

# Human Resource Training and Development and Its Influence on Employee Functions

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## ABSTRACT

This study investigates the impact of human resource training and development on the duties and functions of employees at the Human Resource Development Office (HRDO) of Mindanao State University – Main Campus, Marawi City. Utilizing a descriptive research design, data were collected through surveys from 33 regular employees. The findings reveal that both formal and informal training programs—such as workshops on data privacy, performance management systems, and orientation seminars—are implemented within the unit, with a high level of employee participation. Employees perceive these trainings as very important to moderately

important for effectively performing their specific duties and responsibilities. However, the study identifies serious challenges hindering optimal training effectiveness, including lack of employee engagement, ineffective training methods, and nepotism. The results underscore that while training is crucial for enhancing employee productivity and competency, addressing systemic problems is essential for maximizing its benefits. Recommendations include stricter attendance policies, improved training implementation, team-building activities, and merit-based selection processes to foster a more effective and equitable training culture.

**Keywords:** *Training and Development, Employee Performance, Human Resource Management, Training Challenges, Public Sector*

## INTRODUCTION

In the contemporary landscape of organizational economics, forward-thinking management recognizes the imperative of investing in human capital development. Employees realize their optimal potential and become true partners in enterprise success when they are provided with opportunities for growth and development (Martires, 1999). From the outset of employment, individuals inherently seek progression in knowledge, skills, and position, anticipating growth rather than a static status quo. This desire for professional mobility is a fundamental concern for both managers and employees, equipping them to navigate new challenges, demands, and evolving problems.

The primary objective of any organization is to enhance its overall performance; a goal inextricably linked to the efficient performance of its workforce. The manner in which an

organization trains its staff directly influences its operational efficiency (Iqbal et al., 2014; Padmanaban & Shakeel-Ul-Rehman, 2013; Elnaga & Imran, 2013). In an era of globalization, characterized by intensified competition and rapid transformations in technology, politics, and economics, training emerges as a critical strategy to prepare employees for adaptation and enhanced performance (Evans, Pucik, & Barsoux, 2002). Training, defined as organizational efforts to foster employee learning, and development, focused on broadening skills for future responsibilities (George & Scott, 2012), represent ongoing commitments to improve competence, capacity, and organizational outcomes.

Employees must actively engage in training and development to maintain productivity. As a planned intervention, training equips employees with the necessary skills to meet organizational goals and can mitigate work-related anxiety and frustration (Cheng & Ho, 2001; Chiaburu & Tekleab, 2005). While top management prioritizes performance metrics, employees are increasingly conscious of their own productivity and the accelerating obsolescence of their skills. Effectively implemented training and development programs align employees for career growth, boost personal motivation, and are thus not an expense but a vital investment. Like any appreciating organizational asset, human resources must grow in value to achieve maximum utility.

Given this context, this study seeks to determine the effect of human resource training and development on the duties and functions of selected employees at the Human Resource Development Office of Mindanao State University – Main Campus, Marawi City. The significance of this study lies in its potential to guide the understanding of training's importance within the university, assist managers in evaluating manpower diversity and training needs, and encourage leadership to provide more effective development programs beneficial for both individual and organizational advancement. The scope of the study is specifically limited to the regular employees of the Human Resource Development Office at MSU-Main Campus, Marawi City, focusing on the effect of both formal and informal trainings on their work duties and functions, alongside the associated problems and interventions.

### **Statement of the Problem**

The main purpose of this study is to analyze the effect of training on the duties and functions of select employees in Human Resource Development Office of Mindanao State University-Main Campus Marawi City. Specifically, it sought to answer the following questions:

1. What is the training imposed in the unit in terms of;
  - 1.1 Formal Training
  - 1.2 Informal Training
2. What is the level of participation of the respondents?
  - 2.1 Formal Training
  - 2.2 Informal Training
3. What is the level of importance of training in their productivity?
4. What are the problems and challenges?
5. What are the interventions and observations?

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### **Theoretical Framework**

This study as titled Human Resources Training and Development: Its Effect to the Duties and Functions of the Employees of the Human Resource Development Office in Mindanao State University-Main Campus Marawi City, is based on the theory of Social Learning which presents a new view of learning i.e. social. According to Albert Bandura, the direct reinforcement cannot address all types of learning.

Here by direct enforcement means the training and development programs that is organized to enhance the skills of a certain person. this theory aims to discuss that there are programs that will not address all learning types as there are some social elements which cannot be taught. Those elements are learned by the leaner from his/her surroundings. Such type of learning is called observational learning and this learning is associated with the understanding of different human behaviors. In an organization the environment and the surroundings play a very important role. This theory also suggests that it is not necessary that the behavior is changed after learning something. It is expected that a person's behavior changes after learning something, but it is not in all cases.

Furthermore, in organizational training programs the mental state can be made positive regarding the training and development programs by associating the rewards and benefits with such programs which will motivate the employees and help to build a positive mental state.

The case company also follow this theory as it allows the employees to learn from the surrounding and provides an environment where they can learn from their supervisors/managers and coworkers. It explains that training and development depends on an organization itself. Either they create a program to enhance an employee's knowledge and improve his skills or they introduced their surroundings to the employee in a manner where the employee observes the performances of their co-workers. This program can be introduced in a different way it depends on the organization or the company itself.

### **Conceptual Framework**

This study involves the effect of training on the duties and functions of select employees in Human Resource Development Office of Mindanao State University-Main Marawi City. This study identified two variables namely; Independent Variable which are the trainings imposed in the unit in terms of; Formal and Informal. Dependent Variables are level of participation of the respondents; Formal and Informal. Also, the level of importance of training in their productivity, the problems and challenges, and interventions and observations by the respondents in the office.

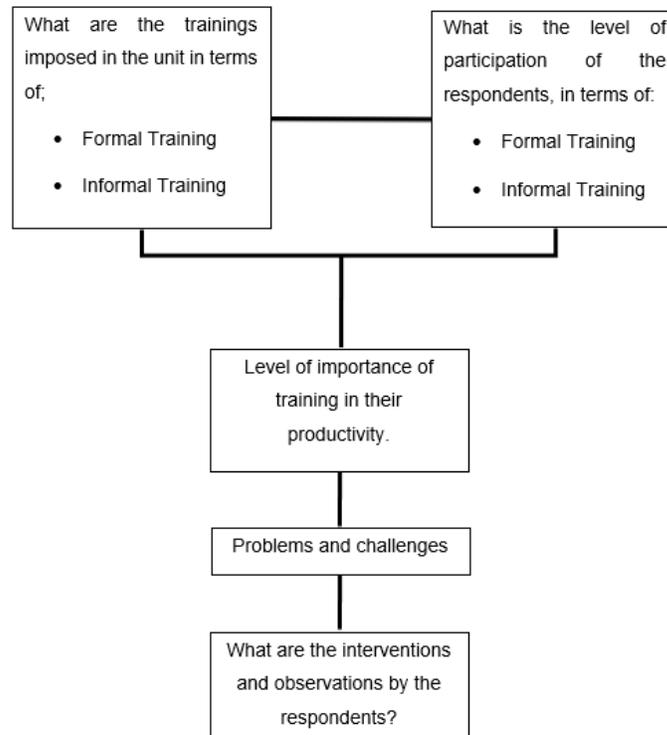


Figure 1. Schematic diagram of the conceptual model

## METHODOLOGY

### Research Design

This study used descriptive method of research design. It seeks to understand and to explore the experiences of employees training that affects their duties and functions as an employee. Descriptive research was used to describe the study's data population and characteristics. Accordingly, descriptive research is concerned with acquiring data regarding current conditions or situations in order to describe and interpret the data (Aggarwal, 2008 as cited by Salaria, N. 2012).

It employed a statistical tool such as frequency, percentage, and weighted mean a survey questionnaire with personal assistance by the researchers and observations were used as an instrument to gather the data of this study.

### Locale of the Study

This research was conducted at Mindanao State University – Main Campus, Marawi City (MSU-Marawi), the flagship campus of the Mindanao State University (MSU) System. Established on September 1, 1961, under Republic Act 1387, the university began its pioneering classes in 1962 with 282 students and 12 faculty members. It has since evolved into a multi-

campus, supra-regional educational system, currently serving over 69,000 students across all academic levels, supported by nearly 3,100 faculty members.

From its single-campus origins in Marawi City, the MSU System has expanded strategically across Mindanao and now comprises eight autonomous campuses. These include: MSU-Main in Marawi City; MSU-Iligan Institute of Technology (MSU-IIT) in Iligan City; MSU-Tawi-Tawi College of Technology and Oceanography (MSU-TCTO); MSU-Naawan in Misamis Oriental; MSU-Maguindanao; MSU-General Santos; MSU-Sulu; and MSU-Buang in Zamboanga Sibugay.

The university is guided by a clear institutional framework that underscores its commitment to holistic development and societal transformation. The philosophy of the MSU System emphasizes the total development of individuals and the pursuit of truth, virtue, and academic excellence. Its vision aspires to become a premier center of excellence in instruction, research, and extension, transforming into a globally competitive, peace-oriented national university. The mission focuses on leading social transformation through peace education, integrating cultural minorities into mainstream society, ensuring excellence in academic and research endeavors, advancing national and international linkages, and demonstrating greater relevance and inclusiveness for Mindanao and the Filipino nation.

In alignment with this, the goals of MSU-Main Campus specifically commit to: promoting academic excellence at all levels to produce competent graduates; enhancing university visibility through high-impact research and innovation; responding to globalization via strategic partnerships; securing and preserving university resources; integrating peace education into the curriculum; strengthening extension services; and transforming the institution through sustained investments in human resource development, infrastructure, and equipment.

This study was situated within the Human Resource Development Office (HRDO) of this main campus. The office operates within this broader institutional context, where investments in human resource training and development are explicitly prioritized as a key mechanism for achieving the university's transformative goals and maintaining operational excellence.



*Figure 2. Locator of Map Mindanao State University, Marawi City*

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### **Population and Sample**

The respondents of the study composed of select regular employees in Human Resource Development Office at the Mindanao State University – Main Campus, Marawi City. According to the data gathered, the Human Resource Development Office (HRDO) of Mindanao State University – Main Campus, Marawi City is composed of thirty-three regular employees viz.: 1 Director, 2 Chief Administrative Officer, 9 Administrative Officer, 2 Administrative Assistant, 16 Administrative Aides, and 3 Training Specialist. The respondents chose probability sampling. This means that the total respondents of the study is thirty-three (33) and subject for research.

### **Sampling Technique**

The thirty-three respondents were chosen from the regular employees of the Human Resource Development Office at Mindanao State University – Main Campus, Marawi City. Hence, non-probability sampling was used in the study in which the researchers select only regular employees of the population to participate in survey based on the researcher's collected data.

### **Data Collection Methods**

To come up with desired results, the researchers used a survey questionnaire in gathering necessary data. It is composed of 5 parts; 1. training imposed/implemented in the office; 2. Level of participation of respondents on the imposed/implemented trainings; 3. Level of participation of importance of trainings on the duties and responsibilities; 4. Problems and challenges; and 5. Interventions and observations of the employee in the office. To determine the validity content of the questionnaire.

This study was involved primarily structured questionnaire to the respondents. The researchers sought the permission of the authorized person to conduct the study. The research utilized the questionnaire for the data gathered needed in determining the effect of trainings on duties and functions of selected employees in Human Resource Development Office in Mindanao State University-Main Marawi City.

For the data gathering procedure, the following steps were incorporated: First, the researchers sought permission to the HRDO directors' office and provided a letter herewith which contain a request to conduct the study on the effect of training and development on the duties and functions of select employees in Human Resource Development Office of Mindanao State University-Main Marawi. Upon his approval, the researchers started to release the survey questionnaire to the employees. Then, the researchers were personally collected the data form from the employees. Lastly, the researchers tallied, tabulated, analyzed and interpreted the data gathered.

### **Data Analysis**

The researchers used the following statistical tools in analyzing the data. The frequency (f) and percentage (%) formula will be used. The data gathered during the survey will be coded, analyzed and presented in tabular form using descriptive statistics such as frequencies, weighted mean, range and percentage.

### Statistical Tool

The following statistical tools were used in this study:

Frequency – it was used to determine the number of times and answer was choose by the respondent.

Percentage – is another way of expressing a proportion. A percentage is equal to the proportion times 100.

$$(n/N) \times 100 = \%$$

Where: n- sample

N- total population

Frequency and Percentage Distribution – was used in presentation of the demographic profile. Tabular and summary calculations were utilized to present the data or information. Used to determine the percentage usually for data on profile.

Formula:  $\% = f/n \times 100$

Where: %- Percent

f = Frequency

N- Number of cases

Weighted Mean- is an average computed by giving different weights to some of the individual values.

Weighted Mean:

$$n = N / (1 + Ne^2)$$

whereas: S= no. of sample respondents

N= total population

e= error margin/margin of error (0.5)

Likert Scale:

$$X = \frac{\sum_{i=1}^n (x_i * w_i)}{\sum_{i=1}^n w_i}$$

## RESULTS AND DISCUSSIONS

This section presents the results and discussion of the study, detailing the findings from data gathered through self-administered questionnaires. The analysis, interpretation, and presentation of the results correspond to the specific research objectives and are organized into four major thematic sections. These include: (1) the nature and frequency of training programs imposed or implemented within the office; (2) the level of employee participation in these trainings; (3) the perceived importance of training on employees' duties and responsibilities; and (4) the problems and challenges encountered in relation to training and development. All tabulated

data, derived from the respondents at the Human Resource Development Office of Mindanao State University, are discussed in this chapter in accordance with the study’s stated aims.

### 1. Training Imposed/Implemented in the Office

TABLE 1. Frequency Distribution of Formal and Informal Training According to Rank

A. Formal Training	Total	Percentage	Rank
B. Informal Training	F	%	
Item A-1. Workshop on Data Privacy and Cybersecurity	29	87.9	1
Item B-1. Orientation Seminar For Newly Hired Employees	26	78.8	2
Item A-2. Workshop on Strategic Performance Management System	25	75.7	3
Item A-7. Seminar on Revised Rules on Administrative Cases in the Civil Service	24	72.7	4
Item A-4. Technical Training on (PRIME-HRM) Program to Institutionalize Mentocracy and Excellence & Human Resource Management	21	63.6	5
Item A-5. Seminar on Records Management	18	54.5	6.5
Item A-3. Seminar on violence against Women and children	18	54.5	6.5
Item A-6. Seminar on Omnibus on Rules on Appointment and Other Human Resource Section	17	51.5	7.5
Item B-2. Coaching on Performance Management (OPCR, DPCR and IPCR)	17	51.5	7.5
Item A-8. Supervisory Development Course (SDC1,1,11)	11	33.3	8

Legend

1.00-1.66 = No, and Not Considered

1.67-2.33 = No, But Considered

2.34-3.00 = Yes

Table 1 displays the frequency, percentage distribution, and comparative ranking of the formal and informal training programs attended by the respondents at the Human Resource Development Office (HRDO) of Mindanao State University–Main Campus, Marawi City.

The results indicate a varied level of participation across the different training programs. Among the formal trainings, the Workshop on Data Privacy and Cybersecurity received the highest participation, with 29 respondents (87.9%), ranking it first. This is closely followed by the Workshop on Strategic Performance Management System, which was attended by 25 employees (75.7%), ranking third. Other notable formal trainings include the Seminar on Revised Rules on Administrative Cases in the Civil Service (24 participants, 72.7%, rank 4), and Technical Training on the PRIME-HRM Program (21 participants, 63.6%, rank 5). However, participation was

notably lower for the Supervisory Development Course (SDC I, II, III), which had only 11 attendees (33.3%), ranking it last among the listed programs.

For informal training, the Orientation Seminar for Newly Hired Employees was the most attended, with 26 respondents (78.8%), securing the second-highest rank overall. In contrast, Coaching on Performance Management (OPCR, DPCR, IPCR) had a lower participation rate of 17 employees (51.5%), tying for rank 7.5.

The data reveal that not all staff members were able to attend every mandated training. This gap in participation can be attributed to factors such as conflicting workloads during scheduled sessions, which limited full attendance. The implication is clear: consistent and comprehensive attendance in both formal and informal training is critical for developing the requisite skills and knowledge that contribute to a quality workforce and enhanced productivity. When employees miss these developmental opportunities, it may hinder their ability to perform optimally and adapt to evolving organizational demands.

These findings align with established literature on the purpose and impact of training. As Beardwell and Holden (2001) emphasize, training is a planned process designed to modify attitudes, knowledge, skills, and behavior to achieve effective performance and meet both current and future organizational needs. Furthermore, the study by Fey et al. (2000) supports the strong positive relationship between employee development programs and performance, highlighting that such investments are linked to higher organizational commitment and improved outcomes. Thus, the participation trends observed underscore the importance of not only offering training but also ensuring mechanisms that facilitate full employee engagement in these essential developmental activities.

## 2. Level of Participation of Respondents on the Imposed/Implemented Trainings

TABLE 2. Weighted Mean on Level of Participation of the Employees to the Imposed Informal and Formal Training of the Employees in Human Resource Development Office.

Formal Training	No/Not Considered		No/ But considered		YES		WM	Results
	F	%	F	%	F	%		
1. Workshop on Data Privacy and Cybersecurity	3	9.1	4	12.1	23	69.7	2.4	YES
2. Workshop on Strategic Performance Management System	0	0	8	24.2	22	66.6	2.5	YES
3. Seminar on Violence Against Women and Children	3	9.1	4	12.1	21	63.6	2.24	YES
4. Technical Training on (PRIME-HRM) Program to Institutionalize Mentocracy and Excellence & Human Resource Management	1	3	8	24.2	18	54.4	2.36	YES

5.Seminar on Records Management	4	12.1	11	33.3	10	30.3	1.7	NO/BUT CONSIDERED	
6. Seminar on Omnibus on Rules on Appointment and Other Human Resource Section	0	0	19	57.6	11	33.3	2.15	YES	
7.Seminar on Revised Rules on Administrative Cases in the Civil Service	1	3	11	33.3	17	51.5	2.24	YES	
8.Supervisory Development Course(SDC I,II,III)	3	9.1	13	39.4	7	21.2	1.51	NO/BUT CONSIDERED	
Overall Weighted Mean								2.13	
Overall interpretation								YES	
Informal Training									
1.Orientation Seminar For Newly Hired Employees	3	9	27.3	9	27.3	20	2.4	YES	
2.Coaching on Performance Management (OPCR,DPCR and IPCR)	0	10	30.3	10	30.3	22	2.6	YES	
Overall weighted mean							2.5	YES	

**Legend**

1.00-1.66 = No, and Not Considered

1.67-2.33 = No, But Considered

2.34-3.00 = Yes

Table 2 presents an analysis of the respondents' level of participation in the formal and informal training programs offered by the Human Resource Development Office (HRDO). The data, measured using a weighted mean, categorize responses into "No/Not Considered," "No/But Considered," and "Yes," reflecting the degree to which employees value and engage with these developmental opportunities.

The data indicate a generally high level of considered participation across most formal training modules. The Workshop on Strategic Performance Management System received the highest affirmation, with a weighted mean of 2.5 (22 respondents, 66.6%, answering "Yes"). Similarly, the Workshop on Data Privacy and Cybersecurity and Technical Training on PRIME-HRM had strong positive engagement, with weighted means of 2.4 and 2.36, respectively. However, participation was perceived as lower for specific programs. The Seminar on Records Management (Weighted Mean: 1.7) and the Supervisory Development Course (Weighted Mean: 1.51) fell into the "No/But Considered" range, suggesting that while these trainings were offered, a significant portion of employees did not view their personal participation as fully realized or prioritized, often due to scheduling conflicts or workload constraints.

Engagement with informal training was notably high. Coaching on Performance Management (OPCR, DPCR, IPCR) received the strongest positive response overall, with a weighted mean of 2.6 (22 respondents, 66.6%, answering "Yes"). The Orientation Seminar for Newly Hired Employees also showed substantial engagement, with a weighted mean of 2.4.

The aggregate weighted mean for formal training is 2.13, and for informal training, 2.5. Both scores fall within the "Yes" range of the scale, indicating a prevailing consensus among employees that participation in these trainings is important and recognized. This implies that the HRDO staff broadly acknowledges the value of training for their professional role. The higher mean for informal training suggests that hands-on, coaching-based, or orientation-focused sessions may be perceived as more directly relevant or accessible than some structured formal courses.

The findings demonstrate that employees conceptually agree on the necessity of training for enhancing productivity and task performance. As supported by Tamkin (2005), there is a well-established link between an effective, trained workforce and heightened performance levels. Furthermore, Debra L. Truitt (2011) reinforces that training and development are crucial for helping employees address skill gaps and build on strengths identified in performance reviews. The positive disposition toward participation revealed in this data aligns with this view, suggesting that employees see training as a vital tool for meeting performance expectations and personal development needs. However, the variance in weighted means across different programs highlights that the perceived relevance and applicability of specific trainings significantly influence actual engagement levels.

### **3. Level of Importance of Training on the Duties and Responsibilities**

The table 3 shows the frequency, percentage, mean score, and verbal interpretation on the level of importance of trainings on the duties and responsibilities of the Director of Human Resource Development Office of Mindanao State University-Main Campus Marawi City.

In this table from the duties and responsibilities one (1) 'to supervise and manage the operation of the Personnel Management and Training Division', 1 (100%) director chose very Important. According to the response showed by the Director were interpreted as very important.

In table from the duties and responsibilities two (2) 'to assist and advise the University President and top management officials in all personnel management matters', 1 (100%) director chose very important. According to the response showed by the director in the verbal interpretation were very important.

In table from the duties and responsibilities three (3) 'to assist the provide technical services in recruitment, hiring, maintenance, motivations, utilization of Human resources to the heads of offices', 1 (100%) director chose moderately important. According to the response showed by the director in the verbal interpretation were moderately important.

In table from the duties and responsibilities four (4) 'to supervise and implement the administrative staff training and development program', 1 (100%) director chose very important. According to the response showed by the director in the verbal interpretation were very important.

In table from the duties and responsibilities five (5) 'to assist the University top management officials in the execution of the Civil Service Law, Rules, Decrees, Letter of instructions, Circular, Memoranda and other University Policies pertaining to personnel management', 1 (100%) director chose

very important. According to the response showed by the director in the verbal interpretation were very important.

Additionally, in this table as we looked in each item, the respondents highest score of ‘supervise and manage the operation of the Personnel Management and Training Division’ with the weighted mean= 5.0 is very important, followed by ‘assist and advise the University President and top management officials in all personnel management matters’ with the weighted mean= 5.0 and very important. And then, ‘assist the provide technical services in recruitment, hiring, maintenance, motivations, utilization of Human resources to the heads of offices’ with the weighted mean= 4.0 and moderately important. Also, ‘supervise and implement the administrative staff training and development program’ with the weighted mean= 5.0 and very important. Finally, ‘assist the University top management officials in the execution of the Civil Service Law, Rules, Decrees, Letter of instructions, Circular, Memoranda and other University Policies pertaining to personnel management’ with the weighted mean= 5.0 and very important.

The over-all weighted mean of the table 3 is 4.8 and it is very important. As the above table, we analyze that the works which are assigned in the employees of human resource development office in terms of the implemented duties and responsibilities of director are all considered important.

It implied that the duties and responsibilities of the director is very important. As such, training and development were implemented in the Human Resource Development Office of Mindanao State University-Main Campus Marawi City. Moreover, this result supported the notion that employee development programs include a variety of teaching technique, schedule, and helping learning environment that ensure employee to improve their skills and later on their jobs. Thus, Human Resource Development Office have imposed specific training on their employees related to their functions to improve their employees’ skills and be productive (Gerbamn).

TABLE 3. Weighted Mean on the Level of Importance of Trainings on the Duties and Responsibilities of the Director of Human Resource Development Office

Director												
Duties and Responsibility	NI (1)		SI (2)		N (3)		MI (4)		VI (5)		WM	VI
	F	%	F	%	F	%	F	%	F	%		
1. To supervise and manage the operation of the Personnel Management and Training Division.	-	-	-	-	-	-	-	-	1	100	5.0	VI
2. To assist and advise the University President and top management officials in all personnel management matters.	-	-	-	-	-	-	-	-	1	100	5.0	VI
3. To assist the provide technical services in recruitment, hiring, maintenance, motivations, utilization of Human resources to the heads of offices.	-	-	-	-	-	-	1	100	-	-	4.0	MI

4. To supervise and implement the administrative staff training and development program.	-	-	-	-	-	-	-	-	1	100	5.0	VI
5. To assist the University top management officials in the execution of the Civil Service Law, Rules, Decrees, Letter of instructions, Circular, Memoranda and other University Policies pertaining to personnel management	-	-	-	-	-	-	-	-	1	100	5.0	VI
Over-all Weighted Mean											4.8	VI

Legend:

1.00-1.79 = Not at all Important

1.80-2.59 = Slightly Important

2.60-3.39 = Neutral

3.40-4.19 = Moderately Important

4.20-5.00 = Very Important

The table 4 shows the frequency, percentage, mean score, and verbal interpretation on the level of importance of trainings on the duties and responsibilities of the chief administrative officer of Human Resource Development Office of Mindanao State University-Main Campus Marawi City.

In this table from the duties and responsibilities one (1) ‘directs and coordinates all the activities of the personnel service office’, 1 (50%) chief administrative officer chose slightly important, and the 1 (50%) chief administrative officer chose very important. According to the responses showed by the two chief administrative officers in the verbal interpretation were moderately important.

In table from the duties and responsibilities two (2) responsible for the Implementation of personnel functions as defined in the Civil Services’, 1 (50%) chief administrative officer chose moderately important, and the 1 (50%) chief administrative officer chose very important. According to the responses showed by the two chief administrative officers in the verbal interpretation were very important.

In table from the duties and responsibilities three (3) ‘maintains close coordination with GSIS, Civil Services Commission, Department of Budget and management and other government agencies’, 1 (50%) chief administrative officer chose slightly important, and the 1 (50%) chief administrative officer chose very important. According to the responses showed by the two chief administrative officers in the verbal interpretation were moderately important.

In table from the duties and responsibilities four (4) ‘supervises subordinate employees’, 1 (50%) chief administrative officer chose neutral, and the 1 (50%) chief administrative officer chose very important.

According to the responses showed by the two chief administrative officers in the verbal interpretation were moderately important.

In table from the duties and responsibilities five (5) ‘prepares and submits necessary reports’, 1 (50%) chief administrative officer chose neutral, and the 1 (50%) chief administrative officer chose very important. According to the response showed by the two chief administrative officers in the verbal interpretation were moderately important.

Additionally, in this table as we looked in each item, the highest score of ‘responsible for the implementation of personnel functions as defined in the Civil Services’ with the weighted mean= 4.5 and very important, followed by ‘directs and coordinates all the activities of the personnel Service Office’ with the weighted mean= 3.5 and moderately important. And then, ‘maintains close coordination with GSIS, Civil Services Commission, Department of Budget and management and other government Agencies’ with the weighted mean= 3.5 and moderately important. Also, ‘supervises subordinate employees’ with the weighted mean= 4 and moderately important. Finally, ‘prepares and submits necessary reports’ with the weighted mean= 4 and moderately important.

The over-all weighted mean of table 4 is 3.9 and it is neutral. As the above table, we analyze that the works which are assigned in the employees of human resource development office in terms of the implemented duties and responsibilities of chief administrative officers are all considered importance.

As stated by Ekpo, manpower development could be seen as an organization specific. Therefore, the resulted implies that Human Resource Development Office have specific personnel functions to follow defined by the Civil Service Commission. It implied also that the duties and responsibilities of the chief administrative officer are important. In such, training and development were implemented in the Human Resource Development Office of Mindanao State University-Main Campus Marawi City.

TABLE 4. Weighted Mean on the Level of Importance of Trainings on the Duties and Responsibilities of Chief Administrative Officer of Human Resource Development Office

CHIEF ADMINISTRATIVE OFFICER												
Duties and Responsibility	NI (1)		SI (2)		N (3)		MI (4)		VI (5)		WM	VI
	F	%	F	%	F	%	F	%	f	%		
	1. Directs and coordinates all the activities of the personnel Service Office.	–	–	1	50	–	–	–	–	1	50	3.5
2. Responsible for the Implementation of personnel functions as defined in the Civil Services.	–	–	–	–	–	–	1	50	1	50	4.5	VI
3. Maintains close coordination with GSIS, Civil Services Commission, Department of Budget and management and	–	–	1	50	–	–	–	–	1	50	3.5	MI

other government Agencies.												
4. Supervises subordinate employees.	-	-	-	-	1	50	-	-	1	50	4	MI
5. Prepares and submits necessary reports.	-	-	-	-	1	50	-	-	1	50	4	MI
Over-all Weighted Mean											3.9	N

Legend:

1.00-1.79 = Not at all Important

1.80-2.59 = Slightly Important

2.60-3.39 = Neutral

3.40-4.19 = Moderately Important

4.20-5.00 = Very Important

The table 5 shows the frequency, percentage, mean score, and verbal interpretation on the level of importance of trainings on the duties and responsibilities of the administrative officer of Human Resource Development Office of Mindanao State University-Main Campus Marawi City.

In this table from the duties and responsibilities one (1) ‘exercise general supervision of the administrative staff and undertakes all functions related to personnel matters’, 1 (11.1%) administrative officer chose neutral, and the 1 (11.1%) administrative officer chose slightly important and 7 (77.7%) chose very important. According to the responses showed by the nine administrative officers in the verbal interpretation were very important.

In table from the duties and responsibilities two (2) ‘supervises the preparation of requisitions, vouchers and recommendation papers, follow-up appointments, keeps allocation chart of all personnel’, 1 (11.1%) administrative officer chose neutral, and the 4 (44.4%) administrative officers chose moderately important, and the 4 (44.4%) chose very important. According to the responses showed by the nine administrative officers in the verbal interpretation were very important.

In table from the duties and responsibilities three (3) ‘assist the Dean or Director in implementing University policies, procedural directives and rules and regulations’, 3 (33.3%) administrative officers chose moderately important, and the 5 (55.5%) administrative officers chose very important. According to the responses showed by the nine administrative officers in the verbal interpretation were moderately important.

In table from the duties and responsibilities four (4) ‘assist the Director in the preparation of budget proposals and annual report and keep confidential files’, 3 (33.3%) administrative officers chose neutral, and the 5 (55.5%) administrative officers chose very important. According to the responses showed by the nine administrative officers in the verbal interpretation were moderately important.

In table from the duties and responsibilities five (5) ‘compose correspondence for signature of the Director and conduct administrative investigations’, 2 (22.2%) administrative officers chose neutral, and the 2 (22.2%) administrative officers chose moderately important, and the 4 (44.4%) administrative officers chose very important. According to the response showed by the nine administrative officers in the verbal interpretation were moderately important.

In table from the duties and responsibilities six (6) ‘act as custodian of all property, supplies and equipment and see to their maintenance as liaison with other units of the University and with other government and private agencies’, 1 (11.1%) administrative officer chose slightly important, and the 5 (55.5%) administrative officers chose moderately important, and the 3 (33.3%) administrative officers chose very important. According to the response showed by the nine administrative officers in the verbal interpretation were moderately important.

In table from the duties and responsibilities seven (7) ‘conduct a variety of administrative researchers and participate in administrative consultations and conferences’, 1 (11.1%) administrative officer chose neutral, and the 3 (33.3%) administrative officers chose moderately important, and the 4 (44.4%) administrative officers chose very important. According to the response showed by the nine administrative officers in the verbal interpretation were moderately important

Additionally, in this table as we looked in each item, the highest score of ‘exercise general supervision of the administrative staff and undertakes all functions related to personnel matters’ with the weighted mean= 4.66 and very important, followed by ‘supervises the preparation of requisitions, vouchers and recommendation papers, follow-up appointments, keeps allocation chart of all personnel’ with the weighted mean= 3.88 and moderately important. And then, ‘assist the Dean or Director in implementing University policies, procedural directives and rules and regulations’ with the weighted mean= 4.11 and moderately important. Also, ‘assist the Dean or Director in the preparation of budget proposals and annual report and keep confidential files’ with the weighted mean= 3.77 and moderately important. And then, ‘compose correspondence for signature of the Director and conduct administrative investigations’ with the weighted mean= 3.77 and moderately important. Also, ‘act as custodian of all property, supplies and equipment and see to their maintenance as liaison with other units of the University and with other government and private agencies.’ with the weighted mean= 4.11 and moderately important. Finally, ‘conduct a variety of administrative researchers and participate in administrative consultations and conferences’ with the weighted mean= 3.88 and moderately important.

The over-all weighted mean of table 5 is 4.02 and it is moderately important. As the above table, we analyze that the works which are assigned in the employees of human resource development office in terms of the implemented duties and responsibilities of administrative officers are all considered important.

According to Edralin, training and development form a vital strategy in human resources management. Therefore, to perform well in such turbulent environment competitively, Human Resource Development Office need to acquire and utilize their human resources adequately such as capital, material, and management information systems.

This level of importance has implied that the duties and functions of the Human Resource Development Office employees has significant contributions in employee’s productivity.

**TABLE 5. Weighted Mean on the Level of Importance of Trainings on the Duties and Responsibilities of Administrative Officer of Human Resource Development Office**

Administrative Officer												
Duties and Responsibility	NI (1)		SI (2)		N (3)		MI (4)		VI (5)		WI	VI
	F	%	F	%	F	%	F	%	f	%		

1. To exercise general supervision of the administrative staff and undertakes all functions related to personnel matters.	-	-	-	-	1	11.1	1	11.1	7	77.7	4.66	VI
2. Supervises the preparation of requisitions, vouchers and recommendation papers, follow-up appointments, keeps allocation chart of all personnel.	-	-	-	-	1	11.1	4	44.4	4	44.4	3.88	MI
3. To assist the Dean or Director in implementing University policies, procedural directives and rules and regulations.	-	-	-	-	-	-	3	33.3	5	55.5	4.11	MI
4. To assist the Dean or Director in the preparation of budget proposals and annual report and keep confidential files.	-	-	-	-	3	33.3	-	-	5	55.5	3.77	MI
5. To compose correspondence for signature of the Dean or Director and conduct administrative investigations.	-	-	-	-	2	22.2	2	22.2	4	44.4	3.77	MI
6. To act as custodian of all property, supplies and equipment and see to their maintenance as liaison with other units of the University and with other government and private agencies.	-	-	1	11.1	-	-	5	55.5	3	33.3	4.11	MI
7. Conduct a variety of administrative researchers and participate in administrative consultations and conferences.	-	-	-	-	1	11.1	3	33.3	4	44.4	3.88	MI

Over-all Weighted Mean	4.02	MI
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Legend:

- 1.00-1.79 = Not at all Important
- 1.80-2.59 = Slightly Important
- 2.60-3.39 = Neutral
- 3.40-4.19 = Moderately Important
- 4.20-5.00 = Very Important

The table 6 shows the frequency, percentage, mean score, and verbal interpretation on the level of importance of trainings on the duties and responsibilities of the administrative assistant of Human Resource Development Office of Mindanao State University-Main Campus Marawi City

In the table from the duties and responsibilities one (1) ‘Under general supervision, assists in directing and supervising administrative service functions in a central office, branch or unit of any agency’, 2 (100%) of administrative assistant chose very important. According to the responses showed by the two administrative assistants in the verbal interpretation were very important.

In the table from the duties and responsibilities two (2) ‘supervise and coordinate administration service function in an agency’, 1 (50%) of administrative assistant chose moderately important, and 1 (50%) of administrative assistant chose very important. According to the responses showed by the two administrative assistants in the verbal interpretation were moderately important.

In the table from the duties and responsibilities three (3) ‘draft and prepare official and semi-official correspondence, dictates or write memoranda, circulars and routine correspondence for the signature of the administrative or executive officer’, 1 (50%) of administrative assistant chose moderately important, and 1 (50%) of administrative assistance chose very important. According to the responses showed by the two administrative assistants in the verbal interpretation were moderately important.

In the table from the duties and responsibilities four (4) ‘assist the Dean, Director or Head of the office in the implementation of prescribed university and college-wide Administrative procedures including national government procedure and directives.’, 2 (100%) of administrative assistance chose very important. According to the responses showed by the two administrative assistants in the verbal interpretation were very important.

In the table from the duties and responsibilities five (5) ‘provide Security Measures for the safety of physical properties’, 2 (100%) of administrative assistance chose very important. According to the responses showed by the two administrative assistants in the verbal interpretation were very important.

In the table from the duties and responsibilities six (6) ‘To attend to visitors, receive telephone calls and give due Course to requests or messages or refer callers to official concerned. These include the arrangement for meetings, conferences, seminars, field trips and other similar activities’, 2 (100%) of administrative assistance chose very important. According to the responses showed by the two administrative assistants in the verbal interpretation were very important.

In the table from the duties and responsibilities seven (7) ‘To attend the Head of Office in the preparation of the budget and keep track for allotment balances vis-à-vis, expenditures’, 2 (100%) of administrative assistance chose moderately important. According to the responses showed by the two administrative assistants in the verbal interpretation were very important.

In the table from the duties and responsibilities eight (8) ‘To supervises the preparation of financial statements.’, 1 (50%) of administrative assistance chose neutral, and 1 (50%) of administrative assistance chose moderately important. According to the responses showed by the two administrative assistants in the verbal interpretation were moderately important.

Additionally, as we looked on each item, the highest score of ‘Under general supervision, assists in directing and supervising administrative service functions in a central office, branch or unit of any agency’ with the weighted mean= 5.0 and very important, followed by ‘To supervise and coordinate administration service function in an agency’ with the weighted mean= 4.5 and moderately important, ‘To draft and prepare official and semi-official correspondence, dictates or write memoranda, circulars and routine correspondence for the signature of the administrative or executive officer.’ with the weighted mean= 4.5 and moderately important, ‘To assist the Dean, Director or Head of the office in the implementation of prescribed university and college-wide Administrative procedures including national government procedure and directives’ with the weighted mean= 5.0 and very important, ‘To provide Security Measures for the safety of physical properties’ with the weighted mean= 5.0 and very important, ‘To attend to visitors, receive telephone calls and give due Course to requests or messages or refer callers to official concerned. These include the arrangement for meetings, conferences, seminars, field trips and other similar activities’ with the weighted mean= 5.0 and very important, ‘To attend the Head of Office in the preparation of the budget and keep track for allotment balances vis-à-vis, expenditures’ with the weighted mean= 5.0 and very important and lastly, ‘To supervises the preparation of financial statements’ with the weighted mean= 3.5 and moderately important.

The over-all weighted mean of the table 6 is 4.68 and it is very important.

Hence, these results as we analyzed that the respondents are fully aware of the importance of trainings on duties and responsibilities. Further, the results have implied that the Human Resource Development Office is doing great in making sure that their employees have acquired understanding and knowledge of the importance of trainings on their duties and responsibilities.

As stated by Naeem et al (2014) in his study that was conducted in Pakistan, it was then revealed that Employee training is the most suitable method to modify and manage workforce skills according to organization’s objectives and to improve the overall organizations’ performance. Therefore, the Human Resource Development Office give proper formal and informal training to their employees to improve their skills and their overall performance in the office.

TABLE 6. Weighted Mean on the Level of Importance of Trainings on the Duties and Responsibilities of Administrative Assistant of Human Resource Development Office

Administrative Assistant												
Duties and Responsibility	NI (1)		SI (2)		N (3)		MI (4)		VI (5)		WI	VI
	F	%	F	%	F	%	F	%	F	%		
1. Under general supervision, assists in directing and supervising administrative service functions in a central	–	–	–	–	–	–	–	–	2	100	5.0	VI

office, branch or unit of any agency.												
2. To supervise and coordinate administration service function in an agency.	-	-	-	-	-	-	1	50	1	50	4.5	MI
3. To draft and prepare official and semi-official correspondence, dictates or write memoranda, circulars and routine correspondence for the signature of the administrative or executive officer.	-	-	-	-	-	-	1	50	1	50	4.5	MI
4. To assist the Dean, Director or Head of the office in the implementation of prescribed university and college-wide administrative procedures including national government procedure and directives.	-	-	-	-	-	-	-	-	2	100	5.0	VI
5. To provide Security Measures for the safety of physical properties.	-	-	-	-	-	-	-	-	2	100	5.0	VI
6. To attend to visitors, receive telephone calls and give due Course to requests or messages or refer callers to official concerned. These include the arrangement for meetings, conferences, seminars, field trips and other similar activities	-	-	-	-	-	-	-	-	2	100	5.0	VI
7. To attend the Head of Office in the preparation of the budget and keep track for allotment balances vis-à-vis, expenditures.	-	-	-	-	-	-	2	100	-	-	5.0	VI
8. To Supervises the preparation of financial statements.	-	-	-	-	1	50	1	50	-	-	3.5	MI
Over-all Weighted Mean											4.68	VI

Legend:

1.00-1.79 = Not at all Important

1.80-2.59 = Slightly Important

2.60-3.39 = Neutral

3.40-4.19 = Moderately Important

4.20-5.00 = Very Important

The table 7 shows the frequency, percentage, mean score, and verbal interpretation on the level of importance of trainings on the duties and responsibilities of the administrative aides of Human Resource Development Office of Mindanao State University-Main Campus Marawi City.

In the table from the duties and responsibilities one (1) 'Sorts, indexes and files correspondences, records, and other documents', 2 (12.5%) of administrative aides chose slightly important, 10 (62.5%) of administrative aides chose moderately important, and 4 (25%) of administrative aides chose very important.

In the table from the duties and responsibilities two (2) 'Routes documentary bags or telegrams received to proper circuit for transmission', 2 (12.5%) of administrative aides chose slightly important, 4 (25%) of administrative aides chose neutral, and 10 (62.5%) of administrative aides chose moderately important.

In the table from the duties and responsibilities three (3) 'Checks, counts words of, rates and records telegrams, received and transmitted', 2 (12.5%) of administrative aides chose not at all important, 1 (6.25%) of administrative aides chose slightly important, 2 (12.5%) of administrative aides chose neutral, and 11 (68.75%) of administrative aides chose moderately important.

In the table from the duties and responsibilities four (4) 'Traces missing or untransmitted messages', 2 (12.5%) of administrative aides chose slightly important, 3 (18.75%) of administrative aides chose neutral, 4 (25%) of administrative aides chose moderately important, and 7 (43.75%) of administrative aides chose very important.

In the table from the duties and responsibilities five (5) 'Maintains records and Prepares job cards for job performed by mechanical personnel', 2 (12.5%) of administrative aides chose slightly important, 2 (12.5%) of administrative aides chose neutral, 6 (37.5%) of administrative aides chose moderately important, and 6 (37.5%) of administrative aides chose very important.

In the table from the duties and responsibilities six (6) 'Fills out forms letters and routine Endorsements', 1 (6.25%) of administrative aides chose not at all important, 2 (12.5%) of administrative aides chose slightly important, 1 (6.25%) of administrative aides chose neutral, 4 (25%) of administrative aides chose moderately important, and 8 (50%) of administrative aides chose very important.

In the table from the duties and responsibilities seven (7) 'Receives and processes simple routine applications, request or licenses for completeness and accuracy', 1 (6.25%) of administrative aides chose slightly important, 1 (6.25%) of administrative aides chose neutral, 2 (12.5%) of administrative aides chose moderately important, and 12 (75%) of administrative aides chose very important.

In the table from the duties and responsibilities eight (8) 'Checks and verified information forms and other records', 1 (6.25%) of administrative aides chose not at all important, 8 (50%) of administrative aides chose moderately important, and 7 (43.75%) of administrative aides chose very important.

In the table from the duties and responsibilities nine (9) 'Makes physical count of items and records figures', 1 (6.25%) of administrative aides chose neutral, 6 (37.5%) of administrative aides chose moderately important, and 9 (56.25%) of administrative aides chose very important.

In the table from the duties and responsibilities ten (10) 'Labels cargo shipments, checks cargo against hay Bills for correct destination', 2 (12.5%) of administrative aides chose neutral, 10 (62.5%) of administrative aides chose moderately important, and 4 (25%) of administrative aides chose very important.

In the table from the duties and responsibilities eleven (11) ‘Does simple posting of figures on records forms’, 2 (12.5%) of administrative aides chose neutral, and 14 (87.5%) of administrative aides chose moderately important.

In the table from the duties and responsibilities twelve (12) ‘Prepares bills and statement of current account, receives, issues and maintains records bills’, 3 (18.75%) of administrative aides chose neutral, 8 (50%) of administrative aides chose moderately important, and 5 (31.25%) of administrative aides chose very important.

In the table from the duties and responsibilities thirteen (13) ‘Performs a variety of skilled clerical tasks, supervises and participates in the work of a small group of a small group of clerks performing lower-level work’, 2 (12.5%) of administrative aides chose neutral, 9 (56.25%) of administrative aides chose moderately important, and 5 (31.25%) of administrative aides chose very important.

In the table from the duties and responsibilities fourteen (14) ‘Prepares routine office correspondence, Indorsements, reports and memoranda and types the same for review of his immediate supervisor’, 2 (12.5%) of administrative aides chose neutral, 4 (25%) of administrative aides chose moderately important, and 10 (62.5%) of administrative aides chose very important.

In the table from the duties and responsibilities fifteen (15) ‘Compiles circulars, memoranda, orders, rules and regulations and other papers and/or documents for reference’, 10 (62.5%) of administrative aides chose moderately important, and 6 (37.5%) of administrative aides chose very important.

Additionally, as we looked on each item, the highest score of ‘Receives and processes simple routine applications, request or licenses for completeness and accuracy’ with the weighted mean= 4.56 and very important, followed by ‘Makes physical count of items and records figures’ with the weighted mean= 4.5 and very important, ‘Prepares routine office correspondence, Indorsements, reports and memoranda and types the same for review of his immediate supervisor’ with the weighted mean= 4.5 and very important, ‘Compiles circulars, memoranda, orders, rules and regulations and other papers and/or documents for reference’ with the weighted mean= 4.38 and very important, ‘Checks and verified information forms and other records’ with the weighted mean= 4.25 and very important, ‘Performs a variety of skilled clerical tasks, supervises and participates in the work of a small group of a small group of clerks performing lower-level work’ with the weighted mean= 4.18 and moderately important, ‘Labels cargo shipments, checks cargo against hay Bills for correct destination’ with the weighted mean= 4.12 and moderately important, ‘Prepares bills and statement of current account, receives, issues and maintains records bills’ with the weighted mean= 4.12 and moderately important, ‘Sorts, indexes and files correspondences, records, and other documents’ with the weighted mean= 4 and moderately important, ‘Traces missing or untransmitted messages’ with the weighted mean= 4 and moderately important, ‘Maintains records and Prepares job cards for job performed by mechanical personnel’ with the weighted mean= 4 and moderately important, ‘Does simple posting of figures on records forms’ with the weighted mean= 3.88 and moderately important, ‘Routes documentary bags or telegrams received to proper circuit for transmission’ with the weighted mean= 3.5 and moderately important, ‘Checks, counts words of, rates and records telegrams, received and transmitted’ with the weighted mean= 3.38 and neutral, and finally, the lowest score of ‘Fills out forms letters and routine Endorsements’ with the weighted mean= 3.38 and neutral.

The over-all weighted mean of table 7 is 4.05 and it is moderately important.

As we analyzed the above table and the results of the responded of the respondents it implied that the administrative aides are considered moderately important in terms of their duties and responsibilities that assigned to them by the Human Resource Development Office. As stated by Elnaga and Imran (2013) in their study concluded that the effective training has positive impact on employee performance to the

organization. Since most of the respondents considered their duties and responsibilities as important therefore, it had an effective training of the employees in the Human Resource Development Office of Mindanao State University-Main Campus Marawi City.

TABLE 7

Weighted Mean on the Level of Importance of Trainings on the Duties and Responsibilities of Administrative Aides (clerks) Implemented in Human Resource Development Office

ADMINISTRATIVE AIDES (clerks)												
Duties and Responsibilities	NI (1)		SI (2)		N (3)		MI (4)		VI (5)		WM	VI
	F	%	f	%	f	%	F	%	F	%		
1. Sorts, indexes and files correspondences, records and other documents.	–	–	2	12.5	–	–	10	62.5	4	25	4	MI
2. Routes documentary bags or telegrams received to proper circuit for transmission.	–	–	2	12.5	4	25	10	62.5	–	–	3.5	MI
3. Checks, counts words of, rates and records telegrams, received and transmitted.	2	12.5	1	6.25	2	12.5	11	68.75	–	–	3.38	N
4. Traces missing or untransmitted messages.	–	–	2	12.5	3	18.75	4	25	7	43.75	4	MI
5. Maintains records and Prepares job cards for job performed by mechanical personnel.	–	–	2	12.5	2	12.5	6	37.5	6	37.5	4	MI
6. Fills out forms letters and routine Endorsements.	1	6.25	2	12.5	1	6.25	4	25	8	50	3.38	N
7. Receives and processes simple routine applications, request or licenses for completeness and accuracy.	–	–	1	6.25	1	6.25	2	12.5	12	75	4.56	VI
8. Checks and verified information forms and other records.	1	6.25	–	–	–	–	8	50	7	43.75	4.25	VI
9. Makes physical count of items and records figures.	–	–	–	–	1	6.25	6	37.5	9	56.25	4.5	VI
10. Labels cargo shipments, checks cargo against hay Bills for correct destination.	–	–	–	–	2	12.5	10	62.5	4	25	4.12	MI

11. Does simple posting of figures on records forms.	-	-	-	-	2	12.5	14	87.5	-	-	3.88	MI
12. Prepares bills and statement of current account, receives, issues and maintains records bills.	-	-	-	-	3	18.75	8	50	5	31.25	4.12	MI
13. Performs a variety of skilled clerical tasks, supervises and participates in the work of a small group of a small group of clerks performing lower-level work.	-	-	-	-	2	12.5	9	56.25	5	31.25	4.18	MI
14. Prepares routine office correspondence, Indorsements, reports and memoranda and types the same for review of his immediate supervisor.	-	-	-	-	2	12.5	4	25	10	62.5	4.5	VI
15. Compiles circulars, memoranda, orders, rules and regulations and other papers and/or documents for reference.	-	-	-	-	-	-	10	62.5	6	37.5	4.38	VI
Over-all Weighted Mean											4.05	MI

Legend:

1.00-1.79 = Not at all Important

1.80-2.59 = Slightly Important

2.60-3.39 = Neutral

3.40-4.19 = Moderately Important

4.20-5.00 = Very Important

The table 8 shows the frequency, percentage, mean score, and verbal interpretation on the level of importance of trainings on the duties and responsibilities of the training specialist of Human Resource Development Office of Mindanao State University-Main Campus Marawi City.

In this table from the duties and responsibilities one (1) 'Plans a training program, prepares, or supervises the preparation or training materials', 3 (100%) training specialist chose very important. According to the responses showed by the three training specialist in the verbal interpretation were very important.

In table from the duties and responsibilities two (2) ‘Evaluates training activities, prepares, and submits reports on training materials.’, 3 (100%) training specialist chose very important. According to the responses showed by the three training specialist in the verbal interpretation were very important.

In table from the duties and responsibilities three (3) ‘Develops and promotes job methods and work simplification training activities’, 1 (33.3%) training specialist chose moderately important, and the 2 (66.6%) training specialist chose very important. According to the responses showed by the three training specialist in the verbal interpretation were very important.

In table from the duties and responsibilities four (4) ‘Conducts studies and develops plans in other phases of personnel management such as suggestion system, guidance counseling, personnel utilization, effective uses of Position classification, merit rating, awards system and retirement planning.’, 1 (33.3%) training specialist chose moderately important, and the 2 (66.6%) training specialist chose very important. According to the responses showed by the three training specialist in the verbal interpretation were moderately important.

In table from the duties and responsibilities five (5) ‘Assist in the organization and the development of training program’, 3 (100%) training specialist chose very important. According to the response showed by the three training specialist in the verbal interpretation were very important.

Additionally, in this table as we looked in each item, the highest score of ‘Plans a training program, prepares, or supervises the preparation or training materials’ with the weighted mean= 5.0 and very important, followed by ‘Evaluates training activities, prepares, and submits reports on training materials’ with the weighted mean= 5.0 and very important. And then, ‘Develops and promotes job methods and work simplification training activities’ with the weighted mean= 4.66 and very important. Also, ‘Conducts studies and develops plans in other phases of personnel management such as suggestion system, guidance counseling, personnel utilization, effective uses of Position classification, merit rating, awards system and retirement planning’ with the weighted mean= 4.66 and very important. Finally, ‘Assist in the organization and the development of training program.’ with the weighted mean= 5.0 and very important.

As the above table the over-all weighted mean is 4.86 and it is very important.

As we analyzed the above table and the results of the responded of the respondents it implied that the training specialist are considered very important in terms of their duties and responsibilities that assigned to them by the Human Resource Development Office in Mindanao State University – Main Campus, Marawi City.

Hassan (2011) investigation on the ‘Impact of Training and Development on the Performance of Administrative Staff in The Public Sector organizations’ reveals that there is a strong positive relationship between training and employee development. Most of the respondents considered their duties and responsibilities as important therefore, it has a possible effective training of the employee in the Human Resource Development Office of Mindanao State University, Marawi City.

TABLE 8. Weighted Mean on the Level of Importance of Trainings on the Duties and Responsibilities of Training Specialists of Human Resource Development Office

Training Specialists												
Duties and Responsibility	NI (1)		SI (2)		N (3)		MI (4)		VI (5)		WM	VI
	F	%	F	%	F	%	F	%	F	%		

1. Plans a training program, prepares, or supervises the preparation or training materials.	-	-	-	-	-	-	-	-	3	100	5.0	VI
2. Evaluates training activities, prepares, and submits reports on training materials.	-	-	-	-	-	-	-	-	3	100	5.0	VI
3. Develops and promotes job methods and work simplification training activities.	-	-	-	-	-	-	1	33.3	2	66.6	4.66	VI
4. Conducts studies and develops plans in other phases of personnel management such as suggestion system, guidance counseling, personnel utilization, effective uses of Position classification, merit rating, awards system and retirement planning.	-	-	-	-	-	-	1	33.3	2	66.6	4.66	VI
5. Assist in the organization and the development of training program.	-	-	-	-	-	-	-	-	3	100	5.0	VI
Over-all Weighted Mean											4.86	VI

Legend:

1.00-1.79 = Not at all Important

1.80-2.59 = Slightly Important

2.60-3.39 = Neutral

3.40-4.19 = Moderately Important

4.20-5.00 = Very Important

#### Part IV. Problems and Challenges

This part aimed to know the problems and challenges of encountered in Human Resource Development Office. The respondents were asked to indicate their level of agreement or disagreement with each statement indicators on the problems and challenges encountered in Human Resource Development Office by checking one of the three given choices, viz.: (1) Not at all Problem (NP); (2) Moderate Problem (MP); (3) Serious Problem (SP).

The table 9 shows the frequency, percentage distribution and mean scores of the respondents' responses on problem and challenges encountered of the select employees in Human Resource Development Office of Mindanao State University-Main Campus Marawi City.

Table 9 presented the problem and challenges encountered or experienced by the respondents. The respondents were given a survey questionnaire to check the problem and challenges that raised in the office of Human Resources Development Office (HRDO).

The table show that one hundred percent of the respondents answered the survey questionnaires. In item number one which is Existence of Nepotism 52% answered as moderate problem; 48% as a serious problem, Item number one weighted mean is 2.48 as a result it considered as serious problem.

In item number two which is Information Overload 82% answered as moderate problem; 18% as a serious problem, the weighted mean is 2.18 as a result it considered as a moderate problem.

Item number three Workforce Resistance 79% answered as a moderate problem; 21% as a serious problem, the weighted mean is 2.21 as a result it considered as a serious problem.

Item number four Ineffective Training Methods 3% answered as not at all problem; 42% as moderate problem; 55% as serious problem, the weighted mean is 2.51 as a result it considered as serious problem.

Item number five Lack of Employees Engagement 3% answered as not at all problem; 39% as moderate problem; 58% as serious problem, the weighted mean is 2.54 as a result it considered as serious problem.

Item six Employees Lack of Self-awareness 79% answered as moderate problem; 21% as serious problem, the weighted mean is 2.21 as a result it serious problem.

Item seven Limited Resources 6% answered as not at all problem; 64% as moderate problem; 30% as serious problem, the weighted mean is 2.24 as a result it considered as serious problem.

Item eight Resistance to Change 18% answered as not at all problem; 61% as moderate problem; 21% as serious problem, the weighted mean is 2.03 as a result it considered as serious problem.

Item nine Lack of Leadership 15% answered as not at all problem; 52% as moderate problem; 33% as serious problem, the weighted mean is 2.18 as a result it considered as moderate problem.

Item ten Tardiness of Employees 3% answered as not at all problem; 48% as a moderate problem; 48% as serious problem, the weighted mean is 2.45 as a result it considered as a serious problem.

The overall weighted mean of the table 9 is 2.30 and it is a serious problem in the office of Human Resources Development (HRDO) Mindanao State University-Main Campus, Marawi City. The data implied that the problem and challenges encountered by the respondents is serious problem, it implied that the problem and challenges is a serious problem of the respondents in terms of training and development.

One of the aforementioned problems and challenges of this study is the Ineffective Training Methods, Elnaga and Imran (2013) according to their study it concludes that Effective training has a positive impact on employees' performance to the organization performance. It implied that the training methods of Human Resources Development Office is not a hinder of the development productivity of the employees. On the realization in the study of Amir, et al (2013) that employee training has much benefit to them and in the organization in general. Training must be implemented together with other human resources functions.

Collier et al (2020) found that increased funding in training reduces the chances of an organization closing down. Edralin (2011) in order to perform well the organization must provide an effective training and development program to their employees in order to improve their skills.

Hence, the aforementioned problem and challenges in table 9 is a serious problem in the office of Human Resources Development (HRDO). It implied that the problems and challenges they have encountered or experienced is a hinder to their Office in terms of training and development.

Moreover, the employees have emphasized the following as challenges of effect of training and development aside from the mentioned parameters, viz.: 1. Equality and Justice for all qualified employees; 2. Employees Alliances; 3. Traditional Employees Involvement.

These results have implied that effect of training and development confronts various challenges that need and/or require attention. The primary challenges are as followed: 1. Lack of Employee's Engagement; 2. Ineffective Training Methods; 3. Existence of Nepotism.

Table 9. Weighted Mean of the Respondents' Responses on Problem and Challenges Encountered

Problem and Challenges	NP (1)		MP (2)		SP (3)		WM	VI
	F	%	F	%	F	%		
1. Existence of Nepotism	-	-	17	52	16	48	2.48	SP
2. Information Overload	-	-	27	82	6	18	2.18	MP
3. Workforce Resistance	-	-	26	79	7	21	2.21	SP
4. Ineffective Training Methods	1	3	14	42	18	55	2.51	SP
5. Lack of Employees Engagement	1	3	13	39	19	58	2.54	SP
6. Employees lack of self-awareness	-	-	26	79	7	21	2.21	SP
7. Limited Resources	2	6	21	64	10	30	2.24	SP
8. Resistance to Change	6	18	20	61	7	21	2.03	SP
9. Lack of Leadership	5	15	17	52	11	33	2.18	MP
10. Tardiness of Employees	1	3%	16	48	16	48	2.45	SP
Over-all Weighted Mean							2.30	SP

Legend:

1.00-1.69 = Not at all Problem

1.60-2.19 = Moderate Problem

2.20-3.00 = Serious Problem

**Part V. Interventions and Observation.**

This section shows the interventions and observation of select employees in Human Resource Development Office on the problems identified in their office.

The table 10 shows the interventions and observation from the problems identified of the select employees in Human Resource Development Office of Mindanao State University-Main Campus Marawi City.

Table 10. Summary of Employees Responses on Interventions and Observations in Human Resource Development Office

<b>INTERVENTIONS</b>
<p>The institution should allow its employees to engage in decision-making processes. To help boost the morale of the employees, the latter should be able to express their ideas for the betterment of the whole institution.</p> <p>Needs training, seminars and orientation related to HRDO matters for their self-awareness to the HRDO functions, and duties.</p> <p>On boarding offer recruitment of the newly hired employee.</p> <p>Leadership is the important aspects of management of all kinds of organization, otherwise lack of leadership results for ineffective management.</p> <p>Strict compliance of civil service laws and office rules on tardiness.</p> <p>Tardiness in an organization should be avoided</p> <p>Putting a right person in a right job, in a right place, in a right moment.</p> <p>Equality and justice for all qualified employees, it should not be limited only for regular employees, it should also include the contractual employee if possible.</p>
<b>OBSERVATION</b>
<p>A lot of problems in the office work, one of them are the training and development of all newly hired and old employees.</p> <p>One of the problems encountered in the office is the tardiness of employees. To decrease or minimize this kind of problem, the agency should check the attendance regularly.</p> <p>Ineffective training methods, techniques, research and study the methods of training for effective conduct of seminar.</p> <p>Nepotism is undying problem an organization face. There should be a proper selection of employees based on their educational attainment and trainings.</p>

### Summary

In terms of the training imposed/implemented in the Human Resource Development Office was revealed that there are 8 formal training implemented and these are the 1. Workshop on Data Privacy with a 29 participants, followed by the Workshop on Strategic Performance Management System which also have an 25 employees who participated during the training. While the third training imposed under the formal training was seminar on violence against women and children with the total responses of 18. Also the technical training on (PRIME-HRM) Program to Institutionalize Meritocracy and Excellence & Human Resource Management who have a 21 employees participation. Followed by the Seminar on Records Management and 18 employees participated. While 6. Seminar on Omnibus on Rules on Appointment and Other Human Resource Section with 17 participants. And seminar on Revised Rules on Administrative Cases in the Civil Service with 24 participants. While the Supervisory Development Course(SDCI,II,III) also has 8 lowest participant. On the other hand, informal training is only composed of 2 trainings and the first one is the orientation seminar for newly hired employees which has 26 participants while Coaching on Performance Management (OPCR, DPCR and IPCR) has a participants of 17. Some of the employees has failed to attend the other trainings imposed due to heavy schedule.

In terms of the level of participation of the employees to the trainings imposed at their office was resulted with a calculated weighted mean of 2.13 which results as employees has agreed and participated during the implementation of the formal training. While informal training resulted as 2.5 average weighted mean which also serves as positive feedback coming from the employees. Almost 100% of the employees has answered that they have participated to the Trainings imposed at their office.

In terms of the level of importance of the training and development on duties and responsibilities of the respondents, the results have shown that they considered training is important to their duties and responsibilities, viz. 1.) The over-all weighted mean of the table 3 is 4.8 and it is very important; 2.) The over-all weighted mean of table 4 is 3.9 and it is neutral; 3.) The over-all weighted mean of table 5 is 4.02 and it is moderately important; 4.) The over-all weighted mean of the table 6 is 4.68 and it is very important; 5.) The over-all weighted mean of table 7 is 4.05 and it is moderately important; 6.) As the above table the over-all weighted mean is 4.86 and it is very important.

Moreover, in terms of the problems and challenges of the respondents, the results have shown that the provided problems and challenges considered as serious problem, the overall weighted mean of the table 9 is 2.30 and it is a serious problem in the office of Human Resources Development (HRDO) Mindanao State University-Main Campus, Marawi City.

## **Implications**

Based on the data gathered, it come up to the following implications. First, it implied that failure to attend any Formal and informal training will affect the productivity of the employee because those training imposed were the one of the important workshops they must experience to give quality workforce and a good required skills and knowledge for the employees. And some employees have not attended some of the training because of their workload during that given schedules of training.

Second, it implied that many employees has agreed that their participation to those Imposed training are important. They have agreed that they must consider participating those formal and informal training as it would shape them to be more productive at work and to perform their given task in a productive manner.

Third, it implied that the duties and responsibilities of the director is very important. In such, training and development were implemented in the Human Resource Development Office of Mindanao State University-Main Campus Marawi City. And it implied that the Human Resource Development Office is doing great in making sure that their employees have acquired understanding and knowledge of the importance of trainings on their duties and responsibilities. Also, the resulted of the responded of the respondents it implied that the training specialist are considered very important in terms of their duties and responsibilities that assigned to them by the Human Resource Development Office in Mindanao State University – Main Campus, Marawi City.

Hence, it implied that the duties and functions of the Human Resource Development Office employees has significant contributions in employee's productivity. It implied that the administrative aides are considered moderately important in terms of their duties and responsibilities that assigned to them by the Human Resource Development Office.

Therefore, the result implies that Human Resource Development Office have specific personnel functions to follow defined by the Civil Service Commission. It implied also that the duties and responsibilities of the chief administrative officer are important. In such, training and development were

implemented in the Human Resource Development Office of Mindanao State University-Main Campus Marawi City.

And it also resulted that responded of respondents it implied that the training specialist are considered very important in terms of their duties and responsibilities that assigned to them by the Human Resource Development Office in Mindanao State University – Main Campus, Marawi City.

Hence, the aforementioned problem and challenges in table 9 is a serious problem in the office of Human Resources Development (HRDO). It implied that the problems and challenges they have encountered or experienced is a hinder to their Office in terms of training and development.

Additionally, the employees have emphasized the following as challenges of effect of training and development aside from the mentioned parameters, viz.: 1. Equality and Justice for all qualified employees; 2. Employees Alliances; 3. Traditional Employees Involvement.

These results have implied that effect of training and development confronts various challenges that need and/or require attention. The primary challenges are as followed: 1. Lack of Employee's Engagement; 2. Ineffective Training Methods; 3. Existence of Nepotism.

### **Recommendation**

Based on the findings of the studied, the following recommendation are outlined for addressing challenges as well as ways of improving human resources training and development at Human Resource Development Office of Mindanao State University-Main Campus, Marawi City:

1. Training needs to be done by practicing more professionally in convergence with individuals involved together with human resource personnel, all the employees must need to identify the training lacking and the attitudes need to be changed.
2. The Human Resource Development Office of Mindanao State University-Main Campus should check their employees attendance regularly to avoid the tiredness of employees which is one of the problems and challenges in the office.
3. The Human Resource Development Office (HRDO) should expand their commitment to imposing training on the employees by providing enough resources of funds to avoid the lack of funds.
4. An effective implementation of training and make it mandatory for the effective participation of all the employees.
5. Required two-three days team building every six months to strengthen the cooperation and closeness of every employee in the Human Resource Development Office. It also avoids the alliances of the workers.
6. Conduct a pair selection of newly applicant in the Human Resource Development Office to eliminate the stereotypes and nepotism system.
7. Strengths the compliances of duties and functions of every employee implemented in the Human Resource Development Office.
8. Strong implementation of equality and justice for all employees, it should not limited for regular employees, contractual employees must also be included.

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