

ADKAR Model Approach to Personnel Readiness to Relocation of PDEA Academy to Tanay, Rizal, Towards Transition Management

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ABSTRACT

This study examined the readiness of personnel at the Philippine Drug Enforcement Agency (PDEA) Academy for the planned relocation to Tanay, Rizal in 2028, using the ADKAR framework (Awareness, Desire, Knowledge, Ability, and Reinforcement) and principles of New Public Management (NPM). The research revealed that demographic factors—such as marital status, tenure, and residency in Cavite—significantly shape readiness, particularly influencing the Desire dimension due to family obligations, commuting distance, and housing adjustments. Findings showed that personnel demonstrated high levels of awareness, strong desire, and confidence in ability, but only moderate knowledge and weak reinforcement. Awareness was very high, reflecting effective

communication of relocation plans, while desire was tempered by personal and logistical concerns. Ability was expressed with confidence in technical competence, though emotional resilience varied. Knowledge gaps persisted in logistical clarity and role-specific adjustments, while reinforcement mechanisms were weakest, with personnel citing insufficient policies, incentives, and support systems. Perceptions of relocation were largely positive, consistent with NPM principles, as personnel anticipated improvements in efficiency, training quality, and resource utilization. However, optimism was tempered by concerns about infrastructure readiness, adequacy of facilities, and safety risks. Personnel also identified challenges such as communication gaps, emotional strain, resource limitations, and bureaucratic delays. To address these, collective suggestions emphasized transparent communication, welfare-centered policies, structured orientation, capacity-building programs, and institutionalized reinforcement mechanisms. Overall, the study concludes that while personnel are generally supportive of the relocation and recognize its alignment with modern managerial principles, readiness remains fragile. Targeted managerial interventions across ADKAR dimensions are essential to strengthen knowledge dissemination and reinforcement strategies, ensuring that the relocation achieves its intended organizational outcomes and contributes to sustainable institutional reform.

Keywords: *Personnel Readiness, ADKAR Framework, New Public Management, Organizational Relocation, Sustainable Institutional Reform*

INTRODUCTION

Through Republic Act No. 9165, otherwise known as the Comprehensive Dangerous Drugs Act of 2002, signed on June 7, 2002, the Philippine Drug Enforcement Agency (PDEA) was created as the lead agency in the enforcement of anti-drug laws in the country. The primary mandate of PDEA is to implement or cause the efficient and effective implementation of the national anti-drug campaign, encompassing drug law enforcement, control,

and prevention strategies. As provided under Article IX, Section 85 of Republic Act No. 9165, the PDEA Academy is responsible for the recruitment and training of all PDEA agents and personnel and shall be established in Baguio or Tagaytay City, and in such other places as may be necessary. The graduates of the Academy shall later comprise the operating units of the PDEA.

The PDEA Academy serves as the Agency's primary learning and development institution and is responsible for preparing competent, disciplined, and highly skilled drug law enforcement officers through quality education, training, research, and curriculum development. It conducts basic, specialized, advanced, and competency-based training programs designed to enhance the operational capabilities and professional competence of PDEA personnel and other law enforcement stakeholders. In addition to its training functions, the Academy formulates and regularly updates training curricula, develops policies and instructional materials, conducts research on education and training requirements, evaluates training effectiveness, and supports institutional development initiatives aligned with national and international standards in law enforcement education.

To effectively carry out its mandate, the PDEA Academy is composed of fifty-five (55) personnel headed by the Superintendent, who provides overall leadership, strategic direction, and policy guidance for the Academy. Assisting the Superintendent is the Assistant Superintendent, who oversees the day-to-day administrative and operational functions of the institution. The organizational structure also includes Tactical Officers, who supervise military-oriented instruction, discipline, leadership development, and physical training of Drug Enforcement Officer trainees; Training Specialists, who are responsible for curriculum development, instructional design, research, training management, monitoring, and evaluation of learning programs; Contract of Service personnel, who provide technical and administrative support to Academy operations; Consultants, who offer specialized expertise in education, policy, and organizational development; and Utility Workers, who ensure the maintenance, cleanliness, safety, and functionality of the Academy's facilities. As the Agency's center for learning and development, every member of the Academy contributes significantly to achieving its mission of producing competent and ethical drug law enforcement professionals. Consequently, the readiness of these personnel is a critical factor in ensuring the successful implementation of the Academy's planned relocation and the continuity of its operations.

Currently, the PDEA Academy is located at Camp General Mariano G. Castañeda, Tagaytay-Sta. Rosa Road, Barangay Tartaria, Silang, Cavite, where approximately 5,600 square meters are utilized for its training programs. However, the existing space is no longer conducive to the Academy's expanding training requirements, considering the various activities conducted such as basic, specialized, and advanced courses, physical conditioning and fitness, militaristic activities, firing and marksmanship, practical and field exercises, team-building activities, conferences, and other special events essential to the continuous development of its trainees. The Drug Enforcement Officers Basic Course (DEOBC) remains the Academy's priority training program. Consequently, when multiple training programs are conducted simultaneously, specialized and advanced courses are often held outside the Academy or in off-site venues such as the PDEA Headquarters in Quezon City, hotels, or other government facilities in partnership with law enforcement agencies.

A Memorandum of Agreement (MOA) among the Philippine Drug Enforcement Agency (PDEA), the Department of the Interior and Local Government (DILG), the Philippine Public Safety College (PPSC), and the Philippine National Police Academy (PNPA), signed in 2004, granted PDEA the use of 6,612.34 square meters within Camp General Mariano G. Castañeda. The pressing need to relocate the PDEA Academy from Silang, Cavite to Tanay, Rizal arose following the enactment of Republic Act No. 11279, which transferred the Philippine National Police Academy (PNPA) and the National Police Training Institute (NPTI) from the Philippine Public Safety College to the Philippine National Police and strengthened the PNPA's charter. Consequently, the PNPA initiated plans to expand and further develop its facilities within Camp General Mariano G. Castañeda.

In response, the Municipality of Tanay, Rizal approved a resolution in 2020 allowing PDEA to utilize a ten (10)-hectare property in Sitio Tablon, Barangay Cuyambay for the development of the Tanay-PDEA Forest Park and the establishment of the permanent PDEA Academy in support of the National Greening Program under

Executive Order No. 26, series of 2011. In 2021, the Municipality further granted an additional 11,572 square meters adjacent to the original ten-hectare property. On May 2, 2022, another Memorandum of Agreement between PNPA and PDEA was executed, allowing PDEA to continue utilizing the Academy's existing buildings and facilities within Camp General Mariano G. Castañeda for three years, renewable annually, while preparations for the transfer to Tanay continue. This vision of establishing a permanent PDEA Academy is steadily becoming a reality through the Usufruct Agreement signed between PDEA and the Local Government Unit of Tanay, Rizal, which formally granted the Agency the use of the property in Barangay Cuyambay. The establishment of the new Academy is planned in four implementation phases from Fiscal Year 2022 to 2028, primarily focusing on infrastructure development.

The Philippine Drug Enforcement Agency Academy aspires to become a center of excellence in drug law enforcement education and training that is aligned with international standards and comparable to partner law enforcement institutions worldwide. As the institution responsible for recruiting and training Drug Enforcement Officers, the Academy continuously develops quality training programs, scholarships, curricula, policies, and research initiatives while implementing education and training programs for PDEA personnel and stakeholders. It regularly reviews and updates the curriculum of the Drug Enforcement Officers Basic Course (DEOBC), formulates training plans and policies, monitors and evaluates program implementation, conducts studies to determine the training needs of Drug Enforcement Officers, and performs other related functions necessary to fulfill its mandate.

To fully utilize and maximize the ten (10)-hectare property designated for the establishment of the permanent PDEA Academy, there is a need to evaluate the readiness of Academy personnel for the planned relocation to Tanay, Rizal. Relocation represents a major organizational change that affects employees both personally and professionally. Personnel readiness ensures that Academy employees are prepared, motivated, willing, and capable of effectively utilizing the new facilities that will serve as a significant resource for training future drug law enforcement officers.

Understanding organizational readiness for change is particularly important because change is inherent in public sector organizations. However, organizational change initiatives often fail due to insufficient change management capabilities within institutions (Vanhengel et al., 2025). Public administration plays a crucial role in delivering responsive public services, particularly by developing adequate organizational capacity, which remains a common challenge for organizations implementing complex reforms (Cohen, Moffitt, & Goldin, 2007). From a public administration perspective, human resources constitute the backbone of government institutions. Consequently, the readiness of personnel to relocate directly influences organizational efficiency, effectiveness, continuity of public service delivery, and overall organizational performance. Such assessment emphasizes not only operational effectiveness but also accountability, transparency, and responsiveness to public expectations.

In 2015, the United Nations adopted the Sustainable Development Goals (SDGs), a global framework consisting of seventeen (17) interconnected goals aimed at addressing major global challenges by 2030. As the country's lead anti-drug law enforcement agency, PDEA contributes directly to Sustainable Development Goal (SDG) 16, which promotes peace, justice, and strong institutions. Establishing the PDEA Academy in a more conducive learning environment will enhance its capacity to train more competent drug law enforcement officers, thereby strengthening the country's ability to combat illegal drugs and promote safer communities. Through the enforcement of drug laws within established legal frameworks, PDEA supports due process, accountability, and the rule of law while strengthening institutional collaboration among law enforcement agencies, the judiciary, and local government units. Furthermore, strengthening the Academy's organizational capacity contributes to SDG 16 by ensuring effective, accountable, and inclusive institutions capable of managing public resources responsibly and sustainably.

Despite the strategic significance of the Academy's relocation, there remains limited research assessing the readiness and institutional capability of PDEA Academy personnel to maximize newly acquired resources and successfully implement organizational change. Existing studies generally focus on training outcomes and operational performance rather than personnel readiness and organizational capacity. Conducting a comprehensive

assessment will identify organizational strengths and areas requiring improvement in leadership, governance, human resources, financial management, and strategic planning, thereby ensuring that the Academy can maximize the opportunities offered by its permanent site in Barangay Cuyambay, Tanay, Rizal.

This study focuses on understanding the readiness of the fifty-five (55) PDEA Academy personnel for the planned relocation to Tanay, Rizal. Specifically, it examines employees' preparedness to accept and adapt to organizational change using the ADKAR Model, which consists of Awareness, Desire, Knowledge, Ability, and Reinforcement. Likewise, the study investigates how management practices based on New Public Management (NPM) principles—including efficiency, leadership, accountability, and performance orientation—influence personnel readiness for relocation.

Overall, the study aims to identify the factors that facilitate or hinder personnel readiness in order to support a smooth, efficient, and successful transition to the permanent PDEA Academy in Tanay, Rizal. By integrating public administration principles, organizational change management, and practical resource management, the study seeks to provide evidence-based recommendations that will strengthen the Academy's institutional effectiveness, optimize the utilization of its ten-hectare property, and support its broader mandate in national security and sustainable development. Ultimately, the study will help ensure that both the Academy's infrastructure and its workforce are fully prepared for the planned relocation, thereby enhancing its capacity to deliver quality drug law enforcement education and training for many years to come.

Literature Review

Organizational Change and Readiness

Organizational change is a constant and inevitable feature of public institutions, driven by reforms, policy shifts, and evolving societal demands. Successful implementation of change requires personnel readiness, which is broadly defined as the extent to which individuals are psychologically and behaviorally prepared to engage in change initiatives (Armenakis & Harris, 2020). Readiness is not merely about being informed; it encompasses the cognitive, emotional, and behavioral dimensions that determine whether personnel will support or resist change. Scholars emphasize that readiness involves both awareness of the need for change and the willingness and ability to adapt to new organizational realities (Al-Haddad & Kotnour, 2021). In this sense, readiness is multidimensional—employees must understand the rationale for change, feel motivated to support it, possess the necessary knowledge and skills, and perceive reinforcement mechanisms that sustain their commitment. Without these elements, even well-designed reforms risk failure.

In the public sector, readiness is often influenced by demographic realities and contextual factors such as tenure, family obligations, and geographic location. Fernandez and Rainey (2006) argue that these personal circumstances can temper enthusiasm despite institutional support, as employees weigh professional responsibilities against personal and social commitments. For example, relocation projects may generate resistance among long-tenured personnel who have established family routines and community ties, making logistical adjustments more challenging.

Moreover, readiness is shaped by organizational culture and leadership approaches. Kuipers et al. (2014) highlight those public institutions, often characterized by hierarchical structures and bureaucratic processes, require deliberate strategies to foster readiness. Transparent communication, participatory planning, and welfare-centered policies are essential to mitigate resistance and build trust. Burnes (2021) further notes that readiness is dynamic—it evolves throughout the change process and must be continuously reinforced through monitoring, incentives, and supportive leadership.

Thus, organizational change readiness in the public sector is both an individual disposition and a collective organizational capacity. It requires balancing structural reforms with human factors, ensuring that personnel are not only aware of change but also motivated, capable, and supported to sustain it. In the context of the PDEA Academy's planned relocation, readiness becomes a critical determinant of whether the reform will achieve its intended outcomes of efficiency, performance, and accountability.

The ADKAR Framework in Change Management

The ADKAR model—Awareness, Desire, Knowledge, Ability, and Reinforcement—is widely recognized as a structured lens for assessing readiness at the individual level during organizational transitions. Developed by Hiatt (2006), ADKAR emphasizes that change is successful only when individuals progress through each stage of readiness. Awareness provides the foundation by ensuring personnel understand the rationale and objectives of change, while reinforcement secures sustainability by embedding new behaviors into organizational culture.

Recent literature confirms ADKAR's effectiveness in reducing resistance and enhancing engagement. Jatnika et al. (2026) highlight that the model helps organizations identify readiness gaps and tailor interventions to specific dimensions, thereby improving overall change outcomes. Its strength lies in its diagnostic capacity, enabling managers to pinpoint whether resistance stems from lack of awareness, weak desire, insufficient knowledge, limited ability, or inadequate reinforcement.

However, scholars caution that ADKAR is best applied as a micro-level framework, complementing broader organizational strategies. Anderson and Anderson (2020) argue that while ADKAR effectively addresses individual readiness, it must be integrated with systemic change models that account for organizational culture, leadership, and structural reforms. This ensures that individual-level readiness aligns with institutional capacity for change.

Leadership styles also play a critical role in the application of ADKAR. Transformational leadership, characterized by vision, inspiration, and individualized support, has been shown to strengthen desire and ability by motivating personnel and enhancing their confidence in adapting to change (Mouazen & Hernández-Lara, 2024). Conversely, transactional leadership, which relies on incentives and monitoring, supports reinforcement by ensuring compliance and sustaining new behaviors through structured rewards and accountability mechanisms.

In the context of public sector reforms such as the planned relocation of the PDEA Academy, ADKAR provides a practical framework for assessing personnel readiness. It highlights the importance of transparent communication to build awareness, welfare-centered policies to sustain desire, structured orientation to enhance knowledge, capacity-building programs to reinforce ability, and institutionalized incentives to secure reinforcement. When integrated with New Public Management principles, ADKAR ensures that reforms are not only implemented but sustained through efficiency, performance, and accountability.

New Public Management (NPM) and Institutional Reform

New Public Management (NPM) emerged in the late 20th century as a paradigm shift in public administration, emphasizing efficiency, performance, and accountability in government institutions (Hood, 1991). It advocates for managerial reforms that mirror private-sector practices, focusing on measurable outputs, resource optimization, and citizen-centered services. In this context, relocation projects such as the planned move of the PDEA Academy to Tanay, Rizal embody NPM principles by aiming to streamline processes, enhance training quality, and maximize the use of public resources.

NPM reforms are not limited to structural changes; they require both institutional readiness and human readiness. Kuipers et al. (2014) argue that successful reforms depend on aligning organizational systems with personnel preparedness, ensuring that efficiency gains do not come at the expense of employee welfare. This dual emphasis highlights the importance of policies that balance performance-oriented goals with the social realities of personnel, such as commuting distance, family obligations, and housing adjustments.

Transparency and monitoring are also central to NPM. By institutionalizing accountability mechanisms, reforms can be sustained beyond initial implementation. As Pollitt and Bouckaert (2017) note, performance measurement and evaluation systems are critical to ensuring that reforms deliver intended outcomes and maintain public trust. In relocation contexts, this means establishing clear communication channels, monitoring resource utilization, and evaluating training effectiveness to ensure that perceived benefits translate into actual improvements.

Moreover, NPM underscores the role of managerial leadership and innovation in driving reforms. Christensen and Læg Reid (2011) emphasize that leaders must not only implement efficiency-driven policies but also foster collaboration, adaptability, and stakeholder engagement. In the case of the PDEA Academy, relocation

is not simply a logistical exercise but a governance reform that requires participatory planning, welfare-centered support, and performance-oriented training to achieve sustainable institutional effectiveness.

Thus, NPM provides a valuable lens for understanding the relocation of the PDEA Academy. It frames the initiative as a managerial reform that seeks to enhance efficiency, performance, and accountability, while also recognizing the need for equitable policies and continuous reinforcement to sustain personnel readiness and organizational resilience.

Challenges in Public Sector Change

Despite positive perceptions of reform, public sector change initiatives frequently encounter systemic and human challenges that undermine their sustainability. Communication gaps, resource limitations, and emotional strain among personnel are recurring barriers. Burnes (2021) emphasizes that failure in change initiatives often stems from weak reinforcement mechanisms and insufficient support systems, which prevent employees from sustaining new behaviors over time. In highly bureaucratic environments, delays in policy implementation and unclear communication channels exacerbate uncertainty, reducing personnel confidence in reform outcomes. Relocation projects, in particular, highlight the logistical complexities of public sector change. Personnel often face commuting difficulties, housing adjustments, and infrastructure readiness issues, which can temper enthusiasm and create resistance (Verhoef et al., 2021). These logistical barriers are not merely operational concerns; they directly affect the Desire and Ability dimensions of readiness, as employees weigh professional responsibilities against personal and family obligations.

Emotional readiness is another critical challenge. Kuipers et al. (2014) note that reforms often generate stress, workplace adjustment difficulties, and perceptions of work overload, especially when personnel feel inadequately supported. Emotional strain can weaken resilience and reduce adaptability, highlighting the need for structured interventions such as stress management programs and wellness initiatives. Addressing these challenges requires welfare-centered policies, participatory planning, and structured orientation programs. Welfare policies help mitigate personal and family-related concerns, participatory planning fosters ownership and reduces resistance, and orientation programs bridge knowledge gaps by clarifying roles, responsibilities, and logistical arrangements. Armenakis and Harris (2020) argue that such interventions are essential to sustain morale and build trust, ensuring that personnel remain committed throughout the reform process.

Ultimately, challenges in public sector change are deeply interrelated, spanning communication, resources, logistics, and emotional resilience. Effective managerial interventions must therefore adopt a holistic approach, balancing efficiency-driven reforms with personnel welfare to ensure that organizational change is both implemented and sustained.

Managerial Interventions for Sustainable Readiness

Literature consistently emphasizes that managerial interventions must be strategically targeted across the ADKAR dimensions to ensure sustainable readiness for organizational change. Hiatt (2006) stresses that transparent communication is the cornerstone of awareness, enabling personnel to understand the rationale, benefits, and challenges of reform. Without clear and continuous communication, misinformation and uncertainty can undermine readiness. Similarly, welfare-centered policies—such as relocation allowances, housing support, and participatory planning—are critical to sustaining desire, as they directly address personal and demographic concerns that often temper enthusiasm (Fernandez & Rainey, 2006). Structured training and orientation programs are essential to bridge knowledge gaps. Armenakis and Harris (2020) argue that knowledge dissemination must be systematic, ensuring personnel are equipped with logistical clarity, role-specific adjustments, and technical competencies. This not only enhances knowledge but also builds confidence in the ability to adapt. Ability, in turn, is reinforced through capacity-building initiatives, adequate resource provision, and resilience training, which strengthen both technical competence and emotional preparedness.

Reinforcement mechanisms are equally vital. Incentives, monitoring systems, and institutionalized policies ensure that initial gains are sustained over time. Burnes (2021) highlights that weak reinforcement is a common reason for reform failure, as personnel may revert to old practices without consistent support. By embedding reinforcement into organizational culture, managers can secure long-term commitment and operational stability.

From a New Public Management (NPM) perspective, these interventions align with the principles of efficiency, performance, and accountability. Efficiency is achieved through resource optimization and streamlined processes; performance is enhanced by training and capacity-building; and accountability is ensured through transparent governance and monitoring systems. Kuipers et al. (2014) further emphasize that reforms must balance institutional efficiency with personnel welfare, recognizing that sustainable readiness requires both structural and human dimensions.

In the context of the PDEA Academy's relocation, managerial interventions across ADKAR dimensions are not merely supportive measures but strategic imperatives. They ensure that personnel readiness is strengthened, vulnerabilities are addressed, and the relocation achieves its intended organizational outcomes while contributing to sustainable institutional reform.

Literature emphasizes that managerial interventions must be targeted across ADKAR, welfare policies sustain desire, structured training enhances knowledge, resource provision reinforces ability, and institutionalized incentives secure reinforcement (Hiatt, 2006; Armenakis & Harris, 2020). From an NPM perspective, these interventions align with efficiency, performance, and accountability, ensuring that reforms achieve intended outcomes while safeguarding personnel welfare (Fernandez & Rainey, 2006).

Synthesis of the Study

The study on the readiness of PDEA Academy personnel for the planned relocation to Tanay, Rizal in 2028 reveals a complex but promising readiness profile. Personnel demonstrated strong awareness of the relocation plans, a clear desire to support the initiative, and confidence in their ability to adapt and perform effectively. These strengths reflect a solid foundation for organizational change. However, readiness remains fragile due to persistent knowledge gaps and weak reinforcement mechanisms.

Demographic realities—such as marital status, tenure, and residency in Metro Manila—play a significant role in shaping readiness. Family obligations, commuting distance, and housing adjustments temper enthusiasm and influence the Desire dimension, underscoring the need for welfare-centered policies and participatory planning. Emotional readiness also emerged as uneven, with personnel citing stress, workplace adjustment, and work overload as potential barriers to adaptation.

Perceptions of relocation were largely positive, aligning with principles of efficiency, performance, and accountability. Personnel viewed the move as an opportunity to streamline processes, enhance training quality, and optimize resource utilization. Yet optimism was tempered by concerns about infrastructure readiness, adequacy of facilities, and safety risks, highlighting the importance of careful planning and resource management to ensure that anticipated benefits are realized.

Challenges identified include communication gaps, logistical constraints, resource limitations, and insufficient reinforcement mechanisms. These issues are deeply interrelated, affecting both individual readiness and organizational capacity. To address them, personnel emphasized the need for transparent communication to strengthen awareness, welfare-centered policies to sustain desire, structured orientation and training to enhance knowledge, resource provision to reinforce ability, and institutionalized incentives and monitoring systems to secure reinforcement.

Overall, the findings demonstrate that personnel are supportive of the relocation and recognize its alignment with modern managerial principles. However, readiness is not absolute—it requires targeted managerial interventions across the ADKAR dimensions to strengthen knowledge dissemination, reinforce support mechanisms, and balance efficiency with personnel welfare. By addressing these vulnerabilities, the relocation of

the PDEA Academy can achieve its intended organizational outcomes and contribute to sustainable institutional reform.

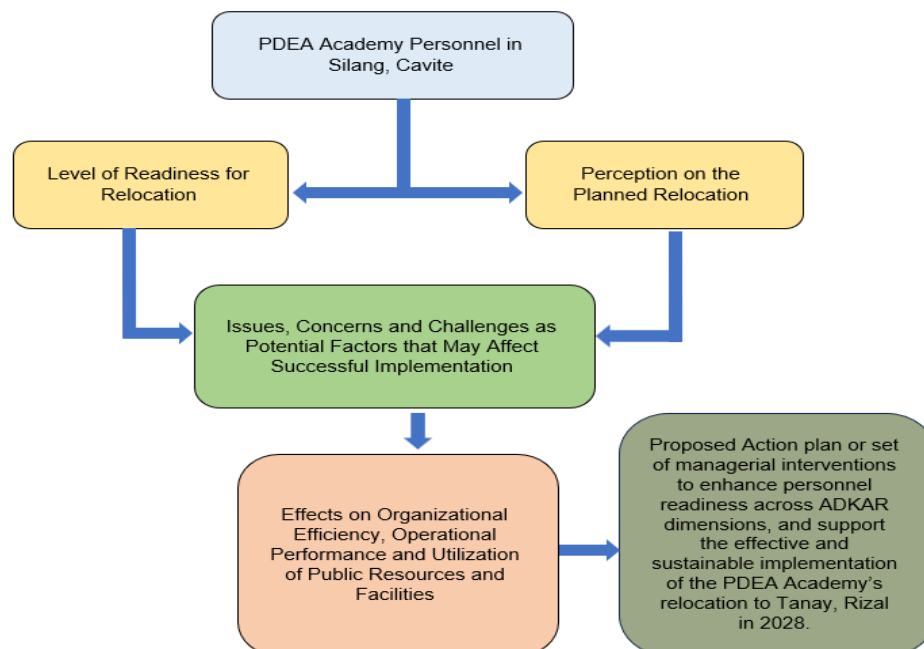


Figure 1: Conceptual Framework of ADKAR Model Approach to Personnel Readiness to Relocation of PDEA Academy to Tanay, Rizal Towards Transition Management

METHODS

Research Design

For the purpose of this study, the researcher will utilize a sequential explanatory mixed methods design to comprehensively assess the readiness of personnel for the planned relocation of the PDEA Academy to Tanay, Rizal. This research design will involve the collection and analysis of quantitative data in the initial phase to determine the level of personnel readiness for organizational change using identified indicators anchored on the ADKAR Model and principles of New Public Management. The quantitative results will then be followed by a qualitative phase through interviews or focused discussions to further explain, validate, and enrich the findings obtained from the survey data. Through this approach, the study seeks to gain a deeper understanding of the perceptions, experiences, concerns, and adaptive capacities of personnel regarding the organizational transition, thereby providing a more comprehensive basis for policy recommendations and change management strategies within the Academy.

Research Locale

The study will be conducted at the PDEA Academy, a training institution dedicated to drug law enforcement and education located in Camp General Mariano G. Castañeda, Tagaytay-Sta. Rosa Road, Brgy. Tartaria, Silang, Cavite.

Participants and Sampling Technique

The study will target all employees in PDEA Academy as respondents. The participants come from different ranks, positions, and years of service, providing a diverse set of perspectives regarding the organizational change. Their inclusion in the study is important in order to capture a comprehensive understanding of the level of readiness, attitudes, and experiences of personnel toward the planned relocation.

Since all personnel are included, the study ensures that the views of the entire organization are represented.

Research Instrument

The research instrument to be used in this study is a mixed-structured questionnaire designed to collect both quantitative and qualitative data.

The first part gathers the respondents' profile using close-ended questions. It includes information such as age, sex, length of service, current position, and awareness of the planned relocation. This helps describe the background of the participants.

The second part measures personnel readiness using the ADKAR model (Awareness, Desire, Knowledge, Ability, and Reinforcement). It uses a four-point Likert scale to assess how well employees understand the change, their willingness to support it, their knowledge of the process, their ability to adapt, and the support they receive from the organization.

The third part uses the New Public Management (NPM) perspective to assess perceptions of efficiency, effectiveness, accountability, performance, and service delivery. It also uses Likert-scale questions to determine whether employees believe the relocation will improve organizational performance.

The last part includes open-ended questions where respondents can share their concerns, expected benefits, suggested support, possible challenges, and recommendations. This allows them to explain their answers in more detail.

Overall, the instrument combines structured and open-ended questions to better understand personnel readiness for the planned relocation using both ADKAR and NPM perspectives.

Data Gathering

The data-gathering process will begin with securing permission from the Superintendent of PDEA Academy and Director General of PDEA. The researcher will inform participants of the purpose, scope, and confidentiality of the study. Participants will be invited to complete the questionnaire individually. Open-ended items will enable participants to elaborate on unique concerns and suggestions. All responses will be collected systematically, recorded, and transcribed as necessary. The semi-structured format ensures flexibility during interviews and discussions, while maintaining focus on the key areas of the study. This approach will provide rich qualitative data for thematic analysis, enabling the identification of patterns, challenges, and overall readiness levels among personnel.

Data Analysis

Frequency and percentage were employed to describe the readiness of the personnel for the quantitative phase, and thematic analysis for the qualitative phase. The questionnaire used a 4-point Likert scale with High-Readiness as scale 4, and Not Ready at All as scale 1.

Ethical Consideration

Participation in this study was voluntary, and informed consent was obtained from all participants before data collection. Participants were informed of the study's purpose and their right to withdraw at any time without penalty. Confidentiality and anonymity were maintained by using coded responses and reporting results only in aggregate form. The study complied with the Data Privacy Act of 2012 (Republic Act No. 10173), and all research data were securely stored and used solely for academic and research purposes.

RESULTS AND DISCUSSION

Table 1. *Demographic Profile of the Participants*

Variable	Category	Frequency	Percentage
Age	21–25	6	10.90%
	26–30	11	20.00%
	31–35	9	16.40%
	36–40	10	18.20%

	41–45	3	5.50%
	46–50	4	7.30%
	51–55	2	3.60%
	56–60	1	1.80%
	60 and above	9	16.40%
Civil Status	Single	24	43.60%
	Married	29	52.70%
	Widowed	1	1.80%
	Separated	1	1.80%
Gender	Male	32	58.18%
	Female	23	41.82%
	Non-binary / Prefer not to say	0	0%
Current Position	SG 1–9 (Clerical/Support)	7	12.70%
	SG 10–18 (Technical/Administrative)	28	50.90%
	SG 19–24 (Supervisory/Middle Management)	17	30.90%
	SG 25+ (Executive/Senior Management)	3	5.50%
Length of Service	Less than 1 year	2	3.60%
	1–3 years	9	16.40%
	4–6 years	10	18.20%
	7–10 years	12	21.80%
	Over 10 years	22	40.00%
	Metro Manila	10	18.18%
Residency	Cavite	35	63.64%
	Laguna	3	5.45%
	Rizal	3	5.45%
	Quezon	2	3.64%
	Batangas	2	3.64%

Demographic Profile of the Participants

The respondents were predominantly young to mid-career (54.6%), married (52.7%), male (58.18%), and technical/administrative personnel (50.9%). Most had over 10 years of service (40%) and resided in Cavite (63.64%). These characteristics suggest that while personnel possess valuable institutional experience, factors such as family responsibilities, tenure, and commuting distance may influence their readiness for the planned relocation (Armenakis & Harris, 2009; Fernandez & Rainey, 2006).

Table 2. *Readiness of PDEA Academy Personnel for Relocation (N = 55)*

ADKAR Dimension	Indicators	High Readiness (HR)	Moderate Readiness (MR)	Low Readiness (LR)	Not Ready at All (NRAA)	Interpretation	10
Awareness	Awareness of relocation, reasons, benefits, challenges, info received	38 (69.1%)	14 (25.5%)	2 (3.6%)	1 (1.8%)	The majority are highly aware of the relocation plans and rationale.	
Desire	Willingness to support, motivation, openness to assignment, personal factors, belief in	32 (58.2%)	15 (27.3%)	6 (10.9%)	2 (3.6%)	Strong desire to support relocation, though personal/family factors temper enthusiasm.	

Knowledge	professional growth Knowledge of changes, role adjustments, logistics, orientation, preparation info	28 (50.9%)	17 (30.9%)	7 (12.7%)	3 (5.5%)	Moderate knowledge; gaps exist in logistics and role-specific adjustments.
Ability	Confidence in adapting, performing duties, skills, preparedness, emotional readiness	30 (54.5%)	16 (29.1%)	7 (12.7%)	2 (3.6%)	Majority feel capable, but some express uncertainty about challenges and emotional readiness.
Reinforcement	Organizational support, policies, communication, incentives, engagement mechanisms	25 (45.5%)	18 (32.7%)	9 (16.4%)	3 (5.5%)	Reinforcement mechanisms perceived as uneven; communication and incentives need strengthening.

The findings indicate that PDEA Academy personnel have a generally high level of readiness for the planned relocation. Awareness (94.6%), Desire (85.5%), Knowledge (81.8%), and Ability (83.6%) were rated high, while Reinforcement (78.2%) was the weakest dimension, indicating the need to strengthen communication, policies, and support mechanisms. Overall, the results suggest that personnel are prepared for the transition, but improved knowledge dissemination and reinforcement are essential to sustain successful organizational change (Hiatt, 2006; Armenakis & Harris, 2009).

Table 3. *Perceptions of PDEA Academy Personnel on the Planned Relocation in Relation to NPM Principles (N = 55)*

NPM Principle	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SDA)	Total	Interpretation
Improving Organizational Efficiency	34 (61.8%)	16 (29.1%)	4 (7.3%)	1 (1.8%)	55	Majority perceive relocation will streamline processes and reduce inefficiencies.
Enhancing Training & Operational Performance	36 (65.5%)	14 (25.5%)	4 (7.3%)	1 (1.8%)	55	Strong consensus that relocation will enhance training quality, productivity, and operational effectiveness.
Effective Utilization of Public Resources & Facilities	33 (60.0%)	15 (27.3%)	5 (9.1%)	2 (3.6%)	55	Most personnel believe relocation reflects responsible resource use, though some question cost-effectiveness.

Perceptions of the Planned Relocation Based on New Public Management (NPM)

The findings indicate that personnel have a positive perception of the planned relocation. Most respondents agreed that it will improve organizational efficiency (90.9%), enhance training and operational performance (91.0%), and promote the effective utilization of public resources and facilities (87.3%). These results reflect confidence that the relocation will strengthen efficiency, performance, and accountability, consistent with the principles of New Public Management (Hood, 1991; Fernandez & Rainey, 2006).

Nevertheless, a small proportion of respondents expressed concerns regarding operational disruptions, resource adequacy, and relocation costs. These findings highlight the need for transparent communication, clear policies, and continuous support to ensure that the anticipated benefits of the relocation are successfully realized (Armenakis & Harris, 2009).

Table 4. *Thematic Representation of Issues, Concerns, and Challenges with Participant Quotes (N = 55)*

Category	Participant Quotes	Specific Issues & Concerns	Potential Effects
Personal & Demographic Factors	<i>"Personal – family, transportation, housing, expenses"; "Longer travel time... homesickness"</i>	Family obligations, commuting distance, housing adjustments, longer travel time, homesickness	Reduced desire to relocate; lower morale; potential resistance among married and long-tenured personnel
Communication & Awareness Gaps	<i>"Unstable mobile and internet signal around Tanay Area"; "We haven't been informed of available facilities & equipment there yet"</i>	Unstable internet, poor telecom signal, lack of clear policies, insufficient orientation	Delays in coordination; misinformation; reduced awareness and confidence
Knowledge & Training Challenges	<i>"Lack of training facilities for Tactics, Techniques and Procedures (firing range, CQB house, swimming pool, rope course)"; "Trainings might be postponed in order to focus on planning and settling in"</i>	Lack of training facilities (firing range, CQB house, swimming pool, rope course), postponed trainings, unfamiliarity with new equipment	Lower training quality; incomplete learning outcomes; reduced operational performance
Ability & Emotional Readiness	<i>"Workplace adjustment adapting to a new work environment"; "Work overload... homesickness"</i>	Stress from adjustment, workplace adaptation, emotional resilience, work overload	Anxiety and uncertainty; reduced productivity; uneven ability to adapt
Reinforcement Mechanisms	<i>"The requested additional plantilla... still in the planning stage"; "Limited incentives or assistance to support personnel during relocation"</i>	Limited incentives, unclear guidelines, bureaucratic delays (DPWH, plantilla approvals), weak support systems	Erosion of initial enthusiasm; disengagement; lack of sustained commitment
Resource & Infrastructure Issues	<i>"The red tape at DPWH... contractors could not meet the timeline of deliverables"; "Substandard equipment and facilities may affect durability and effectiveness"</i>	Substandard facilities, budget constraints, delayed completion of infrastructure, lack of manpower	Inefficient resource utilization; delays in service delivery; increased operational costs
Security & Safety Concerns	<i>"Existence of possible NPA in the area"; "Incomplete CCTV equipment... security of personnel"</i>	Risks from remote location, possible insurgency presence, incomplete CCTV/security systems	Threats to personnel safety; reduced confidence in relocation; potential disruption of operations

Issues, Challenges, and Managerial Interventions

Personnel identified family responsibilities, commuting, housing, communication gaps, limited facilities, and inadequate support as the main challenges to the planned relocation. These concerns indicate the need to strengthen the Knowledge and Reinforcement dimensions of the ADKAR model (Hiatt, 2006).

To address these issues, respondents recommended improving communication, orientation, welfare assistance, infrastructure, security, and institutional support. These interventions will enhance personnel readiness and contribute to the successful and sustainable relocation of the PDEA Academy to Tanay, Rizal.

Table 5. *Collective Suggestions on Action plan or set of managerial interventions to Enhance Personnel Readiness (N = 55)*

ADKAR Dimension	Suggested Managerial Interventions (with Participant Quotes)	Strategic Implications
Awareness	<i>"Present the plans, benefits, pros, and regular updates of the project"; "Conduct awareness activity regarding the benefits of new PDEA Academy location"; "Management should clearly explain the reasons for the relocation, its benefits, and how it will improve training, operations, and working conditions"</i>	Transparent communication campaigns, regular briefings, and information drives to ensure personnel understand the rationale and benefits of relocation.
Desire	<i>"The Agency should commit to promote the welfare and growth of the people despite the relocation"; "Provide assistance and program for personnel"; "Listen to the needs/suggestions of personnel, provide housing and transportation"</i>	Welfare-centered policies, financial support, housing and transportation assistance, and participatory planning to sustain motivation and buy-in.
Knowledge	<i>"Orientation about the project's plans, changes in the structure, additional responsibilities"; "Orientation/Training for new facilities and dry run of travel time"; "Trainings for competencies"</i>	Structured orientation programs, facility familiarization, resiliency and stress management training, and technical upskilling to address knowledge gaps.
Ability	<i>"Morale and welfare support"; "Safety Security Awareness, Tactical Officer training, and camp defense drill"; "Personnel need adequate training materials, equipment, technical support, clear guidelines"</i>	Capacity-building programs, provision of adequate equipment and resources, and resilience training to strengthen adaptability and performance.
Reinforcement	<i>"Ensure first that the whole site is ready and that construction is done. Establish camp/house rules"; "Additional manpower and budget for academy"; "Regular training, effective communication, and continuous monitoring should be in place"</i>	Institutionalized reinforcement mechanisms such as clear policies, incentives, monitoring systems, and continuous training to sustain readiness post-relocation.

Collective Suggestions on Action plan or set of managerial interventions to Enhance Personnel Readiness

Personnel recommended strengthening communication through regular updates and orientation programs to improve awareness. To sustain desire, they emphasized welfare support such as housing, transportation, and financial assistance. Respondents also suggested structured training and orientation to address knowledge gaps, along with adequate resources and capacity-building to enhance ability. Finally, they recommended institutionalizing clear policies, incentives, and continuous monitoring to strengthen reinforcement and ensure the successful implementation of the PDEA Academy's planned relocation (Hiatt, 2006; Fernandez & Rainey, 2006; Hood, 1991).

CONCLUSION

The findings indicate that PDEA Academy personnel generally demonstrate high readiness for the planned relocation, particularly in terms of awareness, desire, and ability. However, knowledge gaps, weak reinforcement mechanisms, and demographic factors present challenges to successful implementation. Although personnel view the relocation positively as a means to improve efficiency, training, and resource utilization, concerns regarding infrastructure, facilities, and organizational support remain. Strengthening communication, training, welfare support, and institutional policies will be essential to ensure a successful and sustainable relocation of the PDEA Academy to Tanay, Rizal.

Recommendation

Building on the findings of this study, it is clear that while personnel of the PDEA Academy demonstrate strong awareness, desire, and ability to support the planned relocation to Tanay, Rizal, readiness remains fragile due to knowledge gaps, weak reinforcement mechanisms, and demographic realities. Perceptions of relocation are largely positive and aligned with New Public Management principles, yet tempered by concerns about infrastructure, training, resources, and safety. To ensure that the relocation is not only implemented but sustained effectively, there is a need for a comprehensive action plan anchored in the ADKAR framework. The following recommendations are organized across macro, meso, and micro levels of significance, reflecting the study's relevance to national institutions, organizational management, local communities, and individual stakeholders, while also aligning with the Sustainable Development Goals (SDGs).

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