

Level of Conformity to Department of Education Policies and their Motivation and Performance among Project Development Officers I (PDO I)

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Abstract

This study examined the relationship between the level of conformity to Department of Education (DepEd) policies and the motivation and performance of Project Development Officer I (PDO I). Grounded in Self-Determination Theory and Maslow's Hierarchy of Needs, the study investigated how adherence to organizational policies was associated with employees' intrinsic and extrinsic motivation and their overall job performance. The study recognized the critical role of PDO I personnel in their respective school division offices. The study addressed the limited studies focusing on non-teaching personnel, especially Project Development Officer I within the Department of Education. This study employed a quantitative research design, specifically a descriptive-correlational approach, to examine the conformity to Department of Education (DepEd) policies of Project Development Officers and their motivation and performance. Results revealed that the respondents exhibited a high level of conformity to DepEd policies, high levels of intrinsic and extrinsic motivation, and high job performance. Educational attainment was found to have a significant positive relationship with conformity to DepEd policies, while length of service showed a significant negative relationship with intrinsic motivation. No significant relationships were found between the respondents' profile variables and job performance. Furthermore, conformity to DepEd policies was positively associated with both motivation and performance, indicating that adherence to organizational policies contributes to improved employee engagement and work outcomes. It is recommended that DepEd continue strengthening policy implementation while promoting professional development opportunities, supportive leadership, and workplace practices that foster autonomy, competence, and relatedness among Project Development Officers. The findings contribute to the growing body of knowledge on organizational behavior in the public education sector and provide evidence-based insights for improving human resource and organizational development initiatives within DepEd.

LEVEL OF CONFORMITY TO DEPARTMENT OF EDUCATION POLICIES AND THEIR MOTIVATION AND PERFORMANCE AMONG PROJECT DEVELOPMENT OFFICERS I (PDO I)

CHAPTER I

The Problem and Review of Related Literature and Studies

Introduction

The success of public organizations largely depends on how effectively employees adhere to established policies while maintaining a high level of motivation and performance. In the context of the Philippine education system, the Department of Education (DepEd) plays a vital role in ensuring that educational programs and projects are implemented in accordance with national standards and guidelines. To achieve this, DepEd relies on key personnel such as Project Development Officers (PDOs), who are responsible for planning, coordinating, and monitoring various initiatives aimed at improving the quality of education.

Conformity to organizational policies refers to the extent to which employees adhere to formal organizational rules, regulations, and procedures that guide workplace behavior (Chen et al., 2021; Red & Teng-Calleja, 2021). In highly structured organizations such as DepEd, adherence to policies provides employees with clear expectations and standardized procedures, thereby enhancing efficiency and reducing uncertainty. However, while conformity ensures order and control, it may also influence employees' psychological and behavioral outcomes, particularly their motivation and job performance.

Motivation refers to the internal and external forces that energize, direct, and sustain employees' work-related behavior, influencing the initiation, intensity, and persistence of effort toward achieving organizational goals and objectives. It is shaped by psychological needs, environmental conditions, and organizational factors such as leadership, rewards, and work design, which together determine employee engagement and performance Gagné et al. (2021) and Ryan and Deci (2020).

Similarly, Abraham Maslow's Hierarchy of Needs theory is a motivational theory that explains human behavior as driven by a progression of needs from physiological and safety needs to higher-level social, esteem, and self-actualization needs, where lower-level needs must generally be satisfied before higher-level needs become motivating factors, although modern research applies the hierarchy flexibly rather than rigidly (OpenStax, 2019). In addition, Self-Determination Theory explains motivation as the degree to which human behavior is driven by the satisfaction of three basic psychological needs: autonomy, competence, and relatedness, which together shape an individual's motivation, performance, and overall well-being (Ryan et al., 2021). Autonomy refers to the feeling of being in control of one's actions and decisions, competence refers to the belief in one's ability to perform tasks and achieve desired outcomes effectively, and relatedness refers to the sense of connection, belonging, and positive relationships with others in the social or work environment. When these needs are supported within an organization, employees are more likely to experience intrinsic motivation, higher engagement, stronger commitment, and sustained effort in their work. Conversely, when these needs are frustrated, motivation may decline, leading to reduced performance, lower satisfaction, and decreased psychological well-being.

As a result, Self-Determination Theory provides a useful framework for understanding how workplace conditions and organizational practices influence employee motivation and behavior. These perspectives suggest that while policy conformity may provide structure and security, excessive rigidity may limit autonomy and reduce intrinsic motivation.

Employee performance refers to the effectiveness with which employees fulfill job responsibilities and contribute to organizational goals Babu et al. (2025) and Luitel and Poudel (2024). For Project Development Officers, performance is reflected in their ability to implement, monitor, and evaluate programs effectively in alignment with DepEd standards. Thus, the relationship between policy conformity, motivation, and performance is both complex and interdependent.

Despite the importance of these variables, there is a scarcity of research specifically focusing on non-teaching personnel, such as Project Development Officer 1, within the Department of Education. Existing studies in the education sector often emphasize teachers and school leaders, leaving a gap in understanding how administrative and project-based roles experience policy compliance and its effects. Addressing this gap is essential, as Project Development Officer 1 plays a critical role in ensuring the successful execution of educational programs.

This study, therefore, aims to examine the relationship between Project Development Officer 1 (PDO I) Level of conformity to Department of Education policies and their motivation and performance. By integrating established theories of motivation and organizational behavior, this research seeks to deepen understanding of how policy implementation can be optimized to enhance both employee well-being and organizational effectiveness.

Review of Related Literature and Studies

The review of related literature and studies on the Project Development Officer 1 (PDO I) Level of Conformity to Department of Education Policies, as well as their motivation and performance, provides the researcher with a deeper understanding of the variables and establishes a clearer direction for the conduct of the study.

Conformity and Leadership in Organizations

Matsuno (2025) provided a significant contribution to the literature on organizational behavior by examining the relationship between leadership, conformity, and corporate culture in organizations operating under conditions of dispersed information. The author argues that conformity should not be understood merely as employees' willingness to follow leadership directives, but rather as a strategic organizational mechanism that facilitates coordination among members. Through a theoretical model, Matsuno (2025) explained that organizational culture served as an alternative coordination system in environments where explicit pricing mechanisms or contractual arrangements were insufficient. Consequently, the effectiveness of conformity depended on balancing the benefits of coordinated action with the preservation of valuable decentralized information, suggesting that organizational culture should be designed according to the informational and strategic demands of the organization.

Moreover, Matsuno (2025) argued that the optimal level of conformity is contingent upon the nature of organizational tasks and the distribution of information between leaders and followers. The study revealed that organizations engaged in tasks characterized by strategic complementarity benefited from stronger conformity because coordinated actions improve collective performance. In contrast, organizations whose tasks required innovation, specialization, or strategic diversity performed more effectively under an anti-conformity culture that encouraged employees to challenge leadership and contribute independent perspectives. The findings further indicated that the quality of leaders' information influences the degree of conformity that maximizes organizational performance. When leaders possessed more accurate information than followers, higher levels of conformity became advantageous because employees benefited from relying on informed leadership decisions (Matsuno, 2025).

Teacher Conformity to DepEd Policies

Teacher conformity to DepEd policies is evident in the high level of compliance demonstrated by public school teachers with the Code of Ethics for Professional Teachers. Libo-on and Eslabon (2025) found that DepEd elementary school teachers exhibited a “very great extent of compliance” with ethical standards governing their professional conduct, particularly in their relationships with learners, parents, colleagues, higher authorities, and the wider community. This finding indicated that teacher behavior was strongly aligned with DepEd-mandated ethical policies, suggesting that compliance was an integral part of professional practice within public schools (Libo-on & Eslabon, 2025).

Furthermore, the same study emphasized that compliance with the Code of Ethics was consistently observed across multiple dimensions of teaching practice, reflecting the institutionalization of DepEd policies in everyday school operations (Libo-on & Eslabon, 2025). The findings suggested that teacher conformity was reinforced by professional expectations and organizational standards, with adherence to ethical guidelines serving as a foundation for maintaining discipline, accountability, and professionalism in the teaching profession (Libo-on & Eslabon, 2025).

Work Motivation and Productivity of Government Workers

Alwedyan (2021) found that morale-based motivation had a statistically significant positive effect on employee performance in Jordanian government agencies, indicating that employees who experience recognition, participation, and psychological encouragement tend to perform better in their duties. The study further emphasized that morale-based motivation has a stronger impact on performance than physical or financial incentives, suggesting that non-monetary factors are more influential in shaping employee behavior and productivity (Alwedyan, 2021).

In contrast, Alwedyan (2021) reported that physical motivation, such as salaries, bonuses, and financial rewards, did not significantly affect employee performance in the government agencies studied. This finding suggested that reliance on financial incentives alone may not be sufficient to sustain high levels of performance among public sector employees. The study concludes that effective motivational strategies should integrate both morale and organizational support systems to improve employee efficiency and productivity in government institutions (Alwedyan, 2021).

Employee Motivation and Job Performance in Organizational Settings

Employee motivation is a key determinant of job performance, particularly in organizational environments where both intrinsic and extrinsic factors shape employee behavior and productivity. Lan et al. (2026) found that employee motivation significantly influenced job performance, especially among workers who valued recognition, career development, and organizational support. The study emphasized that motivated employees demonstrated higher levels of engagement, efficiency, and productivity, suggesting that motivation was a critical driver of performance in workplace settings.

Furthermore, Lan et al. (2026) reported that motivational factors such as career growth opportunities, recognition, and supportive organizational environments contributed significantly to improved employee performance. The study highlighted that organizations that strengthened motivational strategies were more likely to enhance workforce productivity and sustain positive employee behavior. These findings indicate that effective motivation systems were essential to promoting high performance and organizational efficiency in both public- and private-sector workplaces (Wong et al., 2026).

Leadership and Employee Motivation

Impact of Team Support and Financial Incentives on Leadership and Employee Motivation is recognized as a fundamental factor influencing employee motivation and organizational performance in government institutions. Martinez (2022) explained that effective leadership contributed to employee motivation by fostering work environments that encouraged engagement, commitment, and productivity. Martinez (2022) further argued that leadership styles shaped employees' work behaviors by influencing their attitudes, motivation, and willingness to achieve organizational objectives. The study also emphasized that leaders who provided encouragement, support, and clear direction were more likely to motivate employees to perform effectively, highlighting the importance of leadership in achieving organizational efficiency.

Furthermore, Martinez (2022) synthesized previous research demonstrating that transformational leadership was more effective in motivating employees because it emphasized inspiration, individualized consideration, intellectual stimulation, and shared organizational goals. Martinez (2022) also noted that transactional leadership motivated employees primarily through rewards and corrective actions, making it effective in structured work environments where performance expectations are clearly defined. Based on the proposed study of government employees in Los Angeles County, Martinez (2022) concluded that identifying effective leadership strategies could strengthen employee motivation and ultimately improve organizational performance through enhanced productivity and commitment.

Factors Affecting Employee Motivation in Local Government Units

Tan et al. (2025) examined the factors affecting employee motivation among employees of selected Local Government Units (LGUs) in Davao del Norte and found that financial incentives, career development, promotional opportunities, and job security were all evident to a very large extent. Tan et al. 2025 further reported that employees demonstrated a very high level of motivation, suggesting that supportive organizational practices contributed to greater employee engagement and commitment. The study emphasized that maintaining these motivational factors was essential for sustaining employee performance and improving the delivery of public services.

Furthermore, the study established that financial incentives, career development, promotional opportunities, and job security were significantly associated with employee motivation among LGU employees. The study further revealed that these factors significantly predicted employee motivation, explaining a substantial proportion of the variation in employees' motivation levels. Based on these findings, Tan et al. (2025) recommended that local government units strengthen financial reward systems, implement transparent and merit-based promotion policies, invest in career development programs, enhance job security measures, and introduce employee well-being initiatives to foster a more motivated and productive public sector.

Impact of Team Support and Financial Incentives on Employee Performance

Employee performance is significantly influenced by both social and financial workplace factors, particularly through team support systems and incentive structures within organizations. Nguyen et al. (2023) found that social support in the workplace had a positive effect on employee performance through its influence on organizational commitment and innovative work behavior. The study emphasized that employees who received encouragement, cooperation, and support from colleagues and supervisors demonstrated stronger commitment and improved job

performance, indicating that non-financial factors were essential in shaping the workplace. These findings suggested that supportive organizational environments played a critical role in enhancing employee motivation and productivity.

In addition, Nguyen et al. (2023) highlighted that financial incentives, when combined with strong team support systems, further enhanced employee performance by reinforcing motivation and encouraging innovative behavior. The study found that employees were more likely to be more productive when they experienced both economic rewards and a supportive organizational climate, suggesting that a combination of extrinsic and intrinsic factors strengthened motivation. These findings indicated that balanced incentive systems integrating financial rewards and social support were more effective at improving employee performance than relying on a single motivational approach.

Organizational Commitment and Job Performance of Employees in a Select National Government Agency

Organizational commitment in public sector organizations is a multidimensional construct composed of affective, continuance, and normative commitment, which collectively influence employees' attachment, retention, and engagement within their institutions (Maravilla and Tuble, 2025). Affective commitment reflects emotional attachment to the organization; the perceived costs of leaving drive continuance commitment; and normative commitment is grounded in a moral obligation to remain. Meyer and Allen (1991, as cited in Maravilla & Tuble, 2025) emphasized that these dimensions jointly determine employee motivation and organizational behavior. In the Philippine public sector context, Maravilla and Tuble (2025) found that employees exhibit a moderately high level of organizational commitment, with affective commitment as the strongest dimension. Calapre (2024, as cited in Maravilla & Tuble, 2025) further reported that only 54% of government employees demonstrated strong organizational commitment, highlighting ongoing challenges in employee engagement. These findings suggested that emotional attachment played a central role in strengthening commitment, while continuance and normative factors provided supplementary but less dominant influences (Maravilla & Tuble, 2025).

Job performance in government agencies is similarly multidimensional, consisting of task performance, contextual performance, and adaptive performance, which together reflect employees' technical output, organizational citizenship behaviors, and capacity to adjust to changing work demands (Maravilla & Tuble, 2025). Bhardwaj and Kalia (2021, as cited in Maravilla & Tuble, 2025) emphasized that job performance must be understood as a combination of role-based duties and discretionary behaviors that support organizational effectiveness. Maravilla and Tuble (2025) found that employees generally demonstrate high levels of performance, with adaptive and contextual performance exceeding task performance, indicating strong flexibility and cooperative behavior in the workplace. Yoo and Kim (2021, as cited in Maravilla & Tuble, 2025) and Jundt and Shoss 2023, as cited in Maravilla & Tuble, 2025) both highlighted the growing importance of adaptive performance in modern public sector environments characterized by rapid change. Furthermore, Maravilla and Tuble (2025) established that affective commitment is significantly correlated with task and contextual performance, while normative commitment also contributes positively, and continuance commitment showed limited influence, suggesting that emotional and moral commitment were stronger predictors of job performance than cost-based retention factors.

Synthesis of Related Literature

The reviewed literature collectively demonstrates that conformity to organizational policies, employee motivation, leadership, organizational commitment, and workplace support are interrelated constructs that contribute

significantly to employee performance. Across the studies, conformity is consistently presented as more than simple obedience to organizational rules; rather, it functions as a strategic mechanism that enhances coordination, accountability, and the achievement of organizational goals (Matsuno, 2025). Within the Department of Education, this perspective is reinforced by the high level of teachers' compliance with the Code of Ethics for Professional Teachers, indicating that adherence to institutional policies strengthens professionalism, ethical conduct, and public accountability (Libo-on & Eslabon, 2025). Together, these findings suggest that conformity establishes a foundation upon which organizational effectiveness and individual performance can be sustained.

The literature likewise converges on the importance of employee motivation as a primary determinant of job performance. While studies recognize the contribution of extrinsic factors such as salaries, incentives, promotion opportunities, and job security, they consistently emphasize that intrinsic factors—including recognition, supportive leadership, career development, organizational commitment, and positive workplace relationships—exert a stronger and more sustainable influence on employee productivity and engagement (Alwedyan, 2021; Martinez, 2022; Nguyen et al., 2023; Tan et al., 2025; Wong et al., 2026). These findings indicate that motivation is multidimensional and is most effectively cultivated through a work environment that combines organizational support with opportunities for professional growth. Consequently, organizations that invest in both intrinsic and extrinsic motivational strategies are better positioned to improve employee commitment and overall organizational performance.

Another recurring theme in the literature is the critical role of leadership and organizational commitment in enhancing employee motivation and performance. Effective leadership creates an environment that encourages collaboration, innovation, and commitment, enabling employees to align their individual goals with those of the organization (Martinez, 2022). Likewise, organizational commitment, particularly affective commitment, has been shown to significantly influence both task and contextual performance, suggesting that employees who are emotionally attached to their organization are more likely to demonstrate higher productivity, adaptability, and organizational citizenship behaviors (Maravilla & Tuble, 2025). These studies collectively imply that leadership and organizational commitment serve as mechanisms through which motivation is strengthened and sustained, ultimately contributing to improved employee performance.

Although the reviewed literature provides substantial evidence regarding the relationships among conformity, motivation, and performance, a significant research gap remains. Existing studies have largely focused on teachers, local government employees, or public-sector personnel in general, while empirical investigations involving non-teaching personnel within the Department of Education remain scarce. Specifically, limited attention has been given to examining how Project Development Officer I (PDO I) personnel conform to Department of Education policies and how such conformity relates to their motivation and job performance. Given that PDO I personnel play a vital role in implementing educational programs and ensuring policy compliance at the field level, understanding these relationships is essential. Addressing this gap will not only extend the current body of knowledge on public-sector organizational behavior but also provide evidence that may guide policy implementation, human resource development, and performance management within the Department of Education.

Despite the abundance of studies on motivation and performance, there is limited research focusing specifically on policy conformity and its relationship to motivation and performance, particularly among non-teaching personnel in the education sector. Most studies in the Philippine context focus on teachers, leaving a gap in understanding how administrative roles such as Project Development Officer I experience policy compliance.

This gap underscores the importance of the present study, which aims to examine the level of conformity of

Project Development Officer I (PDO I) personnel to Department of Education policies and its relationship with their motivation and performance.

Conceptual Framework

This study is grounded in three major theories: Self-Determination Theory, Expectancy Theory, and Bureaucratic Theory. These theories are widely used in educational and organizational research to explain behavior, motivation, and compliance within institutions. Self-Determination Theory posits that individuals are motivated by the need for autonomy, competence, and relatedness. When these needs are satisfied, intrinsic motivation is enhanced; however, when autonomy is restricted, motivation may decline. On the other hand, Expectancy Theory explains that an individual's level of effort is influenced by the expectation that their actions will lead to desired outcomes or rewards. Meanwhile, Bureaucratic Theory emphasizes that formal rules, policies, and hierarchical structures guide behavior within organizations such as government agencies.

In the context of Level of Conformity to Department of Education Policies and their Motivation and Performance among Project Development Officer 1 (PDO I), these theories help explain how employees respond to institutional expectations. Specifically, conformity to Department of Education policies requires Project Development Officers to adhere to established rules, guidelines, and procedures, which may affect their sense of autonomy. Self-Determination Theory suggests that when these policies are perceived as supportive and enabling, motivation is enhanced. However, when policies are viewed as overly restrictive or controlling, intrinsic motivation may decrease, potentially affecting work engagement.

Meanwhile, Expectancy Theory highlights that Project Development Officers' compliance with policies is influenced by their belief that adherence will lead to positive outcomes such as recognition, career advancement, or successful project implementation. When officers perceive a clear connection between their efforts, compliance, and rewards, they are more likely to be motivated and perform effectively. Conversely, unclear expectations or lack of perceived rewards may reduce both motivation and performance.

In addition, Bureaucratic Theory underscores the importance of structured rules and regulations in ensuring consistency, accountability, and efficiency within the Department of Education. It explains that conformity to policies is necessary to achieve organizational goals and maintain standardized processes in project implementation. However, it also implies that excessive bureaucratic control may limit flexibility, innovation, and responsiveness, which are essential for high-quality performance.

Hence, the integration of Self-Determination Theory, Expectancy Theory, and Bureaucratic Theory provides a comprehensive understanding of how Level of Conformity to Department of Education Policies, Motivation, and Performance among Project Development Officer 1 (PDO I) are related. These theories collectively explain that while conformity ensures organizational alignment and accountability, it also has psychological implications that may either enhance or hinder employee effectiveness.

The above-cited concepts guided this study in identifying how Project Development Officers' conformity to Department of Education policies influences their motivation and performance. Figure 1 illustrates the research paradigm showing the relationship between policy conformity, motivation, and performance.

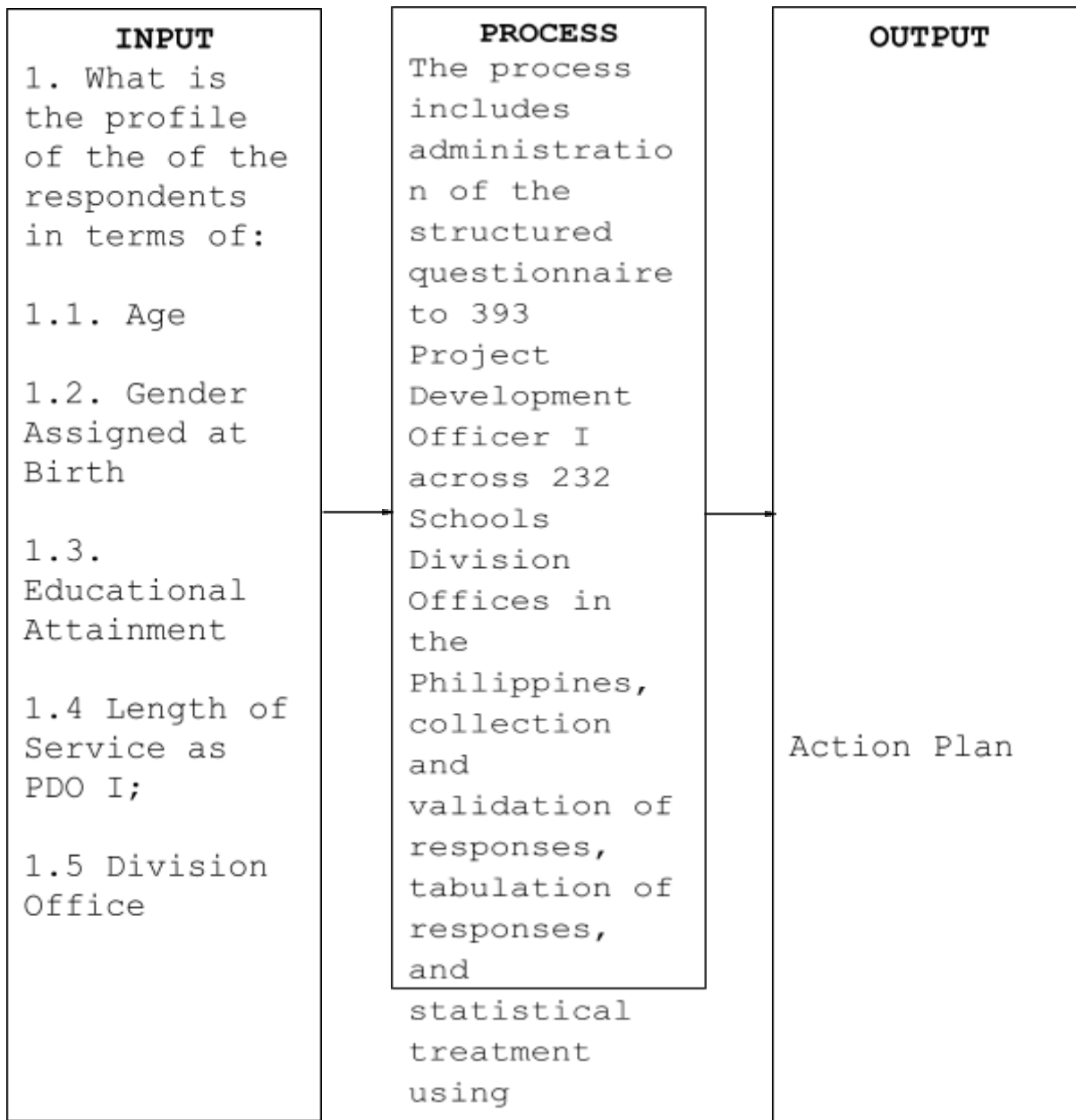


Figure 1
The Research Paradigm

Definition of Terms

The following terms are operationally defined:

Bureaucratic Theory refers to the theory that emphasizes the role of formal rules, hierarchy, and standardized procedures in guiding behavior within organizations.

Conformity to DepEd Policies refers to the extent to which Project Development Officers adhere to the rules, guidelines, and procedures established by the Department of Education in the implementation of educational programs and projects.

Employee Performance refers to the level of effectiveness, efficiency, and quality of work demonstrated by Project Development Officers in performing tasks such as planning, implementing, monitoring, and evaluating programs.

Extrinsic Motivation refers to motivation influenced by external rewards such as recognition, incentives, and career advancement.

Intrinsic Motivation refers to the internal drive of Project Development Officers to perform tasks based on personal satisfaction, interest, and a sense of accomplishment.

Job Performance refers to the measurable outcomes and accomplishments of Project Development Officers in fulfilling their assigned roles and responsibilities.

Organizational Compliance refers to aligning employee behavior with the policies, rules, and standards of the Department of Education.

Organizational Culture refers to the shared values, beliefs, and norms within the Department of Education that influence employee behavior and policy adherence.

Organizational Effectiveness refers to the extent to which the Department of Education achieves its goals through efficient policy implementation and employee performance.

Perceived Policy Implementation refers to how Project Development Officers interpret and evaluate the fairness, clarity, and effectiveness of policy implementation within the organization.

Policy Rigidity refers to the degree to which organizational policies are perceived as strict, inflexible, and limiting to employee autonomy.

Self-Determination Theory refers to the theoretical framework that posits that motivation is enhanced when the needs for autonomy, competence, and relatedness are satisfied.

Work Motivation refers to the overall level of internal and external drive that influences Project Development Officers to perform their duties effectively.

Statement of the Problem

This research examined the Project Development Officer 1 (PDO I) Level of Conformity to Department of Education Policies and their Motivation and Performance. Specifically, it seeks to answer the following questions:

1. What is the profile of the respondents in terms of:

1.1 Age;

1.2 Gender assigned at birth;

1.3 Educational Attainment;

1.4 Length of service as PDO I; and

1.5 Division Office;

2. **What is the level of conformity of Project Development Officer I to Department of Education (DepEd) policies in terms of project implementation and monitoring and evaluation?**
3. **What is the level of Project Development Officers I's motivation in terms of:**
 - intrinsic motivation, and
 - extrinsic motivation
4. **What is the level of Project Development Officers I performance?**
5. Is there a significant relationship between Project Development Officers' profile and their conformity to DepEd policies as well as their level of motivation and performance?
6. What plan of action might be proposed based on the results of the study for Project Development Officer I (PDO I)?

Significance of the Study

Regardless of the results obtained, this study may provide valuable insights to the following individuals and stakeholders who may benefit from its findings. The results may serve as a basis for improving existing programs, enhancing current practices, and strengthening relevant policies and initiatives in the areas concerned.

Department of Education (DepEd) Officials and Administrators. The results of this study may provide valuable insights into how existing policies influence the behavior, motivation, and performance of Project Development Officers. Understanding this relationship can help administrators improve policy formulation and implementation strategies, ensuring that policies not only promote compliance but also support employee engagement, efficiency, and overall organizational effectiveness.

Project Development Officers (PDOs). This study may help PDOs better understand the impact of the Project Development Officer 1 Level of Conformity to Department of Education Policies and their Motivation and Performance. It may also encourage them to reflect on their professional practices and identify ways to maintain both compliance and high levels of productivity. Additionally, the findings may promote awareness of how motivation plays a crucial role in achieving effective program implementation.

Human Resource Practitioners. The findings may assist human resource personnel in designing appropriate training programs, motivational strategies, and performance management systems that align with organizational policies. This may help create a work environment that balances strict policy adherence with employee satisfaction and professional growth.

Educational Policymakers and Institutions. This study may help improve policy frameworks within educational institutions by highlighting the importance of considering employees' motivational needs when implementing rules and procedures. It may serve as a basis for developing policies that are not only structured and consistent but also flexible and supportive of employee well-being.

Future Researchers. The study may serve as a useful reference for future researchers exploring similar topics related to policy conformity, motivation, and performance. It may also help fill the existing research gap focusing on non-teaching personnel, particularly Project Development Officers, in the education sector.

The Researcher. Finally, this study will enhance the researcher's knowledge and understanding of organizational behavior, particularly by examining how policy compliance interacts with motivation and performance in a public-sector setting.

Scope and Limitations

This study examines the relationship between Project Development Officer I Level of Conformity to Department of Education Policies and their Motivation and Performance. Specifically, it investigates how Project Development Officer I's compliance with Department of Education rules, regulations, and professional standards affects their levels of intrinsic and extrinsic motivation, and how this, in turn, influences their overall performance in project implementation, monitoring, and evaluation.

The respondents of this study are limited to Project Development Officer I (Youth Formation Coordinators) from the 232 Schools Division Offices across the Philippines during the Fiscal Year 2026. The study considers Project Development Officer I conformity as the independent variable, Project Development Officer I motivation as the mediating variable, and performance as the dependent variable.

However, this study is subject to several limitations. First, the data will rely primarily on self-reported responses from the Project Development Officer I, which may be influenced by personal bias or social desirability bias. Second, the study is confined only to a specific group of Project Development Officer I across the Philippines, which may affect the generalizability of the findings. Third, the study focuses only on selected variables and does not account for other possible factors that may influence Project Development Officer I's motivation and performance, such as personal life circumstances, salary scale, and variables related to professional development opportunities.

Furthermore, the measurement of Project Development Officer I performance is limited to the indicators included in the research instrument and may not fully capture all aspects of actual office effectiveness. Lastly, the study is conducted within a specific time frame, and changes in institutional policies or working environments beyond this period are not considered.

Despite these limitations, the study aims to provide meaningful insights into how Project Development Officer I conformity with DepEd policies relates to their motivation and performance, which may serve as a basis for improving work management practices and Project Development Officer I development programs.

CHAPTER II

METHOD

Research Design

This study employed a quantitative research design, specifically a descriptive-correlational approach, to examine the conformity of Project Development Officer I personnel to Department of Education (DepEd) policies and their motivation and performance. This design was deemed appropriate as it enables the systematic collection and analysis of numerical data to determine patterns and relationships among variables.

The descriptive component of the study utilized to assess the level of conformity of Project Development Officers to DepEd policies, as well as to determine their levels of motivation and performance. In contrast, the correlational component will examine the relationship between conformity to DepEd policies and the respondents' motivation and performance, and determine whether conformity significantly influences these outcomes.

In quantitative research, the data were gathered through structured instruments such as questionnaires and standardized scales, which ensure consistency and allow responses to be converted into numerical form. These numerical data were analyzed using statistical techniques such as frequency distributions, means, standard deviations, correlations, and regression analyses to test hypotheses and determine relationships among variables.

(Creswell, 2022), quantitative research is an approach for testing objective theories by examining the relationships among variables using numerical data and statistical procedures. It is widely used in social sciences, education, business, and organizational studies to evaluate hypotheses and provide evidence-based conclusions.

Participants

The participants in the study are the 393 Project Development Officers I (Youth Formation Coordinators) from 232 Schools Division Offices across the Philippines in the Department of Education. The participants were selected using purposive sampling in accordance with the study's objectives.

Table 1. Frequency and Percentage Distribution per Region of Project Development Officer I (PDO I)

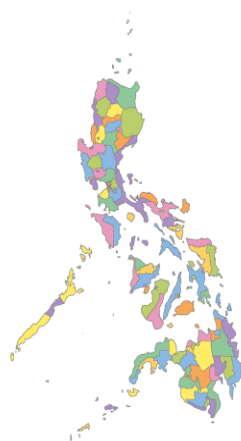
REGION	NO. OF PDO I PER REGION	Frequency	Percentage
CAR	16	8	3.9 %
NCR	30	8	3.9 %
Region I	23	7	3.4 %
Region II	15	15	7.4 %
Region III	39	18	8.9 %
Region IV – A	39	18	8.9 %
Region IV – B	13	8	3.9 %
Region V	28	26	12.8 %
Region VI	17	10	4.9 %
Region VII	22	10	4.9 %
Region VIII	21	10	4.9 %
NIR	32	6	3 %
Region IX	17	16	7.9 %
Region X	23	15	7.4 %
Region XI	18	5	2.5 %
Region XII	17	16	7.4 %

Region XIII	20	6	3 %
BARMM	3	2	1 %
TOTAL	393	203	

Taherdoost (2021) defined stratified random sampling as a method that ensures the inclusion of all important sub-populations while increasing precision by reducing variability within groups. By dividing a diverse population into homogeneous strata, researchers eliminate the risk of omitting smaller but significant subgroups, a common pitfall of simple random sampling. This structure creates high internal consistency within each segment, which mathematically reduces the standard error and yields more reliable, representative data that accurately reflect the complexities of the total population.

Research Site

The study was conducted in the 232 Schools Division Offices across the Philippines in the Department of Education. Each Division has Project Development Officers based on the Department of Education size classification.



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Figure 1. Location Map

Sampling Technique

This study used stratified random sampling to satisfy the study's objectives and meet the required criteria for selecting respondents.

Sources of Data

The study utilized primary and secondary sources of data to gather the necessary information.

Primary data were collected from the selected Project Development Officer I (PDO I) personnel through a structured survey questionnaire. The questionnaire served as the main instrument of the study and was designed to measure respondents' level of conformity to Department of Education (DepEd) policies, as well as their levels of motivation and performance. Responses were quantified using a Likert scale to facilitate statistical analysis.

Secondary data were obtained from relevant Department of Education (DepEd) documents, such as policy guidelines, memoranda, and official issuances. These documents were used to support the development of the research instrument and to provide a contextual basis for understanding the policies to which the respondents were expected to conform.

Materials and Instruments

The primary instrument used in this study was a researcher-made questionnaire designed to measure employee performance based on respondents' actual Job Descriptions and the Individual Performance Commitment and Review Form (IPCRF).

The instruments have four (4) parts: Part I for the respondents' profile; Part II for the Conformity to Department of Education Policies questions; Part III for the Motivation of Project Development Officer I; and Part IV for the Performance of Project Development Officer I. These are used to gather information and data on the Project Development Officer I Level of Conformity to Department of Education Policies, as well as their Motivation and Performance.

Validity and Reliability of Instrument

The questionnaire items were developed by carefully reviewing the relevant literature and aligning the indicators with established performance dimensions, including task performance, efficiency, quality of work, and adherence to organizational standards. To ensure the instrument's validity, the initial draft of the questionnaire underwent content validation. This was done by presenting the instrument to the adviser, who is an expert in research methodology, human resource management, and organizational performance evaluation. The adviser evaluated each item for clarity, relevance, and alignment with the study's objectives and theoretical framework. His expert comments and suggestions were incorporated to improve the wording, structure, and appropriateness of the items.

The researcher also sought help from his adviser and experts in the field related to the study to further improve the research instrument.

Data Collection

Permission to gather data was secured from the Office of the Director IV of the Office of the Assistant Secretary for Governance and Operations – Education Governance and Support Services and Bureau of Learners Support Services – Learners Rights Protection Division and Youth Formation Division of Department of Education, Central Office to allow him to conduct the test with the identified participants of the study.

To protect the participants' data and information, the researcher sent an informed consent letter regarding the interview. Likewise, the researcher assured that all data/ information were kept confidential and used only for the purpose and completion of the study.

Data Analysis

The data gathered in this study were analyzed using both descriptive and inferential statistical tools to determine the Project Development Officer I Level of Conformity to Department of Education Policies and their Motivation and Performance.

For descriptive analysis, frequency count and percentage were used to describe the profile of the respondents. The mean and standard deviation were used to determine the level of conformity to DepEd policies, as well as the levels of motivation and job performance of the Project Development Officer I.

For the inferential analysis, the Pearson Product-Moment Correlation Coefficient (Pearson r) was used to determine the significant relationship between conformity to DepEd policies and the respondents' motivation and performance. In addition, regression analysis was employed to determine the extent to which conformity to DepEd policies influences motivation and performance.

All statistical tests were interpreted using a standard level of significance (commonly set at a 0.05 alpha level) to determine whether the results are statistically significant.

According to Harbison and Simmons (2024), descriptive statistics form the foundation of data analysis by summarizing and organizing data into interpretable forms, allowing researchers to understand the characteristics of a data set before conducting more advanced statistical analyses. They emphasized that descriptive analysis is essential for accurately presenting research findings and supporting subsequent inferential analyses.

Similarly, McCombes (2023) explained that descriptive research and descriptive analysis aim to systematically describe the characteristics of a population or phenomenon by answering questions such as what, who, where, when, and how, rather than explaining why a phenomenon occurs. Descriptive analysis commonly employs frequencies, percentages, means, and standard deviations to summarize the collected data objectively.

CHAPTER III

Presentation, Analysis and Interpretation of Results

Profile of Respondents

Table 2 shows the profile of the Project Development Officer I (PDO I) personnel as to their age, gender assigned at birth, highest educational attainment, length of service as PDO I, and school division office (based on the size classification of their division).

Table 2. Frequency and Percent Distribution of Profile of Project Development Officer I (PDO I)

PARAMETERS	FREQUENCY n = 203	PERCENTAGE %
Age		
20 to 30 years old	45	22.17
31 to 40 years old	95	46.80
41 to 50 years old	45	22.17
51 years old and above	18	8.87
TOTAL	203	
Gender Assigned at Birth		
Male	85	41.87

Female	118	58.13
TOTAL	203	
Highest Educational Attainment		
College Graduate	113	55.67
Master's Degree Holder	87	42.86
Doctor's Degree Holder	3	1.48
TOTAL	203	
Length of Service in the Department of Education as PDO I		
Less than 1 year	26	12.81
1 to 5 years	105	51.72
6 to 10 years	69	33.99
11 to 15 years	3	1.478
TOTAL	203	
Division (Based on Size Classification of the Division)		
Small	31	15.27
Medium	125	61.58
Large	36	17.73
Very Large	11	5.42
TOTAL	203	

Table 2 presents the demographic profile of the 203 Project Development Officer I (PDO I) respondents in terms of age, gender assigned at birth, highest educational attainment, length of service in the Department of Education (DepEd) as PDO I, and division based on size classification.

Age

The results showed that the majority of the respondents who participated in this study's data gathering were 31 to 40 years old, comprising 95 respondents (46.80%). This was followed by those aged 20 to 30 years old and 41 to 50 years old, with 45 respondents (22.17%) each. In the meantime, respondents aged 51 and above accounted for only 18 respondents (8.87%). These findings indicated that most PDO I personnel were in their early to middle stages of their professional careers, suggesting a relatively young and active workforce capable of contributing effectively to program implementation and organizational development.

Age is an important demographic variable in organizational research because age differences may be

associated with employees' work experiences, competencies, and work-related behaviors. Prudente et al. (2025) examined the predictive influence of age, gender, and years of work experience on the task, adaptive, and contextual performance of Filipino employees. Although the findings showed that age was not a significant predictor of employee performance, including age in the study underscored its relevance as a demographic characteristic worth examining to determine whether employees' work-related outcomes differ across age groups. Therefore, age may be considered an important profile variable in the present study to assess whether differences in employees' age were associated with variations in the variables being investigated.

Gender Assigned at Birth

In terms of gender assigned at birth, 118 respondents (58.13%) were female, while 85 respondents (41.87%) were male. This indicated that female PDO I personnel slightly predominate over their male counterparts in the Department of Education, Division Level. The relatively balanced distribution suggested that both male and female personnel were well represented in the position.

Gender is a commonly examined demographic variable in organizational and employee performance research because it enables researchers to determine whether differences in work-related outcomes exist between male and female employees. Prudente et al. (2025) investigated the predictive effects of gender, age, and years of work experience on the task, adaptive, and contextual performance of 534 Filipino workers from public and private organizations. The findings revealed that gender was not a significant predictor of employee performance across all three performance dimensions. Despite this, the researcher emphasized the importance of including gender as a demographic variable to empirically determine whether performance differences exist and to promote evidence-based, non-discriminatory employment practices. Thus, gender remained a relevant profile variable for organizational research, including studies involving government employees.

Highest Educational Attainment

Regarding the highest educational attainment, more than half of the respondents were college graduates, with 113 respondents (55.67%). This was followed by 87 respondents (42.86%) who had earned a master's degree, while only 3 respondents (1.48%) held a doctoral degree. It was also noteworthy that some respondents classified as college graduates had already earned units in master's degree programs, indicating that their educational advancement was ongoing despite not yet having completed a master's degree. Overall, the findings indicated that a substantial proportion of PDO I personnel had pursued or completed graduate education, reflecting an interest in professional and academic development. However, the small number of doctoral degree holders suggested that opportunities for further academic advancement remained among personnel.

Educational attainment is an important demographic characteristic in organizational and educational research because it reflects an individual's level of knowledge, competencies, and professional qualifications. Employees with higher educational attainment are generally expected to possess broader knowledge and more advanced skills that may contribute to effective work performance and the accomplishment of organizational responsibilities. Consequently, educational attainment is frequently included as a profile variable to determine whether differences in educational qualifications are associated with variations in organizational performance and other work-related outcomes. In the present study, the presence of respondents who had completed master's units, even among those categorized as college graduates, further demonstrated that some PDO I personnel were actively pursuing continuous professional and academic development. Balanquit et al. (2023) examined the influence of faculty members' educational attainment on

the Licensure Examination for Teachers (LET) performance of 112 State Universities and Colleges in the Philippines. The study found that institutions with a higher proportion of faculty members holding doctoral degrees demonstrated significantly higher LET passing rates, whereas a greater proportion of bachelor's degree holders was associated with lower institutional performance. These findings suggested that educational attainment could significantly influence organizational outcomes, supporting its inclusion as a demographic variable in studies involving employee performance and other workplace-related variables.

Length of Service as Project Development Officer I

In terms of length of service in the Department of Education as PDO I, the majority of the respondents had been serving for 1 to 5 years, comprising 105 respondents (51.72%). This was followed by those with 6 to 10 years of service, accounting for 69 respondents (33.99%). Meanwhile, 26 respondents (12.81%) had served for less than one year, and only 3 respondents (1.48%) had 11 to 15 years of service. No respondent reported having more than 15 years of service as a PDO I. This evidence indicated that the PDO I workforce was relatively new, with most respondents having accumulated fewer than ten years of experience in the position. This may reflect the relatively recent expansion or hiring of PDO I positions within the Department.

Length of service is an important demographic characteristic in organizational research because it reflects employees' accumulated work experience, familiarity with organizational processes, and professional development over time. Researchers commonly include years of service as a profile variable to determine whether employees differ in work-related attitudes and behaviors by the length of their organizational experience. De Gulan and Aguilung (2021) examined differences in career adaptability and career intention among Philippine government employees by years of service and job level. The study found that years of service significantly influenced employees' career intention but did not produce significant differences in career adaptability. These findings suggested that the length of service was associated with employees' career-related perspectives and organizational outlook, supporting its inclusion as a relevant demographic variable in studies involving government employees.

Division Based on Size Classification

In terms of division based on size classification, the majority of respondents were assigned to the medium division, with 125 respondents (61.58%). This was followed by large divisions with 36 respondents (17.73%), small divisions with 31 respondents (15.27%), and very large divisions with 11 respondents (5.42%). The findings indicated that most respondents came from medium-sized divisions, suggesting that the experiences and perceptions reflected in this study were largely representative of PDO I personnel assigned to divisions with moderate organizational size and operational demands.

The size of the Schools Division Office (SDO) is an important organizational characteristic because it reflects the scope of administrative responsibility, resource allocation, staffing requirements, and the number of schools it serves. The Department of Education classifies Schools Division Offices as small, medium, large, or very large, with each classification corresponding to specific organizational structures and staffing complements (Department of Education, 2015). Consequently, SDO size may be associated with working environment and administrative demands experienced by employees.

The Second Congressional Commission on Education (EDCOM II, 2025) reported considerable disparities in the workload of Schools Division Offices despite their existing size classifications. Some divisions supervised more than 1,300 schools, while others oversaw fewer than 100 schools, resulting in substantial differences in administrative

responsibilities and staff-to-school ratios. These findings suggested that School Division Office size may influence organizational operations and employee work experiences, supporting its inclusion as an organizational profile variable in studies involving Department of Education personnel.

Level of conformity of Project Development Officer I to Department of Education (DepEd) policies

Table 3 shows the respondents' level of conformity to the Department of Education (DepEd) policies, based on the key functions and responsibilities of a Project Development Officer I (PDO I) in implementing division-level youth formation programs.

Table 3. Weighted Mean and Verbal Interpretation of Project Development Officer I Level of Conformity to Department of Education Policies

Statement	W M	Verbal Interpretation
Ensures the implementation of Division-level youth formation programs in compliance with DepEd policies and standards.	3.85	Highly Conforming
Prepares and submits reports on Division-wide youth formation programs and activities following DepEd requirements.	3.88	Highly Conforming
Oversees capacity-building activities for advisers, coordinators, and learners to strengthen youth formation programs.	3.77	Highly Conforming
Monitors and evaluates youth formation programs at the school and Division levels to ensure compliance with DepEd policies, guidelines, and standards.	3.76	Highly Conforming
Develops action research agendas based on monitoring and evaluation findings to improve Division-level youth formation programs.	3.12	Moderately Conforming
Establishes and strengthens partnerships with stakeholders to support the effective implementation of Division-level youth formation programs and activities.	3.68	Highly Conforming
Enhances training needs assessment tools to support youth formation training programs.	3.61	Highly Conforming
Provides technical assistance for the implementation of youth formation programs and activities.	3.88	Highly Conforming
Consolidates and submits monitoring and evaluation reports on Division-wide program implementation.	3.88	Highly Conforming
Provides inputs for the preparation of Work and Financial Plans integrating Division-level youth formation programs and activities.	3.88	Highly Conforming
Average	3.73	Highly Conforming

Legend: 3.26- 4.00 Highly Conforming; 2.51- 3.25 Moderately Conforming; 1.76 – 2.50 Slightly Nonconforming; 1.00- 1.75 Strongly Nonconforming

Table 3 presents the Level of conformity of Project Development Officer I to Department of Education

(DepEd) policies, with an overall weighted mean of 3.73, with a verbal interpretation of **Highly Conforming**, indicating that the respondents consistently adhered to DepEd policies, guidelines, and standards in carrying out their assigned duties. This finding suggested that PDO I personnel demonstrated a strong commitment to implementing their responsibilities in accordance with established policies and organizational expectations.

Among the indicators, "Preparing and submitting reports on division-wide youth formation programs and activities following DepEd requirements", "Provides technical assistance for the implementation of youth formation programs and activities", "consolidates and submits monitoring and evaluation reports on division-wide program implementation", and "Provide inputs for the preparation of Work and Financial Plans integrating division-level youth formation programs and activities" all obtained the highest weighted mean of 3.88, interpreted as Highly Conforming. These findings indicated that PDO I personnel consistently comply with DepEd's reporting requirements, technical support functions, monitoring responsibilities, and planning processes. Such high ratings may be attributed to the structured monitoring and reporting systems implemented within the Department, which emphasize accountability and compliance.

The statement, "Ensures the implementation of division-level youth formation programs in compliance with DepEd policies and standards", obtained a weighted mean of 3.85, interpreted as Highly Conforming, indicating that respondents consistently ensure that youth formation initiatives were implemented in accordance with DepEd policies. Similarly, "Oversees capacity-building activities for advisers, coordinators, and learners to strengthen youth formation programs" received a weighted mean of 3.77, while "Monitors and evaluates youth formation programs at the school and division levels to ensure compliance with DepEd policies, guidelines, and standards" obtained 3.76. Both were interpreted as Highly Conforming, suggesting that respondents regularly perform supervisory and monitoring functions that promote effective program implementation.

Likewise, "Establishes and strengthens partnerships with stakeholders to support the effective implementation of Division-level youth formation programs and activities" received a weighted mean of 3.68, and "Enhances training needs assessment tools to support youth formation training programs" obtained 3.61, both interpreted as Highly Conforming. These results indicated that respondents recognize the importance of collaboration and continuous improvement in strengthening youth formation initiatives and ensuring that training programs address identified needs.

On the other hand, "Develops action research agendas based on monitoring and evaluation findings to improve division-level youth formation programs" received the lowest weighted mean of 3.12, interpreted as Moderately Conforming. Although respondents generally perform this responsibility, the relatively lower rating suggests that action research is not yet consistently integrated into their regular functions. This may be due to limited time, insufficient research training, competing administrative responsibilities, or the prioritization of program implementation and reporting over research-related activities.

Overall, the findings demonstrated that Project Development Officer I personnel exhibited a high level of conformity to Department of Education policies, particularly in implementing programs, providing technical assistance, monitoring compliance, preparing reports, and supporting organizational planning. However, the comparatively lower conformity in developing action research agendas highlights an area for professional development. Strengthening research capabilities through targeted training, mentoring, and institutional support may enhance evidence-based decision-making and further improve the effectiveness of Division-level youth formation programs.

The findings were further supported by the respective School Governance and Operations Division (SGOD)

Chiefs, who confirmed that the results were consistent with their observations of the actual performance of Project Development Officer I personnel. Their assessment validated and substantiated the personnel's conformity with DepEd policies in program implementation, technical assistance, monitoring, reporting, and organizational planning. They also confirmed the need to strengthen competencies in developing action research agendas. Thus, the concurrence of the SGOD Chiefs reinforces the validity and credibility of the findings and supports the identified areas for professional development.

Libo-on and Eslabon (2025) and West and Solar (2024) found that DepEd personnel demonstrated adherence to professional standards and institutional policies. Libo-on and Eslabon (2025), who reported that DepEd teachers demonstrated a very great extent of compliance with the Code of Ethics for Professional Teachers. Their study revealed that teachers consistently observed professional responsibilities, ethical principles, and institutional standards, indicating a strong commitment to fulfilling the expectations of the Department of Education. These findings suggested that DepEd personnel possess a high level of awareness of and acceptance of organizational policies, enabling them to integrate prescribed standards into their professional practices. Such adherence reflects the importance of policy compliance in maintaining accountability, professionalism, and quality service delivery within educational institutions.

Similarly, West and Solar (2024) found that public school teachers demonstrated adherence to the Philippine Professional Standards for Teachers (PPST), emphasizing that compliance with DepEd-established standards contributed to effective educational practices. The study highlighted that alignment with professional standards allows education personnel to perform their responsibilities consistently and effectively while supporting institutional goals. These findings reinforce the present result that Project Development Officer I exhibited a high level of conformity toward DepEd policies, as reflected by the overall weighted mean of 3.73. Collectively, these studies indicated that adherence to organizational policies and professional requirements was a common characteristic among DepEd personnel and served as a foundation for effective implementation of educational programs and administrative functions.

Level of Project Development Officers I motivation in terms of intrinsic motivation and extrinsic motivation.

Table 4 presents the level of intrinsic and extrinsic motivation of Project Development Officer I (PDO I) respondents in performing their roles and responsibilities related to the implementation of Division-level youth formation programs.

Table 4. Weighted Mean and Verbal Interpretation of Project Development Officer I Level of Motivation

Intrinsic Motivation Indicators	W M	Verbal Interpretation
Level of your motivation in assisting schools in cascading youth formation programs that promote learner growth, leadership, and participation.	3.77	Highly Motivated
Level of your motivation in creating a knowledge management system for youth formation stakeholders to support collaboration and information sharing.	3.69	Highly Motivated
Level of your motivation in applying the Youth Formation Framework and Core Values in initiatives that enhance learner engagement and character development.	3.76	Highly Motivated

Level of your motivation in conducting capacity-building programs for guidance personnel to strengthen career guidance implementation.	3.59	Highly Motivated
Level of your motivation in participating in the planning and allocation of resources for youth formation programs.	3.65	Highly Motivated
Level of your motivation in analyzing and interpreting monitoring results that inform improved implementation practices.	3.64	Highly Motivated
Level of your motivation in preparing training designs for capacity-building activities that support meaningful learning and capability development.	3.72	Highly Motivated
Level of your motivation in conducting training needs assessment in schools to identify and address the development needs of educators and implementers.	3.64	Highly Motivated
Level of your motivation in supporting the submission of monitoring and evaluation reports that ensure effective program delivery.	3.60	Highly Motivated
Level of motivation in supporting schools in cascading youth formation programs that foster learner growth, leadership, and participation.	3.75	Highly Motivated
Average	3.68	Highly Motivated
Extrinsic Motivation Indicators	W M	Verbal Interpretation
Level of your motivation in complying with the timely submission of post-training completion reports required for program evaluation and implementation.	3.57	Highly Motivated
Level of your motivation in prioritizing training programs that produce immediate, measurable results to achieve high OPCRF performance ratings.	3.61	Highly Motivated
Level of your motivation in building partnerships with LGUs and NGOs to supplement limited funding for youth formation programs.	3.57	Highly Motivated
Level of your motivation in directing school-level coordinators to cascade programs in accordance with required timelines and compliance standards.	3.62	Highly Motivated
Level of your motivation in implementing strict deadlines for school-level reports to ensure compliance and timely submission.	3.61	Highly Motivated
Level of your motivation in developing the youth formation training calendar in accordance with national directives for compliant implementation.	3.60	Highly Motivated
Level of your motivation in adopting benchmarking practices from high-performing divisions to enhance youth formation initiatives.	3.58	Highly Motivated
Level of your motivation in conducting Division-wide youth conventions to promote engagement and recognition of learners.	3.65	Highly Motivated
Level of your motivation in choosing training programs based on measurable outcomes for performance evaluation purposes.	3.64	Highly Motivated
Level of your motivation in enforcing deadlines for timely and compliant school reports.	3.57	Highly Motivated
Average	3.60	Highly Motivated

OVERALL 3.64 Highly Motivated
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Legend: 3.26- 4.00 Highly Motivated; 2.51- 3.25 Moderately; 1.76 – 2.50 Motivated; 1.00- 1.75 Unmotivated

Level of Intrinsic Motivation of Project Development Officer I (PDO I)

Table 4 presents the level of intrinsic and extrinsic motivation of Project Development Officer I personnel in the Department of Education (DepEd) policies.

The level of intrinsic motivation of Project Development Officer I (PDO I) respondents in performing their duties related to the implementation of division-level youth formation programs. Intrinsic motivation refers to the internal drive to perform work because it is personally meaningful, fulfilling, and aligned with one's values, interests, and commitment to professional growth. It reflects the desire to contribute to learner development, enhance the quality of youth formation programs, and achieve a sense of personal accomplishment through the effective delivery of one's responsibilities.

The results revealed an average weighted mean of 3.68, with a verbal interpretation of **Highly Motivated**, indicating that the respondents possessed a strong internal drive to perform their duties effectively. This suggested that PDO I personnel were motivated by personal fulfillment, professional growth, and the meaningful impact of their work in promoting learner development and supporting the goals of the Department of Education (DepEd).

Among the indicators, the level of motivation in “Assisting schools in cascading youth formation programs that promote learner growth, leadership, and participation” obtained the highest weighted mean of 3.77, interpreted as Highly Motivated. This finding indicated that respondents were strongly driven to support schools in implementing youth formation initiatives that contribute to learners' holistic development. Closely following this, “The application of the Youth Formation Framework and Core Values in initiatives that enhance learner engagement and character development” obtained a weighted mean of 3.76, while the level of motivation in “Supporting schools in cascading youth formation programs that foster learner growth, leadership, and participation” received a weighted mean of 3.75, both interpreted as Highly Motivated. These results demonstrated that respondents derived personal satisfaction from advancing programs that promote leadership, values formation, and active learner participation.

The indicator “Preparing training designs for capacity-building activities that support meaningful learning and capability development” obtained a weighted mean of 3.72, followed by “Creating a knowledge management system for youth formation stakeholders to support collaboration and information sharing” with 3.69. Both were interpreted as Highly Motivated, suggesting that respondents were intrinsically motivated to develop innovative approaches to enhance collaboration, knowledge sharing, and the professional development of stakeholders.

Similarly, “Participating in the planning and allocation of resources for youth formation programs” obtained a weighted mean of 3.65, while both “Analyzing and interpreting monitoring results that inform improved implementation practices” and “Conducting training needs assessment in schools to identify and address the development needs of educators and implementers” each received a weighted mean of 3.64. These findings indicated that respondents were highly motivated to engage in planning, evaluation, and continuous improvement activities that contributed to the quality and effectiveness of youth formation programs.

Meanwhile, “Supporting the submission of monitoring and evaluation reports that ensure effective program delivery” obtained a weighted mean of 3.60, and “conducting capacity-building programs for guidance personnel to strengthen career guidance implementation” received the lowest weighted mean of 3.59. Although these indicators

ranked lowest among the intrinsic motivation statements, both were still interpreted as Highly Motivated, indicating that respondents continued to demonstrate a strong internal commitment to these responsibilities despite their comparatively lower ratings.

Overall, the findings revealed that Project Development Officer I personnel were highly intrinsically motivated in carrying out their functions, particularly those directly related to learner development, youth leadership, and the implementation of youth formation programs. Their strong internal motivation to support schools, apply DepEd's Youth Formation Framework, and promote learner engagement suggested that they find personal meaning and professional fulfillment in their work. Such motivation is likely to contribute positively to the effective implementation of youth formation initiatives and the achievement of organizational goals within the Department of Education.

Ryan et al. (2021) explained that intrinsic motivation develops when individuals experience autonomy, competence, and relatedness. This finding was supported by Self-Determination Theory, which explains that individuals become intrinsically motivated when their psychological needs for autonomy, competence, and relatedness are fulfilled. In the context of Project Development Officer, I personnel, the Department of Education, Division Level, intrinsic motivation may be supported when employees feel capable of performing their responsibilities, have opportunities to exercise professional judgment, and perceive their work as meaningful within the organization.

Furthermore, the results were consistent with the study by Ryan et al. (2021), which emphasized that intrinsic motivation enhances individuals' engagement, persistence, and performance quality when they experience personal value and purpose in their work. The high level of intrinsic motivation among Project Development Officer I suggested that adherence to DepEd policies may be strengthened not only through institutional rules and procedures but also through employees' internal commitment to fulfilling their professional responsibilities.

Level of Extrinsic Motivation of Project Development Officer I (PDO I)

The Level of Extrinsic Motivation of Project Development Officer I (PDO I) respondents in performing their duties related to the implementation of Division-level youth formation programs. Extrinsic motivation refers to the drive to perform work due to external factors such as organizational policies, performance evaluation systems, recognition, accountability, and compliance with institutional requirements.

The results revealed an average weighted mean of 3.60, with a verbal interpretation of Highly Motivated, indicating that the respondents were strongly motivated by external factors in carrying out their assigned responsibilities. This suggested that organizational expectations, performance standards, recognition, and accountability mechanisms encouraged PDO I personnel to perform their duties effectively and comply with the policies and objectives of the Department of Education (DepEd).

Among the indicators, "The level of motivation in conducting Division-wide youth conventions to promote engagement and recognition of learners" obtained the highest weighted mean of 3.65, interpreted as Highly Motivated. This finding indicated that respondents were highly motivated to organize activities that recognized learner achievements and encouraged participation, as these activities contributed to the successful implementation of youth formation programs while providing opportunities for visible program accomplishments.

The indicator "Choosing training programs based on measurable outcomes for performance evaluation purposes" ranked second, with a weighted mean of 3.64, followed by "Directing school-level coordinators to cascade programs in accordance with required timelines and compliance standards", with a weighted mean of 3.62. These findings suggested that respondents were motivated by the need to achieve organizational goals, meet performance

expectations, and ensure that school-level implementation adhered to DepEd standards and prescribed timelines.

Similarly, “Prioritizing training programs that produce immediate, measurable results to achieve high OPCR performance ratings and implementing strict deadlines for school-level reports to ensure compliance and timely submission” and “Developing the youth formation training calendar in accordance with national directives for compliant implementation” each obtained a weighted mean of 3.61, while “Developing the youth formation training calendar in accordance with national directives for compliant implementation” received a weighted mean of 3.60. These results indicated that organizational performance measures, accountability systems, and national implementation guidelines served as important external motivators encouraging respondents to fulfill their responsibilities efficiently.

Meanwhile, “Adopting benchmarking practices from high-performing divisions to enhance youth formation initiatives” obtained a weighted mean of 3.58, while “Complying with the timely submission of post-training completion reports required for program evaluation and implementation,” “Building partnerships with LGUs and NGOs to supplement limited funding for youth formation programs,” and “Enforcing deadlines for timely and compliant school reports” each received the lowest weighted mean of 3.57. Although these indicators ranked comparatively lower, they were still interpreted as Highly Motivated, indicating that respondents remain committed to meeting external expectations related to reporting, resource mobilization, and compliance with organizational requirements.

The findings demonstrated that Project Development Officer I personnel were highly extrinsically motivated, indicating that external organizational factors—including performance evaluation, accountability mechanisms, compliance with DepEd policies, recognition of accomplishments, and institutional expectations—played a significant role in encouraging effective job performance. These findings suggested that maintaining supportive organizational systems and clear performance standards can further strengthen employees' motivation and contribute to the successful implementation of division-level youth formation programs.

Barreda et al. (2021) examined the effects of extrinsic motivators on perceived organizational support and job performance among employees in Metro Manila. They found that extrinsic motivation was positively associated with both perceived organizational support and employee job performance. They emphasized that external factors such as rewards, recognition, benefits, and supportive organizational practices encouraged employees to perform their responsibilities effectively and remain committed to organizational goals. These findings suggested that the high level of extrinsic motivation observed among Project Development Officer I may be influenced by organizational support and external motivational factors that reinforced adherence to Department of Education policies and responsibilities.

Overall

The overall level of motivation of the Project Development Officer I (PDO I) respondents was determined. The overall weighted mean of 3.64, with a verbal interpretation of Highly Motivated, indicated that the respondents had a strong level of motivation in carrying out their duties and responsibilities related to implementing division-level youth formation programs.

The findings were further supported by the respective SGOD Chiefs, who confirmed that the results were consistent with their observations of the actual performance and motivation of Project Development Officer I personnel. Their assessment validated and substantiated the significant influence of external organizational factors, such as performance evaluation, accountability, compliance with DepEd policies, recognition, and institutional expectations, on employees' motivation and job performance. Thus, the concurrence of the SGOD Chiefs reinforces

the validity of the findings and highlights the importance of maintaining supportive organizational systems and clear performance standards.

The findings suggested that the respondents' motivation was influenced by both intrinsic and extrinsic factors. Intrinsic motivation, which obtained a higher weighted mean of 3.68, reflected the respondents' personal commitment, professional satisfaction, and desire to contribute to learner development and organizational success. Meanwhile, Extrinsic motivation, with a weighted mean of 3.60, indicated that organizational expectations, performance evaluation systems, compliance requirements, and recognition were also important drivers of their work performance.

The higher mean score for intrinsic motivation compared with extrinsic motivation suggests that the respondents were more strongly motivated by the meaningful nature of their work, opportunities for professional growth, and the fulfillment they derived from implementing youth formation programs than by external rewards or organizational pressures. Nevertheless, both dimensions were interpreted as Highly Motivated, indicating that the respondents consistently demonstrated enthusiasm, commitment, and dedication in performing their responsibilities.

Overall, the findings implied that Project Development Officer I personnel possessed a balanced motivational profile characterized by strong internal commitment complemented by supportive organizational factors. Such a high level of motivation is likely to enhance their effectiveness in implementing DepEd policies, delivering quality youth formation programs, and achieving the objectives of the Department of Education. These findings further suggested that sustaining both intrinsic and extrinsic sources of motivation may contribute to improved employee performance, greater organizational commitment, and more effective program implementation.

Level of Performance of Project Development Officer I Based on the Individual Performance Commitment and Review Form

Table 5. Weighted Mean and Verbal Interpretation of Project Development Officer I Level of Performance

Indicators	W M	Verbal Interpretation
Prepares timely and accurate accomplishment reports for learner formation programs in compliance with QAME standards.	3.64	Highly Conforming
Conducts QAME of programs to ensure timely recognition of awardees and scheduled awarding ceremonies.	3.51	Highly Conforming
Interprets and applies policies on learner formation programs to ensure compliance with QAME standards.	3.59	Highly Conforming
Ensures activities align with approved plans and targets in compliance with QAME standards.	3.67	Highly Conforming
Develops strategies to improve learner formation program implementation and meet QA and M&E targets.	3.64	Highly Conforming
Assists schools and stakeholders in addressing implementation concerns to ensure compliance with QA and M&E standards and recognition targets.	3.58	Highly Conforming
Provides technical assistance to schools and implementers to support QAME compliance.	3.65	Highly Conforming

Systematically monitors program targets and performance indicators to ensure compliance with QAME standards and recognition milestones.	3.57	Highly Conforming
Ensures documentation and reporting of monitoring and evaluation findings for QAME compliance.	3.60	Highly Conforming
Ensures efficient utilization of funds, materials, and resources during program implementation in compliance with QAME standards and recognition targets.	3.72	Highly Conforming
Average	3.62	Highly Conforming

Legend: 3.26- 4.00 Highly Conforming; 2.51- 3.25 Moderately Conforming; 1.76 – 2.50 Slightly Nonconforming; 1.00- 1.75 Strongly Nonconforming

Table 5 presents the level of performance of Project Development Officer I (PDO I) respondents based on the Individual Performance Commitment and Review Form of the Department of Education (DepEd) and the actual job description.

The results revealed an overall weighted mean of 3.62, with a verbal interpretation of Highly Conforming, indicating that respondents consistently performed their duties in accordance with the quality assurance standards, monitoring and evaluation requirements, and performance expectations of the Department. This finding suggested that PDO I personnel effectively implemented learner formation programs while ensuring compliance with established policies, procedures, and organizational targets.

Among the indicators, “Ensuring the efficient utilization of funds, materials, and resources during program implementation in compliance with QAME standards and recognition targets” obtained the highest weighted mean of 3.72, interpreted as Highly Conforming. This finding indicated that respondents consistently demonstrated accountability and efficiency in managing available resources to support the successful implementation of learner formation programs. Effective resource management is essential in maximizing program outcomes and ensuring that activities are conducted within approved plans and budgets.

The indicator, “Ensuring activities align with approved plans and targets in compliance with QAME standards,” ranked second with a weighted mean of 3.67, followed by “Providing technical assistance to schools and implementers to support QAME compliance” with 3.65. Both were interpreted as Highly Conforming, suggesting that respondents consistently ensured that program implementation adhered to established standards while providing the necessary guidance and support to schools and stakeholders to achieve desired outcomes.

Likewise, “Preparing timely and accurate accomplishment reports for learner formation programs in compliance with QAME standards” and “Developing strategies to improve learner formation program implementation and meet QA and M&E targets” both obtained a weighted mean of 3.64, indicating that respondents consistently fulfilled reporting responsibilities and initiate improvement strategies to enhance program effectiveness. Similarly, “Ensuring documentation and reporting of monitoring and evaluation findings for QAME compliance” received a weighted mean of 3.60, while “Interpreting and applying policies on learner formation programs to ensure compliance with QAME standards” obtained 3.59. These findings demonstrated that respondents consistently apply DepEd policies and maintain accurate documentation to support quality assurance and evidence-based decision-making.

Furthermore, “Assisting schools and stakeholders in addressing implementation concerns to ensure compliance with QA and M&E standards and recognition targets” obtained a weighted mean of 3.58, while

“Systematically monitoring program targets and performance indicators to ensure compliance with QAME standards and recognition milestones” received 3.57. Both indicators were interpreted as Highly Conforming, indicating that respondents regularly performed monitoring and coordination activities to ensure successful program implementation and compliance with established performance standards.

Among all the indicators, “Conducting Quality Assurance, Monitoring, and Evaluation (QAME) of programs to ensure timely recognition of awardees and scheduled awarding ceremonies” obtained the lowest weighted mean of 3.51, although it remained within the Highly Conforming category. This result suggested that while respondents consistently conducted monitoring and evaluation activities, ensuring the timely recognition of awardees and adherence to awarding schedules may present operational challenges due to factors such as coordination with stakeholders, scheduling constraints, or administrative requirements.

Overall, the findings indicated that Project Development Officer I personnel demonstrated a high level of performance, as evidenced by their Highly Conforming overall rating. They consistently performed key functions related to planning, implementation, monitoring, technical assistance, reporting, and resource management in accordance with QAME standards. These findings implied that the respondents possess the competencies and commitment necessary to effectively implement learner formation programs and achieve the quality assurance and monitoring objectives of the Department of Education.

The findings were further supported by the respective SGOD Chiefs, who confirmed that the results were consistent with their observations of the actual performance of Project Development Officer I personnel. Their assessment validated the personnel’s high level of performance in planning, implementation, monitoring, technical assistance, reporting, and resource management in accordance with QAME standards. Thus, their concurrence reinforces the validity and credibility of the findings.

Significant relationship between Project Development Officers’ profile and their conformity to DepEd policies as well as their level of motivation and performance

Table 6. Relationship between Project Development Officers’ profile and their conformity to DepEd policies as well as their level of motivation and performance

		Age	Gender	Highest Educational Attainment	Length of Service in the Department of Education as PDO I	Division
Conformity to Department of Education Policies	Correlation	-.08				
	Coefficient	0	-.039	.160*	-.075	.073
	Sig. (2-tailed)	.258	.581	.022	.290	.301
	N	203	203	203	203	203
Motivation of Project Development Officers						
Intrinsic Motivation	Correlation	-.02				
	Coefficient	7	-.005	-.036	-.207**	-.101
	Sig. (2-tailed)	.707	.945	.611	.003	.153
	N	203	203	203	203	203

Extrinsic Motivation	Correlation	-.08				
	Coefficient	7	.036	.018	-.232**	-.075
	Sig. (2-tailed)	.215	.606	.796	.001	.289
	N	203	203	203	203	203
Performance of Project Development Officers	Correlation	-.00				
	Coefficient	8	.054	.107	-.086	.032
	Sig. (2-tailed)	.910	.443	.127	.222	.650
	N	203	203	203	203	203

*Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

Table 6 presents the relationship between the respondents' demographic profile (age, gender, highest educational attainment, length of service as Project Development Officer I, and division classification) and their conformity to Department of Education (DepEd) policies, motivation, and performance, as measured using the Pearson Product-Moment Correlation Coefficient. The level of significance was set at 0.05.

Conformity to Department of Education Policies

The results indicated that the highest educational attainment was significantly and positively related to the respondents' level of conformity to DepEd policies ($r = .160$, $p = .022$). This implied that respondents with higher educational qualifications tend to demonstrate greater conformity to DepEd policies and standards. The relationship, however, was very weak, indicating that although educational attainment contributes to policy conformity, its influence was relatively small.

In contrast, age ($r = -.080$, $p = .258$), gender ($r = -.039$, $p = .581$), length of service as PDO I ($r = -.075$, $p = .290$), and division classification ($r = .073$, $p = .301$) showed no significant relationship with conformity to DepEd policies since their probability values exceeded the 0.05 level of significance. These findings suggested that respondents' adherence to DepEd policies was generally consistent regardless of their age, gender, years of service, or division size.

Intrinsic Motivation

With respect to intrinsic motivation, the findings revealed that length of service as a PDO I had a significant negative relationship with intrinsic motivation ($r = -.207$, $p = .003$). Although statistically significant, the relationship was weak, indicating that respondents with longer years of service tended to report slightly lower levels of intrinsic motivation. This finding suggested that as employees spend more years in the position, the initial enthusiasm and personal satisfaction associated with their work may gradually decline due to routine responsibilities, increasing administrative demands, or limited opportunities for professional growth.

Meanwhile, age ($r = -.027$, $p = .707$), gender ($r = -.005$, $p = .945$), highest educational attainment ($r = -.036$, $p = .611$), and division classification ($r = -.101$, $p = .153$) were not significantly related to intrinsic motivation. These results indicated that respondents' intrinsic motivation was generally independent of these demographic characteristics.

Extrinsic Motivation

The results further showed that length of service as a PDO I was the only profile variable that had a significant relationship with extrinsic motivation ($r = -.232$, $p = .001$). The negative and weak correlation indicated that respondents with longer years of service tended to experience slightly lower levels of motivation derived from external factors such as organizational recognition, performance evaluation, and institutional requirements.

On the other hand, age ($r = -.087$, $p = .215$), gender ($r = .036$, $p = .606$), highest educational attainment ($r = .018$, $p = .796$), and division classification ($r = -.075$, $p = .289$) showed no significant relationships with extrinsic motivation. These findings implied that external motivational factors were generally experienced in similar ways regardless of respondents' demographic profiles.

Performance of Project Development Officer I

Regarding the respondents' performance, none of the profile variables showed a statistically significant relationship. Specifically, age ($r = -.008$, $p = .910$), gender ($r = .054$, $p = .443$), highest educational attainment ($r = .107$, $p = .127$), length of service as PDO I ($r = -.086$, $p = .222$), and division classification ($r = .032$, $p = .650$) all yielded probability values greater than the 0.05 level of significance.

These findings indicated that the performance of Project Development Officer I personnel was not significantly influenced by their demographic characteristics. Regardless of age, gender, educational attainment, years of service, or division classification, respondents generally exhibited comparable performance in implementing learner formation programs and in complying with the Department's Quality Assurance, Monitoring, and Evaluation (QAME) standards.

Overall Interpretation

Overall, the findings revealed that, among the respondents' demographic characteristics, the highest educational attainment was significantly related only to conformity to DepEd policies, whereas length of service as a PDO I was significantly related to both intrinsic and extrinsic motivation. However, no demographic variable was found to be significantly related to the performance of Project Development Officer I personnel.

These results suggested that educational qualifications may enhance respondents' understanding and application of DepEd policies, while years of service may influence both internal and external motivational levels. Nevertheless, the generally weak correlations indicated that demographic characteristics explained only a small portion of the variation in conformity, motivation, and performance. Other organizational and individual factors, such as leadership, organizational support, work environment, and professional development opportunities, may have had a greater influence on these variables.

Action Plan

Based on the study's findings, a proposed action plan, titled **Project ELEVATE: Enhancing Leadership, Engagement, Values, Advocacy, Training, and Excellence**, was developed to sustain high levels of conformity to DepEd policies, motivation, and performance among Project Development Officers I (PDO I). The action plan serves as a guide for the Central Office, Regional Offices, and Schools Division Offices in implementing strategic interventions that reinforce the competencies and motivation of PDO I while ensuring continuous improvement in project development and policy implementation.

Table 7. Action Plan proposed based on the results of the study

Key Result Area	Objectives	Activities/Strategies	Expected Output	Timeline	Responsible Office	Output Indicators
Policy Excellence and Standards Formulation	-To provide inputs/position paper to inter-office and inter-agency policies, standards, guidelines for Project Development Officer I - Sustain high compliance with DepEd policies in project implementation and monitoring and evaluation	Conduct annual policy enhancement sessions, policy dialogues, and sharing of best practices.	- Updated policy implementation guidelines and best practice compendium for Project Development Officer I	Annually	Central Office, Regional Office, Schools Division Office	-No. of inputs/position paper provided to inter-office and inter-agency policies, standards, and guidelines -Sustained high policy conformity in their program implementation and monitoring and evaluation
Performance Management	-To establish and maintain systems and processes geared towards administrative effectiveness and efficiency - Maintain and further enhance the high performance of Project	Develop a Performance Excellence Framework that includes coaching, benchmarking, and individualized development plans based on IPCRF results.	Individual Performance Development Plans and annual performance review.	Annually	HRDD, Regional Office, Schools Division Office	-No. of administrative systems and processes established and maintained - Outstanding IPCRF ratings

	Development Officer I.					maintained or improved.
Innovation and Digital Transformation	-Promote innovative and technology-driven project management.	- Launch the PDO Dashboard, where Project Development Officer I develop digital tools, dashboards, project monitoring systems, and process improvements.	Innovative digital solutions adopted across offices.	Annually	Central Office, ICT Unit, Schools Division Office	At least 1 innovation institutionalized annually
Recognition and Employee Engagement	Sustain motivation through meaningful recognition and career growth opportunities.	- Institutionalize the PDO Excellence Awards / PDO of the Year recognizing innovation, collaboration, policy compliance, and project outcomes. -Enhance the Recognition beyond awards by giving opportunities to serve as	Annual recognition program and employee engagement activities .	Annually	Central Office, Regional Office, School Division Office	High employee engagement and motivation levels sustained.

		resource speakers, trainers, or representatives in national events				
Knowledge Management and Communities of Practice	Institutionalize organizational learning	Develop a national PDO Knowledge Portal where Project Development Officer I can upload and access best practices and innovative projects; standardized templates and toolkits; monitoring and evaluation instruments; research studies and policy briefs; frequently asked questions and technical guidance; recorded webinars and learning sessions.	Functional digital repository and active community of practice.	Quarterly	Central Office, ICT Unit School Division Office	Increased utilization of shared resources and documented best practices.

CHAPTER IV

Summary of Findings, Conclusions and Recommendations

Summary of Findings

This study assessed the level of conformity to Department of Education (DepEd) policies and the motivation and performance of Project Development Officer I (PDO I) personnel in implementing Division-level learner and youth formation programs. It also examined the relationship between respondents' demographic profiles and their conformity to DepEd policies, as well as their motivation and performance. Based on the data gathered from the 203 respondents and the statistical analyses performed, the following findings were obtained:

Profile of the Respondents

The majority of respondents were aged 31–40 years, comprising 95 respondents (46.80%), indicating that most PDO I personnel were in the early to middle stages of their careers. Female respondents slightly outnumbered males, with 118 (58.13%) females and 85 (41.87%) males. In terms of educational attainment, 113 respondents (55.67%) were college graduates, 87 (42.86%) held master's degrees, and 3 (1.48%) had doctoral degrees. Regarding length of service, most respondents (105 or 51.72%) had served as PDO I for 1–5 years, followed by 69 (33.99%) with 6–10 years of service. The remaining respondents had less than one year or 11–15 years of service, with none exceeding 15 years. Most respondents (125, 61.58%) were from medium-sized divisions, followed by large (17.73%), small (15.27%), and very large (5.42%).

Level of Conformity to Department of Education Policies

The respondents demonstrated a Highly Conforming level of conformity to Department of Education policies, obtaining an overall weighted mean of 3.73. The highest-rated indicators, each with a weighted mean of 3.88, were “Preparing and submitting reports on Division-wide youth formation programs in accordance with DepEd requirements, providing technical assistance for the implementation of youth formation programs”, “Consolidating monitoring and evaluation reports, and providing input in the preparation of Work and Financial Plans.” These findings indicated that the respondents consistently complied with the Department's requirements for reporting, monitoring, planning, and technical assistance.

The indicator with the lowest weighted mean was “Developing action research agendas based on monitoring and evaluation findings” (WM = 3.12), although it remained within the Moderately Conforming level. Despite this, the overall findings indicated that PDO I personnel consistently performed their duties in accordance with DepEd policies, guidelines, and standards.

Level of Intrinsic Motivation

The respondents exhibited a Highly Motivated level of intrinsic motivation, with an overall weighted mean of 3.68. The highest-rated indicator was “Assisting schools in cascading youth formation programs that promote learner growth, leadership, and participation” (WM = 3.77), followed closely by “Applying the Youth Formation Framework and Core Values” (WM = 3.76) and “Supporting schools in implementing youth formation programs” (WM = 3.75).

The lowest-rated indicator was “Conducting capacity-building programs for guidance personnel to strengthen career guidance implementation” (WM = 3.59), although it was still interpreted as Highly Motivated. Overall, the findings indicated that the respondents possessed a strong internal drive to perform their responsibilities and contribute to learner development and youth formation.

Level of Extrinsic Motivation

The respondents demonstrated a Highly Motivated level of extrinsic motivation, with an overall weighted mean of 3.60. The highest-rated indicator was “Conducting division-wide youth conventions to promote learner engagement and recognition” (WM = 3.65), followed by “Selecting training programs based on measurable outcomes” (WM = 3.64) and “Directing school-level coordinators to meet timelines and compliance standards” (WM = 3.62).

The lowest-rated indicators (WM = 3.57) involved “Timely submission of post-training reports,” “Building partnerships with LGUs and NGOs,” and “Enforcing reporting deadlines.” Despite their lower ratings, all indicators remained Highly Motivated, suggesting that organizational expectations, compliance standards, recognition, and resource support were positively associated with the respondents' motivation and performance.

Overall Motivation of Project Development Officer I

The overall level of motivation of the respondents obtained a weighted mean of 3.64, interpreted as Highly Motivated. This finding indicated that the respondents possessed a high level of motivation in carrying out their responsibilities as Project Development Officer I. Both intrinsic and extrinsic motivational factors were associated with their sustained commitment to implementing youth formation programs, complying with organizational requirements, and achieving the objectives of the Department of Education.

Performance of Project Development Officer I

The respondents obtained an overall weighted mean of 3.62, interpreted as Highly Conforming, indicating a high level of performance in implementing learner formation programs in line with the Department's Quality Assurance, Monitoring, and Evaluation (QAME) standards.

The highest-rated indicator was "Ensuring the efficient utilization of funds, materials, and resources during program implementation" (WM = 3.72), while the lowest-rated indicator was "conducting QAME activities to ensure timely recognition of awardees and scheduled awarding ceremonies" (WM = 3.51). Nevertheless, all performance indicators were rated as Highly Conforming, demonstrating that the respondents consistently performed their assigned duties in accordance with DepEd standards.

Relationship Between the Respondents' Profile and Their Conformity to DepEd Policies, Motivation, and Performance

Among the respondents' demographic characteristics, highest educational attainment showed a significant positive relationship with conformity to Department of Education (DepEd) policies, indicating that respondents with higher educational qualifications tended to demonstrate greater conformity to DepEd policies and standards.

Length of service as a Project Development Officer I (PDO I) had a significant negative relationship with both intrinsic and extrinsic motivation, suggesting that motivation decreased slightly as years of service increased, although the relationships were weak.

In contrast, age, gender, and division classification showed no significant relationships with conformity to DepEd policies, intrinsic motivation, or extrinsic motivation. Similarly, none of the respondents' profile variables had a significant relationship with PDO I performance, indicating that performance remained generally consistent regardless of demographic characteristics.

Conclusion

1. The PDO I personnel were predominantly young to middle-aged, female, college graduates, with 1–5 years of service and assigned mainly to medium-sized divisions. This profile suggested a relatively young workforce, with most personnel in the early stages of their PDO I careers.
2. The respondents demonstrated a high level of conformity to Department of Education (DepEd) policies, consistently performing their duties in accordance with established policies, guidelines, and standards. Their adherence to reporting, technical assistance, monitoring and evaluation, and planning processes reflected their commitment to the effective implementation of learner and youth formation programs.
3. The respondents demonstrated high levels of both intrinsic and extrinsic motivation. Their intrinsic motivation was reflected in their personal commitment, professional fulfillment, and dedication to learner development and youth formation. Meanwhile, extrinsic motivation was influenced by organizational policies, accountability, performance evaluation, compliance requirements, and recognition. Overall, the combination of internal and external motivational factors supported PDO I personnel to remain committed, productive, and effective in implementing programs, meeting institutional requirements, and delivering quality public service.
4. The respondents exhibited a high level of performance, demonstrating their ability to effectively implement learner formation programs in accordance with Department standards. Their performance reflected competence in planning, implementation, monitoring, reporting, technical assistance, and resource management, contributing to the successful delivery of Division-level programs.

5. Highest educational attainment was significantly associated with conformity to DepEd policies, indicating that higher qualifications were linked to greater adherence. Length of service was significantly associated with intrinsic and extrinsic motivation, with motivation slightly declining as years of service increased, though the relationships were weak. Age, gender, and division classification showed no significant relationships with conformity, motivation, or performance. Overall, performance appeared to be influenced more by organizational and individual factors, such as leadership support, organizational climate, professional development, and work engagement.

6. The proposed action plan provided a strategic, comprehensive, and sustainable approach to strengthening the performance and professional development of Project Development Officer I (PDO I). It emphasized not only compliance with Department of Education policies and standards but also continuous performance improvement, digital innovation, employee recognition, and knowledge sharing. Through these interconnected areas, the action plan aims to equip PDO I personnel with the competencies, systems, and support necessary to perform their roles effectively and efficiently, ultimately contributing to better project implementation, monitoring, evaluation, and organizational outcomes.

Recommendations

1. The Department may continue strengthening policy implementation by providing regular policy orientation, updates, and refresher programs for Project Development Officer I (PDO I) personnel. Emphasis should be placed on enhancing competencies in action research, evidence-based decision-making, and data-driven program improvement to further increase conformity to DepEd policies.

2. Capacity-building programs, mentoring initiatives, and technical assistance activities may be intensified to sustain the high levels of conformity, motivation, and performance demonstrated by PDO I personnel. Particular attention should be given to strengthening action research capabilities, quality assurance, monitoring and evaluation (QAME), and developing innovative learner formation initiatives.

3. PDO I personnel are encouraged to continuously pursue professional development through graduate studies, specialized training, and research-related activities. Strengthening competencies in action research, program evaluation, and strategic planning may further enhance their effectiveness in implementing learner formation and youth formation programs.

4. Division leadership should establish recognition, mentoring, and career development programs that sustain both intrinsic and extrinsic motivation, particularly for personnel with longer years of service. Providing opportunities for leadership roles, innovation, research engagement, and professional recognition may help maintain employees' enthusiasm and commitment throughout their careers.

5. The Bureau of Learner Support Services and the Youth Formation Division in DepEd Central Office may design continuing professional development programs that address the evolving competency requirements of PDO I personnel. These programs should focus on leadership development, research capability, innovation, digital competencies, resource mobilization, and organizational effectiveness to support sustained employee performance.

6. For Future Researchers, future studies may investigate other variables that influence the conformity, motivation, and performance of Project Development Officer I personnel, such as leadership practices, organizational climate, job satisfaction, work engagement, organizational commitment, employee well-being, and perceived organizational support. Future researchers may also employ qualitative or mixed-methods approaches to gain deeper insights into the experiences and challenges of PDO I personnel. Conducting similar studies in other regions or among other DepEd

personnel may also provide broader evidence and enhance the generalizability of the findings.

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