

ASSESSMENT OF SECRETARIAL SKILLS TOWARD UPSKILLING AND STANDARDIZATION

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Abstract

This study aims to evaluate the skill sets of Secretaries in Laguna Province, with the goal of creating an Upskilling and Standardization Program tailored to their specific needs. Secretaries play a crucial role in local governance, handling administrative duties that are essential for community development and the delivery of public services. By enhancing their skills, the program addresses the growing demands of governance and contributes to the long-term sustainability of the Local Government Units (LGU), especially as they face changing demographic and economic challenges. A quantitative-descriptive research method, distributing a structured questionnaire online through Google Forms was done. The questionnaire, designed with a Likert scale, collected insights from respondents about the competencies and effectiveness of 150 Secretaries. The results showed that while Secretaries have solid foundational administrative skills, there are significant gaps in areas such as technical writing, digital literacy, record-keeping, time management, and confidentiality handling. While they demonstrate moderate proficiency in business correspondence and basic digital tools, many respondents lack advanced skills in database management, archiving, and automation. Additionally, there were challenges in managing heavy workloads and handling sensitive information, highlighting a need for structured training in task prioritization, data privacy, and ethical communication. Ultimately, the research emphasizes the importance of structured, long-term upskilling to enhance the effectiveness and professionalism of Secretaries, ensuring their skills remain aligned with modern administrative standards and meet evolving demands. The study suggests implementing an upskilling and standardization programs in areas like business communication, digital proficiency, organizational management, and information security. It also advocates for mentorship, ongoing education, and certification programs to support continuous career development.

Key Words: secretarial competencies; skills assessment; upskilling; standardization program; professional development; LGU

INTRODUCTION

A barangay is recognized as the fundamental unit of government in the Philippines, responsible for the initial implementation of community programs, activities, policies, and other related initiatives. With the continuous growth of the Philippines' population, the number of households within each barangay also rises. Consequently, more individuals are turning to barangay councils—the local government entities closest to

them—for assistance. This increasing population leads to a heavier workload for barangay council members and staff. The growing population has intensified the demand for labor, especially in positions such as Barangay Secretary, Barangay Treasurer, and Barangay Clerk. According to Section 394 of the Local Government Code of the Philippines, which outlines the roles, qualifications, powers, and duties of the Barangay Secretary, this position is appointed by the Punong Barangay with the agreement of the majority of the Sangguniang Barangay members and is not subject to attestation by the Civil Service Commission.

Campbell and R. J. (2020) explore a variety of performance assessment methods that are pertinent in evaluating work performance across different professional settings, including administrative and secretarial roles. It advocates for a multi-dimensional assessment approach, combining self-assessments, peer evaluations, and manager feedback to provide a holistic view of an employee's performance.

Cennamo and Berglund (2017) delve into the significance of competency-based assessments designed for office and administrative support roles. It proposes that a competency-based framework should focus on essential skills such as communication, organization, and technology proficiency. The implications of their study suggest that such assessments not only inform training needs but also support career progression for individual professionals by providing clear pathways for skill development.

In the research of Curran and Murray (2021) identify crucial administrative and secretarial skills required in technologically advanced workplaces. It discusses upskilling strategies necessary to meet these new challenges, emphasizing continuous education and training programs that focus on new technologies—ranging from advanced software applications to collaborative tools. It suggests that organizations should foster a culture of learning where employees are encouraged to engage in skills development actively, thus ensuring that they remain competitive and effective in their roles.

Hargis (2019) investigates the integral role of emotional intelligence in developing the essential skills needed for administrative and secretarial positions. It advocates for training programs that incorporate emotional intelligence development, suggesting that fostering such skills will significantly enhance overall team performance and the effectiveness of administrative staff. This emphasis on emotional skills reflects a broader recognition of the social aspects of work environments, which traditional training programs may overlook.

Jones (2018) reviews a range of training programs aimed at enhancing office and secretarial skills, emphasizing the necessity for consistent assessment and standardization in these training efforts. Jones argues for a systematic approach to training that incorporates feedback mechanisms to assess the effectiveness of the skills imparted, thus ensuring the programs remain relevant and aligned with organizational needs. By standardizing these assessments, organizations can make informed decisions about future training investments and skill development strategies..

Lloyd (2020) presents a comprehensive framework for evaluating executive assistant skills, a niche closely related to secretarial functions. By adopting this structured approach, organizations can ensure that their evaluation processes are aligned with job demands and performance expectations. Lloyd's framework also recommends regularly updating the assessment criteria to reflect changes in organizational needs and technological advancements, thereby enhancing the responsiveness of training programs to market dynamics.

MacKinnon (2019) discusses how evolving technologies are reshaping the skill sets required for administrative professionals. It emphasizes the increased importance of digital skills, data management, and online communication in administrative roles. It underscores the urgency of upskilling programs that incorporate training in new technologies and methodologies to help administrative staff adapt to these changes. MacKinnon argues that continuous professional development is not just beneficial but essential for maintaining competence in an era defined by rapid technological advancements, urging organizations to invest in adaptive training solutions.

In their study, Valentine & K. S. (2021) examine the role of professional standards in enhancing the skills of administrative professionals, focusing on standardizing skills assessment methods. They assert that

consistency in evaluating administrative competencies can lead to improved skill levels and professional credibility in the sector.

Zhou and Gibbons (2020) evaluate the effectiveness of training programs on the performance of secretarial staff, focusing specifically on skills assessment methodologies. It reveals a direct correlation between targeted training and enhanced job performance, suggesting that well-designed training initiatives can lead to significant improvements in specific skill areas. The authors highlight the importance of adopting robust assessment methodologies to track the effectiveness of these training programs, making recommendations for continuous feedback loops to refine and enhance training offerings based on performance outcomes.

Palmer (2018) discusses the critical training and development needs of administrative professionals, identifying gaps in existing assessment methods for skill evaluation. It aims to bring attention to the necessity for more refined and comprehensive assessment tools that accurately capture the evolving competencies required in administrative roles. Palmer argues that current methods often fall short in addressing the dynamic nature of administrative tasks and responsibilities, suggesting that organizations should adopt a more holistic view of skill assessment that encompasses both soft and hard skills, thereby better preparing administrative professionals for the challenges ahead.

Laguna Province comprises 24 towns and 6 cities, encompassing a total of 681 barangays. This study aims to enhance the secretarial skills of Barangay Secretaries to support the attainment of Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth), especially in the context of economic changes. The initiative will facilitate discussions among various stakeholders—such as government entities—on how to address skill gaps, promote inclusivity, and develop a diverse and adaptable workforce. This research will evaluate the skill sets of Barangay Secretaries in Laguna Province, with the intention of utilizing the gathered data to design an Upskilling and Standardization Program for Secretaries.

The significance of this research output lies in its potential to systematically enhance the capabilities of Barangay Secretaries, who play a crucial role in effectively serving their communities. By improving their skills, this initiative addresses the growing demands for local governance and supports the overall development of better public services, ultimately contributing to the sustainability and resilience of barangays in the face of ongoing demographic and economic challenges.

METHODOLOGY OF THE STUDY

The study employed quantitative approach to comprehensively address the research objectives related to the skills of Secretaries in selected Barangay in Laguna Province. The study utilized a descriptive research method to portray the current state of skills among Secretaries. According to Orcullo (2000), this approach involves presenting factual information about the subjects of interest, such as the nature of problems encountered by Secretaries and the general conditions affecting their work. By employing this method, the study aims to provide a clear picture of the existing skills landscape and the specific challenges faced in the workplace.

A structured questionnaire employing a Likert scale will be distributed online via google form to the respondents to gather their perceptions of the effectiveness and competency of Secretaries. The quantitative data collected through document reviews and surveys will be analyzed using descriptive statistics. Frequencies, means, and standard deviations will be calculated to summarize the responses regarding the effectiveness and skills of the Secretaries.

RESULTS AND DISCUSSIONS

Part I. Personal Information

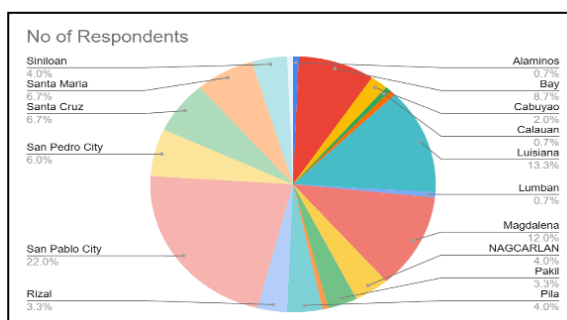
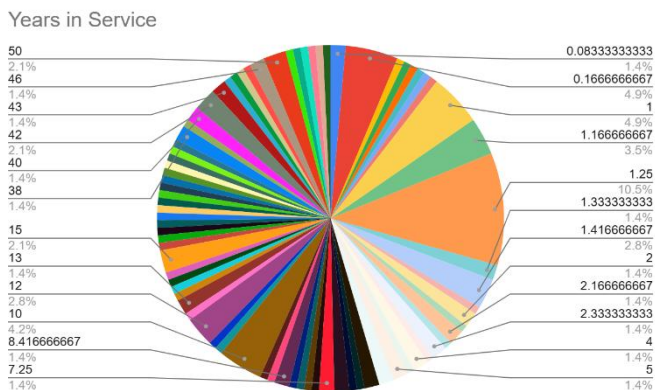


Figure 1. No of Secretaries in Municipalities

The figure above illustrates the distribution of Barangay Secretaries across various locations, with San Pablo City having the highest representation at 22%, followed by Luisiana (13.3%) and Magdalena (12%), indicating significant participation from these areas. Moderate representation is observed in Bay (8.7%), Santa Cruz (6.7%), Santa Maria (6.7%), and San Pedro City (6%), while smaller contributions come from Siniloan, Nagcarlan, Pila, and Pakil, each at around 4%. The lowest representation is from Calauan, Lumban, and Alaminos, each contributing only 0.7%, suggesting minimal participation from these areas. This distribution highlights that most respondents are concentrated in urban or semi-urban locations, which may influence the findings' applicability across different regions. The diverse representation across multiple areas provides a well-rounded perspective on the assessment of secretarial skills.

Figure 2. No of Years in Service



The data represents the number of respondents based on their years of service in the secretarial field. The distribution highlights a wide range of experience levels, from as short as one month (0.083 years) to over 62 years of service.

Short-Term Experience (0–5 years): The majority of respondents fall within this category, indicating that a significant portion of the workforce is relatively new to the profession. This suggests the need for continued training, mentorship programs, and skill development initiatives to help them adapt effectively to their roles.

Mid-Level Experience (6–15 years): A substantial number of respondents have moderate experience, showing that many secretaries have built a strong foundation in their careers but may need upskilling opportunities to keep up with changing workplace demands.

Long-Term Experience (16+ years): Several respondents have over 20, 30, or even 50 years of service, reflecting a group of highly experienced professionals who serve as valuable resources in the field. These individuals likely possess deep institutional knowledge and could be instrumental in mentoring less experienced colleagues.

Part II. Secretarial Skills Assessment.

The respondents demonstrated a somewhat aware level (WM = 2.7) of formatting business letters. While they showed familiarity with different letter formats such as full block, block, semi-block, and hanging-indented, they exhibited only moderate awareness in applying the standard 1-inch margin. This suggests that while they recognize various formatting styles, they may not always apply them correctly. Additional training on consistency in letter formatting and margin application would enhance their professional writing skills and ensure standardization across business documents.

With a somewhat aware rating (WM = 2.69), respondents showed moderate familiarity with proper text placement in business letters. They understood single spacing, double spacing after paragraphs, and the correct spacing after salutations and signatures. However, the close range of scores indicates a lack of confidence or inconsistency in execution. To improve their proficiency, structured exercises focusing on formatting accuracy and letter layout could be beneficial.

Scale Range Description		
Scale	Range	Description
5	4.21 - 5.00	Not all aware
4	3.41 - 4.20	Slightly aware
3	2.61 - 3.40	Somewhat aware
2	1.81 - 2.60	Moderately aware
1	1.00 - 1.80	Extremely aware

Table 1. COMMUNICATION SKILLS

STATEMENTS	MEAN	SD	REMARKS
1. Business Letter			
1.1. Format	2.70	0.04	Somewhat Aware
1.2. Placement	2.69	0.07	Somewhat Aware
1.3. Letter Parts	2.67	0.11	Somewhat Aware
2. Memorandum			
2.1. Format	2.80	0.07	Somewhat Aware
3. Minutes of the Meeting			
3.1. Elements	2.40	0.04	Moderately Aware
4. Resolution			
4.1. Format	2.33	0.03	Moderately Aware
5. Reports			
5.1. Format	2.67	0.05	Somewhat Aware

Weighed Mean = 2.61

SD = 0.12

Verbal Interpretation = Somewhat aware

The somewhat aware rating (WM = 2.67) indicates that respondents have a fair understanding of letter components, including letterheads, salutations, and signature blocks. However, their moderate awareness of letterhead formatting suggests that they might need further guidance in properly structuring the letterhead, especially in including essential details such as company name, contact information, and date alignment. Reinforcement through practical exercises and templates could enhance their comprehension and application of standard letter elements.

Respondents showed somewhat aware proficiency (WM = 2.80) in formatting memoranda. They demonstrated an understanding of elements like default margins, spacing after the subject line, and memorandum heading composition. However, the consistency of responses suggests that while they have foundational knowledge, they may still require reinforcement to ensure uniformity in formatting. Workshops on memo writing, with emphasis on concise and clear structuring, would improve their ability to create professional documents effectively.

The moderately aware rating (WM = 2.40) suggests that respondents are less confident in structuring meeting minutes. Lower scores on elements such as attendance information and adjournment time indicate a need for improvement in properly documenting meeting details, ensuring all essential components are accurately recorded. A hands-on approach, including mock meetings and real-time documentation exercises, would be useful in strengthening their skills in recording and summarizing discussions.

With a moderately aware rating (WM = 2.33), respondents demonstrated a limited understanding of resolution formatting. Their knowledge of title placement, whereas clauses, and signature blocks remains at a developing stage, indicating a need for focused training on structuring formal resolutions. Training sessions incorporating real-world resolution drafting and exposure to legal and corporate documents would aid in improving their skills in this area.

A somewhat aware rating (WM = 2.67) reflects that respondents have a fair grasp of report formatting. They understand the positioning of titles and spacing rules but may need additional practice in ensuring proper alignment and consistency in structuring formal reports. To strengthen their proficiency, exposure to well-structured business reports and practice in drafting different types of reports would be beneficial.

In the research, Curran and Murray (2021) identify crucial administrative and secretarial skills required in technologically advanced workplaces. It discusses upskilling strategies necessary to meet these new challenges, emphasizing continuous education and training programs that focus on new technologies—ranging from advanced software applications to collaborative tools. It suggests that organizations should foster a culture of learning where employees are encouraged to engage in skills development actively, thus ensuring that they remain competitive and effective in their roles.

This indicates that enhancing memorandum formatting skills through well-structured training workshops is critical. This approach aligns with the broader recommendations for ongoing skills development highlighted by Curran and Murray, advocating for a proactive stance towards continuous learning that prepares administrative professionals for both current and future demands in the workplace.

In the following table, respondents showed a somewhat aware proficiency (WM = 2.74) in computer skills, indicating moderate familiarity with typing accuracy, keyboard layout, and typing speed. However, their moderate awareness of operative computer parts suggests they may need further exposure to basic computer functionalities and system operations. Additional training in computer literacy, including software usage and troubleshooting common technical issues, would enhance their confidence and efficiency in office tasks.

Table 2. COMPUTER SKILLS

STATEMENTS	MEAN	SD	REMARKS
1. Know the operative parts of the computer	2.47	1.26	Moderately aware
2. Memorized the position of letters on the keyboard	2.66	1.15	Somewhat aware
3. Can type without looking on the keyboard	2.92	1.13	Somewhat aware
4. Can type with the speed of 40-50 words per minute	2.87	1.14	Somewhat aware
5. Can type with accuracy and less than 10% of errors	2.77	1.13	Somewhat aware

Weighted Mean = 2.74
 SD = 0.05
 Verbal Interpretation = Somewhat aware

Cennamo and Berglund (2017) delve into the significance of competency-based assessments designed for office and administrative support roles. It proposes that a competency-based framework should focus on essential skills such as communication, organization, and technology proficiency. The implications of their study suggest that such assessments not only inform training needs but also support career progression for individual professionals by providing clear pathways for skill development.

These findings suggest that respondents' moderate proficiency in computer skills necessitates targeted training to bridge existing gaps in understanding and familiarity with essential technologies. By leveraging a competency-based framework as proposed by Cennamo and Berglund, organizations can develop comprehensive training programs that facilitate skill enhancement and support career advancement, ultimately leading to more effective and confident performance in administrative roles. This proactive approach can empower employees to navigate the increasingly digital landscape of the modern workplace.

Scale Range Description		
Scale	Range	Description
3	2.61 - 3.00	Yes
2	1.81 - 2.60	No, but considered
1	1.00 - 1.80	No, and not considered

Table 3. ORGANIZATIONAL SKILLS

STATEMENTS	MEAN	SD	REMARKS
1. Regular duties completed in time to allow for some special assignment.	2.76	0.56	Yes
2. Can cope even with peak loads.	2.61	0.61	Yes
3. Can prepare documents and reports in advance.	2.60	0.63	No, but considered
4. Able to identify respective group of activities and its components.	2.63	0.61	Yes
5. Capable of taking responsibility that may be assigned by the Barangay Officials.	2.72	0.59	Yes

Weighted Mean = 2.66
 SD = 0.03
 Verbal Interpretation = Yes

A yes rating (WM = 2.66) suggests that respondents can manage tasks efficiently, complete regular duties on time, and take responsibility. However, the slightly lower rating on document preparation indicates that while they perform well under pressure, they may need better planning techniques to anticipate workload demands. Time management training, prioritization exercises, and workflow optimization strategies could help improve their overall efficiency in handling office responsibilities.

Jones (2018) reviews a range of training programs aimed at enhancing office and secretarial skills, emphasizing the necessity for consistent assessment and standardization in these training efforts. Jones argues for a systematic approach to training that incorporates feedback mechanisms to assess the effectiveness of the skills imparted, thus ensuring the programs remain relevant and aligned with organizational needs. By standardizing these assessments, organizations can make informed decisions about future training investments and skill development strategies.

The performance data and Jones's (2018) research converge on the conclusion that improving efficiency, especially in document preparation and proactive task management, requires structured interventions. Time management and prioritization training, aligned with feedback-driven evaluations, would ensure that employee development is not only responsive to current weaknesses but also adaptable to evolving organizational demands. Implementing such strategic training would likely enhance overall office performance and productivity.

Table 4. INTERPERSONAL SKILLS

With a yes rating (WM = 2.68), respondents demonstrated strong interpersonal skills, including effective listening, information dissemination, and problem-solving. The consistency across scores suggests that they have the necessary communication skills for workplace interactions but may benefit from additional decision-making training. Engaging in role-playing scenarios, active listening exercises, and conflict resolution training could further enhance their interpersonal effectiveness.

STATEMENTS	MEAN	SD	REMARKS
1. Listening on the appropriate information from the right authority giving instruction.	2.77	0.57	Yes
2. Conveying of information to the right person.	2.73	0.60	Yes
3. Conventionally linked to the ability to solve logical problems	2.65	0.62	Yes
4. When to decide on arising job related matters.	2.66	0.61	Yes
5. There is an assurance whenever disclosing information.	2.61	0.64	Yes
Weighed Mean = 2.68			
SD =0.03			
Verbal Interpretation = Yes			

Hargis (2019) investigates the integral role of emotional intelligence in developing the essential skills needed for administrative and secretarial positions. It advocates for training programs that incorporate emotional intelligence development, suggesting that fostering such skills will significantly enhance overall team performance and the effectiveness of administrative staff. This emphasis on emotional skills reflects a broader recognition of the social aspects of work environments, which traditional training programs may overlook.

Both the performance results and Hargis's (2019) research suggest that while baseline interpersonal skills are solid, targeted development in emotional intelligence and decision-making is crucial for maximizing workplace effectiveness. Training approaches like role-playing, active listening, and conflict resolution, when infused with emotional intelligence development, could significantly elevate the practical application of these skills in dynamic and challenging work contexts.

Table 5. RECORD KEEPING

STATEMENTS	MEAN	SD	REMARKS
1. Information and records are transmitted to those who need them.	2.7	0.60	Yes
2. I know how information and records are filed or stored according to a logical scheme to permit subsequent retrieval.	2.66	0.60	Yes
3. I know how to use types of storage devices, and protected and maintained so as to safeguard the integrity of the information.	2.72	0.58	Yes
4. I use codes and password to protect and maintain so as to safeguard the integrity of the information.	2.61	0.60	Yes
5. I am familiar with the system of removal of files in its storage.	2.58	0.64	No, but considered
6. I am aware of disposal of files when it is decline in value and become inactive	2.55	0.61	No, but considered
7. I am familiar with the retention period of the documents and papers.	2.64	0.58	Yes
8. I know how to preserve permanently in an archive for on-going historical reference or research purposes.	2.59	0.60	No, but considered
Weighed Mean = 2.63			
SD =0.02			
Verbal Interpretation = Yes			

With a yes rating (WM = 2.63), reflects respondents' self-assessed competencies in records and information management. All mean scores are relatively close to each other (ranging from 2.55 to 2.72),

indicating moderate to high familiarity with most practices. The standard deviations (SD) are all around 0.58 to 0.64, suggesting a fairly consistent perception among respondents.

Jones (2018) reviews a range of training programs aimed at enhancing office and secretarial skills, emphasizing the necessity for consistent assessment and standardization in these training efforts. Jones argues for a systematic approach to training that incorporates feedback mechanisms to assess the effectiveness of the skills imparted, thus ensuring the programs remain relevant and aligned with organizational needs. By standardizing these assessments, organizations can make informed decisions about future training investments and skill development strategies.

By applying Jones's framework, organizations can more effectively invest in skill-building initiatives that are responsive to actual employee needs and evolving administrative demands.

Part III. Work Performance Evaluation

Scale Range Description		
Scale	Range	Description
5	4.21 - 5.00	High priority
4	3.41 - 4.20	Moderate priority
3	2.61 - 3.40	Neutral
2	1.81 - 2.60	Low priority
1	1.00 - 1.80	Not a priority

Table 6. PRODUCTIVITY

STATEMENTS	MEAN	SD	REMARKS
1. Prioritizes the duties that assigned in me	4.60	0.86	High priority
2. Encourages to suggest and improve ways of performing tasks	4.45	0.87	High priority
3. Uses my abilities and skills	4.51	0.87	High priority
4. Accomplishes new and unfamiliar work	4.40	0.87	High priority
5. Completes all of my daily office routines	4.48	0.89	High priority

Weighted Mean = 4.49

SD = 0.01

Verbal Interpretation = High priority

With a high priority rating (WM = 4.49), respondents exhibited strong productivity skills, prioritizing tasks, completing daily routines, and adapting to new responsibilities. This suggests they are highly motivated and capable of handling work efficiently. Encouraging continuous professional development, goal-setting, and performance tracking will help sustain and further enhance their productivity levels.

In their study, Valentine & K. S. (2021) examine the role of professional standards in enhancing the skills of administrative professionals, focusing on standardizing skills assessment methods. They assert that consistency in evaluating administrative competencies can lead to improved skill levels and professional credibility in the sector.

These insights suggest that to maintain and elevate high productivity levels, organizations should implement structured and standardized methods for evaluating performance—aligning with the principles outlined by Valentine & K. S. This approach supports long-term growth by ensuring that employee productivity is not just high, but also measurable, sustainable, and aligned with professional benchmarks.

Table 7. PROFICIENCY

STATEMENTS	MEAN	SD	REMARKS
1. Basic knowledge in the field of duties and workloads	4.4	0.86	High priority
2. Sufficient background and experience in the field of work	4.26	0.88	High priority
3. The ability to apply the knowledge and skills in to practice	4.39	0.87	High priority
4. Advancement in the required knowledge, skills and expertise on job	4.27	0.88	High priority
5. Gaining expertise on job through years of work experience	4.36	0.89	High priority

Weighed Mean = 4.34
 SD =0.02
 Verbal Interpretation = High priority

A high priority rating (WM = 4.34) indicates that respondents have strong proficiency in their field, including knowledge application and skill development. Their ability to advance their expertise over time reflects a commitment to continuous learning and professional growth. Strengthening mentorship programs, skill-upgrading workshops, and exposure to industry trends will further refine their expertise and career readiness.

Zhou and Gibbons (2020) evaluate the effectiveness of training programs on the performance of secretarial staff, focusing specifically on skills assessment methodologies. It reveals a direct correlation between targeted training and enhanced job performance, suggesting that well-designed training initiatives can lead to significant improvements in specific skill areas

Together, the data and literature suggest that organizations should leverage the existing strengths of their staff by implementing customized, evaluative training interventions. These should be designed to build on current proficiencies while also addressing areas of growth, ensuring that employees are not only knowledgeable but also agile and professionally competitive in a changing workplace.

Table 8. EFFICIENCY

STATEMENTS	MEAN	SD	REMARKS
1. Undertakes and completes new types of assignments	4.36	0.85	High priority
2. Handling additional tasks from time to time	4.29	0.89	High priority
3. Performs regular duties adequately	4.41	0.88	High priority
4. Coping even with peak loads	4.32	0.89	High priority
5. Being ready in advance to new job encounters	4.33	0.89	High priority

Weighed Mean = 4.34
 SD =0.02
 Verbal Interpretation = High priority

With a high priority rating (WM = 4.34), respondents demonstrated efficiency in handling multiple tasks, adapting to new assignments, and managing peak workloads. This suggests that they can effectively balance responsibilities and maintain productivity under pressure. Implementing workload distribution strategies, providing time management resources, and fostering a supportive work environment will enhance their ability to sustain high efficiency in the workplace.

In their study, Valentine & K. S. (2021) examine the role of professional standards in enhancing the skills of administrative professionals, focusing on standardizing skills assessment methods. They assert that consistency in evaluating administrative competencies can lead to improved skill levels and professional credibility in the sector.

High efficiency requires more than just individual capability—it benefits significantly from systematic evaluation and organizational support. By aligning practical strategies (like time management tools and supportive policies) with standardized competency assessments, organizations can ensure that administrative professionals remain efficient, continuously improve, and operate within a framework that recognizes and nurtures their performance.

CONCLUSIONS:

The secretarial personnel possess the fundamental skills required for their roles but need continuous development to meet the evolving demands of administrative work. Strengthening competencies in communication, digital proficiency, organizational management, and confidentiality handling will enhance their overall effectiveness. Without structured training and upskilling, these gaps may hinder career progression and workplace productivity. Thus, improving professional development opportunities is essential to maintaining efficiency in secretarial functions.

The respondents demonstrated a moderate level of awareness in business correspondence, including letter formatting, memoranda, and reports. However, challenges remain in structuring meeting minutes and resolutions. Training in technical writing and business communication is recommended. While respondents possess basic proficiency in typing, word processing, and spreadsheet management, they lack advanced skills in database management and automation. Strengthening knowledge in digital tools and document security would enhance efficiency.

The study reveals that respondents manage daily tasks well but struggle with peak workloads and urgent document preparation. Training in task prioritization, time management, and contingency planning is needed. The respondents excel in communication and teamwork but need reinforcement in handling confidentiality and sensitive information. Training on ethical standards, data privacy, and assertive communication will improve their professional conduct.

Participants are competent in filing and transmitting documents but lack awareness of security measures, retention policies, and disposal methods. Digital archiving, compliance training, and cloud-based document management systems can enhance record-keeping practices. Respondents demonstrate dedication, adaptability, and initiative in their roles. However, improvement is needed in managing multiple responsibilities during peak periods and advancing technical skills through continuous learning.

Overall, the study highlights that while secretarial staff have strong foundational skills, targeted upskilling in technical, organizational, and confidentiality-related aspects is necessary for professional growth and workplace efficiency.

The findings indicate that secretarial personnel possess the fundamental skills required for their roles but need continuous development to meet the evolving demands of administrative work. Strengthening competencies in communication, digital proficiency, organizational management, and confidentiality handling will enhance their overall effectiveness. Without structured training and upskilling, these gaps may hinder career progression and workplace productivity. Thus, improving professional development opportunities is essential to maintaining efficiency in secretarial functions.

RECOMMENDATIONS:

From the above data, **Training Programs on upskilling and standardization of secretarial skills** are needed to be conducted to targeted workshops on business writing, document formatting, and meeting documentation to improve accuracy and professionalism.

Digital Proficiency Enhancement can provide training on advanced office software, database

management, and cybersecurity practices to strengthen technical skills. Time Management and Productivity Strategies – Implement training on workload balancing, prioritization techniques, and stress management to improve efficiency. Development of workshops on information security, data privacy laws, and ethical responsibilities to enhance trust and compliance. Introduction of training on document retention policies, archiving systems, and disposal procedures for better organization. Encouragement on mentorship programs, certification courses, and continuing education initiatives to support career growth and standardization of secretarial skills.

By implementing these recommendations, secretarial personnel can improve their competencies, contribute more effectively to their organizations, and ensure that their skills remain aligned with modern administrative demands.

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