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A MODEL ON MORAL GOVERNANCE: A TEACHER-BASED MEDIATION MODEL IN THE SPECIAL GEOGRAPHIC AREA OF BARMM

*Moner Baliwan

Philippines.

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*Corresponding Author: Moner Baliwan

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Philippines.

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ABSTRACT

This study aimed to develop a model of moral governance and examine its relationship with school heads' leadership performance and teachers' performance in the Special Geographic Area (SGA) of the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). Anchored in the Moral Governance Praxis Theory, the study employed a mixed-methods research design integrating qualitative and quantitative approaches. Data were collected from 300 teachers and school heads through survey questionnaires and from 24 informants through in-depth interviews.

Findings revealed that moral governance consists of five key dimensions: faith, freedom, moral authority, common good, and social ethics. Results further indicated that teachers demonstrated very high levels of moral governance across all dimensions. Statistical analyses confirmed significant relationships between moral governance, school heads' leadership performance, and teachers' performance. Mediation analysis showed that moral governance significantly mediates the relationship between leadership performance and teachers' performance.

Qualitative findings supported these results by highlighting teachers' faith-driven decision-making, integrity in teaching, and leadership through moral example. The study concludes that moral governance is a critical factor influencing leadership effectiveness and teacher performance in BARMM and recommends strengthening policy frameworks and professional development programs.

INTRODUCTION

Moral governance has emerged as a critical framework for promoting ethical leadership, transparency, and accountability in public institutions. Globally, governance systems emphasize integrity and ethical decision-making as essential pillars for sustainable development (Khan, 2021; Kim & Kim, 2023; United Nations, 2020). In the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), moral governance is institutionalized through Islamic values such as justice, accountability, and social responsibility.

The BARMM government integrates the principles of faith, freedom, moral authority, common good, and social ethics into its governance framework to address historical injustices and promote inclusive development (Ebrahim, 2021; Lingga, 2022; Maboloc, 2023). While moral governance is often associated with political leadership, limited studies examine its application in the educational sector, particularly among teachers in conflict-sensitive contexts.

Teachers play a vital role in implementing moral governance as frontline educators who influence learners' values and behaviors. However, existing literature focuses primarily on higher education or administrative leadership, leaving a gap in understanding teachers' lived experiences and perspectives (Caprara et al., 2020; Jennings & Greenberg, 2020).

This study aims to develop a model of moral governance based on teachers' perspectives and examine its relationship with school heads' leadership performance and teachers' performance in the Special Geographic Area (SGA) of BARMM.

METHODS

This study employed a mixed-methods research design consisting of three phases: qualitative exploration, model development, and mediation analysis. The quantitative component utilized a cross-sectional survey design, while the qualitative component employed a phenomenological approach (Creswell & Creswell, 2018; Creswell & Poth, 2018).

The participants included 300 teachers and school heads selected through probability sampling from eight municipalities in the Special Geographic Area of BARMM. For the qualitative phase, 24 informants were selected using purposive sampling based on teaching experience and relevance to the study.

Data were collected using a structured questionnaire and an interview guide. The questionnaire measured the five dimensions of moral governance using a Likert scale. The instrument underwent validation and reliability testing to ensure consistency.

Data analysis involved Exploratory Factor Analysis (EFA), Kaiser-Meyer-Olkin (KMO) test, Bartlett's Test of Sphericity, regression analysis, and mediation analysis. Qualitative data were analyzed using thematic analysis to identify recurring themes in teachers' experiences (Braun & Clarke, 2006).

Ethical considerations were strictly observed, including informed consent, confidentiality, voluntary participation, and cultural sensitivity.

RESULTS

The findings revealed that moral governance is a multidimensional construct composed of five key dimensions: social ethics, common good, freedom, moral authority, and faith. Factor analysis confirmed a clear five-factor structure, with strong factor loadings ranging from 0.585 to 0.901, indicating good construct validity .

The KMO value of 0.879 and significant Bartlett's Test ($p < .001$) indicated that the data were suitable for factor analysis. These results confirmed that the variables were highly correlated and appropriate for model development.

The level of moral governance among teachers was found to be very high across all dimensions. Moral authority obtained the highest mean (4.71), followed by faith (4.64), social ethics (4.62), freedom (4.58), and common good (4.57). These findings indicate that teachers consistently practice ethical behavior, fairness, and faith-based decision-making in their professional roles.

Statistical analysis revealed significant relationships between moral governance and teachers' performance, as well as between school heads' leadership performance and teachers' performance. Mediation analysis further showed that moral governance significantly mediates the relationship between leadership performance and teachers' performance.

Qualitative findings supported these results by identifying key themes such as faith-guided decision-making, integrity and honesty in teaching, and leadership by moral example.

Teachers emphasized that moral governance is rooted in taqwa (God-consciousness), amanah (trust), and ethical responsibility.

DISCUSSION

The findings of this study highlight the importance of moral governance as a foundational framework for ethical leadership and teacher performance in BARMM. The identification of five key dimensions reflects the integrated nature of moral governance, combining faith-based values with principles of fairness, accountability, and social responsibility.

The very high level of moral governance observed among teachers indicates that ethical practices are deeply embedded in their professional conduct. This aligns with Moral Governance Praxis Theory, which emphasizes the role of moral integrity and cultural responsiveness in educational settings.

The significant relationship between moral governance and teachers' performance suggests that ethical practices enhance motivation, commitment, and professional engagement. Similarly, the influence of school heads' leadership performance highlights the importance of ethical leadership in shaping school culture.

The mediation effect of moral governance indicates that leadership influences teacher performance indirectly through ethical practices. This finding supports transformational and servant leadership theories, which emphasize moral influence and value-driven leadership (Bass & Riggio, 2021; Eva et al., 2019).

However, challenges such as limited resources, cultural diversity, and stakeholder pressures were identified, which may hinder the consistent implementation of moral governance. Addressing these challenges requires stronger institutional support and continuous professional development.

CONCLUSION

This study demonstrated that moral governance is a multidimensional construct that significantly influences school heads' leadership performance and teachers' performance in BARMM. The findings highlight the critical role of ethical leadership and faith-based values in promoting effective and inclusive education.

The study concludes that moral governance serves as a mediating factor that enhances the impact of leadership on teacher performance. Strengthening moral governance frameworks in education can contribute to improved school outcomes and sustainable development.

It is recommended that policymakers and educational leaders develop training programs and policies that reinforce moral governance principles among teachers and school administrators.

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