

Assessing the Perceived Benefits of Training and Development on Employee Performance in Municipal Financial Management Offices: A Case Study of Solano's Local Government Unit

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ABSTRACT

This research study determines the perceived benefits of training and development for employees within the financial management offices of the Local Government Unit of Solano. This study utilizes a quantitative research approach and a survey questionnaire was used, focusing on goal achievement, collaboration and communication, quality and efficiency, and personal and professional attributes and descriptive statistics were applied to analyze the data. While the outcome yielded positive perceived benefits of training and development among respondents, there is a need for a comprehensive training strategy emphasizing the organization's commitment to the personal development of all employees. This emphasizes a proactive approach to training coordination, involving the identification of key development areas and seeking approval and budget allocation for alignment with organizational goals.

Keywords: Collaboration and Communication, Efficiency, Goal achievement, Personal and Professional, Quality

INTRODUCTION

In the face of heightened global competition and dynamic changes in technology, politics, and economics, businesses are compelled to address these challenges and adapt to ensure sustained growth and performance (Getahun, 2018). Training becomes imperative in such scenarios, serving as a strategic tool for enhancing both employee and organizational capabilities. Businesses all around the world struggle with a variety of issues that affect their workers, such as efficiency, worker safety, customer satisfaction, training and development, and technology use (Noe & Kodwani, 2018).

As emphasized by prior research (Chepkosgey et al., 2019), aligning training and development initiatives with the specific job requirements and organizational objectives is critical to realizing the full potential of training benefits. Contrary to viewing training as a privilege, Chris-Madu (2020) posits that it is a necessity for building personnel competence and improving performance. This entails creating a plan to accomplish these goals, routinely reviewing and assessing the outcomes, and improving the expertise and competencies. According to Safitr in 2019, "employee performance" in this study is defined as the efficient execution of specific tasks within an organization, assessed in relation to established goals and objectives ensuring that public sector employees meet performance standards, thereby contributing to the effective delivery of public services and the achievement of governmental objectives. In the context of the Philippines, especially concerning Local Government Units (LGUs), a more thorough analysis of the effects of current training initiatives on worker performance is imperative when a municipality is being converted into a component city. In addition to helping individual workers improve their competencies, this study will help human resource management make well-informed decisions regarding the planning, execution, and improvement of

training programs. Additionally, it aims to support the human resource department in determining training requirements, program selection, and effective evaluation of training's perceived advantages. The study's research gap is that prior studies focused on the short-term benefits of training, such as better work performance. The long-term benefit, including the contribution to the growth of the community, was not thoroughly and extensively studied.

By exploring the long-term effects of training on community development and growth in addition to its immediate benefits, this study fills a significant knowledge gap by offering a more thorough understanding of the role that training plays in the public sector (Cities and Municipalities Competitive Index, 2017). Moreso, there haven't been many studies done on training and development in the public sector, notably in the Philippines' Local Government Units.

The Concept of the Public Sector

Wegrich (2023) defines the public sector as the component of the economy that includes all institutions owned and managed by the government. To provide a broader definition, the public sector encompasses not only the functions of the government but also its ownership or control, which involves carrying out public policies and exercising public authority.

Nasrudin (2020) emphasized the significance of the public sector in the economy, citing its power to govern the nation's security, social order, economy, and resource allocation. Employees in the public sector are critical to the sector's survival. They are the cogs and gears that keep the government operating administratively because they enable broad social objectives, national growth, and community transformation. As a result, working in government is widely seen as dependable and secure (Mangaoang, 2020).

Training and Development

Based on Training and Development in HRM Its Meaning Definition, Needs & Importance (2022), this entails methodical programs using different methodologies created by proficients in a particular profession. Keeping employees' skills and knowledge current is an ongoing and fundamental obligation of every firm in the ever-evolving world of today. Using resources efficiently while meeting the urgent demand to maximize efficiency is a challenge shared by all companies. To reach this objective, staff productivity and efficiency must be increased, and this can only be done via professional-led training and development initiatives.

As stated by Darwinbox (2022), training and development refer to learning initiatives that a company uses to improve workers' abilities and knowledge by teaching them more effective execution of specific duties. While training is a quick and reactive process targeted at employees, development is a long-term, forward-thinking activity geared toward leaders. Through training and development, employees aim to improve personally and gain new abilities. While people take the initiative in their growth to realize their goals for future employment, management starts training to address the demands of the workforce immediately. Following this, employee development programs are designed to inspire workers to perform well in their assigned positions so they may demonstrate their credentials for raises in pay and promotions in performance reviews. These programs comprise a concentrated effort to improve knowledge and abilities, acting as a way to gain fresh perspectives and instruction necessary for raising performance standards. (Sanjay et al., 2022).

Benefits of Training and Development for Employees

Working harder seems to be the norm for employees who are aware that their employer values their growth. Hard work eventually yields greater rewards, which may include higher production or profit margins. A

trained staff member will also request less assistance, thus increasing their efficiency. Workforce development programs give employees an excellent chance to reach their potential and eventually perform at their best. Employees who have received training will be more motivated to perform at the top of their abilities when their company recognizes their potential and sends them to classes to advance their skills. The success of the organization is directly impacted by maximizing the potential of the employees (Oluwaseun, 2018). Customer demands, external environmental factors, digital trends, and business competitors around the globe lead to rapid changes in today's business situation. Every organization, whether for profit or not, requires employees who can quickly adapt to a changing business environment (Cera & Kusaku, 2020). Organizations and individuals, according to Stonehouse and Konina (2020), need to compete for an edge. Human resources are crucial and strategically important among all of these resources, and organizations may certainly predict their success based on their resources (Rashid et al., 2020). As a result, they needed important training and development to improve their skills (Nguyen et al., 2020).

Considering a company's performance is mainly driven by the excellence of its human resources, every business should try to increase the workforce's quality, and one means to do so is via training and development programs (Al Karim, 2019). As a result, training is no longer considered a luxury, but rather a necessary tool for businesses seeking to compete in a worldwide electronic marketplace by providing superior goods and services (Stonehouse & Konina, 2020). Training and development, according to Cera & Kusaku (2020), is a strategy for developing opportunities that enhance staff intelligence (IQ), a good attitude, and excellent communication skills for workers' competency. Individual accomplishment is boosted by development because it improves attitudes and habits. For the firm to prosper, personnel need to be trained to enhance their abilities and production (Famodun, 2020).

When discussing performance, Nguyen et al. (2020) stated that it is a term used to describe the amount and quality of accomplishments made by employees in their place of employment. According to Rashid et al. (2020), individual performance is crucial to any organization since it can enhance or damage its reputation. Positive performance is viewed favorably by businesses, whilst poor performance is viewed as a failure. Training and Development is one of the many factors that might influence employee performance, as a result (Nguyen et al., 2020). Indeed, recent research in academia has focused on how training and development (T&D) may be utilized as a tool to inspire workers and keep a trained workforce in place (Cera & Kusaku, 2020). T&D is one of the human resource administration practice directories that assists in achieving employees' competence and dedication, as well as retaining a qualified workforce for competitiveness (Chepkosgey et al., 2019).

In the research titled "Scenario-Based Training and Development Design among the Philippine Local Government Units," a large percentage of individuals who took part in programs for training and development run by the appropriate LGUs showed great performance. The majority of the employees took part in these programs, especially during the orientation meetings, and many of them went to off-site competence training courses.

The training design process was generally seen as having been moderately carried out overall. The characteristics related to "ensuring readiness for training" were followed before deciding to attend, in contrast to the other six aspects evaluated. As a result, a link between employee performance and the degree of training design process execution was found to be positive. This was not the case, though, with activities like needs assessment and creating a conducive learning environment, among other variables (Mendoza, C. & Bautista, P., 2022).

Landa (2018) discovered that training boosts employee performance considerably. Training is viewed as a critical tool for a company to develop its capacity and achieve its goals (Sasidaran, 2018). According to Afroz (2018), training and development is an effective instrument for improving employee performance by gaining and supplying staff with current abilities and expertise as well as an appropriate organizational

mindset utilizing efficient methods to carry out their tasks within the objectives and goals that have been established.

Employee development, training, and learning can all mean different things to different people. Given that they encourage workers' development, learning, and growth, they might be seen as an intrinsic incentive. It can also serve as an external motivating factor by providing workers with additional capabilities to use when they are working to achieve their goals (Oluwaseun, 2018).

According to Edrinal (2011), several activities are included in the training to facilitate knowledge, attitude, and skill acquisition among those working for the company. Their existing job performance and contribution to achieving the goals of the organization are subsequently improved as a result. Several companies devote funds for training, whether it's for workers' personal development or the development of their technical skills. These companies see training as a crucial component of an employee's overall progress. As a result, this benefits companies because it increases employee productivity.

Strategies for Training and Development

Strategies for effective training and development programs in the public sector can vary depending on the specific needs of the organization. However, some common strategies include identifying training needs, developing clear learning objectives, using a variety of training methods, providing opportunities for practice and feedback, and evaluating the effectiveness of the training program (Tshukudu & Nel, 2022).

Symonds (2022) mentioned that one of the key tools an organization can make use of is to identify specific needs for training programs for government units, vis-a-vis training needs analysis. It assists in identifying the specific areas of learning and development that require attention to enhance the skills, knowledge, and abilities of employees.

According to a study by Kumari and Kumar (2019), organizations typically provide training for employees in a variety of areas. These encompass multifaceted areas such as skill development, personality development, interpersonal relationships, problem-solving techniques, managerial and supervisory training programs. Moreover, organizations extend training initiatives in quality improvement programs, technical processes, quality circle programs, time management skills, employee efficiency development programs, violence prevention programs, regulatory compliances, goal setting and program implementation, workplace safety management, workplace communication, and many other areas.

Justice to training needs analysis through surveys; focus groups; interviews; audience analysis; factors for the learning type (Pandey, 2021). Furthermore, training must be designed around the needs of the learners if it is to be successful. A training program is unlikely to achieve its learning objectives unless learner demands are incorporated into what is taught.

Organizational heads must create and carry out training programs to improve employee performance and increase their capacity building (Ghalawat et al., 2020). As a result, it is beneficial for human resource managers to continuously train and develop their staff's skills and knowledge to achieve organizational goals because it is expensive for managers to replace skilled workers in the workplace (Chris-Madu, A. 2020). The viewpoints and concepts the prior researchers used should be relevant and related to better explain the comprehension and usefulness of training and development programs for employees in any type of job or form of work (Kuruppu et al., 2021).

To utilize data analysis for incorporating learner requirements into training programs, Pandey (2021) proposes a strategic shift towards integrating learner needs within a comprehensive career-long learning trajectory, diverging from isolated training activities like webinars, courses, or modules. Create tailored

learning routes that support each learner's journey by combining formal and informal learning experiences. Pandey (2021) implied that an expansive performance environment serves as a facilitative space for L&D teams in integrating learner demands into profoundly effective training programs. These include capturing learners' attention towards diverse learning opportunities, aiding their comprehension of personal benefits, and employing various immersive learning techniques, including virtual/augmented reality, social learning, gamification, and scenario/branching scenario-based learning.

Employee Performance

According to Safitri, Lathifah, and Usman (2019), "employee performance" in this study refers to the effective fulfillment of particular tasks inside an organization, evaluated in connection to set goals and objectives. According to Armstrong (2020), employee performance management is a continuous activity intended to enhance performance by coordinating team and individual goals with the organization's strategic objectives. This process entails creating a strategy to accomplish these objectives, analyzing and evaluating the results regularly, and improving the knowledge, skills, and capacities of the staff. Armstrong (2020) lists profitability, quality, efficiency, effectiveness, and productivity as key performance factors. For the sake of the business as a whole, managers may set strict criteria for evaluating worker performance (Buchanan & Badham, 2020)

Employee Performance Evaluation Conceptualized

Organizational leaders frequently use employee performance evaluation in the workplace as a means of boosting job quality (Shaout & Yousif, 2014; Long et al., 2013). It is a formal and organized system that evaluates worker performance and outcomes with a focus on certain performance goals over a predetermined time (Kirovska & Qoku, 2014). In general, assessments take place every three months or once a year, however, the frequency may change depending on the resources available and the objectives being evaluated (Nassazi, 2013).

Developmental or administrative goals for employee performance might be identified. Developmental goals are intended to give feedback, pinpoint strengths and shortcomings, establish targets, decide what kind of training is required, enhance communication, and enable staff to voice their concerns. While administrative goals are more focused on validating employee selection criteria, making decisions regarding layoffs, addressing poor performance, assigning and transferring employees, identifying high-potential employees, and ensuring compliance with legal standards and requirements (Nassazi, 2013), administrative goals are more focused on documenting decisions.

Supervisors and employees usually have conversations to evaluate an employee's performance. Forms or systems are then filled out to record the discussions, needs, and action plans. This process is described by Shaout and Yousif (2014). According to Long et al. (2013), an effective performance evaluation process helps organizational executives determine an employee's progress and accomplishments.

Impact of Training on Employee Performance

According to Landa (2018), there is a strong beneficial relationship between training and employee performance. According to Sasidaran (2018), training is considered an essential instrument for improving an organization's capacity and making it easier for it to accomplish its goals. Training and development, according to Afroz (2018), is a strategic tool for raising employee performance since it gives workers the newest knowledge, abilities, organizational behaviors, and best practices they need to carry out their jobs in line with predetermined goals and objectives. As stated by Kenny and Nnamdi (2019), training is the main component that most strongly predicts employee performance, developing skills, abilities, and recognition

for their jobs and duties.

Several studies show a relationship between training and employee performance. Luo et al. (2021) investigated the moderating role of interpersonal support in the relationship between task performance, work satisfaction, supervisory mentoring, and training. Their results show that task performance and work satisfaction are highly impacted by training and supervisory mentorship, with task performance being positively influenced by job contentment. In addition, interpersonal support functions as a moderating impact on task performance when used together with supervisory mentoring.

Habon et al. (2019) also learned that the application of policies results in training because they require standard operating procedures and reward employees who do effectively inside the firm; the human resources department has implemented these practices. It implies that every corporation needs to establish its own guidelines so that employees can choose the range of services and goods to be offered and how business will be conducted in the office.

Theoretical Framework

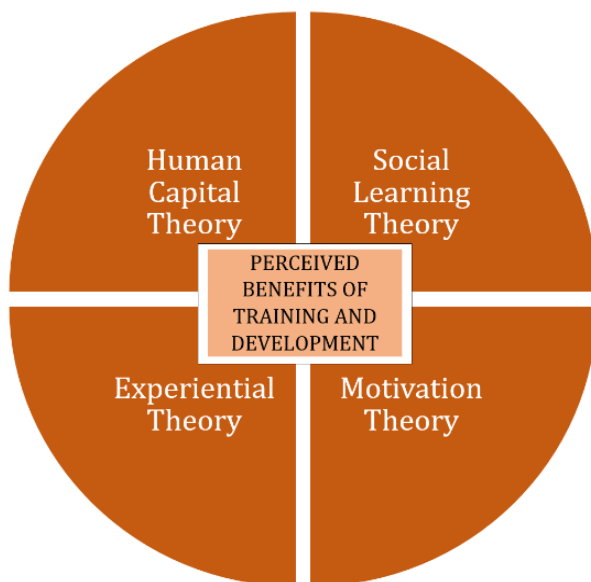


Figure 1. Theoretical Framework

This theoretical framework emphasizes the complexity of training and development and how it could affect both people and organizations. Organizations can develop and implement more effective training programs that result in outcomes and long-term organizational performance by comprehending the many components and mechanisms at work.

Enhancing training and development is essential for improving both organizational and individual performance. The purpose of this theoretical framework is to offer a thorough knowledge of how training and development activities affect people, groups, and organizations. It highlights important elements and processes that affect training programs' efficacy and considers their long-term effects.

Human Capital Theory

People have different degrees of education, knowledge, skills, and talents, as well as expectations they bring to the workplace. According to McConnell et al. (2009), people with higher education and training levels can put up a greater quantity of worthwhile productive effort than people with lower education and training

levels. The human capital theory is a generally accepted idea that aims to improve organizational performance. As a result, businesses depend heavily on the abilities, knowledge, and skills of their personnel to generate value (Wuttaphan, 2017).

Social Learning Theory

Social theory, advocated by Albert Bandura (2006), emphasizes the social dimension of learning. Bandura (2006) argues that not all forms of learning can be effectively addressed through direct reinforcement, such as traditional training programs. Instead, he suggests that individuals acquire social elements through observational learning by observing and imitating behaviors in their environment. The theory highlights the importance of a professional and supportive organizational environment for effective learning. It challenges the assumption that learning always leads to behavioral changes and recognizes the role of mental states in the learning process. Social Learning Theory is exemplified by creating an environment that promotes learning from supervisors, managers, and coworkers through observation and social interactions. By embracing social theory, the company enhances employee development and organizational performance (Francis, 2013).

Experiential Theory

Experiential learning theory, put out by C. Rogers makes a distinction between cognitive and experiential learning methods. Experiential learning, in Rogers’ view, meets the requirements and preferences of learners. It incorporates life events that advance knowledge, enhance learning potential, and promote personal development. Learners may assess their own learning and how it has affected their views by actively participating in their education. The value of practical experiences, introspection, and experimentation is emphasized by experiential learning. It acknowledges that rather than being passive consumers of knowledge, learners are best served when actively engaged in the learning process. Using their personal experiences as a springboard, bridging theory and practice, and applying their knowledge in real-world situations are all encouraged by this method (Francis, 2013).

Motivation Theory

According to this idea, there are two different types of workplace needs: hygiene elements, which provide a basic level of stability and job security, and motivators, which enhance employee satisfaction. According to Herzberg, the presence of motivators promotes employee contentment, while the absence of hygienic aspects results in job discontent. This idea holds that job happiness and discontent are two different things with different origins. According to Herzberg’s theory, managers who want to create a positive work environment should also focus on improving workplace hygiene and motivators at the same time (MasterClass, 2021).

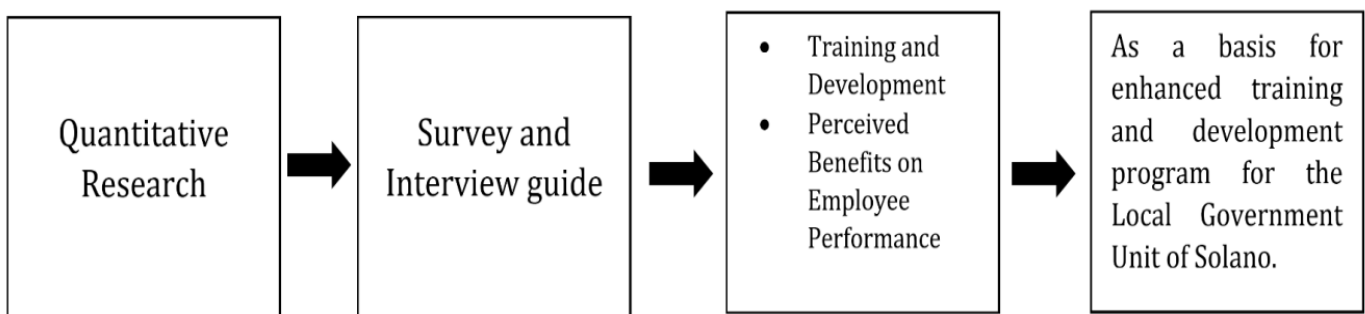


Figure 2. Analytical Framework

The study sought to determine how training and development programs benefited employee performance in the context of LGU employees in Solano. It employed a quantitative research approach and utilized surveys to collect data. The independent variable is training and development, representing the various programs that are implemented by the LGU to enhance employee skills and knowledge. The dependent variable is employee performance, measuring the effectiveness and outcomes of employee performance within the LGU. Employee demographics, particularly years of experience and age, are additional moderating factors that may impact the link between training and development and employee performance.

Data were gathered through a survey conducted on LGU workers, which includes subjects such as training and development alongside employee performance. To evaluate the obtained data and measure the perceived advantages of training and development on employee performance, descriptive statistics such as mean, standard deviation, and range are employed.

Conceptual Framework

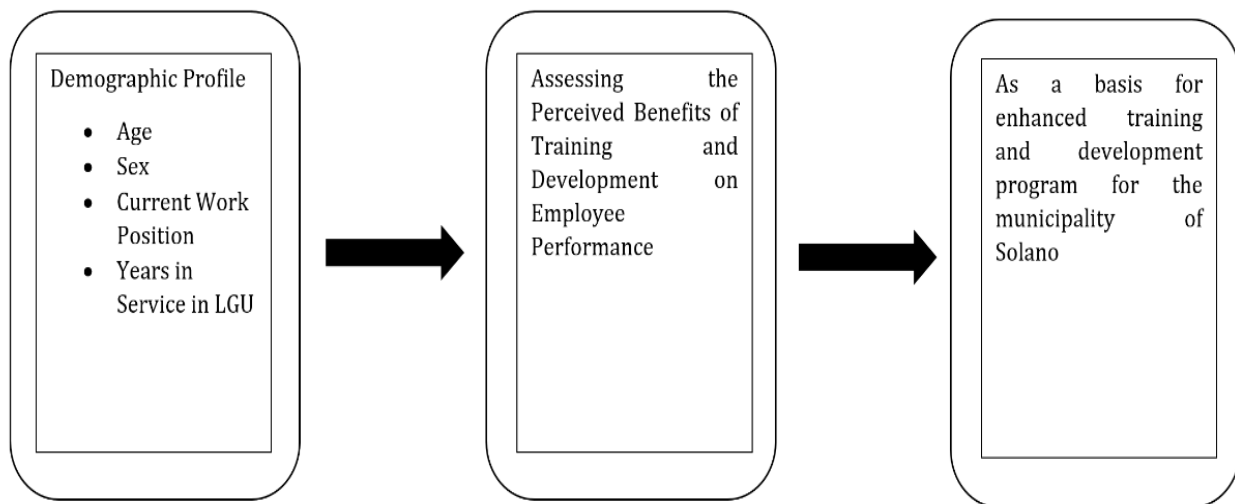


Figure 3. Research Paradigm

This research paradigm focused on evaluating the perceived benefits of training and development on employee performance in the municipality of Solano. It followed a systematic approach, involving the collection of demographic profile variables (such as age, sex, current position, years in service), the assessment of the perceived benefits of training and development, and the provision of information to enhance the training and development program.

This research adheres to a positivist research philosophy, as evidenced by its design, which relies on quantitative data collection methods. The study aims to objectively understand the relationship between training programs and employee performance within the LGU’s financial management offices. Quantitative data analysis, through descriptive statistics and statistical tests, provides clear insights into the perceived benefits of training programs and potential group variations. This focus on empirical data aligns with the positivist goal of uncovering objective truths and generalizable findings. The quantitative analysis aims to generate actionable recommendations for future training program development within the LGU.

The study collected data on employee demographics (age, sex, position, years of service) and their perceptions of training effectiveness through surveys. This data will be used to improve future training

programs by identifying areas for enhancement and ensuring alignment with employee needs.

Statement of the Problem

While the LGU prioritizes training, a lack of evaluation regarding its impact on employee performance within the Municipal Financial Management Offices remains. This ambiguity makes it difficult to determine if training programs are achieving their intended goals. Without a clear understanding of the effectiveness of training, the LGU risks investing resources in programs that may not be producing the desired results. This could lead to inefficiencies in financial management and potentially hinder the LGU's ability to deliver essential services to the community.

Research Question

Is there a significant relationship between LGU employees' participation in training and development programs and their perceived performance in the Municipal Financial Management Offices?

The research questions for the study are as follows:

1. What is the personal profile of the respondents in terms of
 - a. Age
 - b. Sex
 - c. Current Work Position
 - d. Years in service in LGU
2. What are the perceived benefits of training and development on employee performance in the financial management offices on the LGU in terms of
 - a. On Goal Achievement
 - b. On Collaboration and Communication
 - c. On Quality and Efficiency
 - d. On Personal and Professional Attributes
3. Is there a significant difference in the perceived benefits of training and development on the LGU employees' performance when grouped according to their profile variables?

Statement of Hypothesis

There is no significant relationship between LGU employees' participation in training and development programs and their perceived performance in the Municipal Financial Management Offices.

RESEARCH METHODOLOGY

Research Design

This study employed a quantitative research design to provide a detailed understanding of the relationship between training programs and employee performance in the LGU of Solano's Municipal Financial Management Offices. Quantitative data was collected through surveys to assess the demographic profile of respondents and their perceptions of training benefits. This data was analyzed descriptively using measures like frequencies, percentages, means, and standard deviations. This approach aimed to deliver a more nuanced picture of training effectiveness within the LGU's financial management context.

Research Locale



Figure 4. Location Map of Solano, Nueva Vizcaya

The photo was sourced from Nona.net.

The research study took place in the Local Government Unit of Solano, Nueva Vizcaya, which has numerous employees who experienced training and development. The municipality of Solano is located in the north-central part of Luzon in Region 02. It belongs to one of Nueva Vizcaya's fifteen municipalities.

Research Respondents

The study involved employees from the financial department of Solano's Local Government Unit (LGU), namely, the Municipal Budget Office (MBO), Municipal Treasurer's Office (MTO), and Municipal Accounting Office (MACCO). Due to the focus on the impact of training programs, the study employed a convenience sampling technique. This non-probability approach targets readily available participants who meet the inclusion criteria – in this case, employees who have undergone training within the LGU's financial department.

Considering practical constraints like time, cost, and accessibility, a subset of the entire department was chosen. Yamane's formula was used to determine a sample size (n) that provides meaningful results while considering the specific population (N) of trained employees. With a 98% confidence level (desired level of precision), a 2% margin of error (E) was assumed. The formula is:

$$n = \frac{N}{1 + N(e^2)}$$

Where:

n = Sample size

N = Total population of study

E = % level of significance or margin of tolerable error

With a 98% confidence level, the researchers considered a 2% significance level or margin of allowable error. The sample size for the population was calculated using the given formula, and it was found that 34 employees would be included in the study.

$$n = \frac{35}{1 + 35(0.02^2)}$$

$$n = 34$$

To get the sample size in each office,

$$n_x = \frac{n(P)}{N}$$

Where:

n_x = Sample size in each office

n = Total sample size of the study

P = Population size of the staff in each office

N = Total population of the study

Table 1. Representation of the Sample Size

No	Offices in the LGU of Solano	P	
1	Municipal Budget Office	4	4
2	Municipal Treasurer's Office	21	20
3	Municipal Accounting Office	10	10
Total		35	34

Research Instruments

An adapted and modified survey questionnaire was utilized to collect data. The questionnaire consists of three (3) parts:

The research instrument used in this study is grounded in several key references. Asfaw, Argaw, and Bayissa (n.d.) conducted a case study in Ethiopia titled “The Impact of Training and Development on Employee Performance and Effectiveness” within the District Five Administration Office, Bole Sub-City, Addis Ababa. Another case study, conducted by Kamara (2022) in Sierra Leone, explored “The Effectiveness of Training and Development on Employee Performance to Enhance Competitive Advantage” in the context of Social Enterprise Development Sierra Leone (Send-SL). Additionally, Kandel (2020) investigated “The Impact of Training and Development on Employee Performance” within Nepalese Commercial Banks. Kassie (2017) explored “The Effect of Training and Development on Employees’ Performance” in the Ministry of Public Service and Human Resource Development in Ethiopia. Lastly, Tahir, Yousafzai, Jan, and Hashim (2014) analyzed “The Impact of Training and Development on

Employees’ Performance and Productivity” in United Bank Limited, Peshawar City, KPK, Pakistan. These references serve as the foundation for the current research instrument, contributing valuable insights into the relationship between training and development initiatives and employee performance across different organizational contexts.

Part I aimed to elicit the profile for the respondents’ name (optional), age, sex, current work position, and years in service. By collecting this profile information in Part I, researchers gained a comprehensive understanding of the demographic composition and characteristics of the respondents. This data was crucial for subsequent analysis and helped ensure that the findings were representative and relevant to the specific groups or categories of employees within the organization.

Part II assessed the perceived benefits of training and development, provided by the Local Government Unit of Solano, on employees’ performance. It focused on four key sections: goal achievement, collaboration and communication, quality and efficiency, and personal and professional attributes. By evaluating these areas, the instrument provided a comprehensive understanding of how training and development initiatives have influenced employees’ ability to meet objectives, work effectively with others, improve work quality and efficiency, and develop their personal and professional skills. The tool was useful for organizations in assessing the success of their training and development programs in boosting employee performance and finding potential for future development.

Researchers used the four-point Likert Scale to obtain the data from the respondents. According to Mcleod (2023), using a Likert scale in this manner provides a structured and standardized approach to gathering respondents’ opinions or attitudes. The four-point scale offers a balanced distribution of response options, allowing for differentiation between stronger and weaker agreement or disagreement. Respondents were given the following suggested responses on the four-point Likert Scale, assigned a value of Four (4) for Strongly Agree, Three (3) for Agree, Two (2) for Disagree, and One (1) for Strongly Disagree.

Respondents were asked to select the response option that best represents their agreement or disagreement with the statements or questions provided. The scale provides a range of response options that allow individuals to express their varying levels of agreement or disagreement on the given topic. By utilizing this Likert scale format, researchers were able to quantify and analyze the responses, enabling them to draw conclusions, identify patterns, or detect trends in the data. It provided a convenient and efficient way to measure and compare respondents’ perceptions or attitudes on the topic being investigated.

Data Gathering Procedure



Figure 4. Data Gathering Procedure flowchart

The data collection process for this study consisted of several key steps. First, potential participants were approached and provided with informed consent forms detailing the study’s purpose, confidentiality measures, and their right to voluntary participation. This initial step ensured ethical recruitment and

transparency. Second, we analyzed the response rate to assess the effectiveness of our chosen sampling method (insert sampling method, e.g., convenience sampling). Third, participants meeting the inclusion criteria were selected. Following informed consent, researchers provided clear instructions and distributed the survey instruments. Participants were given ample time to complete the surveys at their convenience. Finally, upon completion of data collection, we analyzed the collected data for completeness to identify any missing responses that might require follow-up. This multifaceted approach ensures informed participation, allows for evaluation of recruitment strategies, and facilitates the collection of comprehensive data for analysis.

Treatment of Data

The study utilized quantitative techniques. Descriptive statistics (frequencies, percentages, mean, standard deviation, range) were used to analyze the quantitative data. This analysis revealed the demographic composition of respondents (age, sex, years of service, current position) and their perceived benefits of training programs on employee performance.

To explore potential group differences in perceived benefits, statistical tests were employed. One-way ANOVA with the Kruskal-Wallis test assessed if benefits differed based on demographic variables (age, sex, position, years of service), while the Mann-Whitney U test specifically examined sex-based differences. The choice of tests considered the single independent variable influencing performance and the potential for non-normal data. This quantitative analysis provided a comprehensive understanding of training program effectiveness and potential group variations in perceived benefits to inform recommendations for future program development.

Table 2: Table for Interpretation

Means	Qualitative Description	Interpretation
3.50-4.00	Strongly Agree	Exceptionally Beneficial
2.50-3.49	Agree	Moderately Beneficial
1.50-2.49	Disagree	Limited Benefit
1.00-1.49	Strongly Disagree	Not Beneficial at all

RESULTS AND DISCUSSIONS

Respondent Demographic

This study took into account profile variables such as age, sex, years in service, and current work position. The results are presented in Tables 3 – 14.

Table 3. Profile in terms of Age

Years	Frequency	Percent
24 – 34	13	38.2
35 – 45	9	26.5
46 and above	12	35.3
Total	34	100.0
Mean Age: 41.61	Youngest: 24	Oldest: 64

The respondents’ ages were categorized into three clusters, determined by the distribution of individuals in

each cluster. Among the respondents, 13 individuals (38.2%) fell within the 24 to 34 age range, 9 individuals (26.5%) were between 35 and 45 years old, and 12 individuals (35.3%) were in the cluster below 46 or older. The average age was 41.61, with the youngest respondent being 24 years old and the oldest being 64 years old. These statistics provide a snapshot of the age distribution within the surveyed population, highlighting the prevalence of individuals in the 24 to 34 age range and offering insights into the overall age composition of the sample.

A study by Monteiro et al. (2006) evaluated the labor abilities of a Brazilian public health institution’s workforce, finding that younger age groups generally had higher Worker Ability Index (WAI) ratings than older groups, except in mental resources. Reduced job ability was significantly linked to age, education level, and employment duration, increasing the risk of early retirement or work-related disability. Similarly, Fry et al. (2012) discovered that job satisfaction is higher among workers aged 18 to 34 when they view their position as a career. Those considering their role as a long-term career reported 50% satisfaction, compared to 31% who saw it as a stepping stone and 15% who viewed it as just a job. Younger workers, particularly those aged 24 to 34, often bring fresh perspectives and technological expertise. They are typically more adaptable and motivated, eager to advance their careers.

Table 4. Profile in terms of Sex

Sex Group	Frequency	Percent
Female	22	64.7
Male	12	35.3
Total	34	100.0

It could be gleaned from the table that among the total sample of 34 respondents, 22 individuals (64.7%) identified as female, while 12 individuals (35.3%) identified as male. These percentages provide insight into the gender distribution within the surveyed population, indicating a higher representation of females compared to males. In summary, the majority of respondents in this study were female, comprising nearly two-thirds of the total sample.

A study by Berman (2018) indicates that women are more productive in the workplace than men. Hive’s 2020 research supports this, showing that women put in 10% more effort and complete tasks at a rate equal to or higher than men. Mark et al. found that women excel at completing tasks despite interruptions, due to their multitasking ability, low sensitivity to distraction, adaptable work styles, and efficient work-family balance management.

The data suggests that women are well-suited for specialized office positions requiring attention to detail and organizational skills. The higher representation of women in office roles can be attributed to the non-physical nature of the work, making it more suitable for female employees. Additionally, sociological trends and the dismantling of old gender norms have expanded job opportunities for women in previously male-dominated fields, supported by their educational achievements.

Table 5. Profile in terms of Current Work Position

Current Work Position	Frequency	Percent
Officer	15	44.1
Assistant	4	11.8
Clerk	8	23.5
Aide	7	20.6
Total	34	100.0

The table shows that most of the respondents (44.1%) hold positions as Officers, suggesting a significant presence of individuals in roles with likely higher levels of responsibility or authority. There is also a notable representation of Clerks (23.5%) and Aides (20.6%). The findings imply a varied mix of job roles within the surveyed population, indicating diversity in the respondents' current work positions. The concentration of individuals in Officer roles may suggest that this survey captures insights from a group with leadership or managerial responsibilities, potentially influencing the nature of responses and perspectives gathered.

The reason why there are more officers than other employees in LGU is that officers play crucial roles in decision-making, policy creation, and implementation, which are essential for effective governance. The complexity of administrative tasks and the requirement for specific skills result in a greater need for officers. On the other hand, the smaller number of aides can be explained by their role, which mainly focuses on providing support services. Aides usually handle routine and support tasks, making their presence less critical compared to officers, who are vital for the LGU's strategic functioning.

Table 6. Profile in terms of Years in Service in LGU

Years in Service	Frequency	Percent
1 – 5	11	32.4
6 – 10	7	20.6
11 – 15	2	5.9
16 and above	14	41.2
Total	34	100.0

The table presents that the majority of respondents (41.2%) have been in service for 16 years or more, suggesting a relatively experienced segment within the surveyed population. On the other hand, there is also a substantial representation of individuals with 1 to 5 years of service (32.4%). The findings imply a diverse range of experience levels among the respondents, with a notable concentration in the more seasoned segment of 16 years and above. The age group of 24-34 years old had the highest mean. However, 16 years and beyond represents the highest mean in terms of service. This is because individuals aged 45 and over made up the majority of those with 16 years or more of service, and some came from ages 35-45 years old. Therefore, it signifies that employees establish contentment with their jobs in the LGU due to the lasting influence of the training programs they attend.

Conversely, Cullimore (2017) notes that many millennials are willing to leave their jobs if the company's values don't align with their own. Millennials are highly motivated to advance in their careers and seek clear future paths. A poll by Navarro, Amper & Co. indicates that Filipino millennials value career opportunities that offer advancement and leadership roles. They prioritize training opportunities, meaningful experiences, having a purpose, and making a lasting impact. Cullimore in 2017 also highlights that millennials' readiness to leave jobs over value misalignment is significant.

Benefits of Training and Development

Table 7. On Goal Achievement

Indicators	Mean	SD	Qualitative Description
1. I consistently meet or exceed my performance goals and targets after attending training.	3.20	.41	Agree

2. I effectively prioritize and manage my workload to meet deadlines after attending training.	3.44	.50	Agree
3. I actively seek feedback and take appropriate actions to improve my performance after attending training.	3.20	.59	Agree
4. I consistently demonstrate the required skills and competencies for my job. After attending training.	3.35	.48	Agree
5. I am proactive in identifying and addressing problems or challenges in my work after attending training.	3.26	.51	Agree
Overall Mean	3.29	.28	Agree

Legend: 1:00 – 1:49: Strongly Disagree (Not Beneficial at all)

1:50 – 2:49: Disagree (Limited Benefit)

2:50 – 3:49: Agree (Moderately Beneficial)

3.50 – 4.00: Strongly Agree (Exceptionally Beneficial)

The table 7 presents the level of awareness regarding Return to Work (RTW) across various indicators following training sessions, each rated on a scale from 1 to 4, with corresponding qualitative descriptions. Among the specific indicators, the highest mean rating is observed for the statement “I effectively prioritize and manage my workload to meet deadlines after attending training,” with a mean score of 3.44. This indicates that, on average, respondents agree that the training and development on goal achievement has significantly contributed to their ability to manage work tasks efficiently and meet deadlines.

The lowest mean rating, 3.20, is associated with the statement “I consistently meet or exceed my performance goals and targets after attending training.” Although it falls within the “Agree” category, this lower score indicates respondents feel less confident about consistently meeting performance goals compared to other aspects. The highest mean rating of 3.44, linked to “I effectively prioritize and manage my workload to meet deadlines after attending training,” highlights the positive impact of training on workload management. This is further supported by respondents’ feedback, indicating they find their tasks more manageable and can meet deadlines comfortably after training. The LGU Solano’s Integrated Course for responsive and excellent service in government supports this finding.

The overall mean rating for all indicators is 3.29, also within the “Agree” category, suggesting that respondents generally perceive positive impacts from training on their work. While there is variation in perceived effectiveness across specific indicators, the overall trend is favorable, indicating that training programs have contributed to improved performance and work-related skills. The fact that the overall mean rating falls within the “Agree” category indicates a generally positive perception of the training and development initiatives.

Table 8. On Collaboration and Communication

Indicators	Mean	SD	Qualitative Description
1. I effectively collaborate and communicate with colleagues to achieve common goals after attending training.	3.38	.60	Agree

2. I actively contribute innovative ideas and solutions to improve work processes or outcomes after attending training.	3.32	.47	Agree
3. I effectively adapt to changes and handle new responsibilities or tasks after attending training.	3.35	.48	Agree
4. I actively engage in self-reflection and seek opportunities for personal and professional growth after attending training.	3.38	.49	Agree
5. I effectively manage conflicts or disagreements with colleagues or clients after attending training.	3.14	.35	Agree
Overall Mean	3.31	.34	Agree

Legend: 1:00 – 1:49: Strongly Disagree (Not Beneficial at all)

1:50 – 2:49: Disagree (Limited Benefit)

2:50 – 3:49: Agree (Moderately Beneficial)

3.50 – 4.00: Strongly Agree (Exceptionally Beneficial)

The table provides insights into respondents’ perceptions of collaboration and communication skills following training sessions, with mean ratings, standard deviations (SD), and qualitative descriptions.

The highest mean rating, 3.38, is for “I effectively collaborate and communicate with colleagues to achieve common goals after attending training,” indicating strong agreement that training has improved collaborative and communication skills. Respondents reported enhanced interactions with clients, colleagues, and superiors after undergoing the Work Attitude and Values Enhancement (WAVE) training by the LGU, emphasizing its positive impact on their roles.

The lowest mean rating, 3.14, is for “I effectively manage conflicts or disagreements with colleagues or clients after attending training,” suggesting a lesser perceived impact on conflict management skills.

The overall mean rating for all indicators is 3.31, indicating a generally positive influence of the training on collaboration and communication skills. While there is some variation across specific indicators, the overall trend is favorable, suggesting that the training has contributed to improved workplace skills.

The findings in Table 8 align with broader research on training’s impact on interpersonal skills at work. The study highlights the dynamic nature of these skills and the need for ongoing assessment and modification of training materials to maintain effectiveness in a changing workplace environment.

The detailed breakdown of mean ratings identifies specific strengths and areas for improvement in the training’s focus on collaboration and communication. The higher mean rating for effective collaboration indicates a notable strength, while the lower mean rating for conflict management suggests a need for additional attention in future training sessions.

The overall positive mean rating underscores the importance of continuous evaluation and adjustment of training content based on participant feedback and evolving workplace dynamics to sustain effectiveness. The positive outcomes in collaboration and communication skills highlight the importance of soft skills in professional settings, suggesting that business education institutions should integrate explicit training on collaboration, effective communication, and conflict resolution into their curricula to prepare graduates for diverse work environments.

Table 9. On Quality and Efficiency

Indicators	Mean	SD	Qualitative Description
1. I consistently provide high-quality work outputs or deliverables after attending training.	3.35	.48	Agree
2. I effectively use available resources and tools to perform my job after attending training.	3.58	.49	Strongly Agree
3. I effectively manage my time and prioritize tasks to maximize productivity after attending training.	3.41	.55	Agree
4. I demonstrate a high level of initiative and proactively identify opportunities for improvement after attending training.	3.26	.51	Agree
5. I consistently adhere to company policies and procedures after attending training.	3.38	.49	Agree
Overall Mean	3.40	.37	Agree

Legend: 1:00 – 1:49: Strongly Disagree (Not Beneficial at all)

1:50 – 2:49: Disagree (Limited Benefit)

2:50 – 3:49: Agree (Moderately Beneficial)

3.50 – 4.00: Strongly Agree (Exceptionally Beneficial)

The table sheds light on respondents’ perspectives regarding the impact of training sessions on the aspects of quality and efficiency in their work. Notably, the highest mean rating is assigned to the statement “I effectively use available resources and tools to perform my job after attending training,” receiving a mean score of 3.58. This suggests a strong consensus among respondents that the training has notably improved their ability to utilize resources and tools efficiently, contributing to a more effective execution of their job responsibilities. This is substantiated by the LGU’s training initiatives, wherein employees participated in Training on enhanced e-NGAS, Roll-out training in the e-Budget System, and Roll-out Training-workshop focusing on the deployment and utilization of an enhanced electronic statement of receipts and expenditures, to automate financial reports. The LGU also conducted regular training sessions for the implementation of the LGU Integrated Financial Tools System, aiming to ensure high-quality outputs in the preparation of reports across different offices. Furthermore, LGU Solano offered a Training Course on 5S Quality Workplace for its employees, intending to instill principles of quality management within the workplace.

This is also affirmed by the feedback from respondents, where they mentioned that the trainings they undergo are typically linked to the organization’s operations. These training sessions are comprehensive and sufficiently detailed, covering their job functions and necessary skill sets. The training contributes significantly to their professional development and career progress. After participating in the training provided by the LGU, they need minimal assistance in their tasks and can work with limited supervision. They can even propose drafts and provide insights when revising or updating the revenue code. Employees who undergo these training and development programs gain the capability to independently carry out their job responsibilities.

Meanwhile, the lowest mean rating is associated with the statement “I demonstrate a high level of initiative and proactively identify opportunities for improvement after attending training,” with a mean score of 3.26. While still within the “Agree” category, the slightly lower mean suggests that respondents may feel somewhat less impacted in terms of proactively identifying improvement opportunities compared to other aspects of quality and efficiency.

The overall mean rating for all indicators is 3.40, placing it within the “Agree” category. This collective assessment implies that, on average, respondents perceive positive effects from the training sessions on various facets of quality and efficiency in their work. While there is a slight variation in perceived effectiveness across specific indicators, the overall trend indicates a favorable view, suggesting that the training programs have contributed to an above-average level of awareness and improvement in respondents’ ability to deliver high-quality work, manage resources effectively, and prioritize tasks for maximum productivity.

Quality and efficiency are vital for organizational success. Nowadays, organizations understand the importance of delivering high-quality work promptly and using resources wisely. Quality means achieving excellence and precision in work that meets or surpasses set standards. Efficiency involves obtaining optimal results with minimal waste by streamlining processes and using resources judiciously. These principles not only define the quality of work but also play a significant role in enhancing an organization’s overall productivity and competitiveness.

A correlation analysis was used to look at the long-term effects of training phases on employee efficiency in the study “The Effectiveness of Training Needs Analysis and its Relation to Employee Efficiency.” The results demonstrate a strong relationship between worker productivity and two distinct training phases: training requirements analysis and training transfer.

Although a great deal of research has been done on training needs analysis, there is still a clear study vacuum when it comes to the usefulness of this approach and how it affects employee productivity. This study investigates the impact of training participation on staff efficiency in the social service context, focusing specifically on the effectiveness of Training Needs Analysis in the training process. The research hypothesis is validated by the study’s results, which show a favorable relationship between worker productivity and Training Needs Analysis effectiveness (Ludwikowska, K., 2018).

Table 10. On Personal and Professional Attributes

Indicators	Mean	SD	Qualitative Description
1. I take ownership of my work and demonstrate a high level of accountability after attending training.	3.35	.48	Agree
2. I am receptive to constructive feedback and use it to improve my performance after attending training.	3.44	.50	Agree
3. I consistently demonstrate professionalism and ethical behavior in my work after attending training.	3.50	.50	Strongly Agree
4. I demonstrate a high level of initiative and proactively identify opportunities for improvement after attending training.	3.44	.50	Agree

5. I continuously seek opportunities to enhance my knowledge and skills relevant to my job after attending training.	3.47	.50	Agree
Overall Mean	3.44	.40	Agree

Legend: 1:00 – 1:49: Strongly Disagree (Not Beneficial at all)

1:50 – 2:49: Disagree (Limited Benefit)

2:50 – 3:49: Agree (Moderately Beneficial)

3.50 – 4.00: Strongly Agree (Exceptionally Beneficial)

The table reflects respondents’ perceptions of training impacts on their personal and professional attributes, with mean ratings, standard deviations (SD), and qualitative descriptions.

The highest mean rating, 3.50, is for “I consistently demonstrate professionalism and ethical behavior in my work after attending training,” indicating strong consensus that training has significantly enhanced professionalism and ethical standards, reaching “Strongly Agree.”

Respondents affirmed that the Work Attitude, Values, and Ethics (WAVE) Training improved their work performance and interpersonal traits. The LGU’s WAVE training significantly contributes to both personal and professional development by focusing on work attitudes, values, cultural awareness, and reflective efforts. Additionally, Bubble Training on Legal Orientation on Administrative Discipline fosters moral character, personal discipline, civic conscience, and vocational efficiency.

The lowest mean rating, 3.35, is for “I take ownership of my work and demonstrate a high level of accountability after attending training,” suggesting a slightly lesser impact on ownership and accountability.

The overall mean rating for all indicators is 3.44, indicating positive effects on personal and professional attributes. This implies that respondents perceive training as beneficial, enhancing their accountability, professionalism, initiative, and continuous learning.

Effective professional and personal attributes are crucial for success, shaping professional reputation and organizational efficiency. Balance between these attributes is essential for well-rounded development.

According to Jehanzeb and Bashir (2013), training programs offer significant benefits to employees and organizations, enhancing productivity and fostering dedication and competence among workers. While constructing corporate institutions may be challenging, supporting employees’ personal growth and career objectives is feasible and promotes loyalty.

The research highlights the significant benefits of training programs, including increased productivity, profitability, and efficiency, demonstrating strong evidence for their positive effects on business performance.

Profile-Based Differences in Perceived Training Benefits on LGU Employee Performance

This section analyzes differences in perceived training benefits among LGU employees, considering various profile variables like age, sex, years in service, and current position. By categorizing respondents based on these characteristics, the study aims to uncover insights into diverse perspectives on training’s impact. This targeted approach offers a comprehensive understanding of differing viewpoints, enriching the interpretation of findings.

Table 11. Perceived Benefits of Training and Development in terms of Age

Perceived Benefits of Training and Development	Groups (Years)	Kruskal Wallis	p-value
Goal Achievement	24 to 34	.543	.762
	35 to 45		
	46 and above		
Collaboration and Communication	24 to 34	1.453	.484
	35 to 45		
	46 and above		
Quality and Efficiency	24 to 34	1.914	.384
	35 to 45		
	46 and above		
Personal and Professional Attributes	24 to 34	.1971	.906
	35 to 45		
	46 and above		

Level of Significance set at <0.05.

The application of the Kruskal-Wallis test in statistical analysis indicates that all calculated p-values exceeded .05, leading to the acceptance of the null hypothesis. This suggests that irrespective of their age, there is no notable difference in the perceived benefits of training and development among respondents in terms of goal achievement, collaboration and communication, quality and efficiency, and personal and professional attributes.

Regardless of age, respondents share a unified perspective on the benefits of training programs, highlighting their role in professional advancement. This aligns with Beier et al.'s (2020) findings that both older and younger adults are motivated by learning opportunities. Despite a positive correlation between age and work engagement (Roberts, 2020), the LGU's training initiatives appear to effectively cater to employees of all ages, emphasizing the importance of accessible programs for all workers. The lack of significant age-based differences in perceived training benefits may stem from initiatives designed to suit a diverse age range.

Table 12. Perceived Benefits of Training and Development in terms of Sex

<i>Perceived Benefits of Training and Development</i>	Sex Group	Mann Whitney	p-value
Goal Achievement	Female	119.500	.643
	Male		
Collaboration and Communication	Female	110.000	.418
	Male		
Quality and Efficiency	Female	129.500	.927
	Male		
Personal and Professional Attributes	Female	97.000	.193
	Male		

Level of Significance set at <0.05.

The statistical analysis employing the Mann-Whitney U test indicates that all computed p-values were above

.05, signifying a lack of significant difference. This implies that the respondents’ perceived benefits of training and development are not influenced by their sex.

The study’s findings are reinforced by Andrade, Westover, and Peterson’s (2019) research, indicating similar levels of job satisfaction between men and women across multiple countries. However, disparities persist in the factors influencing job satisfaction, reflecting diverse preferences. Local governments, including the LGU, actively promote gender equality, ensuring recognition and encouragement for all employees regardless of gender diversity (Asian Development Bank, 2019). This commitment to inclusivity resonates with cultural shifts advocating for equal opportunities and appreciation for both genders in the workplace.

Table 13. Perceived Benefits of Training and Development in terms of Current Work Position

Perceived Benefits of Training and Development	Groups (Years)	Kruskal Wallis	p-value
Goal Achievement	Officer	4.973	.174
	Assistant		
	Clerk		
	Aide		
Collaboration and Communication	Officer	4.614	.202
	Assistant		
	Clerk		
	Aide		
Quality and Efficiency	Officer	1.917	.590
	Assistant		
	Clerk		
	Aide		
Personal and Professional Attributes	Officer	10.616	.014
	Assistant		
	Clerk		
	Aide		

Level of Significance set at <0.05.

The statistical analysis employing the Kruskal-Wallis Test reveals that the computed p-values were consistently greater than .05, leading to the acceptance of the null hypothesis, except for the responses of respondents categorized as aides. This suggests that, concerning their current work positions, officers, assistants, and clerks are not influenced by the perceived benefits of training and development. However, aides exhibit a notable difference in their responses, indicating that the impact of training and development on perceived benefits varies for this particular job category.

Training and development are vital for enhancing the skills and knowledge of Local Government Unit (LGU) employees, leading to increased job satisfaction and efficiency. However, aides may perceive these benefits differently due to less extensive training compared to higher management, influenced by budget constraints and their operational roles. Tailoring programs to meet aides’ needs is essential for effective workforce development.

Nu’man’s 2006 study on university middle management examined the correlation between training and performance, comparing upper and middle management perspectives on training aspects and proposing

recommendations for improving training programs. Respondents included administrative leaders and top management.

Al-Mzary’s (2015) study explored administrative executives’ and staff members’ views on training programs, revealing positive attitudes toward training needs identification, personnel selection, program design, and the impact on employee performance.

Table 14. Perceived Benefits of Training and Development in terms of Years in Service in LGU.

Perceived Benefits of Training and Development	Groups (Years)	Kruskal Wallis	p-value
Goal Achievement	1 to 5	5.611	.132
	6 to 10		
	11 to 15		
	16 and above		
Collaboration and Communication	1 to 5	2.502	.475
	6 to 10		
	11 to 15		
	16 and above		
Quality and Efficiency	1 to 5	5.033	.169
	6 to 10		
	11 to 15		
	16 and above		
Personal and Professional Attributes	1 to 5	2.021	.568
	6 to 10		
	11 to 15		
	16 and above		

Level of Significance set at <0.05.

Similar to age and sex, the use of the Kruskal-Wallis test in statistical analysis shows that all computed p-values surpassed .05, resulting in the acceptance of the null hypothesis. This implies that, regardless of their years in service, there is no significant difference in how respondents perceive the benefits of training and development in areas such as goal achievement, collaboration and communication, quality and efficiency, and personal and professional attributes.

Training and development enhance skills for all LGU employees, fostering adaptability and boosting job satisfaction and efficiency. Continuous training ensures employees stay updated on best practices, enhancing morale and dedication. Jehanzeb and Bashir (2013) highlight the role of training in individual growth and job satisfaction. Nassazi’s 2013 study indicates effective employee retention, with continuous training vital for performance improvement. Elnaga and Imran (2013) emphasize the link between training, worker performance, and organizational goals, underlining the importance of a learning culture and self-directed skill development.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Training and development significantly impact Local Government Unit employees, enhancing goal

achievement through effective prioritization and task management. Positive perceptions indicate that training improves performance and work-related skills to above-average levels. In collaboration and communication, training attendees report better teamwork and communication abilities. Quality and efficiency ratings show improved resource use and job performance post-training. Personal and professional attributes are also enhanced, with top ratings for professionalism and ethical conduct.

There is no significant difference in perceived training benefits across goal achievement, collaboration and communication, quality and efficiency, and personal and professional attributes based on age, sex, and years of service. However, while officers, assistants, and clerks show no notable impact, aides exhibit significant disparities, suggesting training for this group may lack the comprehensiveness provided to upper-level managers.

RECOMMENDATIONS

Implementation of inclusive training and development strategies that emphasize individual growth is deemed necessary. Establish feedback mechanisms for continuous improvement, conduct regular assessments of training effectiveness, and align future sessions with employee needs. Employees are encouraged to actively participate in relevant training opportunities and provide feedback on essential topics to ensure programs meet professional requirements.

It is also advised to employ triangulation in further studies for comprehensive insights and comparative analysis across different contexts, enhancing the depth and applicability of training and development research.

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