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Identity-based motivation, public service delivery, and exemplified institutional core values in a local university towards citizen-centric and value-laden initiatives

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Abstract

The study aimed to assess and explore the level of identity-based motivation, adherence to mandatory guidelines, public service delivery, and exemplified institutional core values perceived and experienced by the stakeholders in a Local University in attaining the expected highest outcome in consideration of citizen-centric and value-laden perspectives. It used a mixed method design, specifically, an explanatory sequential approach in gathering, analyzing, and interpreting the data from three groups of participants: teaching and non-teaching personnel and students. Included in the survey administration were 391 respondents from a population of 1,569, while one-on-one interviews and focus group discussions involved 10 and 6 participants, respectively. Frequency and percentage were used to analyze the results of the Kruskal-Wallis H test to determine the significant difference between the levels of specified variables and the Spearman Rho coefficient to find the considerable relationship across all variables. The quantitative phase revealed that a local university in one of the cities in Laguna demonstrated high levels of identity-based motivation, adherence to mandatory guidelines, and public service delivery, and exemplified institutional core variables but fell short of the exceptional level, i.e., very high. The null hypothesis was rejected to the given extent as assessed by the respondents when grouped according to their demographic profile. The qualitative findings were based on interview protocols and focus group discussions, and themes that emerged were akin to both personnel and students, such as perception of high-level assessment, acceptance of RA 11032 implementation, competency framework adoption, public service delivery, personnel training, and rewards and recognition. An initiative plan was proposed based on the results, analyses, and interpretations.

Keywords: Identity-based; Adherence; Service; Exemplified; Citizen-centric; Value-laden

1. Introduction

Global public service values are crucial for handling international issues and demonstrating commitment to the common good. Some studies and statutes call for broader implementation of public service values in education, recognizing personnel as role models of competence for successful citizen-centric and value-laden service delivery.

In the Philippines, Republic Act No. 6713 promotes high ethics in public service, requiring accountability, integrity, competence, loyalty, patriotism, justice, modest lives, and public interest over personal interest. The Civil Service Commission enforces rules and promotes programs, training public sector heads and employees to embody shared public service values, in line with CSC Resolution No. 1800184 and integrating behavioral core competence for successful citizen-centric and value-laden service delivery. The previous development plan of the country emphasizes core public service values, promoting self-awareness and reflective practice among officials and employees, and the Philippine Development Plan for 2023-2028 includes good governance and improved bureaucratic efficiency, aiming to

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strengthen public sector heads and employees' image. Of core competency, its model has been directed by the Civil Service Commission since 2012 and requires integration into the four pillars of human resource management.

A local university in one of the cities in Laguna has its institutional core values statement inscribed as personal dignity, nurturing community, and commitment to excellence, which have been taught not only to the students but, more importantly, are expected to be reflected in the lives of the heads, teaching, and non-teaching personnel. The manifestations of this should be inherent to personnel who joined thereat since the inculcation of role modeling, setting service standards, and customer satisfaction. However, indications of inherency are lacking. To date, it has no established core competency-based framework and uninstalled citizen charter, which are vital in ascertaining the personnel's capability in the aspects of identity-based motivation, adherence to citizen-centric and value-laden guidelines, public service delivery, and exemplified institutional core values. Issues and challenges encountered by the Local University also affect the dignity of the personnel. One of these complaints sprang from the complaints of the two students who were prevented from graduating, wherein the Commission on Higher Education Chairperson received a letter requesting the said office to intervene (Chi, 2023; Malipot, 2023). Other enhancements may be initiated to achieve citizen-centric concerns and seamless intents better. With improvements in public service delivery to guide all government employees across all agencies or government-funded universities, the Local University needs to adhere to the contemporary trends and mandatory guidelines for immediate actions and thorough implementations to satisfy its stakeholders, likewise, minimize unwanted mistakes, if can not be eliminated, but eventually landscaped in unity with the stipulated purpose of ease in doing business and efficient delivery of government services as enacted in RA 11032.

Anchored on the frameworks of identity-based motivation components (Oyserman and Horowitz, 2023), motivational orientations of regulatory focus (Peng et al., 2021; Tutorix, 2024), public service delivery improvement (ASEAN, 2020), and components of expectancy theory (Filipova, 2022), the study arrived to its conceptual or operational model. The identity-based theory focuses on goal pursuit and self-regulation. It suggests that individuals act and make meaning of their experiences in ways that align with their identity. It highlights the importance of future selves, self-gap, and self-continuity predictions and differs from other self-regulation theories by focusing on the dynamic construction of identity, interpretation of experience or procedural readiness, and action-readiness.

Regulatory focus deals with promotion-focused and prevention-focused motivational orientations governing self-regulatory behavior. Promotion-focused individuals are more sensitive to positive outcomes, while prevention-focused individuals are more aware of adverse outcomes. Promotion-focused individuals may interpret negative outcomes as a lack of benefit, while prevention-focused individuals may view poor outcomes as a loss. Promotion-focused messaging is more compelling for promotion-focused individuals, while prevention-focused messaging is less compelling for promotion-focused individuals.

In the context of public service delivery improvement, reforming is challenging due to its connection to ideology, moral ideals, principles, and processes. Enhancing service delivery must be grounded in service standards, policy and regulatory development, monitoring, evaluation, feedback handling, and citizen satisfaction.

Expectancy theory suggests that individuals are driven to act based on the expectation of acceptable demonstration, reward for action, and positive valence of rewards. This cognitive process helps individuals make decisions based on the expected outcomes of a specific activity, an instrumentality of performance, and the attractiveness of the result. In the study, the researcher examined the level of institutional core values perceived by stakeholders in a Local University, focusing on personal dignity, community nurturing, and commitment to excellence to find agreement with expectancy, instrumentality, and valence principles.

From the adapted structures mentioned earlier, the conceptual or operational framework of the study was formulated to show the included variables in looking into the levels of identity-based motivation, adherence to mandatory guidelines, public service delivery, and exemplified institutional core values leading to the development of the applicable initiatives which in turn subjected for recommendation to the Local University President.

Figure 1 depicts the current study, which aims to determine the level of identity-based motivation, adherence to citizen-centric and value-laden guidelines, public service delivery, and exemplified institutional core values perceived by the stakeholders in a Local University for eventual proposal of an action plan that was coined as 'initiative plan.' It shows the paradigm or overview of what the current research is all about. It presented the input and output variables using the process to conceptualize the proposal. After that, feedback and continuous improvement may be provided.

There were three groups of respondents representing the stakeholders in the Local University. The first group of respondents are teaching personnel with full-time employment and permanent status of plantilla. They are stationed

from the different colleges of Arts and Sciences, Business, Accountancy and Administration, Computing Studies, Education, Engineering and Health and Allied Sciences. The second group of respondents are non-teaching personnel with permanent status of employment who are assigned in the offices of President, Vice Presidents, Directors, Administrative Officers, as well as college departments. The third group of respondents is selected 4th-year students from different colleges who availed the services of the Local University's personnel during the 2nd semester, the academic year 2023-2024. They were selected due to their importance and relationship in the study, and their responses were considerably beneficial to the study. The pertinence of the reactions of the three groups of target respondents is a valid basis for the achievement of the objectives of the research and can primarily assist the researcher in the recommendation of appropriate initiatives.

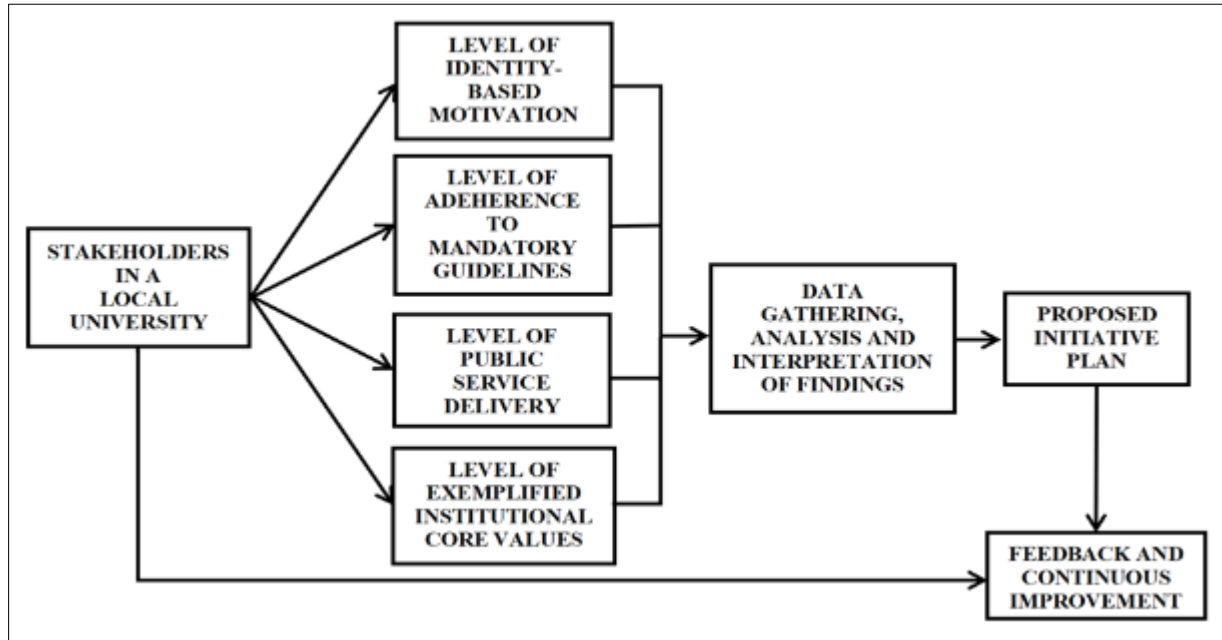


Figure 1 Conceptual Framework

The input variables include data on the demographic profile of respondents, levels of identity-based motivation, adherence to citizen-centric and value-laden standards, public service delivery, and exemplified institutional core values perceived by the stakeholders in a Local University in terms of the identified sub-variables. In assessing the level of identity-based motivation of the personnel, the sub-variables include dynamic construction, action readiness, and procedural readiness. In the area of the level of adherence to mandatory guidelines aligned to citizen-centric and value-laden perspectives in which parameters on ease of doing business and efficient government service (compliance to the ARTA framework), as well as a core competency-based criterion (alignment to CSC core competency-based model), will be integrated, also, evaluation of the personnel's level of public service delivery, the factors of setting service standards, policy implementation, monitoring and evaluation, feedback handling, and customer satisfaction (ASEAN-based framework for improved service delivery). Lastly, the level of exemplified institutional core values considers the sub-variables of expectancy, instrumentality, and valence (anchored on the Local University core values).

In the facilitation of the process aspect under the quantitative approach, the data was gathered using a survey questionnaire instrument, the treatment of data was collected through statistical tools, and analyses and interpretations were applied to get the findings in the study.

Lastly, the proposed initiative plan was created with enclosed details about the intended plan of activities to be accomplished, which was derived from the findings of the study, taking into account the citizen-centric and value-laden perspectives. To confirm the indicative success of the survey, feedback, and continuous improvement must be highly suggested, monitored, and evaluated.

2. Material and methods

In the study, secondary data was gathered from books, magazines, articles, and dissertations accessed from library hubs, research centers, websites, and electronic portals, while primary data was obtained through self-designed surveys and

interview guide questionnaires. The research instruments were validated by experts in the field of public administration, and a pre-test was conducted to ensure reliability. The pre-survey was administered to 30 non-target respondents from a Local University, and all respondents completed the questionnaires, representing a 100% retrieval rate, tallied for statistical analysis. The research adviser and field experts approved the interview guide questions, and permits were sent to the target participants. A self-designed survey questionnaire with a five-point Likert scale was developed as a research instrument for gathering subjects' responses and promoting convenience in quantitative data collection, as illustrated in Table 1.

Table 1 Likert Scale in Survey Instrument

Numerical Scale	Range	Adjectival Descriptors
5	4.21 - 5.00	Very high level
4	3.41 - 4.20	High level
3	2.61 - 3.40	Moderately high level
2	1.81 - 2.60	Low level
1	1.00 - 1.80	Very low level

Two sets of survey questionnaires intended for personnel and student respondents are self-designed by the researcher with specific component structures based on related literature reviewed and scoring, and therein contained the four parts. Part I pertains to the demographic profile of respondents. Part II concerns an assessment of the level of identity-based motivation perceived by the local stakeholders in the areas of dynamic construction, action readiness, and procedural readiness. Part III deals with the level of adherence to mandatory guidelines perceived by the stakeholders in a Local University in terms of promotion-focused and prevention-focused orientations. Part IV highlights the level of public service delivery management perceived by the stakeholders in a Local University in terms of setting service standards, policy implementation, monitoring and evaluation, feedback handling, and customer satisfaction. Part V covers the level of exemplified institutional core values perceived by the stakeholders in a Local University in terms of expectancy, instrumentality, and valence.

Aside from a hard copy research instrument, the researcher created the survey questionnaire using a Google form and applied the procedural steps such as navigation to <https://docs.google.com/forms> and assigning a file name labeled "Survey Questionnaire." The survey Google form contained a multiple-choice type where respondents clicked a drop-down icon to select their perceived responses—all items in the Google form required to be responded to except the ones with "optional" specifications. The reduction of data dimension is carried out using descriptive statistics like frequency distribution, mean, standard deviation, Kruskal-Wallis H test, and Spearman Rho in order to determine and find the demographic profile of respondents, whereas to assess the level of identity-based motivation, adherence to mandatory guidelines and exemplified institutional core values and significant differences and relationship among all the constructs after survey administration and raw data were tallied.

The in-depth interview guide was created where the 11-item research questions were integrated, which were responded to by the chosen 10 participants. The interview guide questions were asked in a face-to-face scheduled session at the convenience of the participants. After that, a focus group questionnaire was also formulated by the researcher to cover the responses of 4th students who were recruited to participate in the discussion concisely.

Audio-video recording or videotaping and hand note-taking were carried out to capture the responses of the personnel participants during the one-on-one interview. 4th-year student participants were invited to partake in the focus group discussion facilitated by the researcher with the aid of the approved questionnaire.

The explanatory sequential mixed method allowed a comprehensive data analysis in seven stages: data reduction, display, transformation, correlation, consolidation, comparison, and data integration, leading to the proposal of an initiative plan. Data display included tabular presentations of raw, verbatim transcription and audio-video recordings. Data transformation involved converting quantitative data into narrative data and qualitative data into numerical codes. Data consolidation combined quantitative and qualitative data, and data comparison involved both quantitative and qualitative sources.

The explanatory sequential is primarily employed to strengthen the quantitative results with the interpretation derived from the qualitative insights of the personnel and student participants.

3. Result and discussion

The survey data collected from respondents has been analyzed, tabulated, and correlated for each identified research problem.

3.1. Quantitative Stage

The demographic profile of respondents was determined using percentage and frequency distribution statistical methods. The majority of respondents were aged 18-25, with 310 frequency points, while the least were 56-64 years old. The majority were female, with 227 frequency points, and LGBTQ+ individuals were the least. The university registrar's office had the highest number of services, while the university library department had the least. The majority of respondents had 1-5 years of residency, with only 22 respondents having 11-15 years.

Older academics aged 50 and over are developing their identities and subjectivities in higher education (Iwaniec-Thompson, 2022). On the other hand, gender significantly impacts public service delivery, requiring tailored programs considering education levels (Hitka et al., 2020) and gender to attract and retain high-quality public servants (Andersen et al., 2022), promote male participation, and support LGBTQ+ individuals. In contrast, Payod et al. (2021) conducted a study in the Philippines and found that the length of residency of teaching, non-teaching personnel, and students significantly impacts public service delivery.

In the assessment pertaining to the level of identity-based motivation perceived by the stakeholders in a Local University, the findings are shown:

Table 2 Summary of the Level of Identity-Based Motivation in a Local University

Indicators	Students		Non-Teaching Personnel		Teaching Personnel			Overall	
	M	VI	M	VI	M	VI	M	VI	
Dynamic Construction	4.42	Very High Level	3.81	High Level	3.88	High Level	4.04	High Level	
Procedural readiness	4.30	Very High Level	4.02	High Level	3.98	High Level	4.10	High Level	
Action readiness	4.31	Very High Level	3.64	High Level	3.83	High Level	3.93	High Level	
Overall	4.35	Very High Level	3.82	High Level	3.89	High Level	4.02	High Level	

As depicted in Table 2, the Local University's identity-based motivation indicators, including dynamic construction, procedural readiness, and action readiness, were highly rated by students (M = 4.35), non-teaching personnel (M = 3.82), and teaching personnel (M = 3.89). To improve motivation, the institution should enhance stakeholder satisfaction strategies, foster cooperation, and address perception gaps.

As LaMorte (2022) remarked, people are motivated to act based on their beliefs about what is socially acceptable or desirable (i.e., subjective norms) as well as what they believe themselves to be capable of (i.e., perceived behavioral control). Likewise, Gardner and Rebar (2019) noted that a person is more likely to engage in an activity and to do so consistently over time if it is considered beneficial.

Table 3 Summary of the Level of Adherence to Mandatory Guidelines in a Local University

Indicators	Students		Non-Teaching Personnel		Teaching		Overall	
	M	VI	M	VI	M	VI	M	VI
Citizen-centric Perspective: Promotion-focused Orientation.	4.31	Very High Level	3.65	High Level	3.65	High Level	3.87	High Level
Citizen-centric Perspective: Prevention-Focused Orientation	4.19	High Level	3.95	High Level	3.58	High Level	3.91	High Level
Value-laden Perspectives: Promotion-focused Orientation.	4.40	Very High Level	3.55	High Level	3.62	High Level	3.86	High Level
Value-laden Perspectives: Prevention-focused Orientation.	4.12	High Level	4.19	High Level	3.97	High Level	3.76	High Level
Overall	4.27	Very High Level	3.78	High Level	3.65	High Level	3.90	High Level

Table 3 shows the level of adherence to mandatory guidelines in four areas obtaining an overall high level of adherence to mandatory guidelines (M = 3.90) was depicted, with students assessing them as very high (M = 4.27), non-teaching (M = 3.78) and teaching personnel (M = 3.65) rating them as high level. The highest-rated indicator was citizen-centric prevention-focused orientation, with students rating it exceptionally high (M = 4.19). The lowest-rated indicator was value-laden promotion-focused orientation (M = 3.86). The Local University implemented preventative measures but needs to improve its value-laden orientation through transparent communication, comprehensive training programs, and regular evaluations and feedback systems. The importance of citizen participation and supervision in public management to address issues like weak civil servant capacity, centralized structures, and lack of transparency can be highlighted (Trung, 2024). The design of social and digital services emphasizes user-centered methodologies, stakeholder inclusion, and citizen-driven digitalization to improve service delivery and governance (Equey, 2024).

Table 4 Summary of the Level of Public Service Delivery in a Local University

Indicators	4 th -year Students			Non-Teaching Personnel		Teaching Personnel		Overall	
	M	VI		M	VI	M	VI	M	VI
Setting service standards	4.38	Very High Level	High	4.19	High Level	3.78	High Level	4.12	High Level
Policy implementation	4.32	Very High Level	High	3.97	High Level	3.71	High Level	4.00	High Level
Monitoring and evaluation	4.37	Very High Level	High	4.05	High Level	3.78	High Level	4.07	High Level
Feedback handling	4.24	Very High Level	High	4.12	High Level	3.81	High Level	4.06	High Level
Customer satisfaction	4.31	Very High Level	High	4.13	High Level	3.79	High Level	4.08	High Level
Overall	4.32	Very High Level	High	4.09	High Level	3.77	High Level	4.06	High Level

Table 4 provides a summary of public service delivery at a local university, comparing responses from all respondents across five indicators. A generally positive perception of the university's service delivery with an overall score rated as high level (M = 4.06), with students reporting the highest level (M = 4.32), non-teaching personnel showed the second-highest (M = 4.09), while teaching personnel reported the lowest (M = 3.77). The highest indicator was "Setting service standards," obtaining a high level or (M = 4.12), suggesting the university has established clear and well-received service

standards. However, "Policy implementation" received the lowest overall mean ($M = 4.00$), indicating potential areas for improvement. Additionally, while "Customer satisfaction" shows high ratings overall ($M = 4.08$), there is still room for improvement, especially among teaching personnel. To enhance public service delivery, the local university may focus on improving policy implementation, bridging the satisfaction gap between teaching personnel and other groups, and implementing more comprehensive customer satisfaction surveys. Bowers (2019) emphasized the need for a person-centered approach and coordination of various needs for comprehensive service provision. Saldaen et al. (2021) suggested adopting the Citizen's Charter under the Anti-Red Tape Act, acknowledging the progress made in strengthening public service delivery, transparency, and accountability in local government where the educational sector must emerge with intellectual independence and serve as a catalyst in resolving public issues and barriers.

Table 5 Summary of Level of Exemplified Institutional Core Values in a Local University

Indicators	Students		Non-Teaching Personnel		Teaching Personnel		Overall	
	M	VI	M	VI	M	VI	M	VI
Expectancy	4.35	Very High Level	3.92	High Level	3.73	High Level	4.00	High Level
Instrumentality	4.29	Very High Level	4.01	High Level	3.75	High Level	4.02	High Level
Valence	4.29	Very High Level	3.74	High Level	3.64	High Level	3.89	High Level
Overall	4.31	Very High Level	3.89	High Level	3.71	High Level	3.97	High Level

Table 5 shows the summary of the level of exemplified institutional core values assessed by stakeholders in a local university that attained an overall high level ($M = 3.97$). Students have the most optimistic view of how these values are exemplified, expected, implemented, and rewarded, and they are rated as high level ($M = 4.31$). Non-teaching personnel have the second-highest perception ($M = 3.89$), while teaching personnel have the lowest ($M = 3.71$). Instrumentality is the highest mean ($M = 4.02$), suggesting a connection between actions and outcomes related to core values. Conversely, 'valence' received the lowest overall mean ($M = 3.89$, $SD = 0.84$), indicating potential areas for improvement in how the university recognizes and rewards the exemplification of core values.

Furthermore, while 'expectancy' shows high ratings overall ($M = 4.00$, $SD = 0.78$), there is still room for improvement, especially among non-teaching and teaching personnel. Improvements include enhancing the reward system, establishing uniform recognition programs, and addressing perception gaps. As noted by Horban and Protsenko (2022), there's a need for further research in higher education, highlighting four major types of values: internal, external, instrumental, and economic. McNay (2019) highlighted that there needs to be more espoused values and operational values in connection to the moral high ground and ethical standards of universities.

When grouped by age, significant differences were found in the levels of identity-based motivation, public service delivery, and exemplified institutional core values in a local university, except in the adherence to mandatory guidelines. In terms of gender, there were no significant differences in the levels of identity-based motivation, public service delivery, and exemplified institutional core values, and there were substantial differences in the level of adherence to mandatory guidelines. When compared to the office/department where services are availed/rendered, there appeared to be significant differences in the levels of adherence to compulsory guidelines, public service delivery and exemplified institutional core values, and in the case of identity-based motivation in the Local University, there are none. Lastly, when assessed based on the length of residency, significant differences were reflected in all the given variables. In general, the null hypothesis was rejected.

There are significant relationships across all the given variables when assessed by the respondents on the levels of identity-based motivation, adherence to mandatory guidelines aligned to citizen-centric and value-laden perspectives, public service delivery, and exemplified institutional core values in a Local University. The null hypothesis (H_0) was rejected, as the computed $p < 0.050$, thus indicating that there are between all pairs which are statistically significant in correlations (Wawer and Jegrow, 2022) tested where the strength of these relationships varies from moderate to high levels, with correlation coefficients (R-values) ranging from .490 to .778.

In noting the qualitative findings as far as responses of personnel participants are concerned on identity-based motivation, adherence to mandatory guidelines, public service delivery, and exemplified institutional core values, emerged themes are identified in the qualitative stage.

3.2. Qualitative Stage

Hereunder are the results pertaining to the conducted interview with the personnel participants in a Local University:

The majority of the responses of personnel respondents were about perceptions of identity-based motivation as encouraging actions that align with the institution's vision and mission while also serving clients with quality and transparency. They also believed that adherence to mandatory guidelines means compliance with the law or rules subordinated to serving as the baseline for public servants, following the law, and providing quality public service. The frequently appearing responses pointed to public service delivery as serving the needs of clients subordinated with serving with the best to the needs of clients, making the teaching and learning process smooth, providing quality service, and promoting moral values, dignity, community nurturing, commitment to excellence, and fostering a positive learning environment. About exemplified institutional core values, the general theme that emerged from the responses of the majority of participants was that manifestations are in action subordinated with a guide for moral values and how to administer tasks, promote dignity, nurture community and commitment to excellence, implant the students the values inside the classroom as well as being an excellent model to students.

On the level of identity-based motivation, adherence to mandatory guidelines, public service delivery, and exemplified institutional core values, the general theme that emerged from the responses of the majority of participants was *moderate overall of all indicators* subordinated with reactions on a moderate level of identity-based motivation, high adherence to mandatory guidelines, moderate in feedback handling, customer satisfaction, and level of exemplified institutional core values as promotion-focused and high level of procedural readiness and action readiness.

As to the challenge of attaining the highest level of identity-based motivation, adherence to mandatory guidelines, public service delivery, and exemplified institutional core values, the general theme that emerged from the responses of the majority of participants was *drastic changes in the workplace* subordinated with changes in the workplace for different situations, position and time management. Another theme that emerged under challenges in attaining the highest level was the need for more resources and support subordinated to lack of support, whether financial or material resources.

In addressing the encountered challenges in obtaining the highest level, the general theme that emerged from the responses of the majority of participants was *adherence and continue rendering high-quality services to the stakeholders all the time* subordinated by following the guidelines, attending training and seminars, choosing the most beneficial for stakeholders, creating learning material for students and showing what's right with deeds.

When the idea of following RA 11032 involved a citizen-centric approach, the general theme that emerged from the responses of the majority of participants was an overall yes for efficient delivery of government services subordinated with the importance of strict implementation, avoidance of bribes, corruption, and mismanagement and efficient delivery of government services to stakeholders.

When it comes to the idea of a core competency framework becoming an instrument to develop value-laden personnel, the general theme that emerged from the responses of the majority of participants was acceptance of core competency framework subordinated with adoption and strict implementation of a core competency framework, creating good image, beneficial in selecting right employees and basis for right competency and values.

As to becoming an exemplified personnel of the institutional core values with citizen-centric and value-laden principles, the general theme that emerged from the responses of the majority of the participants was overall *yes, if strictly implemented subordinated with room for improvement, not sure, yes if strictly enforced, and there is a law, but not been implemented.*

In fostering a promotion-focus environment in public service with increased employee engagement, commitment, and performance levels, the general theme that emerged from the responses of the majority of the participants was overall, yes, it is part of the duty subordinated with submit yourself to learning, proper dissemination of information, duty to be a promotion-focus in the institution and chance to improve self and influence others.

On being a promotion-focused personnel who values responsibility, optimizes the performance metric available to you, and is able to effectively identify and respond to work challenges without significantly losing speed, the general theme that emerged from the responses of the majority of the participants was yes, *being a critic in improving the quality of service* subordinated with yes, reflect on me, and role models of the students.

In instituting setting service standards, policy implementation, monitoring and evaluation, feedback handling, and customer satisfaction, the general theme that emerged from the responses of the majority of the participants was overall *yes, for speedy operation of the organization* subordinated with needs to be instituted, for fast operation of the organization, good public service delivery, valuing the contribution to our university and satisfaction of clients.

As to becoming an exemplified personnel of the institutional core values when your expectancy, valence, and instrumentality are evaluated or appraised, the general theme that emerged from the responses of the majority of the participants was recognition, award, and incentive subordinated with the best among the best, if there is feedback, I will accept it constructively; best employee and be given training and recognize as a good doer of institutional core values and be rewarded.

Below is a summary of key findings from the analyzed data generated from the group responses of student participants.

The majority of the responses from the group participants about perceptions on identity-based motivation of personnel on identity-based motivation, adherence to mandatory guidelines, public service delivery, and exemplified institutional core values were expressions of deeds like helpful, observant, and convenient, yet slow process. Regarding perceptions of the personnel in a local university, the responses were established at an overall five scale or high level, which summarized the evaluation of identity-based motivation adherence to mandatory guidelines and public service delivery. The most frequently appearing responses from the group participants about the challenges they encountered to the personnel in a local university in attaining the highest level were obscure processes due to unorganized procedural flow and unauthorized collecting persons. The group participants mostly responded by addressing the challenges encountered by personnel in a local university in order to be timely and action-focused, like timeliness in the process and action-focused to make results.

As to the inquiry on making RA 11032 considered a mandatory guideline to be followed by the personnel in the Local University, which includes a citizen-centric approach to service performance, the group participants agree or affirm its implementation. They likewise agree to adopt a competency-based framework to develop value-laden personnel. In promoting citizen-centric and value-laden principles, the group participants agreed or affirmed the capacity-building of personnel to be called as exemplified institutional core values.

On the other hand, the majority of the responses from the group participants about the perception of personnel in fostering a promotion-focused environment was the ability to motivate and involve others to help *increase employee engagement, commitment, and performance levels*. They mostly perceived the personnel as being prevention-focused and *needed to be faster to respond*. They also agreed to *institute public service delivery for effort and time unwasted and to have orderliness in setting service standards, policy implementation, monitoring and evaluation, feedback handling, and customer satisfaction* by the personnel in a Local University. To *become models with values*, the group participants mostly require *respect for others and serve as values implementers aligned with expectancy, valence, and instrumentality*, which are significant to carry out by the personnel in a Local University.

4. Conclusion

On the basis of the findings mentioned earlier in the study from the quantitative and qualitative data analyses, the following conclusions are integrated and drawn by the researcher: the majority involved were female respondents aged 18-25, mainly from the 4th year group at a local university. They exhibited a high level of identity-based motivation, adherence to guidelines, and quality public service delivery as well as exemplified institutional core values like moral values, dignity, and commitment to excellence. Their actions were helpful, observant, and convenient despite taking time to process. Standard services were from the university registrar's office. That while three groups of respondents assessed the identity-based motivation in a local university as high, most reported a moderate level of motivation. Challenges in achieving the level included drastic workplace changes, time management issues, and a need for more resources and support, both financial and material. While three groups of respondents assessed mandatory guidelines at a local university as high, most personnel reported moderate levels in overall indicators. It was attributed to challenges such as workplace changes, time management issues, and a lack of resources and support, which may make achieving the highest level of adherence challenging. The three groups of respondents assessed the level of public service delivery at a Local University, focusing on setting service standards, policy implementation, monitoring and evaluation, feedback handling, and customer satisfaction. However, the majority of respondents rated the level of service delivery as moderate due to challenges such as drastic workplace changes, lack of resources, and unclear processes. They agreed to institute public service delivery for effort and time, focusing on orderliness in setting service standards, policy implementation, monitoring and evaluation, feedback handling, and customer satisfaction. They also noted that personnel needed to respond to prevention-focused initiatives. The group participants agreed to implement

RA 11032, involving a citizen-centric approach, improving the quality of public service delivery. That while three groups of respondents assessed the exemplified institutional core values in a Local University as high, most personnel participants still perceived the same level. However, challenges such as workplace changes, time management issues, and lack of resources hindered the achievement of the highest level and agreed that timely and action-focused approaches were crucial for addressing them. Likewise, they stressed the need for personnel to be capacitated to embody institutional core values and be proactive in achieving results.

In determining the difference between the levels of identity-based motivation, public service delivery, and exemplified institutional core values of the personnel in a Local University when their demographic profile is considered, there was an overall significant result; thus, the null hypothesis was rejected. In determining the relationship across all the given variables when assessed on the levels of identity-based motivation, adherence to mandatory guidelines aligned to citizen-centric and value-laden perspectives, public service delivery, and exemplified institutional core values in a local university are considered, there was a significant result. Results showed that personnel were perceived as capable of motivating and involving others, increasing employee engagement and commitment. They were also seen as role models with values, respecting others, and serving as value implementers. The group agreed to adopt a competency-based framework to develop value-laden personnel, fostering a promotion-focused environment and a culture of respect and action. Therefore, in integrating all of the above, the initiative plan was proposed to the local university in view of the applicable indicators with the lowest mean scores drawn from the findings. The recommended initiative plan consists of the creation, adoption, and implementation of assessment templates on Ease of Doing Business and Efficient Government Service Delivery Act salient features awareness and competency manifestation and PRAISE Rewards and Recognition with objectives to capture the quotients of personnel in terms of behavioral, emotional, social, full, inclusive and equitable participation of all the stakeholders in adopting, implementing and continuous improvement of services to stakeholders anchored on the provisions of RA11032 and core-competency-based framework as well as to exercise the exemplified institutional core values in a Local University and increase the recognition to deserving personnel for the competency-based delivery of service to the stakeholders, the following sets of awards are subjected to the phases of nomination, selection, deliberation, validation, and final approval.

Compliance with ethical standards

Statement of ethical approval

The study adhered to strict quality and integrity standards, including confidentiality, anonymity, ethical language, disclosure of conflict of interest, and plagiarism checking through application software. The researcher obtained informed consent, respected the respondents' confidentiality, and ensured they voluntarily participated in the survey and interviews. It used correct technical writing and ethical language, avoiding offensive language and discriminatory terms. The researcher emphasized the importance of citing relevant sources and preventing fraudulent practices. Coding was examined to preserve participants' privacy and ensure accuracy. Qualified experts were contacted, and permission was obtained to use their work.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study. Likewise, to favor the research site's requirements, accomplishment of informed consent, notarized non-disclosure agreement and enclosed validated research instruments for review of the Data Privacy Protection Officer were adhered.

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