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# Training Needs Assessment of Barangay Secretaries: Basis for the Development of a Contextualized Capacity Enhancement Extension Program

Ruth G. Luciano and Michael E. Bensi

Nueva Ecija University of Science and Technology

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***Keywords*— training needs assessment, barangay secretaries, competency development, capacity building, contextualized training plan**

***Abstract*—** *This study assessed the training needs of barangay secretaries as a basis for developing a contextualized training plan responsive to their administrative responsibilities and professional development needs. Using a descriptive research design, data were collected from 53 barangay secretaries and analyzed through frequency counts, percentages, and mean scores. The assessment covered respondents' profiles, competency levels, training priorities, preferred training modalities and schedules, and challenges encountered in performing their duties. Results showed an overall competency mean of 2.58, verbally described as Competent. Digital Literacy and Office Technology ranked highest in competency, while Secretariat and Minutes Management received the lowest rating. In terms of training needs, the overall mean was 2.59, interpreted as High Priority. Official Communications and Technical Writing ranked first, followed by Digital Literacy and Office Technology and Records and Information Management. Most respondents (66.04%) preferred hands-on workshops, practicum, and simulation activities, while 81.13% favored training during weekdays within regular working hours. The most frequently reported challenge was insufficient hardware or outdated computers and software (35.85%), followed by overlapping responsibilities from auxiliary committees (33.96%). The findings highlight the importance of practical and accessible capacity-building activities that address identified training priorities and workplace challenges. The study recommends using the results as the basis for developing a contextualized training plan in coordination with concerned local government units to strengthen the competencies of barangay secretaries and support effective barangay administration.*

## I. INTRODUCTION

Barangay Secretaries play an essential role in the administrative operations and delivery of public services at the barangay level. Under Section 394 of Republic Act No. 7160, otherwise known as the Local Government Code of 1991, Barangay Secretaries are responsible for maintaining records of barangay proceedings, preparing minutes of meetings, keeping official documents, and performing other administrative functions necessary for effective local governance. These responsibilities require accuracy, organization, effective communication, and adherence to established administrative and legal requirements. Their performance contributes to the transparency, accountability, and efficiency of barangay operations.

The increasing demands of local governance have further emphasized the need for continuous competency development among barangay personnel. Administrative work has become increasingly associated with digital

records management, electronic communication, information security, data privacy, and compliance with government reporting requirements. These developments have required administrative personnel to maintain appropriate knowledge and skills to perform their responsibilities effectively. Consequently, identifying competency gaps and providing relevant capacity-building interventions have become important considerations in strengthening local government administration.

In the Municipality of Talavera, Nueva Ecija, which comprises 53 barangays, Barangay Secretaries perform administrative functions that support documentation, records maintenance, official communication, and the implementation of local government programs. However, differences in educational attainment, length of service, employment status, access to technology, and previous training opportunities may influence their existing competencies and professional development needs. Without a systematic assessment of these needs, capacity-building activities may not adequately address the specific challenges encountered in the performance of their duties.

A Training Needs Assessment (TNA) provides a systematic approach to identifying the competencies required for effective job performance and determining areas where additional training may be necessary. Noe (2020) emphasized the importance of assessing training needs to establish the knowledge, skills, and abilities employees require to perform their work effectively. In the context of barangay administration, a TNA can provide an evidence-based foundation for identifying priority training areas, selecting appropriate learning modalities, and developing interventions that respond to the actual responsibilities of Barangay Secretaries.

In response to these considerations, the present study assessed the competency levels and training needs of Barangay Secretaries in the 53 barangays of Talavera, Nueva Ecija. It focused on five competency areas: Secretariat and Minutes Management; Records and Information Management; Official Communications and Technical Writing; Digital Literacy and Office Technology; and Legal and Auxiliary Functions. It also examined the respondents' profiles, preferred training modalities and schedules, and challenges encountered in performing their duties.

The study was anchored in Training Needs Assessment principles and Human Capital Theory. The former provided the basis for identifying gaps between existing competencies and the requirements of effective job performance, while the latter emphasized the value of investments in education, training, and skills development in improving individual productivity and organizational effectiveness (Becker, 1993). Republic Act No. 7160, particularly Section 394, also served as the principal legal reference for identifying the administrative responsibilities relevant to the assessment.

The findings were intended to serve as the empirical basis for developing a Contextualized Capacity Enhancement Extension Program for Barangay Secretaries in Talavera, Nueva Ecija. The proposed program was designed to address identified competency gaps through relevant capacity-building activities in administrative documentation, records management, technical writing, digital literacy, official communication, and legal documentation. By aligning extension activities with the actual needs of local government personnel, the study sought to support more responsive barangay administration and contribute to the broader goal of strengthening accountable and effective local institutions under Sustainable Development Goal 16.

**Objectives of the Study**

The general objective of the study was to assess the competency levels and training needs of Barangay Secretaries in the 53 barangays of Talavera, Nueva Ecija, as a basis for developing a contextualized Capacity Enhancement Extension Program.

Specifically, the study aimed to:

1. Determine the profile of Barangay Secretaries in terms of years of service, educational attainment, and employment status.
2. Assess their current competency levels in the following areas:
    - Secretariat and Minutes Management;
    - Records and Information Management;
    - Official Communications and Technical Writing;
    - Digital Literacy and Office Technology; and
    - Legal and Auxiliary Functions.
3. Identify and rank the priority training needs of Barangay Secretaries across the identified competency areas.
4. Determine their preferred training modalities and schedules for capacity-building activities.
5. Identify the challenges and barriers encountered by Barangay Secretaries in the performance of their duties.

6. Develop a Contextualized Capacity Enhancement Extension Program based on the findings of the Training Needs Assessment.

## II. REVIEW OF RELATED LITERATURE

### Training Needs Assessment in Public Sector Organizations

Training Needs Assessment is a systematic process of identifying discrepancies between employees' existing competencies and the knowledge, skills, and abilities required for effective job performance. It provides a basis for determining whether training is necessary and which competencies should receive priority. Rather than relying solely on assumptions about employee development needs, a systematic assessment enables organizations to identify areas requiring improvement and direct resources toward appropriate interventions.

Noe (2020) emphasized the importance of aligning training initiatives with organizational requirements and employee performance needs. This principle is particularly relevant to public sector organizations, where personnel are expected to perform specific administrative functions while complying with established policies, procedures, and service standards. For Barangay Secretaries, assessing training needs can help identify areas in which additional knowledge and practical skills may support more accurate documentation, efficient records management, and timely administrative transactions.

The literature cited in the original manuscript also emphasized the relevance of competency-based assessment in workforce development (Bandura, 2023; Madrid, 2026; Anoos, 2026; Pabelona et al., 2026). Taken together, these sources were used to support the need to base capacity-building activities on identified competency requirements and performance gaps. However, the specific findings and bibliographic details of these studies should be verified before the manuscript is submitted for publication.

In the present study, the TNA approach provided the basis for examining the competencies of Barangay Secretaries and determining priority training areas. The assessment also considered their preferred training arrangements and the challenges they experienced, allowing the proposed extension intervention to address both competency development and practical participation requirements.

### Capacity Building and Local Governance

Capacity building involves strengthening the knowledge, skills, and capabilities of individuals and institutions to perform their responsibilities effectively. In local governance, capacity development supports the implementation of administrative functions, compliance with government requirements, and delivery of responsive public services. Continuous professional development is particularly important when government personnel must adapt to changing administrative procedures and technological developments.

The studies cited in the original manuscript associated capacity-building initiatives with improvements in administrative efficiency, responsiveness, accountability, and institutional performance (Patrama et al., 2025; Boufounou, 2025; Links & Draai, 2023). The manuscript also identified Philippine studies that discussed the contribution of capacity development to institutional effectiveness and community trust (Blanco, 2025; Angco, 2026).

These perspectives suggest that capacity building should be responsive to the specific responsibilities and working conditions of the personnel concerned. Training activities that are disconnected from actual job requirements may not adequately address existing competency gaps. Conversely, interventions developed from a systematic assessment can provide a clearer basis for selecting appropriate topics, learning activities, and delivery arrangements.

For Barangay Secretaries, a needs-based extension program can connect the university's community extension mandate with the administrative requirements of local government units. The present study therefore treated the TNA as a preliminary and evidence-generating step toward developing a contextualized capacity enhancement intervention for the municipality's barangay administrative personnel.

### Roles and Competencies of Barangay Secretaries

The responsibilities of Barangay Secretaries are established under Section 394 of Republic Act No. 7160. These responsibilities include maintaining records of barangay proceedings, preparing and maintaining official documentation, and performing other functions necessary for barangay administration. The nature of these duties requires organizational ability, attention to detail, written communication skills, and familiarity with relevant administrative procedures.

The increasing use of digital tools and the continuing requirements for accurate documentation have expanded the practical competencies expected of administrative personnel. The original manuscript cited studies by Xu and Dai (2024) and Balaji (2025) in relation to changing competency requirements associated with digital governance, documentation standards, and

regulatory compliance. It also cited Ariñes (2025) to support the importance of identifying competency gaps among administrative personnel.

These responsibilities indicate that competency assessment should extend beyond general administrative knowledge. It should examine specific work-related tasks, including preparing meeting minutes, maintaining official records, drafting correspondence, using office applications, and understanding relevant legal and administrative requirements.

Accordingly, the present study organized the assessment into five competency areas that reflected the principal administrative functions of Barangay Secretaries. This organization provided a structured basis for examining their current competency levels and identifying the areas in which capacity-building activities might be most beneficial.

**Records and Information Management**

Records and information management is fundamental to transparency, accountability, institutional continuity, and administrative decision-making. Public offices rely on accurate and accessible records to document transactions, preserve organizational information, monitor activities, and provide appropriate responses to requests for information. Inadequate records management can contribute to misplaced documents, delays in retrieving information, inconsistencies in documentation, and difficulties in meeting administrative requirements.

The original manuscript cited Claude (2024) and Andini et al. (2026) in discussing the administrative consequences of inadequate records management. It also identified the transition toward electronic record-keeping as an important consideration in developing contemporary information management competencies (Thang, 2024).

The shift from exclusively paper-based documentation toward electronic files and digital records has increased the importance of skills in document organization, file naming, storage, retrieval, backup practices, and appropriate handling of information. Administrative personnel must be able to maintain records systematically while observing applicable policies governing access, confidentiality, and information security.

These considerations are relevant to Barangay Secretaries because their work involves the preparation, maintenance, and retrieval of official barangay documents. Assessing their competencies in records and information management can help identify training requirements related to both established documentation practices and the effective use of digital tools.

**Digital Literacy and Electronic Governance**

Digital literacy refers to the ability to use digital technologies effectively and appropriately to access, create, organize, communicate, and manage information. Within government organizations, these competencies support electronic communication, document preparation, information processing, and the implementation of digital public services.

The original manuscript cited Khan et al. (2024) in relation to the contribution of digital competencies to employee productivity and communication efficiency. It also referenced Gegana and Phahlane (2024) regarding the adoption of information and communication technologies in government service delivery. Hanelt et al. (2024) and Trenerry et al. (2021) were cited to support the importance of addressing digital competency limitations that may hinder organizational digital transformation.

For Barangay Secretaries, digital literacy may involve using word-processing and spreadsheet applications, preparing electronic reports, organizing digital files, communicating through official electronic channels, and managing information appropriately. The relevant training requirements may vary according to previous exposure to technology, available office equipment, and opportunities for professional development.

The assessment of digital literacy and office technology therefore provided an important component of the present study. Its inclusion allowed the researchers to examine the extent to which the respondents considered their existing competencies sufficient for their responsibilities and to identify areas that could be addressed through practical, context-sensitive training activities.

**Official Communication and Technical Writing**

Effective written communication is necessary for the preparation of official letters, memoranda, meeting minutes, reports, certifications, and other administrative documents (Holley, 2023). These documents must communicate information accurately, clearly, and appropriately while observing established formats and procedural requirements.

Technical writing skills are especially relevant to Barangay Secretaries because the documents they prepare may serve as official records of decisions, meetings, transactions, and local administrative activities. Errors in wording, formatting, or documentation may create confusion, require repeated revisions, or affect the completeness of official records.

Official communication also involves selecting appropriate language, organizing information logically, maintaining professional tone, and ensuring that

correspondence reaches the intended recipients through suitable channels. As government offices increasingly use electronic communication, written communication competencies must also be applied to digital correspondence and electronically prepared documents (Vasilieva et al., 2018).

The present study included Official Communications and Technical Writing as a distinct competency area to identify the training needs associated with preparing clear, accurate, and professionally appropriate administrative documents. This area also provided a basis for identifying possible extension activities involving document preparation, correspondence writing, report development, and practical exercises using common barangay administrative scenarios.

**University Extension Programs and Local Government Partnerships**

Higher education institutions contribute to community development through extension programs that transfer knowledge, develop practical skills, and respond to the needs of partner communities. Effective extension initiatives require an understanding of the target beneficiaries, their working conditions, and the challenges they encounter in applying relevant knowledge and skills.

The original manuscript cited Absolor et al. (2026) and Lee and Raschke (2020) regarding the importance of grounding extension activities in evidence and stakeholder needs. Chen et al. (2025) was also cited in connection with partnerships between educational institutions and local government units, particularly in promoting knowledge transfer, governance improvement, and community empowerment.

These perspectives support the use of a Training Needs Assessment as a basis for planning extension activities. By identifying competency gaps and training preferences before designing an intervention, an educational institution can develop activities that are more relevant to the responsibilities and practical circumstances of the intended beneficiaries.

In the context of Talavera, Nueva Ecija, the findings of the assessment were intended to guide the development of a Contextualized Capacity Enhancement Extension Program for Barangay Secretaries. The proposed program was designed to connect the administrative needs of barangays with the extension capabilities of the university through targeted and locally relevant capacity-building activities.

**Synthesis and Research Gap**

The reviewed literature established the importance of systematic training needs assessment, competency development, records and information management, digital literacy, effective written communication, and needs-based extension programming. Collectively, these areas highlight the relationship between employee competencies and the capacity of public institutions to perform administrative functions effectively.

The literature also suggests that capacity-building interventions should be based on identified work requirements rather than generalized assumptions about employee development needs. For Barangay Secretaries, this requires an assessment that considers their statutory responsibilities, existing competencies, preferred training arrangements, and practical challenges in performing their duties.

Although the literature cited in the original manuscript addressed public sector capacity building and the development of administrative and digital competencies, the manuscript identified a need for localized evidence concerning the specific training requirements of Barangay Secretaries in Talavera, Nueva Ecija. The extent to which their needs differed across the identified competency areas also required systematic examination.

The present study addressed this local information need by assessing Barangay Secretaries from the municipality's 53 barangays. It examined their profiles, competency levels, training priorities, preferred training modalities and schedules, and work-related challenges. The results were intended to provide a contextualized basis for developing a Capacity Enhancement Extension Program responsive to the administrative requirements of Barangay Secretaries in Talavera.

## III. METHODOLOGY

**Research Design**

The study employed a descriptive-survey research design to assess the competency levels and training needs of Barangay Secretaries in the Municipality of Talavera, Nueva Ecija. This design was used to gather and describe information about the respondents' profiles, current competencies, training priorities, preferred learning arrangements, and challenges encountered in performing their duties.

The descriptive-survey approach was appropriate to the purpose of the study because it enabled the systematic collection of information from the target population without introducing an experimental intervention. The assessment focused on describing the existing conditions and identifying priority areas for professional development.

The findings were intended to provide an empirical basis for developing a Contextualized Capacity

Enhancement Extension Program. The study therefore emphasized the identification of competency gaps and training priorities rather than the measurement of the effectiveness of an already implemented intervention.

**Research Locale and Respondents**

The study was conducted in the Municipality of Talavera, Nueva Ecija, which comprised 53 barangays. The respondents were the Barangay Secretaries serving in these barangays. Total enumeration sampling was employed because the target population was manageable in size and the study sought to obtain information from the entire defined population. All 53 Barangay Secretaries were invited to participate in the assessment.

The respondents' profiles were described in terms of sex, years of service, and educational attainment. These characteristics were included to provide contextual information for understanding the respondents' backgrounds and interpreting their training needs. The final number of completed and usable questionnaires, together with the corresponding response rate, should be reported in the Results section based on the actual survey records.

**Research Instrument**

The primary data-gathering instrument was a Training Needs Assessment questionnaire developed and contextualized with reference to the mandated functions of Barangay Secretaries under Section 394 of Republic Act No. 7160 and relevant administrative guidelines of the Department of the Interior and Local Government. The questionnaire consisted of four parts.

**Part I. Respondents' Profile.** This section gathered information on the respondents' years of service, educational attainment, and sex.

**Part II. Competency and Training Needs Assessment.** This section examined the respondents' current competency levels and training priorities in five areas: (1) Secretariat and Minutes Management; (2) Records and Information Management; (3) Official Communications and Technical Writing; (4) Digital Literacy and Office Technology; and (5) Legal and Auxiliary Functions.

**Part III. Preferred Training Modalities and Schedule.** This section gathered information on the respondents' preferred arrangements for participating in capacity-building activities, including the modalities and schedules they considered suitable.

**Part IV. Challenges and Barriers Encountered.** This section identified the difficulties experienced by Barangay Secretaries in performing their duties. The information was intended to help contextualize their training requirements and inform the design of relevant extension activities.

The instrument used two separate four-point rating scales. The first measured current competency levels, while the second measured the priority assigned to training needs. The rating scales are provided in Tables 1 and 2 below.

*Table 1. Rating Scale for Current Competency Levels*

| Scale | Interval | Description |
|---|---|---|
| 4 | 3.25 – 4.00 | Very Competent |
| 3 | 2.50 – 3.24 | Competent |
| 2 | 1.75 – 2.49 | Moderately Competent |
| 1 | 1.00 – 1.74 | Not Competent |

*Table 2. Rating Scale for Training Need Priority*

| Scale | Interval | Description |
|---|---|---|
| 4 | 3.25 – 4.00 | Urgent |
| 3 | 2.50 – 3.24 | High Priority |
| 2 | 1.75 – 2.49 | Medium Priority |
| 1 | 1.00 – 1.74 | Not a Priority |

The two scales were interpreted separately because competency levels and training priorities represented different dimensions of the assessment. The competency scale described the respondents' perceived current capabilities, whereas the training-needs scale indicated the priority they assigned to further development.

**Data-Gathering Procedure**

Before data collection, permission to conduct the study was requested from the Municipal Government of Talavera and the concerned barangays. Following the necessary authorization, coordination with the Barangay Secretaries was undertaken to arrange the administration and retrieval of the questionnaires.

The questionnaires were distributed personally or administered through an agreed data-collection arrangement. The purpose of the study, the nature of participation, and the intended use of the information were explained to the respondents. Informed consent was obtained before their participation.

After the questionnaires were completed, the responses were collected and checked for completeness. The data were then encoded, organized, and prepared for statistical analysis. The resulting dataset was used to describe the respondents' profiles, assess competency levels, identify training priorities, summarize preferred training arrangements, and examine the challenges encountered in performing their duties.

The analyzed information was intended to inform the development of the proposed Contextualized Capacity Enhancement Extension Program. The program design was to be guided by the priority needs identified in the assessment, together with the practical requirements of the intended beneficiaries.

**Statistical Treatment of Data**

The collected data were analyzed using descriptive statistical techniques appropriate to the study's objectives. Frequency and percentage distributions were used to describe the respondents' profiles and summarize their preferred training modalities and schedules.

Weighted means were used to summarize the respondents' ratings of their current competency levels and training needs. Ranking was used to identify the competency areas and training items that received higher priority ratings.

Frequency, percentage, and ranking were used to summarize the challenges and barriers reported by the respondents, as appropriate to the format of the collected responses. The identification of competency gaps and priority interventions was guided by the results of the competency assessment and training-needs ratings.

The statistical procedures were organized according to the specific objectives of the study, as presented in Table 3.

*Table 3. Statistical Treatment of Data*

| Research objective | Statistical treatment |
|---|---|
| Describe the respondents' profiles in terms of years of service, educational attainment, and employment status | Frequency and percentage distribution |
| Assess current competency levels across the five competency areas | Weighted mean |
| Identify and rank priority training needs | Weighted mean and ranking |
| Determine preferred training modalities and schedules | Frequency and percentage distribution |
| Identify challenges and barriers encountered in performing duties | Frequency, percentage, and ranking, as appropriate to the response format |

The results of these analyses were intended to provide the basis for identifying priority competency areas and formulating appropriate capacity-building interventions for Barangay Secretaries in Talavera, Nueva Ecija. The resulting extension program was to be aligned with the identified needs, the administrative responsibilities of the respondents, and the practical conditions under which the training activities would be conducted.

## IV. RESULTS AND DISCUSSION

This section presents and discusses the findings of the training needs assessment conducted among 53 barangay secretaries. The results provide an overview of the respondents' profiles and their identified training needs in relation to their administrative responsibilities and the delivery of barangay services. The findings are presented through tables and are interpreted to identify relevant areas for capacity building and professional development. The discussion serves as a basis for recommending appropriate training interventions that respond to the needs and work experiences of barangay secretaries.

**Profile of the Respondents**

Table 4 presents the profile of the 53 respondents in terms of years in service and highest educational attainment.

*Table 4. Profile of Respondents*

| Profile | Frequency | Percentage |
|---|---|---|
| **Years in Service** | | |
| Less than 1 year | 3 | 5.66 |
| 1 to 3 years | 34 | 64.15 |
| 4 to 6 years | 3 | 5.66 |
| 7 years or more | 13 | 24.52 |
| Total | **53** | **100.00** |
| **Highest Educational Attainment** | | |
| High School Graduate | 16 | 30.19 |
| College Undergraduate | 18 | 33.96 |
| College Graduate | 19 | 35.85 |
| Post-Graduate / Master's Units | 0 | 0.00 |
| Total | **53** | **100.00** |

In terms of years in service, the majority of the respondents had been serving for 1 to 3 years, accounting for 34 respondents (64.15%). This was followed by 13 respondents (24.52%) who had been in service for 7 years or more. Meanwhile, 3 respondents (5.66%) had less than one year of service, and another 3 (5.66%) had 4 to 6 years of experience. These findings show that most respondents were in the early years of their service, while a notable proportion had longer experience in their respective roles. This mix of experience provides a valuable perspective on the training needs of barangay secretaries at different stages of their service.

In terms of highest educational attainment, 19 respondents (35.85%) were college graduates, 18 (33.96%) had completed some college education, and 16 (30.19%) were high school graduates. None reported having postgraduate qualifications or master's units. The results reflect the respondents' diverse educational backgrounds and experiences. These differences highlight the value of offering relevant and inclusive training programs that build on their existing knowledge and help them further develop the skills needed to perform their duties effectively.

In general, the profile of the respondents provides useful context for understanding their training needs. Their varied years of service and educational backgrounds underscore the importance of capacity-building activities that are practical, accessible, and responsive to their roles and responsibilities as barangay secretaries.

**Competency Levels of Respondents**

Table 5 presents the respondents' self-assessed competency levels across five functional areas relevant to their responsibilities as barangay secretaries. The results show a grand mean of 2.58, verbally described as Competent, indicating that the respondents generally perceived themselves as capable of performing their duties across the identified functional areas. However, the results also reveal differences in competency levels, suggesting areas where further training and skills development may be beneficial.

*Table 5. Summary of Competency Levels by Functional Area*

| Functional Area | Capability Mean | Verbal Description | Rank |
|---|---|---|---|
| Secretariat and Minutes Management | 2.05 | Moderately Competent | 5 |
| Records and Information Management | 3.08 | Competent | 2 |
| Official Communications and Technical Writing | 2.49 | Competent | 3 |
| Digital Literacy and Office Technology | 3.10 | Competent | 1 |
| Legal and Auxiliary Functions | 2.20 | Moderately Competent | 4 |
| **Grand Mean** | **2.58 (Competent)** | | |

Among the five functional areas, Digital Literacy and Office Technology ranked first, with a mean of 3.10, interpreted as Competent. This was followed by Records and Information Management, which obtained a mean of 3.08, also described as Competent. These results suggest that respondents perceived themselves as relatively capable in using digital tools and managing information and records. These competencies are important in supporting the preparation of documents, organization of files, maintenance of records, and performance of routine administrative tasks.

Official Communications and Technical Writing ranked third, with a mean of 2.49, verbally described as Competent. Although the respondents generally considered themselves capable in this area, further opportunities to enhance their written communication skills may be helpful, particularly in preparing formal letters, reports, certifications, and other official documents. Strengthening these skills may contribute to clearer and more consistent communication in barangay operations.

Meanwhile, Legal and Auxiliary Functions ranked fourth, with a mean of 2.20, interpreted as Moderately Competent. Secretariat and Minutes Management ranked fifth, with a mean of 2.05, also described as Moderately Competent. These findings indicate opportunities to further develop competencies related to documenting meetings, preparing minutes, organizing proceedings, and performing other secretariat responsibilities. Additional training and practical exercises in these areas may help respondents improve their confidence and proficiency in carrying out their assigned functions.

The findings suggest that while the respondents generally perceived themselves as competent in performing their responsibilities, certain functional areas may benefit from more focused capacity-building activities. In particular, Secretariat and Minutes Management and Legal and Auxiliary Functions may be considered priorities for further training based on their relatively lower mean scores. At the same time, continuous learning in digital literacy, records management, and official communications can help sustain and further improve existing competencies. These results provide a basis for developing training interventions that build on the respondents' current capabilities while addressing areas for professional development.

**Training Needs According to Priority**

Table 6, on page 14, presents the training needs of the respondents across five functional areas, ranked according to their mean scores. The results yielded a grand mean of 2.59, verbally described as High Priority, indicating that the respondents generally recognized the importance of further developing their competencies through relevant training activities. The findings provide a basis for identifying areas where capacity-building initiatives may be most beneficial.

Official Communications and Technical Writing ranked first, with a mean of 2.91, followed by Digital Literacy and Office Technology, with a mean of 2.85. Both were classified as High Priority. These results highlight the value of training in preparing clear and appropriate official documents and strengthening the use of digital tools in daily administrative tasks. Activities may include writing formal letters and reports, preparing certifications, using office applications, and managing digital documents. Developing these skills may help respondents perform their responsibilities more efficiently and support effective communication and information handling within their respective barangays.

*Table 6. Summary of Training Needs According to Priority*

| Functional Area | Training Need Mean | Verbal Description | Rank |
|---|---|---|---|
| Secretariat and Minutes Management | 2.53 | High Priority | 4 |
| Records and Information Management | 2.62 | High Priority | 3 |
| Official Communications and Technical Writing | 2.91 | High Priority | 1 |
| Digital Literacy and Office Technology | 2.85 | High Priority | 2 |
| Legal and Auxiliary Functions | 2.05 | Medium Priority | 5 |
| **Grand Mean** | **2.59 (High Priority)** | | |

Records and Information Management ranked third, with a mean of 2.62, also classified as High Priority. This suggests a continued need for training in organizing, storing, retrieving, and maintaining official records. Relevant activities may include systematic filing, records classification, digital recordkeeping, and the proper handling and protection of information. These competencies are important in maintaining organized records and supporting the timely retrieval of information needed for barangay operations.

Meanwhile, Secretariat and Minutes Management ranked fourth, with a mean of 2.53, and was likewise identified as a High Priority. Training in this area may focus on preparing meeting agendas, documenting proceedings, writing minutes, and organizing meeting-related records. Although this functional area ranked fourth in training priority, its relatively lower competency mean in Table 5 suggests that additional practical exercises and guided instruction may help respondents further develop their skills.

Legal and Auxiliary Functions ranked fifth, with a mean of 2.05, and was classified as Medium Priority. Although it received the lowest training need mean among the five areas, opportunities for learning may still be provided to help respondents understand relevant administrative procedures, documentary requirements, and the legal guidelines associated with their duties.

As a whole, the findings indicate that training priorities are not limited to areas where respondents may need to strengthen their competencies; they also reflect the importance they place on developing skills relevant to their daily work. Official Communications and Technical Writing, Digital Literacy and Office Technology, and Records and Information Management emerged as the leading training priorities. These areas may therefore be given greater emphasis in the design of capacity-building programs, while training in Secretariat and Minutes Management and Legal and Auxiliary Functions can complement the overall development of barangay secretaries. By aligning training activities with these identified priorities, the proposed interventions can build on existing capabilities and provide practical support for effective barangay administration.

**Preferred Training Modalities**

Table 7 presents the respondents' preferred training delivery modalities and schedules for extension activities. The findings provide insights into how barangay secretaries prefer to participate in capacity-building programs, which can help guide the planning and implementation of appropriate training interventions.

*Table 7. Preferred Training Modalities and Schedule of the Respondents*

| Aspects | Category | Frequency (f) | Percentage (%) | Rank |
|---|---|---|---|---|
| **Training Delivery Modality** | Hands-on Workshop / Practicum Simulation | 35 | 66.04 | 1 |
| | Standard Lecture and Presentation | 13 | 24.53 | 2 |
| | Mentoring / One-on-One Peer Coaching | 5 | 9.43 | 3 |
| **Schedule for Extension Activities** | Weekdays (Within Regular Working Hours) | 43 | 81.13 | 1 |
| | Weekends (Saturdays) | 10 | 18.87 | 2 |
| | **Total Respondents** | **53** | **100.00** | |

In terms of training delivery modality, the majority of respondents (66.04%, or 35 individuals) preferred hands-on workshops, practicum, and simulation activities, ranking this modality first. This was followed by standard lectures and presentations, preferred by 13 respondents (24.53%), while 5 respondents (9.43%) preferred mentoring or one-on-one peer coaching. The results indicate a strong preference for practical and participatory learning activities. This suggests that training programs may be more responsive to the respondents' preferences when they include demonstrations, guided exercises, and opportunities to practice tasks related to their daily responsibilities. For example, participants could practice preparing official documents, organizing records, drafting meeting minutes, and using office applications in simulated work situations. Lectures and presentations may also be incorporated to provide essential concepts and guidelines before the practical activities.

Regarding the preferred schedule for extension activities, 43 respondents (81.13%) preferred weekdays within regular working hours, while 10 respondents (18.87%) preferred weekends, particularly Saturdays. This finding suggests that most respondents favor attending training during regular working hours. Scheduling activities on weekdays may therefore be a practical option, subject to coordination with the concerned local government units and arrangements to ensure that essential barangay services remain available. At the same time, alternative schedules may be considered for participants who may have difficulty attending during regular working hours.

Overall, the results highlight the importance of considering both training methods and scheduling preferences when designing capacity-building activities for barangay secretaries. A training approach that combines hands-on exercises with concise lectures, delivered primarily on weekdays within regular working hours, may be well suited to the preferences expressed by the

respondents. Incorporating these preferences into the planning of extension activities may encourage participation and help ensure that the training is practical, accessible, and relevant to their administrative responsibilities.

**Challenges and Barriers Encountered in Performing Tasks Efficiently**

Table 8 presents the challenges encountered by the respondents in performing their duties efficiently. The findings identify several factors that may affect their daily administrative work, particularly the availability of appropriate technology, the distribution of responsibilities, and the availability of standardized administrative resources.

*Table 8. Challenges and Barriers Encountered in Performing Task Efficiently*

| Challenges and Barriers | Frequency | Percentage | Rank |
|---|---|---|---|
| Lack of standardized administrative templates | 14 | 26.42 | 3 |
| Insufficient hardware / outdated computers and software | 19 | 35.85 | 1 |
| Excessive work overlap from auxiliary committees (BADAC, BCPC, BDRRMC) | 18 | 33.96 | 2 |
| Unclear communication flow or slow local feedback lines | 2 | 3.77 | 4 |
| **Total** | **53** | **100.00** | |

The most frequently reported challenge was insufficient hardware or outdated computers and software, identified by 19 respondents (35.85%), ranking first. This finding highlights the importance of providing adequate and functional technological resources to support the administrative responsibilities of barangay secretaries. Access to reliable computers and updated software may help facilitate document preparation, records management, and other routine office tasks. Providing appropriate equipment, technical assistance, and opportunities to develop digital skills may help respondents perform these tasks more efficiently.

The second most frequently reported challenge was overlapping work from auxiliary committees, such as the Barangay Anti-Drug Abuse Council (BADAC), Barangay Council for the Protection of Children (BCPC), and Barangay Disaster Risk Reduction and Management Committee (BDRRMC). This concern was identified by 18 respondents (33.96%). The result suggests that barangay secretaries may need to manage administrative responsibilities across several functions and committees. Appropriate workload coordination, clear assignment of responsibilities, and access to administrative support may help them manage these tasks while maintaining the quality and timeliness of their work.

Meanwhile, 14 respondents (26.42%) identified the lack of standardized administrative templates, ranking third. The availability of standard templates for minutes of meetings, official letters, reports, certifications, and other documents may help promote consistency and reduce the time spent preparing routine paperwork. Developing and providing accessible templates may therefore be a practical intervention to support the respondents in carrying out their responsibilities.

Lastly, unclear communication flow or slow local feedback mechanisms was reported by 2 respondents (3.77%), ranking fourth. Although fewer respondents identified this concern, clear communication channels and timely feedback remain important in coordinating administrative activities and ensuring that documents and requests are processed appropriately.

Generally speaking, the findings indicate that the challenges encountered by barangay secretaries involve both resource-related and work-related concerns. The availability of functional computers and software emerged as the most frequently reported issue, followed by overlapping responsibilities across auxiliary committees and the lack of standardized templates. These results suggest that capacity-building initiatives may be more effective when complemented by practical support measures, such as improving access to technology, providing standardized administrative resources, and strengthening workload coordination. Addressing these concerns may help create a more supportive working environment and enable barangay secretaries to perform their responsibilities more efficiently.

## V. CONCLUSIONS

Based on the findings of the training needs assessment conducted among 53 barangay secretaries, the following conclusions are drawn:

1. The respondents have varied professional backgrounds and educational attainment. Most had

been in service for 1 to 3 years, while their educational backgrounds ranged from high school graduates to college graduates. These characteristics highlight the importance of providing training opportunities that accommodate different levels of experience and learning needs.

2. The respondents generally perceived themselves as competent in performing their functions. The overall competency mean was 2.58, verbally described as Competent. Digital Literacy and Office Technology ranked highest, followed by Records and Information Management. Meanwhile, Secretariat and Minutes Management and Legal and Auxiliary Functions received lower competency ratings, indicating opportunities for further skills development.
3. The respondents identified several functional areas as high-priority training needs. Official Communications and Technical Writing ranked first, followed by Digital Literacy and Office Technology and Records and Information Management. The overall training needs mean of 2.59, described as High Priority, underscores the value of providing relevant capacity-building activities to strengthen the respondents' existing competencies.
4. Hands-on and practical learning activities are the preferred training delivery modality. Most respondents preferred workshops, practicum, and simulation activities, while the majority favored conducting extension activities on weekdays within regular working hours. These preferences provide useful guidance for designing accessible and practical training interventions.
5. The respondents encounter challenges related to technological resources and workload management. Insufficient or outdated computers and software were the most frequently reported concern, followed by overlapping responsibilities from auxiliary committees and the lack of standardized administrative templates. These findings suggest that training activities should be complemented by appropriate resources and administrative support.
6. The findings provide an empirical basis for developing a contextualized training plan for barangay secretaries. By considering the identified competency levels, training priorities, preferred learning modalities, scheduling preferences, and workplace challenges, the proposed training plan can be aligned with the respondents' actual responsibilities and professional development needs.

**Recommendations**

Based on the conclusions, the following recommendations are proposed:

1. Develop a contextualized training plan based on the significant findings of the study. The identified competency levels, priority training needs, preferred delivery modalities and schedules, and reported workplace challenges should serve as the primary basis for designing a training plan responsive to the actual needs of barangay secretaries. The plan should specify the training objectives, topics, activities, target participants, schedule, required resources, responsible persons, and evaluation measures.
2. Training activities should focus on preparing official letters and reports, using office applications, organizing digital and physical records, and applying appropriate records management and data protection practices. These areas received the highest training need ratings and may be addressed through practical, task-oriented sessions.
3. Workshops may cover agenda preparation, documentation of meetings, preparation of minutes, and familiarization with relevant administrative procedures and legal requirements. Practical exercises using common barangay work scenarios may help participants strengthen their skills and confidence.
4. Adopt hands-on workshops, practicum, and simulation as the primary training delivery approaches. Since most respondents preferred practical learning activities, training sessions should incorporate demonstrations, guided exercises, document preparation, and simulated administrative tasks. Lectures and presentations may be used to introduce key concepts before the practical activities.
5. Schedule training activities in consideration of the respondents' preferences and official responsibilities. Weekdays within regular working hours may be prioritized, subject to coordination with the concerned local government units and arrangements for continuity of barangay services. Alternative schedules may be considered when necessary to accommodate participants.
6. Coordinate with concerned local government units to address workplace challenges. Appropriate offices may explore opportunities to improve access to functional computers and updated

software, provide standardized administrative templates, and clarify the distribution of responsibilities across auxiliary committees. These support measures may complement the training plan and help participants apply their learning in the workplace.

7. Evaluate the effectiveness of the training plan after implementation. Evaluation may include participant feedback, practical assessments, and follow-up assessments of competency levels. The results should be used to identify improvements, determine additional learning needs, and refine future training activities.
8. Consider implementing the contextualized training plan as a community extension initiative. The university, in coordination with concerned local government units and barangay officials, may use the findings of this study to develop and implement a structured capacity-building program for barangay secretaries. Periodic reassessment of training needs is also recommended to ensure that the program remains relevant to evolving administrative responsibilities and community needs.

## ETHICAL CONSIDERATIONS

The study observed ethical principles to protect the rights, dignity, privacy, and welfare of the participating barangay secretaries. Given that the respondents were public officials and employees who performed administrative functions within their respective barangays, particular attention was given to ensuring voluntary participation, confidentiality, informed consent, and protection from any potential risks associated with their involvement in the training needs assessment (TNA).

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