn't know that I had, like problem solving under pressure. So, it's been a journey of discovering hidden skills. One thing I'd say is: embrace the uncertainty. Reassignment feel like a curveball, but it's an opportunity to level up. Be open, ask questions, and don't be afraid. Tour team is there to help you – tap into that resource

Appendix E**CURRICULUM VITAE****PERSONAL DATA**

Name : LEO ORSON L. BANDIVAS
Age : 49 y/o
Birthdate : October 4, 1976
Civil Status : Single
Religion : Roman Catholic
Home Address : Echavez St., Estaka, Dipolog City
Parents : Mr. Orlando R. Bandivas &
Mrs. Leonida Lacaya Bandivas

EDUCATION

Graduate : Master in Public Administration
Misamis University
Ozamiz City
June 2026
College : Bachelor of Laws
Jose Rizal Memorial State University
Dapitan City
April 2013
Bachelor of Science in Physical Therapy
Misamis University
Ozamiz City
March 1998
Secondary : St. Mary's Academy
Dipolog City
March 1993
Elementary : Estaka Central School
Dipolog City
March 1989

PROFESSIONAL ELIGIBILITY : Registered Physical Therapist
February 2004
Second Level Professional Eligibility
April 2000
First Level Subprofessional Eligibility
August 1996

WORK EXPERIENCE

June 2023 – Present : Supervising Administrative Officer
Zamboanga del Norte Medical Center
Sicayab, Dipolog City
March 2013 – May 2023 : Administrative Officer III
Zamboanga del Norte Medical Center
Sicayab, Dipolog City
October 2008 – Feb. 2013 : Physical Therapist
Zamboanga del Norte Medical Center
Sicayab, Dipolog City
August 2007 – Sept. 2008 : Office Clerk
City Health Office
Dipolog City

March 2004 – March 2020 : Physical Therapist
Private Practice
Dipolog City

SEMINARS/TRAININGS

- Accreditation And Yakap Forum And Philhealth Primary Care Excellence Program: Upskilling For Yakap Implementers
November 24 – 25, 2025
- 9th Graduate School Research Colloquium
February 8, 2025
- Data Privacy Compliance Seminar And Workshop
November 12 – 13, 2024
- Strategic Performance Management System Training
October 8 – 9, 2024
- Strategic Planning Workshop On Gender And Development Agenda 3rd Track
August 27 – 29, 2024
- Basic Gender And Development Concepts - Gender Sensitivity Training 2nd Track
July 22 – 24, 2024
- Basic Gender And Development Concepts - Gender Sensitivity Training 1st Track
June 24 – 26, 2024
- Filipino Brand Of Service Excellence
November 18, 2023
- Course on Government Procurement Reform Act (GPRA), R.A. No. 9184 and its 2016 Revised Implementation Rules and Regulations (IRR) and Recent Policies on Procurement
October 26 – 28, 2022
- Refresher/Orientation On The Government Procurement Process, Common Transactions And Documentary Requirements
October 7, 2022
- Medical Certification of Cause of Death Assessment in Health Facilities
July 6, 2022
- Assessment Of Medical Certification of the Cause of Death
November 26 – 27, 2019
- Training Course on Smart Verbal Autopsy (Smartva)
November 19 – 21, 2019
- Data Appreciation on Civil Registration and Vital Statistics
May 11, 2018
- Hospital Health Information Management (Medical Records Management)
March 12 – 16, 2018
- Hospital Health Information Management (Medical Records Management)
November 14 – 18, 2016
- Training Course On The International Classification Of Diseases Version 10 (ICD – 10) For Coders
September 19 – 23, 2016