

Unlocking Success: The Outcomes of Workplace English Training for Barangay Secretaries in a Local Government of Southern Philippines

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Abstract

This study examined the outcomes of workplace English training programs on barangay secretaries in Malaybalay City, Bukidnon, Philippines. Barangay secretaries play a vital role in local governance, and proficiency in workplace English can significantly enhance their ability to perform their duties effectively. The research explores how these training programs contribute to improved communication, efficiency, and overall success in serving their communities. The study utilized a descriptive research method, particularly the evaluative research design, to describe the implementation and outcomes of the workplace English training program. The researchers collected the annual reports of the extension project for the past three years and consolidated the evaluation reports of the training. Six participants voluntarily participated in an online and face-to-face interview to describe the training outcomes gained by the program's recipients. Findings revealed that the Workplace English Training for barangay secretaries in the Local Government Unit of Malaybalay City conducted by the Language and Letters Department of Bukidnon State University has improved the Barangay Secretaries' service delivery to their respective community. It has enhanced communication skills in the workplace, enabling more effective interaction with constituents and government officials. It has increased confidence and efficiency in completing tasks requiring English language skills, such as writing reports, memoranda, resolutions, and other documents.

Keywords: *Outcomes, workplace English Training Program, barangay secretaries*

Introduction

The barangay secretaries are vital to the effective functioning of local government units (LGU) in the Philippines. As frontline administrative staff, they are responsible for various tasks, including record-keeping, correspondence, and communication. Chapter 5, Section 394 of the Local Government Code of the Philippines stipulated that barangay secretaries maintain proper documentation of the barangay records. They take minutes of meetings and assemblies and disseminate information to the concerned officials and constituents. Their responsibilities encompass various tasks, including maintaining records, coordinating with residents, and assisting local officials. Additionally, they keep custody of all barangay records and assist in preparing all necessary forms for Barangay elections, initiatives, referenda, or plebiscites.

The barangay secretaries' duties and responsibilities require the language and communication competencies needed in the workplace. The increasing use of English in government documents, communication with national agencies, and citizen engagement necessitates strong English language skills for these essential civil servants. Proficiency in English, which serves as a lingua franca in many professional domains, is essential for barangay secretaries to perform their duties effectively (Gonzalez, 1998; Tupas, 2009). However, not all barangay secretaries possess the necessary English language skills, which can hinder their professional development and the overall efficiency of the LGU.

Several studies have determined the competencies required of secretaries to function effectively in the modern workplace. Okoye (2016) found that the communication competencies required of secretaries include having a good command of the English language. They also need to be able to detect and correct procedural defects in writing everyday correspondence. They should also master communication techniques in report writing. Further, he concluded that secretaries should keep abreast of these communication skills to make them more relevant in modern-day offices.

Olayanju and Asogwa (2010) also investigated the competency-improvement needs of secretaries. Results revealed that in terms of communication, improvement is needed in possessing a rich English vocabulary, composing clear and concise written documents such as business letters, and using correct grammar, spelling, punctuation, capitalization, and numerical form. Thus, Olayanju and Asogwa (2010) recommended that secretaries undergo training and retraining to be equipped with the necessary knowledge, skills, and attitude for effective office work performance.

A considerable degree of emphasis has been placed on needs analysis for English for Academic Purposes, English for Business Purposes, and English for Specific Purposes (Bosher & Smalkoski, 2002; Brown, 2007; Cowling, 2001; Edwards, 2000; Jasso-Aguilar, 2005). A needs analysis is essential in developing a training program (Brown, 1995).

Akut et al. (2016) determined the needs of the barangay secretaries of the Local Government of Malaybalay City in terms of the conventions and mechanics of writing communication and office documents. They found that the barangay secretaries had not mastered the conventions and mechanics of writing. This could be attributed to the limited opportunity to use the English language in their workplaces since, most of the time, they must deal with their clients in the

vernacular. Another possible reason is more communication skills development seminars and training specifically designed for them are needed.

The results of the needs analysis conducted by the researchers were used as a basis for conceptualizing and developing one of the Language and Letters Department extension programs of Bukidnon State University. The researchers and the Language and Letters Department of Bukidnon State University, in partnership with the Local Government Unit of Malaybalay, implemented a workplace English training program for barangay secretaries. These programs aim to enhance the participants' English language proficiency, communication skills, and overall job performance. The extension project was designed and implemented to aid the barangay secretaries in developing and enhancing their skills in writing government documents and communications. The department designed and implemented the training, which included using English concepts in crafting Letter Request, Budget Proposals, Budget Procurement Plan, Minutes of Meetings, Communication Letters, Newsletter, Committee Reports, Office Orders, Memorandum, and Records Management. However, more research is needed on the specific outcomes of such training interventions in the context of the local Philippine government.

This training program supports the needs assessment results and several studies highlighting the importance of English language skills for effective governance (Abdullah, 2018; Nguyen, 2020). Specifically, research in the Philippines emphasizes the need for English proficiency among civil servants for efficient service delivery and communication with national agencies (Altanero & Domingo, 2019). Workplace English training programs have improved communication skills and job performance in various sectors (Farah & Aldridge, 2018; Tajeddin & Rezaei, 2011). However, more research is needed to explore the impact of such programs on barangay secretaries in the Philippines.

This study aimed to investigate the outcomes of workplace English training for barangay secretaries in the Local Government Unit of Malaybalay City. By examining the impact of the training on various aspects of the participants' work and personal lives, the study sought to provide insights into the effectiveness of such programs and their potential for replication in other LGUs.

Statement of Purpose

This study examined the outcomes of Workplace English training programs for barangay secretaries in Malaybalay City, Bukidnon, Philippines, for school years 2015-2019. Specifically, this study answered the following objectives:

1. Describe the implementation of workplace English training programs for Barangay Secretaries
2. Determine the outcomes of workplace English training programs for the barangay secretaries
3. Formulate a training improvement plan to strengthen the competencies of Barangay Secretaries.

Framework of the Study

This study is anchored on the human capital theory, which stipulates that investment in education and training enhances an individual's skills and knowledge, increasing productivity and employability (Ross, 2023). In this study, the workplace English training program is an investment in the human capital of Barangay secretaries. One can explore how the program equips them with the necessary English language skills to perform their jobs more effectively, ultimately contributing to better service delivery within the Local Government Unit LGU.

Training programs are considered as one way to improve human capital. These are widely recognized as the primary catalysts and essential components for achieving effective and efficient job performance (Nzimakwe & Utete, 2024). A severe deficiency of abilities has consistently hindered the pursuit of exceptional performance. In their study, Karim, Choudhury, and Latif (2019) precisely define employee training as structured programs designed to equip workers with knowledge, acquire new skills, or enhance their professional growth. According to Laing (2021), training and development is a deliberate process of altering attitude, knowledge, skill, or behavior through learning experiences to attain effective performance in a specific activity or set of activities. The primary objective in the work environment is to enhance the individuals' skills and fulfil the organization's present and future requirements. They emphasized that acquiring or transferring knowledge, skills, and abilities (KSA) is crucial for training and development to effectively perform a specific task or role. According to Nassazi (2013), development is a comprehensive and continuous process that involves several activities, including training, to enhance someone's or an organization's performance to reach a higher level, frequently to fulfill a future position or function.

Organizations offer staff development programs to augment their skills and capacities. Employee development is becoming more critical and crucial in many firms in today's business environment (Sheeba & Christopher, 2020). It is evident and indisputable that firms must provide resources for ongoing employee development to sustain the success of the employees and the organization. The advantage of training and development for organizations and individuals is strategic. According to Sendawula, Kimuli, Bananuka, and Muganga (2018), staff training and development have become a significant educational endeavour in the last 30 years. This rise is linked to employees' need to enhance their performance in their current roles, gain expertise and knowledge to take on new responsibilities and advance their careers in an evolving work landscape.

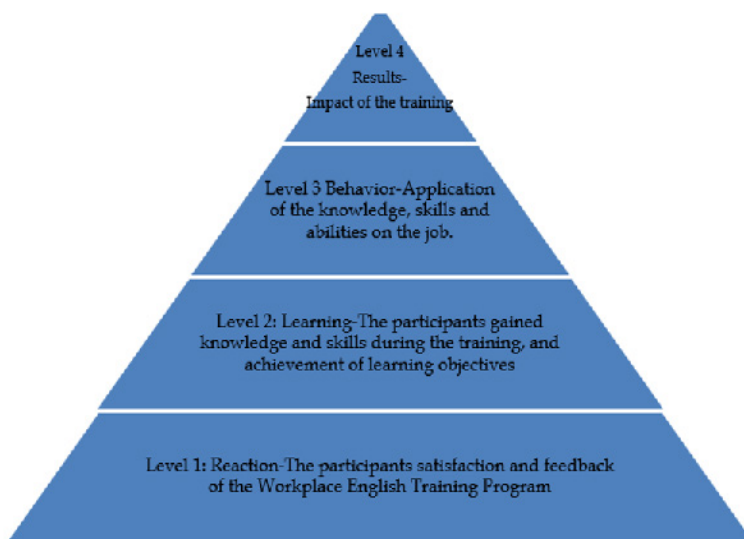
Organizations must also assess the outcomes of staff development and training programs. Evaluating barangay secretaries' workplace English training programs is essential for further improvement and sustainability. The extension program of the Language and Letters Department of Bukidnon State University, the workplace English training for barangay secretaries, must be assessed for its improvement and sustainability. Assessment could provide the organization with feedback and insights on the training's outcomes. Figure 1 shows the parameters of the outcomes assessed in the study.

This study is also anchored on Social Learning Theory (SLT), which posits that learning occurs within a social context and is facilitated through observation, imitation, and modelling

(Bandura, 1977). This theory is instrumental in understanding how workplace English training can foster a culture of continuous learning and professional development among barangay secretaries.

SLT emphasizes reciprocal determinism, where personal factors, behavior, and the environment interact and influence each other. By providing English training programs, Local Government Units (LGUs) create an environment conducive to learning and skill acquisition. This investment in training not only equips barangay secretaries with the necessary language competencies but also sets a standard of professional development that others can observe and emulate.

Figure 1
Scheme diagram showing the parameters of the study



Multiple documented frameworks exist for assessing training programs, including Kirkpatrick's (2016) four-tier evaluation model. The emphasis is on the increasingly profound outcomes of training. The following four elements should be considered: The first level is reaction. Surveys assess the participants' satisfaction and perceived value of the program. The second level is learning. It evaluates the participants' acquisition of the intended knowledge and abilities, which can be done through tests and assignments. The third level is behavior. It assesses participants' behavior, which involves observing whether they are using what they learned in their work and gathering self-reports. Lastly, the fourth level is results. Evaluating the training results entails determining whether it has generated favorable business consequences.

Research Design and Method

The study utilized a descriptive research method, particularly the evaluative research design, to describe the implementation and outcomes of the workplace English training program. According to Gant (2017), evaluative research is a systematic approach employed to assess the

effectiveness or value of a product or concept, aiming to gather data to enhance the proposed solution. It has numerous advantages, including determining the efficacy of a product and revealing areas that can be enhanced. To evaluate the training program, the researchers collected the annual reports of the extension project for the past three years and consolidated the evaluation reports of the training. Online and face-to-face interviews were also done to verify the answers of the program's recipients.

Quantitative data was gathered through a thorough document analysis of annual accomplishment reports from the past three years. These reports provided detailed records of the activities conducted under the training program, allowing the researchers to assess its implementation and reach. The study employed descriptive statistics to analyze the effectiveness of the training program using the Extension Unit's evaluation tool. Key metrics such as mean and standard deviation were calculated to summarize the data, offering an initial overview of how well the program met its objectives. This phase provided a solid foundation of empirical evidence, highlighting trends and patterns in the program's performance. Qualitative data were collected online, and face-to-face interviews with the program's recipients followed. These interviews delved deeper into the participants' experiences and perceptions of the training. The qualitative data verified quantitative results, contextual understanding and nuanced perspectives.

The study achieved a holistic evaluation of the English Workplace Training Program by integrating the quantitative and qualitative data. This comprehensive approach provided a well-rounded understanding of the training program, showcasing both its measurable outcomes and the participants' personal experiences.

Participants of the Study

The participants were the 30 purposely chosen members of the League of Barangay Secretaries of Malaybalay City, who came from the various barangays of the city. They were from Barangays 1, 2, 3, 4, 5, 6, 7, 8, 9, Impalambong, Aglayan, Apo Macote, Bangcud, Busdi, Cabangahan, Caburacanan, Can-ayan, Capitan Angel, Casisang, Dalwangan, Imbayao, Indalasa, Kalasungay, Kibalabag, Kulaman, Laguitas, and Linabo.

Most barangay secretaries were female and within the age range of 31-50 years old. Most participants hold a college degree, highlighting a generally high level of educational attainment but not aligned with their current job. A number of the participants have been in their positions for more than five years, indicating substantial experience in their positions. However, many participants primarily speak local dialects, with a smaller proportion using English as their primary language. It highlights the importance of targeted English training programs to bridge the language proficiency gap. The data on previous English training reveal that many participants had not received formal English training, underscoring the necessity and potential impact of the workplace English training program.

Among the 30 participants and beneficiaries, six were selected for in-depth interviews. These participants were chosen based on their active participation in the training, recognition from their barangay for excellence in records management, and length of service as barangay secretaries. This selection criterion ensured a diverse and representative sample, providing rich

insights into the training program's impact. These participants also completed the 10 training modules representing rural and urban barangays. Three were within the city-proper described as barangays, and the other three were from the city's far-flung barangays or rural areas.

Research Instruments

The study utilized documentary evidence, evaluation questionnaires, and interview guides as data-gathering tools. The annual accomplishment reports and evaluation instruments of the BukSU Extension Unit were utilized to describe the implementation status, focusing on the Workplace English Training Program for the Barangay Secretaries provided for the past three years. Using a five-point Likert scale, the evaluation instrument consisted of 9-item statements with the scoring procedure below:

Scale	Range	Qualitative Description	Qualifying Statement
5	4.21-5.00	Best (Pinakamaayo)	The provision is satisfied very adequately
4	3.41-4.20	Better (Mas Maayo)	The provision is satisfied adequately
3	2.61-3.40	Good (Maayo)	The provision is almost satisfied.
2	1.81-2.60	Fair (Medyo Maayo)	The provision is slightly satisfied
1	1.00-1.80	Poor (Dili Maayo)	The provision is NOT satisfied.

The panel of experts validated the interview guide during the proposal presentation. They examined it on the following criteria: clarity, relevance, wordiness, use of technical language, alignment to the research question and objectives, and appropriateness. The panel of experts found the interview guide useful and met the requirements for data gathering.

Data Gathering Procedure

The researchers sought the approval of the Director of the Extension Unit and the Chairperson of the Language and Letters Department of Bukidnon State University to access the documents on the Workplace English Training of Barangay Secretaries. These documents included the Accomplishment Reports, Evaluation Reports, and Training Modules. The interview was conducted virtually and face-to-face. The participants willing to join virtually were provided with Google forms and interviewed via Zoom. The participants received the link to answer the form. They were oriented and asked for their consent to participate in the interview. The participants who consented voluntarily participated in the one-on-one interview with the researchers.

Data Analysis

The quantitative data were analyzed using the mean and standard deviation for the level 1 reaction assessment of participants that described the implementation of the training program. The qualitative data were analyzed using thematic and narrative analysis to describe the outcomes involving the levels 2-4 learning, behavior, and training program results.

Ethical Considerations

The researchers carefully considered the implementation of the study due to its involvement

of human participants. Prior to commencing the study, it obtained the approval of the University’s Ethics Board. More precisely, the study underwent evaluation by the Research Ethics Committee (REC) utilizing the Protocol Assessment Form. The primary attention is placed on ensuring the anonymity of participants. The participants were guaranteed that any personally identifiable information would remain confidential during the study. Participation in the activity is optional, and individuals can withdraw without facing any negative repercussions if they experienced any discomfort. Their consent was obtained before their response to the instrument after providing them with relevant information. The participant’s consent form was appended to indicate their agreement to partake in the study. The consent form explicitly highlighted the need to maintain secrecy and outlined the potential benefits participants could derive from the study. Data privacy was strictly maintained by the Data Privacy Act of 2012 (Republic Act No. 10173) in the Philippines. All collected data was stored in a secure, encrypted digital format. Only the research team has access to the data used solely for this study. After the study concluded, the data would be archived securely for a specified period before being appropriately destroyed.

Results and Discussions

The study’s results were divided into three parts. The first part described the implementation of the Workplace English Training for the barangay secretaries. The second part explored the training’s outcomes, and the third part formulated the proposed improvement plan for the second phase of the English Training for Barangay Secretaries’ expansion.

The Implementation of Workplace English Training Program for Barangay Secretaries

Ten modules were implemented for the Workplace English Training Program for Barangay Secretaries. The training was held in the various barangays of the City of Malaybalay. Table 1 shows the 10 sessions that were covered in the Workplace English Training Program.

Table 1
 Title or Activities of the Workplace English Training for Barangay Secretaries

Module No.	Topics of the Workplace English Training	Venue
1	Writing the Minutes of Meetings	Barangay Simaya
2	Writing Memorandum/Memoranda	Barangay 1
3	Writing Resolutions and Budget Proposal	Barangay. St. Peter
4	Writing Communication Letters	Barangay Zamboanguita
5	Crafting Memorandum of Agreements	Barangay 9
6.	Reviewing and Crafting Policies and Procedures	Barangay Can-ayan
7.	Writing Accomplishment and Investigative Reports	Barangay 2
8	Writing a Newsletter	Barangay 2
9-10	Records Management (ISO) and 5S	Barangay Indalasa

There were 26-30 barangay secretaries who attended the training. The venue was flexible, so secretaries could take turns helping organize the training. The secretaries were provided with the worksheets and training materials while they had the training. The materials

provided consisted of four parts: Learning Outcomes, Concepts, Inputs, and Activities, which covered Individual group and Group work. The training for barangay secretaries was aimed: 1) To acquaint and equip them with the conventions and mechanics of writing communication and office documents. 2) To provide learning activities that will help them apply correct grammar in their office communication. 3) To enhance the writing skills of Barangay Secretaries by exposing them to various writing activities.

Based on the quarterly and annual reports of the training program, the participants found the learning environment during the training to be conducive to learning. Participants were provided with the appropriate equipment and materials to sustain themselves throughout the program. They were able to concentrate and participate in the activities. Evidently, the program participants approved that the program objectives were clearly expounded. They suited their needs as they were relevant, timely, and practical to the event.

Correspondingly, the participants found the program's facilitation highly engaging. This indicated that most of the participants were actively involved in the program and were able to share ideas and interact with fellow attendees. This showed that the program was well scheduled and proceeded in an orderly manner. It was facilitated well by the organizers, who exhibited teamwork throughout the duration of the program.

The extensionists and facilitators of the training program closely monitored the engagement of the barangay secretaries during the training. Most of them were assigned to three to five barangay secretaries during the workshop to check on their outputs and mentor them in improving their work during write shops. Three extensionists commented:

The participants were very eager to do their tasks during the write shop. Although some hesitated to show their work because of the limited time, they could comply and present their work. (E1, E2 & E3).

A barangay secretary shared:

My mentor has really assisted me with the essentials of writing meeting minutes, memoranda, resolutions, advisories, and many others. With her guidance, I am able to do these tasks. Thank you for this training.

Outcomes of the Workplace Training for Barangay Secretaries

Table 2 presents the consolidated evaluation of the barangay secretaries on the 10 modules covered during the training for school years 2016-2019. This assessment represents the Level 1 reaction of the barangay secretaries. It can be gleaned from the table that participants generally find the training best delivered. This means that the barangay secretaries were highly satisfied with the services provided by the trainers and organizers.

Table 2
Consolidated Evaluation of the Participants during the Workplace English Training

Criteria N=30 Sessions=10 sessions	Mean	SD	Qualitative Description
Objectives The objectives address the needs of the community.	4.87	0.34	Best
Timeliness The delivery of services is timely	4.91	0.29	Best
Relevance The activity is relevant to the community needs/situation.	4.91	0.29	Best
Utilization There is an opportunity to use and apply the training received.	4.93	0.25	Best
Practicality The service is practical to address the needs of the community.	4.93	0.25	Best
Participation The stakeholders are cooperative and participative	4.78	0.42	Best
Use of IEC/IM's The instructional materials use during lectures/training.	4.82	0.53	Best
Content The topics or services conform to addressing the needs of the community.	4.82	0.53	Best
Quality The services/training conform with the objectives of the project.	4.84	0.47	Best
Overall	4.87	0.39	Best

Legend: 5 4.21-5.00 Best (Pinakamaayo) 4 3.41-4.20 Better (Mas mayo)

The barangay secretaries strongly agreed that the Level 1 reaction they had on the training program, which measures the objectives, timeliness, relevance, utilization, practicality, participation, use of instructional materials, and content and quality, were adequately met. The barangay secretaries highly appraised the Workplace English Training Program, implemented virtually, and face-to-face. The participants' feedback was generally positive.

Several participants positively expressed their reactions

Unta daghan pay sunod ani. (I hope there will be more training such as this) BS 1.

Dakog tabang kin isa among mga barangay secretaries kay ma improve gayud and among pang pagserbisyo. (This is a big help for us as barangay secretaries because this will improve our ways of delivering good services) BS2.

Tokma nga activities for us. (The activities provided are suitable for us.) BS 3.

Maayo kini sa mga barangay secretaries. (These are good for us barangay secretaries.)
BS 4

Generally, the barangay secretaries found the training program helpful and valuable. This denotes the applicability and relevance of this training to their current work, and it has addressed their needs to improve their competencies in serving the community. The activities in the training were successful. There was a smooth transition of activities from beginning to end. Both the extensionist team and the participants collaborated, which strengthened the relationship of both parties.

The barangay secretaries' evaluation and feedback denote the training program's effectiveness. Nzimakwe and Utete (2024) emphasized that practical staff training in an organization's human resources is associated with immediate and long-term returns. Training is essential for improving performance; it increases individual and organizational competencies. Unlocking potential growth and development opportunities is crucial to achieving a competitive edge. The barangay secretaries have enhanced their potential during the training.

The second-, third-, and fourth-level outcomes of learning, behavior, and results are discussed in the themes that emerged during the interview with the selected participants. Five themes emerged in the interview with barangay secretaries. These themes were "*Fulfilling one's Roles and Duties*", *Getting the Essentials of Communication*, *Becoming Ethical and Productive at Work*, *Building a Highly Engaged Community*, and *The Necessity for Lifelong Learning*.

Fulfilling the Roles and Duties as Barangay Secretaries

Frame 1 presents the reflections and responses of barangay secretaries on how the training program has helped them fulfil their roles and duties. This denotes the second-level outcomes of learning. The participants shared the knowledge and skills they learned during the training. They generally shared that the training had improved the service delivery in their various barangay offices.

Frame 1

Responses of Participants on Fulfilling Their Roles and Duties

**I learned record management, drafting resolution, ordinance and drafting a program. This helps me deliver the services to our constituents. (BS 1)*

**I have learned how to make minutes, resolutions and do the hosting (BS2).*

**I have learned how to organize the office documents, how to write using correct grammar, and how to deal with clients (BS 3)*

Natun-an gyud nako ang filing sa mga documents, kung unsaon nga dali ra pangitaon kung adunay mga clients na mangita especially dako kaayu natabang ang akong pag join sa training sa BukSU. (BS 4)

Being a barangay secretary is not an easy task. We are tasked to keep all records in the barangay. We are considered also as shock observers at the same time frontliners in the barangay. As far as my work is concerned, with the training I had with BukSU, I am more equipped with knowledge but I have to learn more in order to give more service to the people (BS 5)

The responses of the barangay secretaries show positive influence of the training on their performance as barangay secretaries. It has led them to become more organized, responsive and accommodating to the clients as front liners of their barangays. In chapter 5 of the Republic Act 7160 the Local Government Code of the Philippines section 394d, it has enumerated the roles and responsibilities of the barangay secretary and these are the following: (1) Keep custody of all records of the Sangguniang barangay and the barangay assembly meetings; (2) Prepare and keep the minutes of all meetings of the Sangguniang barangay and the barangay assembly; (3) Prepare a list of members of the barangay assembly, and have the same posted in conspicuous places within the barangay; (4) Assist in the preparation of all necessary forms for the conduct of barangay elections, initiatives, referenda or plebiscites, in coordination with the COMELEC; (5) Assist the municipal civil registrar in the registration of births, deaths, and marriages; (6) Keep an updated record of all inhabitants of the barangay containing the following items of information: name, address, place and date of birth, sex, civil status, citizenship, occupation, and such other items of information as may be prescribed by law or ordinance; (7) Submit a report on the actual number of barangay residents as often as may be required by the Sangguniang barangay; and (8) Exercise such other powers and perform such other duties and functions as may be prescribed by law or ordinance. The barangay secretaries were able to perform the duties mentioned above.

Siriwardena and Morais (2019) assert that implementing efficient staff training for an organization's human resources is linked to immediate and long-term benefits. Training is crucial in enhancing performance as it enhances individual and organizational competencies. Unlocking potential growth and development opportunities is crucial for gaining a competitive advantage.

Getting the Essentials of Communication

Barangay secretaries must possess crucial practical communication skills. This tool fosters connections with the barangay's leaders, constituents, and stakeholders. Communication techniques facilitate the establishment of understanding and the promotion of peace. A vital skill in community service is effectively communicating and engaging with individuals and stakeholders. Barangay secretaries must establish a learning community that actively involves clients and stakeholders. Olayanju and Asogwa (2010) studied the competency-improvement needs of secretaries. They revealed that in terms of communication, improvement is needed in possessing a rich English vocabulary, composing clear and concise written documents such as business letters, and using correct grammar, spelling, punctuation, capitalization, and numerical form. Frame 2 contains the responses of the barangay secretaries who stressed getting the essentials of communication during the training.

Frame 2

Responses of Participants on Getting the Essentials of Communication

The training served as a review/refreshers of what I have learned in my college days. However, there are topics that are new which I appreciated to improve my communication skills. I consider their trainings as continuing education. (BS 1)

I believe that with English in the workplace program of BukSU, the barangay secretaries are now equipped with the knowledge and skills in preparing correspondences. (BS2).

I learned proper and good articulation, learning to be a good speaker. (BS 3)

It improved my writing skills, writing reports and others. I can say that my learnings from the program improved my communication skills by learning sentence construction using correct grammar, making reports and others. (BS 4)

I learned how to write executive orders, memorandums, minutes of meeting, resolutions, and ordinances. (BS 5)

According to Alapati et al. (2023), enhanced English communication skills lead to enhanced social engagement and increased employment prospects. Holding a considerable degree of linguistic expertise in the English language opens up more fulfilling job opportunities and enhances the likelihood of securing employment in the desired profession. Considerable level of linguistics expertise in the English language opens up more fulfilling job opportunities and enhances the likelihood of securing employment in the desired profession.

Notably, among the 30 workplace English training program participants, 8 of the barangay secretaries were hired by various offices of the LGU Malaybalay and the Provincial Government of Bukidnon. The training likely helped them gain employment opportunities, making them increasingly employable.

Becoming Ethical and Productive at Work

Barangay secretaries play a vital role in the smooth operation of local government units (LGUs). They are the backbone of barangay administration, handling various tasks and interacting with various stakeholders. It calls for cultivating both ethical and productive work habits. Frame 3 reveals the reflection of the barangay secretaries after going through the workplace English training. The frame signifies the third-level outcome. The sharing denotes enhancement in behavior and values as they work in their respective barangays.

Frame 3

Responses of Participants on Becoming Ethical and Productive at Work

Through the training, I learned to practice proper etiquette in handling barangay cases. I followed the Do's and Don'ts in governing activities especially as a public servant. I

know now how to become more professional in dealing with documents and people in the organization. (BS 5)

**Data-privacy is very important, especially that as barangay secretaries we might be dealing with sensitive and private matters. We must observe privacy and re- spect to our barangay constituents. (BS 3).*

**In hosting, we have to be more respectful. We should not joke around for the sake of entertaining our audience and embarrassing someone. We have to observe sensitivity in our practice as secretaries. (BS2)*

**There is a very huge improvement or development on my part that makes my work easy faster, organize, effective and excellent in performance. (BS4)*

I learned how to plan programs and activities. I learned how to embrace my work with gratitude and a sense of responsibility. (BS1)

It helped a lot in my work. It contributed a lot to my success as awardee in good housekeeping. (BS4)

The participants' responses stressed respect, organization, order, gratitude, and professionalism. These qualities are essential for barangay secretaries, who are the frontliners and receptionists of their respective barangay offices.

It is good to know that among the training recipients were the three (3) barangay secretaries nominated in the search for the Seal of Good Local Governance, a prestigious national award for barangay secretaries in the Philippines. This means the barangay secretaries have learned to uphold transparency, ensure accuracy and transparency in recording minutes, maintain barangay records, and process permits. They have learned to avoid conflicts of interest and excuse themselves from decisions where they or a close relative has a personal stake. They have observed fairness and objectivity whereby they treat all residents fairly and impartially when providing services or resolving disputes. They also observed confidentiality, maintaining confidentiality of sensitive resident information and barangay proceedings.

Ethical behavior builds trust with residents and upholds the integrity of barangay governance. Being productive allows the barangay secretaries to serve the community more effectively and efficiently. By focusing on both aspects, barangay secretaries can become invaluable assets to their communities and contribute to a more transparent and well-functioning LGU.

Building a Highly-Engaged Community

Frame 4 presents the fourth level of outcome on Results, which is about building a highly engaged community. The barangay secretaries shared how they have improved their interpersonal relationships with their leaders and community members.

Frame 4

Responses of Participants in Building a Highly-Engaged Community

*With the lessons I learned about document controlling and 5S. I have engaged my constituents and colleagues in the clean up drive of our barangay office and the surroundings. I took it upon myself to share what I have learned and apply it. (BS3)

*Karon mas nakabalo na ko unsaon makig- istorya ug hanggat sa mga taga barangay. Kung naay mangayo ug ta- bang sa among opisina ug kung naay dapat husayon tungod sa away or uban pang actividades. Kabalo nako mamati ug dli nako maulaw modangop sa ubang opisyaales aron mangayo ug tabang para sa kahusayan ug kalinaw sa among barangay. (BS5).

*Tsada kaayo nang feeling nga makita nimo imong mga kauban sa barangay nagtinabangay, nagkaistoryahanay ug naglihok para sa kaayohan sa among barangay. Kami kanunay gakadaug sa the Greenest and Cleanest Barangay sa atong Siyudad. (BS2)

*I have become more engaged with the community residents. There are times I no longer sit on my table inside the barangay hall, but I go out of the hall and talk to people and work with them. (BS6)

The barangay secretaries have become more focused on community engagement. The participants proactively engaged with residents through barangay assemblies, information dissemination platforms, and community outreach programs, which has led them to influence their constituents to participate actively in the various activities of the barangays.

The Necessity for Lifelong Learning

The barangay secretaries have shared the value of lifelong learning. They have stressed the importance of continuing education and training. Frame 5 presents the willingness of barangay secretaries to participate in training and professional development activities.

Frame 5

Responses of Participants on the Necessity for Lifelong Learning

With the help of BukSU, conducting training to barangay secretaries, will help us master all barangay paper works. We still need to improve our competencies and help the new secretaries of the barangay. (BS1)

More trainings such as these will help us barangay secretaries to develop more our capacities, to be more educated, have knowledge in dealing with the secretaries' job. (BS4)

I still need to learn more about hosting an event and how to appropriately deal with my constituents who have different concerns and personalities. (BS2)

I need learning on English programs that suits my capability and those that are useful to everyday life. (BS3)

**I have to learn more in order to give more service to the people. Thank you so much BukSU. God bless us all. (BS5)*

Training and development are dynamic, and barangay secretaries who strive for excellence must be lifelong learners, cultivating personal and professional growth throughout their career journey. They have grown personally and professionally, working on improving themselves to become better secretaries. As they journey into their career, they have taken actions for refinement and enhancement after doing the personal and professional self-assessment.

The barangay secretaries are open to workplace training and willing to share this knowledge and skills with newly hired barangay secretaries. According to Utete (2021), the outcome of an organization such as the Local Government Unit is determined by the efficacy of its training and development programs. The training and development of employees, such as the barangay secretaries, are crucial for enhancing their performance.

Proposed Improvement Plan

The barangay secretaries also shared the ways forward of the Workplace English Training for barangay secretaries and some of their suggestions for improving the training. The proposed improvement plan was formulated based on the comments and suggestions of the study participants and on the various trends and demands of the time.

Below are some of the proposed improvement plans for the second phase of the Workplace English Training.

Comments and Suggestions of Participants	Proposed Action to be Taken
When the venue is far away, like in Upper Pulangui and nearby barangays.	The implementation of the training can be implemented in a hybrid flexible learning modality where those from the far-flung areas with stable internet connection can participate virtually and those who cannot may join in a face-to-face modality.
Have training in accessible area so that other barangays will support and attend the training	Organizers may conduct a survey on the most accessible areas for barangay secretaries to hold the training. They may also look for partners who can help provide the logistics such as transportation expense for the board secretaries.
Have a records management training, especially now that most of the barangay secretaries are new	Emphasize the training on records management integrating technological tools and applications that could help the barangay secretaries become more efficient and effective at work.
Conduct/training how to be a good master of ceremony.	Training on organizing and managing programs and projects can be integrated in the Workplace English Training Program.
Topics on improving communication skills and stage fright, modulation of voice from, turning over the responsibilities when learning job as secretary.	The training provider could incorporate psychological and ethical aspects in the training such as proper turn over of office duties and responsibilities, public speaking, and ethical practice.

In addition to structured programs, the Language and Letters Department can help facilitate the barangay secretary's professional growth through online courses. Numerous online platforms offer accessible or affordable courses on relevant topics. Networking: Connecting with colleagues from other barangays or professional associations can facilitate knowledge sharing and best practice exchange, and Staying Updated: Following government websites on barangay-related publications or attending relevant seminars which can keep them informed on policy changes and new initiatives.

The workplace English training for barangay secretaries can be expanded to various offices in the Local Government Units. Tamba and Riyanto (2020) emphasize that the progress and expansion of an organization necessitates dependable human resources. Efforts to acquire these resources can be achieved by enhancing the caliber of human resources. Makhanya, Nzimakwe, and Utete (2023) suggest that companies can acquire skilled human resources tailored to their specific demands by implementing staff training and development programs. Employee training and development is a crucial aspect that promotes the acquisition of employee skills and abilities, leading to optimal performance within the firm.

Conclusions

The Workplace English Training for Barangay Secretaries in the Local Government Unit of Malaybalay City conducted by the Language and Letters Department of Bukidnon State University has improved the barangay secretaries' service delivery to their respective communities. It has enhanced their communication skills in the workplace, enabling more effective interaction with constituents and government officials. It has increased confidence and efficiency in completing tasks requiring English language skills, such as writing reports, memoranda, resolutions and other documents. It has fostered a culture of lifelong learning, community engagement, and ethical practice.

Recommendations

By prioritizing the personal and professional growth of barangay secretaries, BukSU LLD and LGUs can empower them to become more competent and effective leaders within their communities. Investing in their development strengthens barangay governance, fosters a more responsive local government system, and ultimately contributes to the well-being of Filipino citizens.

Furthermore, on the part of the program implementers, future researchers could conduct longitudinal studies to assess the long-term impact of Workplace English Training on barangay secretaries' performance and career progression. This would involve tracking participants to observe sustained changes in their communication skills, job efficiency, and career development over several years. Comparative studies could also be conducted to evaluate the effectiveness of Workplace English Training programs across different LGUs. By comparing various regions, researchers can identify best practices and contextual factors contributing to the program's success, leading to more tailored and effective training approaches. In addition, future research could explore how improved English proficiency among barangay secretaries impacts their engagement with the community. Studies could examine changes in citizen satisfaction, community participation, and

the overall quality of local governance due to enhanced communication skills.

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