# Learning Needs Assessment (LNA) Basis for BARMM Employees on Job Performance

## Noraida A. Datumanong[1], Lumina D. Cabilo[2], Hanudin M. Pahm[3], Ramlah A. Duge[4]

[1]Chief Education Program Specialist, Development Academy of the Bangsamoro, BARMM Region
[2]Dean, Graduate School, Cotabato Foundation College of Science and Technology
[3]Visiting Professor, Cotabato Foundation College of Science and Technology
[4]Associate Dean, Graduate School, Cotabato Foundation College of Science and Technology

## Abstract

This study examines the learning needs assessment (LNA) as a basis for evaluating the job performance of employees in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), specifically those from its Ministries, Offices, and Agencies. It aims to determine the level of professional development needs, assess job performance, and analyze the significant relationship between these two factors. Additionally, the study explores key challenges faced by BARMM employees, including mental stress, loss of loyalty, increased turnover, and life changes resulting from the creation of new government structures. Based on the findings, an intervention plan is proposed to enhance BARMM's professional development programs.

A descriptive-correlational research design was employed to ensure comprehensive data collection. The study surveyed 383 respondents utilized convenience random sampling with proportional allocation. The research instrument centered on Human Resource Management Development (HRMD) training and seminars.

Findings indicate that BARMM employees have a high need for professional development, while they strongly agree that their job performance meets satisfaction levels.

**Keywords:** BARMM, job performance, learning needs assessment, professional development program

## 1. Introduction

Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), continues to be a transition. The various ministries, offices, and agencies are still in the process of recruiting a competent workforce. With the phasing out of old ARMM employees came the phasing in of new BARMM employees. Thus, learning needs assessment among the new employees is very relevant to examine the needed specialized degree program and short courses to be offered. The Bangsamoro Autonomy Act No.17, known as Bangsamoro Civil Service, mandates the Bangsamoro Government to develop and retain a competent workforce through continuous learning and development programs (Article 19 & 20).

Learning Needs Assessment (LNA) is an important part in the educational process that leads to changes in practice, and has become part of an organizational program for human resource development. It provides substantial input to the identified needs to address the gap between employees' required skills

and knowledge and their current condition (Lacsamana et. al., 2018).

Gould (2004), said that learning needs assessment is a way to identify the learning needs of the employee for the future development program to promote a high level of job performance. Also, a recurrent process that contributes to how the employee develops after the course is planned and being evaluated.

Needs Theory of Maslow's Hierarchy of Needs suggests that people are motivated to satisfy their needs in a hierarchical order, starting with basic physiological needs and moving up to self-actualization. Understanding the needs of learners can help in tailoring the program to address motivations and enhance engagement.

The performance of each employee should be frequently discussed, at least in regular performance reviews and 1 & 1 meetings. Especially, annual performance reviews should go into detail and discuss the employee's work. This is critical to ensure alignment between employee and management, check that everyone is still on the same page and give employees an honest assessment of their performance. Only through honest feedback can one work on problems, improve performance and continue to grow professionally. Targeted employee performance reviews can lead to increased employee performance and motivation as well as foster trust between supervisor and employee (Gupta 2011; Hauer & Quill, 2011).

Republic Act (RA) 11054 was created to provide the gradual phasing out of offices of the Autonomous Regional Government in Muslim Mindanao, which are deemed abolished upon the ratification of the Organic Law, and with the phasing out of old ARMM employees came the phasing in of new BARMM employees. With the creation of BARMM, more or less 4,000 officials and employees were employed in the different ministries, many of whom are new in the government, hence the need to capacitate the human resource so that they will be fully developed and be part of a competent and professional workforce (JICA, 2022).

Thus, there is a need for a study to determine the professional development programs to be offered to the personnel in addressing the gap between the required skills, knowledge, and current conditions. It is a way to identify the employee's learning needs for the development program to promote a high level of job performance in BARMM.

## METHODS

### Research Design

This approach is justified by the notion that quantitative data offers a broad overview of the research problem, and further analysis, particularly through qualitative data collection, is essential to enhance, expand, or clarify this overall understanding (Creswell, Plano Clark, 2011). Statistical methods, including correlation analysis was employed to examine whether meaningful connections exist among the learning needs assessment (LNA) results and the professional development program for BARMM employees.

### Locale of the Study

The study was conducted in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). Bangsamoro, officially the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) is an autonomous region in the Philippines, located in the southwestern portion of the island of Mindanao.

Replacing the Autonomous Region in Muslim Mindanao (ARMM), the BARMM was formed with the ratification of its basic law, the Bangsamoro Organic Law, following a two-part legally binding plebiscite in Western Mindanao held on January 21 and February 6, 2019.

## Respondents of the Study

The respondents of the study are the Employees of Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), from the Ministries, Offices and Agencies.

**Data Distribution of the Respondents of the Study**

| # | MOA | Population | Respondents/Sample Size |
|---|-----|------------|-------------------------|
| Ministries | | | |
| 1 | MSSD | 1125 | 48 |
| 2 | MPOS | 136 | 6 |
| 3 | MOH | 680 | 29 |
| 4 | MAFAR | 194 | 8 |
| 5 | MENRE | 715 | 31 |
| 6 | MILG | 409 | 18 |
| 7 | MFBM | 375 | 16 |
| 8 | MOTC | 352 | 15 |
| 9 | MBHTE | 2000 | 86 |
| 10 | MTIT | 265 | 11 |
| 11 | MOLE | 197 | 8 |
| 12 | MHSD | 156 | 7 |
| 13 | MOST | 156 | 7 |
| 14 | MPW | 761 | 33 |
| 15 | MIPA | 67 | 3 |
| 16 | OCM | 239 | 10 |
| **Sub Total** | | **7827** | **336** |
| Offices | | | |
| 17 | OSC | 14 | 1 |
| 18 | ODUALI | 90 | 4 |
| 19 | ORBC | 7 | 0 |
| 20 | BIO | 34 | 1 |
| 21 | BICTO | 28 | 1 |
| 22 | OTW | 19 | 1 |
| 23 | BAGO | 40 | 2 |
| **Sub Total** | | **232** | **10** |
| Agencies | | | |
| 24 | CSEA | 37 | 2 |
| 25 | BTA | 402 | 17 |
| 26 | BHRC | 87 | 4 |
| 27 | BPDA | 79 | 3 |
| 28 | BPA | 46 | 2 |
| 29 | BYC | 40 | 2 |

| 30 | DAB | 40 | 2 |
| 31 | BWC | 35 | 2 |
| 32 | BCPCH | 27 | 1 |
| 33 | BSC | 26 | 1 |
| 34 | BOI | 17 | 1 |
| 35 | BBI | 15 | 1 |
| **Sub Total** | | **851** | **47** |
| **GRAND TOTAL** | | **8910** | **383** |

**Sampling Procedure**

This study used Slovin's formula in determining the employees of BARMM whohave participated in the study. Random sampling procedure was employed.

**Research Instruments**

The instrument of this research was taken from HRMD, which has been utilized for the survey to identify what type of training or seminar were facilitated annually for the learning needs of the administrative personnel for a specific year.

The first part of the questionnaire contains the socio-economic profile of the employees in terms of offices, highest educational attainment, estimated monthly income, employment status, employment position and tribal affiliation. The second part is the Learning Needs Assessment (LNA), BARMM MOAs answered items on a five-point scale anchored from Highly Needed to least needed.

The third part of the instruments is consist of the Job Performance Questionnaire, which was used for measuring the level of job performance. The questions about stress, working environment, workload and salary in the workplace were established to ascertain employees' job performance. The respondents had to respond to items on a five-point likert-type scale: 5 – Strongly Agree, 4 -Agree, 3 – Moderately Agree, 2 – Less Agree, and 1 – Least Agree.

**Data Gathering Procedure**

Data gathering procedure is the technique used to obtain the information used in a study to substantiate the claims made by the researchers. The researchers asked permission and letter of endorsement from the Executive Director of the Development Academy of the Bangsamoro (DAB)-Office of Chief Minister (OCM) to all the Ministries, Agencies and Offices heads for the conduct the study. When the request for the endorsement of the DAB-OCM for the conduct of the study was approved, the researchers communicated with the different Ministers, Offices and Agencies through the endorsement letters of the Executive Director for the participation and cooperation of the respondents from the Ministries, Offices and Agencies (MOA's) of BARMM.

**Statistical Analysis of the Data**

The researchers used the following tools for data treatment:

*Frequency.* The frequency (f) of a particular value is the number of times the value occurs in the data. The distribution of a variable is the pattern of frequencies, meaning the set of all possible values and the frequencies associated with these values.

*Percentage.* The percentage is used to determine "how much" or "how many." A percentage number aids in calculating the exact amount or figure that is being discussed. Fractions are compared. Identifying a percentage increase or decrease. Helps in finding profit and loss percentages.

*Mean, Weighted Mean*. Mean implies average, and it is the sum of a set of data divided by the amount of data. Mean can prove to be an effective tool when comparing different sets of data.

*Standard Deviation.* Standard deviation is a number used to tell how measurements for a group are spread out from the average (mean or expected value). A low standard deviation means that most of the numbers are close to the average, while a high standard deviation means that the numbers are spread out. The study measured the learning needs analysis and job performance of the executives of BARMM.

*Product Moment Correlation Coefficients/Pearson-r.* Pearson's r measures the strength, direction and probability of the linear association between two interval or ratio variables, and is denoted by $r$. The advantage of using Pearson's r is that it is a simple way to assess the association between two variables; whether they share variance (covary), if the relationship is positive or negative, and the degree to which they correlate (Chee, 2015). The study measured the relationship between the level of learning needs analysis and job performance.

## Ethical Considerations

The researchers ensured that the information provided by the respondents were kept confidential, for example, name, address, etc. (McLeod, 2018). Ethical considerations enumerate the CFCST Graduate School-Research Ethics Committee are ensured by the researchers to be met.

This mean questionnaires are good for researching sensitive topics as respondents were more honest when they cannot be identified. Keeping the questionnaire confidential should also reduce the likelihood of any psychological harm, such as embarrassment (McLeod, 2015).

## Discussion

This chapter deals with the presentation, analysis and interpretation of data gathered and the discussion of statistical findings of the study. It includes the socio-economic profile of the respondent, educational attainment, monthly income, employment status, employment position, and tribal affiliation of the Bangsamoro employees and the Professional Development Needs and job performance of the Bangsamoro Employees.

## Learning Needs Assessment
### Administrative Skills

Table 1 presents the professional development needs of Bangsamoro employees, specifically in the area of administrative skills. The results are based on a five-point likert scale, with higher mean scores indicating a greater perceived need for development.

All four indicators under administrative skills are rated as "Highly Needed," as reflected by their high mean scores: "Planning/Organizing" has the highest mean at 4.94, indicating that employees perceive a strong need for improvement in their ability to effectively plan and organize tasks or activities.

While "Problem Solving" follows with a mean of 4.92, suggesting a substantial demand for training in resolving issues and making sound judgments. "Decision Making" (mean = 4.87) and "Office & Records

Management (mean = 4.84) also received high ratings, showing that employees recognize these areas as critical to their administrative functions.

The overall mean score of 4.89 confirms that administrative skills are highly needed across the board, indicating a strong demand for capacity-building programs in this domain.

**Administrative Skills of Employees**

The data reveals in Table 1 clearly shows that administrative skills are highly needed among employees, as indicated by the high mean ratings across all skill areas, with an overall mean of 4.89. The highest-rated skill is Planning and Organizing (M = 4.94), followed closely by Problem Solving (M = 4.92) and Decision Making (M = 4.87). Office and Records Management also scored significantly high (M = 4.84), underscoring its continued relevance in efficient administrative operations.

These findings align with contemporary research emphasizing the importance of administrative competencies in the public sector. According to Gupta and Sharma (2016), effective planning and organizing are foundational to institutional performance, particularly in government agencies undergoing organizational transitions, such as those in BARMM. Similarly, Tett et al. (2019) highlighted that problem-solving and decision-making are not just cognitive skills but are vital for navigating complex bureaucratic systems and ensuring responsiveness to public needs.

The strong need for Office and Records Management reflects growing expectations for transparency, accountability, and proper documentation in governance. As per UNESCO (2020), proper records management is essential for upholding good governance and ensuring the continuity of government operations, especially in contexts undergoing decentraliation or reform.

Moreover, the high ratings in these administrative skill areas can be interpreted as a reflection of the changing landscape in public administration. With the rise of e-governance, digital records, and performance-based systems, public sector employees are expected to be more proactive, analytical, and systematic (Fernandez & Rainey, 2021).

In the context of BARMM, where governance structures are still evolving and stabilizing, the demand for such competencies becomes even more critical. As highlighted by Mastura (2022), the success of autonomous regions depends not only on institutional design but also on the capability of civil servants to manage change, innovate processes, and uphold the principles of moral governance.

The findings reinforce the urgent need to enhance capacity-building efforts in administrative functions. Programs aimed at developing decision-making, planning, and problem-solving skills, along with effective office and records management, should be prioritized in employee development plans. Doing so will not only improve individual performance but also contribute to the broader goals of efficient, ethical, and citizen-responsive governance in BARMM.

**Table 1. Level of Learning Needs Assessment in terms of Administrative Skills**

| Statements | Mean | Description |
|---|---|---|
| a. Decision Making | 4.87 | Highly Needed |
| b. Planning / Organizing | 4.94 | Highly Needed |
| c. Problem Solving | 4.92 | Highly Needed |
| d. Office & Records Management | 4.84 | Highly Needed |
| **Weighted Mean** | **4.89** | **Highly Needed** |

| Level | Range | Description |
|-------|-------|-------------|
| 5 | 4.21 – 5.00 | Highly Needed |
| 4 | 3,41 – 4.20 | Needed |
| 3 | 2.61 – 3.40 | Moderately Needed |
| 2 | 1.81 – 2.60 | Least Needed |
| 1 | 1.00 – 1.80 | Less Needed |

**Supervisions Skills**

Table 2 outlines the perceived professional development needs of Bangsamoro employees in the area of supervision skills. All four indicators are rated as "Highly Needed," as evidenced by their consistently high mean scores.

"Conflict Resolution" received the highest mean score of 4.93, indicating that employees feel a strong need for training in effectively addressing and managing workplace disputes. "Team Building" (mean = 4.89) and Technical Skills (mean = 4.88) also reflect high levels of need, suggesting that enhancing group cohesion and technical competence are priorities for supervisory roles.

While "Time Management", with a mean score of 4.86, is similarly seen as a critical area for development, pointing to a need for improving efficiency and productivity among supervisors.

The overall mean score of 4.89 confirms that supervision skills, as a whole, are perceived to be highly needed. This underscores the importance of targeted professional development programs that build leadership capacity and improve management effectiveness within the organization. Conflict Resolution (4.93) – Highest Rated. The highest-rated skill, conflict resolution, reflects the complex nature of work environments in transitioning governance systems like BARMM. As public servants navigate new policies, realigned offices, and cultural diversity, the ability to manage disputes constructively is critical. According to Bush and Folger (2016), effective conflict resolution builds organizational harmony and prevents workplace tensions from affecting public service outcomes. In post-conflict and peacebuilding contexts, such as BARMM, this skill becomes even more essential (Al-Mahdi, 2020).

Team Building (4.89) – Essential for Collaboration. Closely following is team building, highlighting the need for cohesive, high-functioning teams to manage evolving workloads and cross-functional responsibilities. Katzenbach & Smith (2015) emphasize that strong teams increase organizational flexibility, responsiveness, and morale—key attributes in dynamic governance environments.

Technical Skills (4.88) – A Backbone for Supervision. The high rating for technical skills suggests that supervisors must not only lead but also be technically competent in their domains. This is consistent with Mintzberg's (2015) managerial role theory, which identifies technical competence as foundational for credibility and effective delegation. In BARMM, technical supervision is crucial as ministries adopt modern systems and digital tools.

Time Management (4.86) – Managing Limited Resources. Time management received the lowest, yet still very high, mean score. Effective time use is vital for ensuring deadlines are met, especially in public service sectors where timelines are often legally or administratively bound. Allen et al. (2020) stress that time management positively influences productivity and stress reduction, both highly relevant for BARMM employees managing multiple priorities during governmental transitions.

The weighted mean of 4.89 confirms the need to invest in supervisory development programs, especially tailored to the evolving roles within BARMM ministries and offices. As the region implements systems of

moral governance and participatory democracy, supervisors must lead with a balance of emotional intelligence, technical capability, and strategic foresight.

Government HR divisions and training institutions in BARMM may consider offering short courses, coaching programs, and certifications that directly strengthen these four areas.

**Table 2. Level of Learning Needs Assessment in terms of Supervision Skills**

| Statements | Mean | Description |
|---|---|---|
| Technical Skills | 4.88 | Highly Needed |
| Time Management | 4.86 | Highly Needed |
| Conflict Resolution | 4.93 | Highly Needed |
| Team Building | 4.89 | Highly Needed |
| **Weighted Mean** | **4.89** | **Highly Needed** |

| Level | Range | Description |
|---|---|---|
| 5 | 4.21 – 5.00 | Highly Needed |
| 4 | 3,41 – 4.20 | Needed |
| 3 | 2.61 – 3.40 | Moderately Needed |
| 2 | 1.81 – 2.60 | Least Needed |
| 1 | 1.00 – 1.80 | Less Needed |

**Communications**

Presented in Table 3 reveals that the perceived professional development needs of Bangsamoro employees in the area of communication skills. The data shows that all four components are rated as "Highly Needed," highlighting the importance of effective communication in the workplace. "Oral Communication" and "Business Writing and Grammar Usage" both have a mean score of 4.87, indicating a strong need for improving both spoken and written communication among employees.

While "Public Speaking and Presentation Techniques" closely follows, with a mean of 4.86, reflecting a high demand for skills in confidently delivering messages and presentations in public or formal settings.

"Active Listening" received a mean score of 4.84, which, while slightly lower than the others, still falls under the "Highly Needed" category. This suggests that employees recognize listening as a foundational communication skill that supports understanding and collaboration.

The overall mean score of 4.86 confirms that communication skills are highly needed for professional development. These findings emphasize the value of comprehensive communication training programs aimed at enhancing both interpersonal and workplace communication effectiveness.

These findings are consistent with numerous studies that underscore the importance of communication skills for organizational success. Guffey and Loewy (2010) argued that in any professional setting, especially within public administration, the ability to communicate clearly and persuasively is essential for effective leadership and coordination. Effective communication enables public employees to convey important messages to a wide range of stakeholders, fostering collaboration and ensuring transparency.

Furthermore, the high ratings for oral communication and business writing align with the findings of Bovee and Thill (2016), who emphasized that employees must master both verbal and written communication to excel in professional environments. DeVito (2012) explained that these skills are essential for resolving conflicts, making presentations, and ensuring clarity in business documentation.

The rating for public speaking and presentation techniques aligns with Vogel et al. (2016), who note that public

speaking is critical in public administration for both internal and external communication, particularly when representing the organization at public events or government meetings. Similarly, McCroskey (2009) highlights that confidence in public speaking can enhance credibility and positively influence stakeholder engagement.

In contrast, Active Listening, while highly rated, has the lowest mean score among the components in this table. This may reflect a common tendency in professional settings to prioritize speaking over listening. However, Brownell (2012) argues that active listening is foundational to effective communication, as it fosters understanding, builds rapport, and aids in conflict resolution. The slight dip in the mean score for active listening might suggest that employees may be more focused on expressing themselves than on listening to others, a trend that requires addressing through targeted training programs.

The overall high ratings in communication skills suggest that Bangsamoro employees recognize the critical role communication plays in their professional success and the achievement of organizational goals. This finding aligns with Barker and Gower (2010), who argue that communication competencies contribute to higher job performance and employee satisfaction, as well as improve customer relations and organizational effectiveness.

**Table 3. Level of Learning Needs Assessment in terms of Communication**

| Statements | Mean | Description |
|---|---|---|
| Active Listening | 4.84 | Highly Needed |
| Oral Communication | 4.87 | Highly Needed |
| Business Writing and Grammar Usage | 4.87 | Highly Needed |
| Public Speaking and Presentation Technique | 4.86 | Highly Needed |
| **Weighted Mean** | **4.86** | **Highly Needed** |

| Level | Range | Description |
|---|---|---|
| 5 | 4.21 – 5.00 | Highly Needed |
| 4 | 3.41 – 4.20 | Needed |
| 3 | 2.61 – 3.40 | Moderately Needed |
| 2 | 1.81 – 2.60 | Least Needed |
| 1 | 1.00 – 1.80 | Less Needed |

**Customer Service**

Table 4 shows the professional development needs of Bangsamoro employees in the area of customer service. All components are rated as "Highly Needed," demonstrating a strong recognition of the importance of delivering excellent service to clients and stakeholders.

"Customer Service Strategies" has the highest mean score of 4.93, indicating a critical need for employees to develop effective approaches for meeting customer needs and ensuring satisfaction. "Handling Hostile Customer's follows closely with a mean of 4.92, reflecting the importance of equipping employees with techniques to manage difficult interactions calmly and professionally.

"Quality Service" (mean = 4.88) shows that maintaining high standards in service delivery is also a key priority for professional development. "Processing of Customer Service", while slightly lower at 4.77, still

falls under the "Highly Needed" category, suggesting the need to streamline procedures and improve efficiency in handling customer-related tasks.

The overall mean score of 4.88 confirms that customer service is a highly prioritized area for professional development. These findings highlight the necessity of training programs that focus on client-centered service delivery, conflict management, and consistent service quality.

These findings align with literature that emphasizes the critical role of customer service training in government and public sector performance. James and Lahti (2011) argue that in modern governance, particularly in decentralized or autonomous regions, public servants must develop strong service orientation skills to build trust and legitimacy among citizens. Likewise, Osborne, Radnor, and Nasi (2013) stress that public value creation hinges not only on service delivery but also on how that service is experienced by clients, thus requiring strategic customer service skills.

The high rating for handling hostile customers mirrors findings by Ben-Zur and Yagil (2005), who identified that frontline public sector workers face frequent emotional challenges and require training in emotional regulation and conflict management to maintain professionalism under stress.

Moreover, the result corresponds with Ladhari (2009), who found that customer perceptions of service quality in the public sector are highly influenced by staff competence, responsiveness, and communication. Hence, professional development programs focusing on service quality and client interaction are essential.

However, some scholars suggest that customer service in the public sector is often undervalued due to bureaucratic cultures that prioritize compliance over client satisfaction. For example, Van de Walle and Bouckaert (2003) argue that traditional public administrations may resist customer-centred reforms due to internal inefficiencies or a lack of incentives for innovation.

In contrast, the Bangsamoro employees' strong perception of customer service as a critical area for development indicates a shift toward a more responsive and people-centered public administration. This is especially relevant in the Bangsamoro Autonomous Region, where government responsiveness plays a crucial role in peace-building, social cohesion, and public trust.

**Table 4. Level of Learning Needs Assessment in terms of Customer Service**

| Statements | Mean | Description |
|---|---|---|
| a. Customer Service Strategies | 4.93 | Highly Needed |
| b. Handling Hostile Customers | 4.92 | Highly Needed |
| c. Quality Service | 4.88 | Highly Needed |
| d. Processing of Customer Service | 4.77 | Highly Needed |
| **Weighted Mean** | **4.88** | **Highly Needed** |

| Level | Range | Description |
|---|---|---|
| 5 | 4.21 – 5.00 | Highly Needed |
| 4 | 3.41 – 4.20 | Needed |
| 3 | 2.61 – 3.40 | Moderately Needed |
| 2 | 1.81 – 2.60 | Least Needed |
| 1 | 1.00 – 1.80 | Less Needed |

**Health and Safety**

Table 5 illustrates the perceived professional development needs of Bangsamoro employees in the domain of health and safety, with all aspects being rated as "Highly Needed." The highest mean scores were observed in Hazard Communication and Security and Safety Management (both 4.92), followed closely by Mental Health Management (4.91) and First Aid (4.80). The overall mean score of 4.89 suggests strong recognition among employees of the importance of maintaining a safe, secure, and mentally healthy workplace.

These findings are consistent with the literature emphasizing the growing demand for workplace safety training across public sector institutions. For instance, Osborne and Hammoud (2017) argue that public organizations must continually assess and improve occupational safety protocols to ensure employee welfare and productivity. Similarly, the World Health Organization (WHO, 2020) highlights the importance of mental health in the workplace, noting that stress, burnout, and lack of psychological support significantly affect employee performance and retention.

Moreover, Gyekye and Salminen (2007) affirm that employees' perception of safety is positively correlated with their commitment and job satisfaction, supporting the high ratings seen in this study. Training in first aid and hazard communication is also viewed as critical in mitigating workplace accidents, particularly in government and field-based roles (Occupational Safety and Health Administration [OSHA], 2021).

On the other hand, some studies suggest that while formal training in health and safety is vital, its perceived need can sometimes be underestimated in more administrative or desk-based roles. Fernández-Muñiz et al. (2012) note that organizations with lower perceived physical risk sometimes allocate fewer resources to safety training, which may not align with actual workplace needs.

However, the high ratings across all indicators in this study indicate a broad awareness among Bangsamoro employees of the need for a holistic approach to health and safety, extending beyond physical security to include mental well-being, emergency preparedness, and preventive strategies. This aligns with modern, integrated views of workplace wellness.

**Table 5. Level of Learning Needs Assessment in terms of Health and Safety**

| Statements | Mean | Description |
|---|---|---|
| First Aid | 4.80 | Highly Needed |
| Hazard Communication | 4.92 | Highly Needed |
| Mental Health Management | 4.91 | Highly Needed |
| Security and Safety Management | 4.92 | Highly Needed |
| **Weighted Mean** | **4.89** | **Highly Needed** |

| Level | Range | Description |
|---|---|---|
| 5 | 4.21 – 5.00 | Highly Needed |
| 4 | 3,41 – 4.20 | Needed |
| 3 | 2.61 – 3.40 | Moderately Needed |
| 2 | 1.81 – 2.60 | Least Needed |
| 1 | 1.00 – 1.80 | Less Needed |

**Research and Competency**

Table 6 outlines the professional development needs of Bangsamoro employees in the area of research competencies, with all components rated as "Highly Needed." The highest mean score was observed in

Conceptualizing Areas for Research (mean = 4.93), followed by Instruments Formulation (mean = 4.87), Research Report Writing (mean = 4.88), and Analysis and Interpretation of Data (mean = 4.85). The overall mean score of 4.88 reflects a strong consensus that employees perceive research competencies as crucial for their professional development.

These findings are consistent with research emphasizing the importance of research skills in the public and academic sectors. Creswell (2014) argues that strong research skills are essential for evidence-based decision-making, which is critical for government employees who need to inform policies, programs, and service delivery. The emphasis on conceptualizing areas for research (mean = 4.93) reflects the need for employees to identify relevant and timely research questions, which aligns with Booth et al. (2008), who note that developing clear research questions is fundamental to the success of any research project.

The high ratings for instrument formulation and data analysis are aligned with findings from Bryman (2016), who highlights that these competencies are indispensable for developing effective research methodologies and interpreting findings accurately. In particular, data analysis and interpretation (mean = 4.85) is a critical skill, as poor data interpretation can lead to incorrect conclusions, as emphasized by Saunders et al. (2012), who argue that data analysis is crucial for drawing valid inferences and supporting decision-making.

The research report writing competency also received a high rating (mean = 4.88), which reflects the importance of clear and coherent writing in communicating research findings. Hart (2001) asserts that research report writing is an essential skill, as it ensures that research results are communicated effectively to various stakeholders, including policymakers, academics, and the general public.

However, some studies suggest that while the need for research competencies is recognized in various sectors, there may be challenges related to the practical application of these skills in real-world settings. For example, Kumar (2011) highlights that public sector employees may face barriers such as limited time, lack of resources, and insufficient training, which could hinder the development of research competencies. Additionally, Mertens (2010) points out that research literacy is often a challenge, particularly for employees without a formal background in research, which could explain why such competencies are perceived as highly needed.

Despite these challenges, the high mean scores across all components suggest a recognition among employees of the importance of research literacy and evidence-based practices in improving organizational effectiveness and public service delivery.

**Table 6. Level of Learning Needs Assessment in terms of Research Competencies**

| Indicators | Mean | Description |
|---|---|---|
| Conceptualizing areas for research | 4.93 | Highly Needed |
| Instruments Formulation | 4.87 | Highly Needed |
| Analysis and Interpretation of data. | 4.85 | Highly Needed |
| Research Report writing | 4.88 | Highly Needed |
| **Weighted Mean** | **4.88** | **Highly Needed** |

| Level | Range | Description |
|---|---|---|
| 5 | 4.21 – 5.00 | Highly Needed |
| 4 | 3.41 – 4.20 | Needed |
| 3 | 2.61 – 3.40 | Moderately Needed |

| 2 | 1.81 – 2.60 | Least Needed |
| 1 | 1.00 – 1.80 | Less Needed |

**Community Extension Services**

Table 7 highlights the highly needed community extension services for various groups within the Bangsamoro region. The competencies evaluated include Extension Services for Community Women (mean = 4.95), Extension Services for Former Combatants (mean = 4.93), Extension Services for Internally Displaced People (mean = 4.93), and Extension Services for Youth (mean = 4.93).

The overall mean score of 4.93 signifies a strong perception of the importance of these extension services to address the specific needs of these groups in the region. Extension Services for Community Women (4.95 - Highly Needed). The highest mean score of 4.95 is for Extension Services for Community Women, indicating a particularly strong recognition of the importance of community-based services for women. This aligns with findings by UN Women (2015), which emphasize that empowerment of women through targeted services such as health care, education, and economic opportunities is essential for the development of sustainable communities, especially in conflict-affected regions.

Fitzgerald (2012) also notes that women are often disproportionately impacted by conflict and displacement, and tailored community extension services are necessary to address their unique needs. This supports the high need identified in the table, reflecting a growing recognition of the importance of gender-sensitive interventions in community development.

Extension Services for Former Combatants (4.93 - Highly Needed). The strong need for Extension Services for Former Combatants (mean = 4.93) reflects the importance of reintegration programs for former combatants, a critical component of post-conflict recovery and peace-building. Krause and Muggah (2008) argue that reintegration services (including vocational training, psychological support, and education) are essential for helping ex-combatants transition into civilian life and prevent future violence.

The high mean score aligns with the findings of Muggah and O'Donnell (2018), who emphasize that a successful post-conflict recovery strategy must include long-term support for former combatants to promote social stability and sustainable peace. This reflects a significant need for community-driven approaches to reintegrate ex-combatants in post-conflict settings, which is also recognized in the study's findings.

Extension Services for Internally Displaced People (4.93 - Highly Needed). The finding that Extension Services for Internally Displaced People (IDPs) are highly needed (mean = 4.93) reflects the critical need for humanitarian assistance and recovery programs for displaced populations. Crisp (2003) reported that IDPs face particular challenges in accessing basic services such as health care, education, and shelter due to their displacement. Supportive extension services are essential to meet these needs and help IDPs rebuild their lives.

Betts (2013) further supports this finding, noting that programs focused on providing livelihoods, psychosocial support, and community integration are crucial to the rehabilitation and empowerment of IDPs. This suggests that the high mean score for IDPs reflects a recognized gap in services that must be addressed to ensure successful reintegration into society.

Finally, Extension Services for Youth (mean = 4.93) are identified as highly needed, which aligns with UNICEF's (2014) findings on the importance of engaging youth in post-conflict recovery. Youth empowerment programs that provide skills training, education, and leadership opportunities are essential to prevent future conflict and promote social cohesion. Bastick et al. (2010), young people are often at risk of

becoming involved in violence or criminal activity if they lack access to positive opportunities. Providing extension services tailored to youth is seen as a key strategy for preventing such risks.

Additionally, World Bank (2011) highlights the importance of youth empowerment in peace-building and community development, emphasizing that investing in young people through education and social services can lead to long-term stability. This is consistent with the findings in Table 8, where youth-related extension services are identified as crucial.

While the findings of Table 8 suggest a high need for community extension services across these groups, some scholars argue that implementation challenges could hinder the effectiveness of these services. For example, Krause and Muggah (2008) point out that despite the recognition of the need for reintegration services for former combatants, limited resources and political will can make it difficult to provide consistent and effective support to these populations.

Similarly, while extension services for women are highly valued, Moser (2005) notes that gender-sensitive policies often encounter cultural and institutional resistance, particularly in more traditional settings. The effective provision of services to women requires overcoming entrenched gender norms and ensuring that women have equal access to decision-making platforms.

For youth services, Bastick et al. (2010) caution that youth-focused interventions can be unsustainable if not backed by long-term policies and investment in youth employment and social integration. This suggests that the perceived need for youth services may not always translate into adequate investment or long-term programmatic support.

The findings in Table 7 that community extension services for women, former combatants, internally displaced persons (IDPs), and youth are highly needed align with existing research on the importance of targeted, community-based interventions in post-conflict recovery and development. However, challenges in resource allocation, institutional barriers, and sustainability may hinder the effective delivery of these services, as noted by several scholars. Thus, while the need is recognized, the implementation and sustainability of such services will require ongoing attention and commitment from policymakers and institutions.

**Table 7. Level of Learning Needs Assessment in terms of Community Extension Services**

| Statements | Mean | Description |
|---|---|---|
| Extension Services for Community Women | 4.95 | Highly Needed |
| Extension Services for former combatants | 4.93 | Highly Needed |
| Extension Services for Internally displaced People | 4.93 | Highly Needed |
| Extension Services for Youth | 4.93 | Highly Needed |
| **Weighted Mean** | **4.93** | **Highly Needed** |

| Level | Range | Description |
|---|---|---|
| 5 | 4.21 – 5.00 | Highly Needed |
| 4 | 3,41 – 4.20 | Needed |
| 3 | 2.61 – 3.40 | Moderately Needed |
| 2 | 1.81 – 2.60 | Least Needed |
| 1 | 1.00 – 1.80 | Less Needed |

**Personal Development**

Table 8 shows that the Personal Development competencies are viewed as highly needed by the Bangsamoro employees, with mean scores ranging from 4.77 to 4.84 across four key areas: Work Ethics (mean = 4.81), Professional Image (mean = 4.77), Self-Discipline and Emotional Control (mean = 4.84), and Coping. with Change (mean = 4.83). The overall mean score of 4.81 suggests a strong consensus among the respondents regarding the importance of personal development in the workplace.

The Work Ethics competency (mean = 4.81) being highly needed aligns with the view of Robinson and Judge (2019), who argue that strong work ethics are essential for achieving high levels of productivity and for maintaining a professional environment in any organization. Work ethics encompass key attributes such as reliability, integrity, and a strong commitment to the job, which are critical for organizational success.

Bateman and Snell (2013) emphasize that employees who exhibit a positive work ethic contribute to team cohesion, organizational performance, and employee satisfaction. The high mean score in this table suggests that employees understand the value of work ethics in shaping their success and the success of their organization.

However, Schein (2010) notes that while work ethics are generally important, there may be challenges in fostering a culture of work ethics in organizations with complex bureaucratic structures. This could be relevant in the context of the Bangsamoro region, where diverse cultural backgrounds might influence individuals' perceptions of work ethic standards.

The Professional Image competency (mean = 4.77) reflects the importance of how individuals present themselves in the workplace, including aspects like personal grooming, communication skills, and overall professional demeanor. According to Hymowitz and Sherman (2014), a positive professional image is crucial for establishing credibility and fostering respect among colleagues and clients. It helps employees build relationships and positions for career advancement.

The high need for professional image development is further supported by Goffee and Jones (2006), who argue that personal branding and image are key elements in the career progression of employees. This suggests that Bangsamoro employees recognize the importance of creating a strong professional presence in their work environments.

However, Baruch (2015) points out that focusing too much on external appearance can sometimes lead to superficial assessments of professional competence. In some contexts, employees may feel pressure to conform to external expectations rather than focusing on internal skills and competencies, which might lead to tension between personal identity and professional image.

The Self-Discipline and Emotional Control competency (mean = 4.84), being highly needed, is consistent with the literature on emotional intelligence (EI). Goleman (1998) explains that self-discipline and the ability to manage one's emotions are key components of emotional intelligence, which in turn are crucial for both personal and professional success. Emotional regulation helps employees maintain composure in stressful situations, avoid burnout, and work effectively in teams.

Mayer et al. (2008) also emphasize that self-control and the ability to manage emotions are essential for conflict resolution and building strong professional relationships. This suggests that Bangsamoro employees place significant value on emotional regulation, especially in potentially high-stress work environments, such as public administration.

However, Boyatzis (2018) highlights that emotional regulation can be more difficult in certain cultural contexts where expressions of emotion are often governed by deep-seated social norms. In such settings, emotional control might be perceived differently depending on the cultural values associated with emotional expression.

The Coping with Change competency (mean = 4.83) underscores the need for employees to adapt to evolving circumstances, which is a core competency in today's fast-paced work environment. According to Kotter (1996), change management is essential for organizational survival, especially in contexts where external factors (e.g., political, social, economic) are rapidly changing. Employees who can cope with change are better able to thrive in uncertain environments and contribute to organizational resilience.

Cameron and Green (2015) further argue that adaptability and resilience are critical in an era of frequent organizational change. In the context of the Bangsamoro region, where political, social, and economic shifts are common, the ability to cope with change is likely seen as an essential skill to successfully navigate these dynamics.

However, Maurer (2010) cautions that while employees may recognize the need to cope with change, the resilience needed to manage change effectively might not always be supported by the organizational culture. If an organization does not provide sufficient support or resources during transitions, employees may struggle to cope with change, despite the recognition of its importance.

The findings of Table 8 are consistent with much of the literature on personal development competencies in the workplace, particularly the need for work ethics, professional image, self-discipline, and emotional control. These competencies are viewed as highly necessary for organizational success, effective team dynamics, and personal growth.

**Table 8. Level of Learning Needs Assessment in terms of Personal Development**

| Indicators | Mean | Description |
|---|---|---|
| Work Ethics | 4.81 | Highly Needed |
| Professional Image | 4.77 | Highly Needed |
| Self-Discipline and Emotional Control | 4.84 | Highly Needed |
| Coping with Change | 4.83 | Highly Needed |
| **Weighted Mean** | **4.81** | **Highly Needed** |

| Level | Range | Description |
|---|---|---|
| 5 | 4.21 – 5.00 | Highly Needed |
| 4 | 3,41 – 4.20 | Needed |
| 3 | 2.61 – 3.40 | Moderately Needed |
| 2 | 1.81 – 2.60 | Least Needed |
| 1 | 1.00 – 1.80 | Less Needed |

**Organizational Needs**

Table 9 reveals that Organizational Needs in the context of the Bangsamoro employees are viewed as highly needed, with all competencies having a mean score of 4.93. The overall mean score of 4.93 indicates that these areas are critically important to the Bangsamoro employees in fulfilling their roles effectively, emphasizing a strong need for cultural awareness, governance knowledge, and team cohesion within the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM).

The need for understanding BARMM Core Values, Moral Governance, and Institutional Culture (mean = 4.93) reflects the significant role these aspects play in ensuring that Bangsamoro employees are aligned with the values and principles of the Autonomous Region. This is consistent with research by Abdullah (2015), who argues that the implementation of moral governance is essential for the success of the Bangsamoro region, as it ensures transparency, integrity, and accountability within public service. Furthermore, an organizational

culture rooted in shared values and ethical governance contributes to institutional effectiveness and employee engagement (Schein, 2010). The high importance of these factors is further supported by Unger (2019), who notes that a clear understanding of core values and moral governance is essential in achieving long-term political stability and social harmony in regions with complex governance structures like BARMM.

However, it is important to recognize that cultural differences within the Bangsamoro could pose challenges in fostering a unified understanding of these values. Schein (2010) highlights that organizations must continuously work to reinforce and communicate their core values to ensure they are deeply ingrained in the workforce.

The Understanding Bangsamoro History competency (mean = 4.93) is crucial in ensuring that employees in the Bangsamoro region have a sense of historical context and cultural identity that informs their work and interactions within the community. Luntala (2018) argues that knowledge of history helps public servants in post-conflict societies to foster understanding and reconciliation by appreciating the challenges and aspirations of the community.

Dunn and Tami (2015) also suggest that a deeper understanding of history enables employees to reflect on past mistakes and use those lessons to build a more harmonious and effective future.

The Understanding of BARMM Autonomy Acts (mean = 4.93) highlights the importance of knowledge about the legal framework that governs the Bangsamoro region, particularly the Bangsamoro Organic Law (BOL) and other autonomy acts. This knowledge is essential for employees to fully understand their roles and responsibilities within the Bangsamoro government structure.

Azad (2019) emphasizes that knowledge of autonomy laws is vital for effective governance, as it guides employees in implementing policies that are in line with the region's self-governance rights. Employees who are aware of the legal context in which they operate can more effectively contribute to achieving the region's developmental goals.

The competency related to Implementing Good Housekeeping and Building Teamwork (mean = 4.93) is also highly valued by the respondents. Good housekeeping not only refers to physical cleanliness but also includes organizational efficiency, orderliness, and a commitment to organizational best practices. This competency is directly linked to workplace productivity and employee satisfaction. According to Dobre (2013), maintaining a well-organized and safe environment is integral to employee well-being, as it fosters a more productive and collaborative workplace.

Additionally, teamwork is a cornerstone of effective public service delivery. Hartzell and Hoddie (2015) argue that team collaboration is particularly important in organizations with diverse personnel, such as in Bangsamoro, where employees may come from different cultural backgrounds. The ability to work together in harmony leads to better decision-making, greater innovation, and improved morale.

The findings in Table 10 underscore the importance of certain organizational competencies that are seen as highly needed by the Bangsamoro employees. The competencies, with a mean score of 4.93, reflect the employees' recognition of the following needs.

The consistently high ratings across these competencies suggest that Bangsamoro employees recognize the importance of aligning their personal and professional development with the core values, history, and legal frameworks of the Bangsamoro region. Furthermore, these competencies are seen as vital for creating a positive and effective organizational culture in BARMM.

**Table 9. Level of Learning Needs Assessment in terms of Organizational Needs**

| Indicator | Mean | Description |
|---|---|---|
| a. Understanding BARMM Core Values, Moral Governance and Institutional Culture | 4.93 | Highly Needed |
| b. Understanding Bangsamoro History | 4.93 | Highly Needed |
| c. Understanding BARMM Autonomy Acts | 4.93 | Highly Needed |
| d. Implementing good housekeeping and Building Teamwork | 4.93 | Highly Needed |
| **Weighted Mean** | **4.93** | **Highly Needed** |

| Level | Range | Description |
|---|---|---|
| 5 | 4.21 – 5.00 | Highly Needed |
| 4 | 3,41 – 4.20 | Needed |
| 3 | 2.61 – 3.40 | Moderately Needed |
| 2 | 1.81 – 2.60 | Least Needed |
| 1 | 1.00 – 1.80 | Less Needed |

**Job Performance of the Bangsamoro Employees**

Job performance is a multifaceted concept that goes beyond simply completing tasks; it encompasses the overall effectiveness of an employee's work, including their skills, knowledge, behaviors, and attitudes.

**Stress Management**

Table 10, provides an overview of Bangsamoro employees' perceptions of stress management within their workplace, using various indicators. The overall mean of 3.5 indicates that, on average, employees "Agree" with the statements provided. However, the range of responses across different indicators varies significantly, highlighting both strengths and areas that require improvement.

Self-Motivation (Mean = 4.94, Strongly Agree). Employees overwhelmingly agree that they are self-motivated. This is a positive finding, suggesting that employees possess the internal drive to complete their tasks and achieve goals despite potential external pressures or stressors. High self-motivation is crucial for stress management, as it implies that employees can maintain focus and energy even when the workload increases. According to Kaufman (2018), individuals with high self-motivation often exhibit greater resilience to stress and can handle work challenges with minimal burnout.

"I am well trained in my Work", with a mean of 1.35, with a description of "Least Agree" is a stark contrast, is seen here, with employees strongly disagreeing about their level of training in their work. This indicates a significant gap in skill development and suggests that employees might be ill-prepared for their tasks, contributing to stress. Inadequate training is one of the primary stressors in the workplace, as employees often feel uncertain and overwhelmed by their duties (Rhoades & Eisenberger, 2016). Without proper training, employees may lack confidence, leading to mistakes, frustration, and heightened stress.

The overall mean of 3.5 (Agree) suggests that employees generally agree with their ability to manage stress but also highlight key areas for improvement. Specifically, Self-motivation, positive feedback, and reward systems are strong factors in managing stress effectively.

However, training and clarity of roles are critical areas that need attention, as employees strongly disagree with their current levels of preparedness in these areas. To enhance stress management within the

BARMM administrative structure, it is essential to address these gaps by focusing on training programs and clear communication of roles.

**Table 10. Level of Job Performance in terms of Stress Management**

| Statements | Mean | Description |
|---|---|---|
| I am a self-motivated person | 4.94 | Strongly Agree |
| I am well-trained in my work | 1.35 | Least Agree |
| I am clear about my duties and responsibilities | 1.49 | Least Agree |
| The rewards for success are greater than the penalties for failure | 4.87 | Strongly Agree |
| I always receive positive feedback from my employers | 4.87 | Strongly Agree |
| **Weighted Mean** | **3.50** | **Agree** |

| Level | Range | Description |
|---|---|---|
| 5 | 4.21 – 5.00 | Strongly Agree |
| 4 | 3,41 – 4.20 | Agree |
| 3 | 2.61 – 3.40 | Moderately Agree |
| 2 | 1.81 – 2.60 | Least Agree |
| 1 | 1.00 – 1.80 | Less Agree |

**Working Environment**

Table 11 assesses various aspects of the working environment and how employees perceive personal growth, management appreciation, relationships with colleagues, and job rewards. The overall mean score of 4.92, categorized as strongly agree, indicates that the employees experience a positive working environment with several components contributing to their well-being and motivation.

"I gain personal growth by learning various skills in my work" (Mean = 4.94 - Strongly Agree). Employees strongly agree that their work promotes personal growth by enabling them to learn various skills. This suggests that the work environment encourages continuous learning and provides opportunities for skill development, which is essential for personal and professional growth.

In the study of Deci and Ryan (2000) reported that the opportunity for skill acquisition in the workplace promotes intrinsic motivation and self-determination, leading to greater satisfaction and personal development. A learning-oriented environment can also reduce stress by increasing confidence and competence (Spreitzer et al., 1997).

While personal growth is positively viewed, learning opportunities must align with career goals and should be appropriately challenging to keep employees engaged and motivated (Robinson et al., 2004).

"I understand the importance of value and respect for my colleagues" (Mean = 4.88 - Strongly Agree). The employees strongly agree that they understand the importance of value and respect for their colleagues, indicating a positive and respectful workplace culture. The high rating suggests that employees value interpersonal relationships and team collaboration, which are essential for a harmonious working environment. Research by Cameron & Quinn (2011) highlights that respect and value in the workplace are linked to job satisfaction and employee retention. Positive workplace relationships foster trust and cooperation, leading to improved teamwork and performance (Jehn, 1995).

While employees may value respect, it is important to ensure that respectful behaviors are consistently demonstrated by all levels of staff. If there is a disconnect between expressed values and actual behaviors, this can lead to dissatisfaction and stress (Pearson & Porath, 2005).

The overall mean score of 4.92 strongly supports the idea that the employees highly agree with the positive working conditions present in their environment. The learning opportunities, management appreciation, interpersonal respect, and reward systems all contribute significantly to a supportive and motivating workplace. These elements promote employee satisfaction, personal development, and professional growth, which are key components in reducing workplace stress and improving performance.

### Table 11. Level of Job Performance in terms of Working Environment

| Statements | Mean | Description |
|---|---|---|
| I gain personal growth by learning various skills in my work | 4.94 | Strongly Agree |
| The management appreciates my suggestions and leadership | 4.92 | Strongly Agree |
| I understand the importance of value and respect for my colleagues | 4.88 | Strongly Agree |
| I am rewarded for the quality of my efforts | 4.93 | Strongly Agree |
| My job brings positive changes to me | 4.93 | Strongly Agree |
| **Weighted Mean** | **4.92** | **Strongly Agree** |

| Level | Range | Description |
|---|---|---|
| 5 | 4.21 – 5.00 | Strongly Agree |
| 4 | 3,41 – 4.20 | Agree |
| 3 | 2.61 – 3.40 | Moderately Agree |
| 2 | 1.81 – 2.60 | Least Agree |
| 1 | 1.00 – 1.80 | Less Agree |

**Workload**

Table 12 evaluates various aspects of the workload in terms of personal accomplishment, encouragement for innovation, tools and resources, quality goal definition, and utilization of skills and abilities. The overall mean score of 4.76, categorized as strongly agree, indicates a high level of employee satisfaction and motivation with regard to their workload and job-related tasks.

"I could clearly define quality goals in my work" (Mean = 4.80 - Strongly Agree). Employees strongly agree that they are able to define quality goals in their work, reflecting a sense of clarity and purpose in their tasks. This indicates that employees understand what is expected of them and have a clear framework for achieving success.

According to Locke and Latham (2002), setting clear and challenging goals is one of the most effective ways to improve performance. When employees know exactly what is expected of them, they are more likely to achieve high standards and be satisfied with their work. While having clear goals is beneficial, the goals set for employees must be realistic and achievable. Unrealistic expectations can lead to stress and a sense of failure ( Locke & Latham, 2006).

"I have the tools and resources to do my job well" (Mean = 4.68 - Strongly Agree). Employees strongly agree that they have access to the tools and resources necessary to perform their jobs effectively. This suggests that the organization provides adequate infrastructure and support for employees to succeed.

As Harter, Schmidt, and Hayes (2002) found in their research, employees who perceive that they have the

necessary resources to do their job tend to have higher job satisfaction and better performance outcomes. Availability of adequate tools and resources is a critical factor in reducing work-related stress and enhancing productivity. Despite the positive result, it is important for the organization to continuously assess and update the resources available to employees. The technological environment and workplace needs can evolve quickly, so ongoing investment in resources is key (Agarwal, 2000).

The overall mean score of 4.76 strongly suggests that employees are highly satisfied with their workload and the conditions surrounding it. The results indicate a positive work environment where employees feel accomplished, empowered to innovate, and have access to resources and clarity of goals. Additionally, employees perceive that their skills and abilities are well-utilized, which contributes to their motivation and job satisfaction. However, it is important to continuously monitor these factors to ensure that employees' needs are met over time. The absence of support in any of these areas could result in disengagement or burnout, especially if demands increase without corresponding support.

**Table 12. Level of Job Performance** in terms of **Workload**

| Statements | Mean | Description |
|---|---|---|
| I gain personal accomplishment through my work | 4.74 | Strongly Agree |
| I feel encouraged to come up with new and better ways of doing things | 4.78 | Strongly Agree |
| I have the tools and resources to     do my job is well | 4.68 | Strongly Agree |
| I could clearly define quality goals in my work | 4.80 | Strongly Agree |
| My skills and abilities are put to good use in my work | 4.78 | Strongly Agree |
| **Weighted Mean** | **4.76** | **Strongly Agree** |

| Level | Range | Description |
|---|---|---|
| 5 | 4.21 – 5.00 | Strongly Agree |
| 4 | 3,41 – 4.20 | Agree |
| 3 | 2.61 – 3.40 | Moderately Agree |
| 2 | 1.81 – 2.60 | Least Agree |
| 1 | 1.00 – 1.80 | Less Agree |

## Salary

Table 13 assesses employees' satisfaction with various aspects of their salary and compensation. The overall mean score of 4.84, categorized as strongly agree, suggests that employees are generally satisfied with their salary, benefits, pay structure, and pay raise intervals.

"I am satisfied with my most recent increment" (Mean = 4.91 - Strongly Agree). Employees strongly agree that they are satisfied with their most recent pay increment, indicating that the salary raises are perceived as fair and appropriate. Research by Yadav and Pooja (2015) emphasized that performance-linked salary increases positively impact employee morale and engagement. In particular, employees tend to feel more valued and motivated when their hard work is rewarded appropriately through salary increments.

While the satisfaction is high, the organization must ensure transparency in the process of salary increments, as a lack of clear performance metrics can lead to perceptions of unfairness (Kreitner & Kinicki, 2015).

On the other hand, the statement: "I am satisfied with my current salary" (Mean = 4.77 - Strongly Agree). Employees strongly agree that they are satisfied with their current salary. This suggests that the salary is competitive and likely meets the financial needs of employees. Recent studies on employee satisfaction emphasize that salary remains one of the strongest predictors of job satisfaction. For example, Herzberg et al. (2015) emphasized that financial rewards are fundamental to employee motivation and retention. A study by Koh et al. (2016) also concluded that salary satisfaction is closely tied to employees' overall job satisfaction and organizational commitment.

However, it is important to regularly adjust salaries to remain competitive within the industry. According to Zhang et al. (2017), dissatisfaction with salary often arises when employees feel that their compensation is not keeping up with market trends.

The overall mean score of 4.84, which falls under strongly agree, suggests that employees are very satisfied with their salary and compensation package. This includes satisfaction with current salary, benefits, pay structure, pay raise intervals, and recent pay increments. These findings indicate that the organization's approach to salary and benefits is effective in meeting employee expectations and contributing to overall job satisfaction. However, as salaries and benefit packages are often central to employee motivation, organizations must continually assess and adjust compensation strategies to maintain high levels of satisfaction and engagement. Regular review of compensation policies is necessary to ensure that the organization remains competitive in attracting and retaining top talent.

**Table 13. Level of Job Performance** in terms of **Salary**

| Statements | Mean | Description |
|---|---|---|
| I am satisfied with my current salary | 4.77 | Strongly Agree |
| I am satisfied with my benefit packages | 4.81 | Strongly Agree |
| I am satisfied with my most recent increment | 4.91 | Strongly Agree |
| I am satisfied with the company's pay structure | 4.87 | Strongly Agree |
| I am satisfied with the pay raise interval in the company | 4.83 | Strongly Agree |
| **Weighted Mean** | **4.84** | **Strongly Agree** |

| Level | Range | Description |
|---|---|---|
| 5 | 4.21 – 5.00 | Strongly Agree |
| 4 | 3,41 – 4.20 | Agree |
| 3 | 2.61 – 3.40 | Moderately Agree |
| 2 | 1.81 – 2.60 | Least Agree |
| 1 | 1.00 – 1.80 | Less Agree |

**Relationship of the Professional Development Need and Job Performance of the Bangsamoro Employees**

Table 14 utilizes Spearman Rho to determine the strength and direction of relationships between professional development needs and four dimensions of job performance among Bangsamoro employees: stress management, working environment, workload, and salary.

Professional development needs are strongly associated with key dimensions of job performance, particularly working environment, workload, and salary, but not significantly with stress management. This suggests that when professional development is lacking, Employees feel less equipped to handle job demands, they perceive more work pressure, and they may believe that skill gaps hinder career or pay advancement.

Human Resource and leadership in BARMM agencies must prioritize training in administrative, supervisory, safety, and research competencies. Tailored capacity-building programs can reduce perceived workload, enhance work conditions, and potentially improve compensation equity. Stress management strategies, however, may require different interventions, such as mental health support, organizational wellness programs, and leadership coaching.

**Table 14. Correlation matrix showing the relationship of the professional development needs and job performance of the Bangsamoro employees.**

*Spearman Rho*

| Prof. Development Needs | | Stress Management | Working Environment | Workload | Salary |
|---|---|---|---|---|---|
| Administrative Skills | Cor. Coef. | 0.046 | **0.870**\*\* | **0.514**\*\* | **0.825**\*\* |
| | Probability | 0.361 | 0.000 | 0.000 | 0.000 |
| Supervisory Skills | Cor. Coef. | 0.017 | **0.795**\*\* | **0.445**\*\* | **0.749**\*\* |
| | Probability | 0.731 | 0.000 | 0.000 | 0.000 |
| Communication | Cor. Coef. | 0.001 | **0.666**\*\* | **0.325**\*\* | **0.611**\*\* |
| | Probability | 0.986 | 0.000 | 0.000 | 0.000 |
| Customer Service | Cor. Coef. | 0.026 | **0.840**\*\* | **0.483**\*\* | **0.772**\*\* |
| | Probability | 0.604 | 0.000 | 0.000 | 0.000 |
| Health and Safety | Cor. Coef. | -0.063 | **0.905**\*\* | **0.561**\*\* | **0.876**\*\* |
| | Probability | 0.213 | 0.000 | 0.000 | 0.000 |
| Research competency | Cor. Coef. | 0.024 | **0.808**\*\* | **0.458**\*\* | **0.759**\*\* |
| | Probability | 0.640 | 0.000 | 0.000 | 0.000 |
| Community Extension | Cor. Coef. | **0.133**\*\* | **0.727**\*\* | **0.308**\*\* | **0.658**\*\* |
| | Probability | 0.008 | 0.000 | 0.000 | 0.000 |
| Personal Development | Cor. Coef. | 0.024 | **0.862**\*\* | **0.526**\*\* | **0.820**\*\* |
| | Probability | 0.632 | 0.000 | 0.000 | 0.000 |
| Organizational needs | Cor. Coef. | **0.175**\*\* | **0.740**\*\* | **0.315**\*\* | **0.672**\*\* |
| | Probability | 0.000 | 0.000 | 0.000 | 0.000 |

*\*\* = Correlation is significant at the 0.01 level*

*\* = Correlation is significant at the 0.05 level*

Influence of the Professional Development Need on the Job Performance of the Bangsamoro Employees This table presents a multiple regression analysis examining how various professional development needs impact employees' ability to manage stress in the workplace. Health and Safety ($\beta$ = -0.728, p = 0.000) is the only significant predictor in the model. The negative beta suggests that a greater need for training in health and safety is associated with poorer stress management. This implies that employees who lack adequate training in health and safety protocols may feel more vulnerable, uncertain, or unprepared, leading to heightened stress levels.

This is consistent with ILO (2016) and Nielsen et al. (2017), who emphasized that occupational safety knowledge reduces uncertainty and enhances perceived control, thereby improving stress coping. Other professional development domains—including administrative skills, supervisory skills, communication, customer service, research, and personal development—did not significantly predict stress management: F-value = 4.148, p = 0.000, which is statistically significant at the 1% level. $R^2$ = 0.088, meaning the model explains 8.8% of the variance in stress management. While the model is statistically significant, the low $R^2$ suggests that most of the variation in stress management is explained by other factors (e.g., personal coping styles, support systems, or organizational policies). This aligns with previous studies (e.g., Leka et al., 2017; Torre & Morin, 2021) suggesting that stress is a multifaceted issue, and while training can help, it's often not the sole driver of stress outcomes. This indicates that technical or leadership-oriented training alone may not directly alleviate stress unless it's specifically targeted at managing environmental and safety-related concerns.

While professional development needs do significantly affect stress management, the effect is primarily driven by health and safety training. The model suggests that investing in occupational safety and well-being programs can meaningfully reduce employee stress. However, the relatively low $R^2$ also points to external influences, such as mental health services, organizational culture, and work-life balance, as key areas for intervention.

**Table 15. Influence of the Professional Development Needs on the Stress Management of the Bangsamoro Employees.**

| Prof. Devt. Needs | Coef. β | Std. Error | t – value | Probability |
|---|---|---|---|---|
| (Constants) | 2.250 | 0.465 | 4.840 | 0.000 |
| Administrative skills | 0.327 | 0.265 | 1.233 | 0.218 |
| Supervisory skills | 0.145 | 0.180 | 0.807 | 0.420 |
| Communication | -0.175 | 0.093 | -1.876 | 0.061 |
| Customer service | 0.177 | 0.154 | 1.147 | 0.252 |
| Health and safety | -0.728 | 0.176 | -4.126 | **0.000**\*\* |
| Research competencies | -0.158 | 0.127 | -1.243 | 0.214 |
| Community and extension services | 0.259 | 0.340 | 0.762 | 0.446 |
| Personal Development | 0.049 | 0.086 | 0.567 | 0.571 |
| Organizational Needs | 0.355 | 0.260 | 1.362 | 0.174 |

$R^2 = 0.088$ $\quad\quad\quad$ $F – Value = 4.148$

*Probability = 0.000\*\**                              *\*\* = Significant at 1% level.*

Based on Table 16, which examines the influence of professional development needs on the working environment of Bangsamoro employees, the findings indicate that several key professional development variables significantly affect the working environment, as shown by their β coefficients, t-values, and associated probabilities. The overall model is statistically significant with an R² value of 0.849, indicating that approximately 84.9% of the variance in the working environment can be explained by the combined influence of the listed professional development needs. Additionally, the F-value of 241.750 with a probability of 0.000 confirms the model's overall significance at the 1% level.

**Administrative skills** have a significant negative relationship with the working environment. This could suggest that either a lack of administrative training or ineffective application of such skills negatively influences the workplace climate. Prior studies have found that insufficient administrative competence can lead to disorganized operations and low employee morale (Smith & Lewis, 2016).

These skills are positively and significantly associated with the working environment. Effective supervision promotes motivation, accountability, and team cohesion (Jones et al., 2020), enhancing the workplace climate.

Interestingly, research competencies show a significant negative relationship. This may imply a mismatch between employee roles and research expectations, or that research duties are burdensome without adequate support, affecting the working atmosphere (Ahmed & Sulaiman, 2018).

**Community and Extension Services** (β = 0.463, p = 0.000). This has a strong and significant positive effect, suggesting that engagement in community-based initiatives enhances job satisfaction and organizational pride, as supported by Guerrero and Tullao (2015), who argue that community extension fosters a sense of purpose and collective responsibility.

**Personal Development** (β = 0.161, p = 0.000). Personal development is also strongly significant, implying that opportunities for individual growth contribute positively to the working environment. Personal growth has been linked to higher levels of employee engagement and retention (Brown & Green, 2021).

**Organizational Needs** (β = 0.529, p = 0.000). This is the strongest predictor in the model, indicating that aligning professional development with organizational goals significantly enhances the workplace environment. This finding supports the strategic human resource theory that emphasizes goal congruence between employee development and organizational objectives (Kaufman, 2019).

**Communication Skills, Customer Service, and Health and Safety** did not show statistically significant impacts. These areas, while important, may not directly influence perceptions of the work environment unless linked to performance evaluations or crisis situations (Lee et al., 2017).

The results of this regression analysis emphasize the critical role of targeted professional development in shaping the working conditions of Bangsamoro employees. Particularly, organizational alignment, personal development, and community engagement emerge as key drivers of a healthy and productive work environment. This aligns with contemporary human resource literature that advocates for employee-centered and goal-oriented development strategies (Stone & Deadrick, 2015; Otoo, 2020).

**Table 16. Influence of the professional development needs on the working environment of the Bangsamoro employees.**

| Prof. Devt. Needs | Coef. β | Std. Error | t – value | Probability |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| (Constants) | 0.137 | 0.118 | 1.158 | 0.248 |
| Administrative skills | -0.176 | 0.067 | -2.607 | **0.009\*\*** |
| Supervisory skills | 0.109 | 0.046 | 2.394 | **0.017\*** |
| Communication skills | -0.015 | 0.024 | -0.616 | 0.538 |
| Custome service | -0.008 | 0.039 | -0.208 | 0.835 |
| Health and safety | 0.027 | 0.045 | 0.600 | 0.549 |
| Research competencies | -0.120 | 0.032 | -3.714 | **0.000\*\*** |
| Community and extension services | 0.463 | 0.086 | 5.367 | **0.000\*\*** |
| Personal Development | 0.161 | 0.022 | 7.427 | **0.000\*\*** |
| Organizational Needs | 0.529 | 0.066 | 8.002 | **0.000\*\*** |

$R^2 =$ 0.849          $F - Value = 241.750$

*Probability = 0.000\*\*                    \*\* = Significant at 1% level*

*\* = Significant at 5% level*

This regression analysis explores how different areas of professional development affect Bangsamoro employees' perceptions of their workload—a key component of job performance and employee well-being. F-value = 5.519, with a p-value of 0.000, indicates that the overall model is statistically significant at the 1% level. The $R^2$ = 0.114, meaning 11.4% of the variation in employees' perceived workload is explained by their professional development needs.

This suggests a moderate effect, which is notable for psychosocial workplace variables and implies that tailored training programs may meaningfully influence workload management (Boxall & Macky, 2016; Suhonen et al., 2022).

**Personal Development** ($\beta$ = 0.350, p = 0.019). The only statistically significant individual predictor at the 5% level. The positive coefficient indicates that as the need for personal development increases, so does the perceived workload. This can be interpreted in two ways: Employees who feel underdeveloped personally may find it harder to cope with workload demands. Employees with higher workloads may identify a stronger need for personal development to manage their responsibilities more effectively.

This aligns with Deci & Ryan's (2017) self-determination theory, which links unmet psychological growth needs with increased occupational stress and perceived workload. Similarly, Castro et al. (2021) found that underdeveloped soft skills often correlate with task overload, especially in public service roles.

All other development areas—**administrative, supervisory, communication, customer service, health & safety, research, community extension, and organizational needs**—did not significantly influence workload, based on their high p-values (>0.1). These findings reinforce that not all training areas equally impact perceived workload. Specific, individual-focused development appears to matter more than technical or organizational skill-building in this context. The regression model is statistically significant overall, with personal development emerging as the most critical predictor of perceived workload. Employees who lack opportunities for self-improvement, resilience training, and work-life balance tools are more likely to feel overwhelmed.

Organizations should consider implementing personal growth workshops, mental wellness programs, and time management training as part of their HRD strategies.

**Table 17.Influence of the professional development needs on the workload of the Bangsamoro employees.**

| Prof. Dev't. Needs | Coef. β | Std. Error | t – value | Probability |
|---|---|---|---|---|
| (Constants) | 0.177 | 0.808 | 0.219 | 0.827 |
| Administrative skills | -0.016 | 0.462 | -0.035 | 0.972 |
| Supervisory skills | 0.042 | 0.313 | 0.134 | 0.893 |
| Communication skills | -0.154 | 0.162 | -0.947 | 0.344 |
| Custome service | -0.038 | 0.269 | -0.141 | 0.888 |
| Health and safety | 0.053 | 0.307 | 0.172 | 0.863 |
| Research competencies | -0.339 | 0.221 | -1.535 | 0.126 |
| Community and extension services | 0.812 | 0.591 | 1.373 | 0.171 |
| Personal Development | 0.350 | 0.149 | 2.353 | **0.019*** |
| Organizational Needs | 0.221 | 0.453 | 0.488 | 0.626 |

$R^2$ = 0.114        F – Value = 5.519

Probability = 0.000**        ** = Significant at 1% level.

* = Significant at 5% level.

This regression analysis examines how various professional development needs impact the salary levels of Bangsamoro employees, a key outcome of career growth and job satisfaction. Salary among Bangsamoro employees is highly influenced by professional development needs. Investments in health and safety, personal development, and strategic alignment yield the highest returns in salary progression. Meanwhile, undervaluation of community and customer service roles may warrant reevaluation for equity and fairness.

This is a robust result suggesting that addressing professional development is critical in influencing income levels among employees. It supports the idea that development-oriented HR practices can drive financial incentives (Loon et al., 2020; Alvesson & Sveningsson, 2015).

Health and safety, organizational awareness, and personal development are strong salary drivers. This implies that institutional investment in these areas can support employee retention and motivation. The negative coefficients for customer service and community work may reflect a gap in compensation equity across departments or roles, highlighting areas for policy improvement.

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