



Perceived Benefits of Training and Development: Employees' Perspectives in a Primary Cooperative in the Philippines

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Abstract

The importance of training and development in today's competitive corporate environment is widely recognized as a necessary investment in human capital, as it is believed to enhance employee performance, increase engagement, and promote organizational agility. This study evaluated the perceived benefits of training and development in a primary cooperative in the Philippines. This study employed a descriptive-quantitative research design to assess the perceptions of 113 employees regarding the benefits of training and development, using an adopted survey questionnaire prepared in Google Forms. The distribution of questionnaires to the target respondents was conducted via electronic mail and Messenger. The data were analyzed using frequency, percentage, weighted mean, and ANOVA. The study confirmed that the cooperative's employees are predominantly young, with a slightly higher proportion of male employees, and a workforce primarily composed of rank-and-file staff who are just starting their careers at the cooperative. Regarding the benefits of training and development, employees perceived its positive impact across all dimensions, which include goal achievement, collaboration and communication, level of quality and efficiency, and personal and professional attributes. Moreover, the study revealed that there are no significant differences in the perceived benefits of training and development when employees are grouped according to their profile. Finally, the researchers proposed strategies to enhance further the perceived benefits of training and development in the primary cooperative subject. This study can serve as a valuable reference for human resource managers in designing, implementing, monitoring, and evaluating training and development programs provided to employees.

Keywords *Collaboration and Communication; Goal Achievement; Human Capital Theory; Personal and Professional Attributes; Primary Cooperative in the Philippines; Training and Development*

INTRODUCTION

In today's competitive business environment, companies are increasingly recognizing that investing in employee training and development is crucial for enhancing performance, boosting engagement, and fostering organizational agility (Mendoza & Bautista, 2020). Employees are considered as the organization's most important asset due to their crucial role in ensuring heightened member-customer satisfaction and the delivery of high-quality products and services (Arulsamy et al., 2023). In today's rapidly evolving business landscape, employee training and development are essential for enhancing performance and equipping staff with the necessary skills to meet organizational goals. Without adequate training opportunities, employees may struggle to reach their full potential and effectively fulfil their responsibilities (Nda & Fard, 2015). A strong emphasis on training and development must be laid on human capital to address a variety of issues affecting employees (Da-ang et al., 2024).

Businesses worldwide face numerous challenges that impact their employees, including efficiency, customer satisfaction, training and development, and technology adoption (Noe & Kodwani, 2018). As emphasized in a global study, aligning training and development initiatives with the specific job requirements and organizational objectives is critical to realizing the full

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potential of training benefits (Chepkosgey et al., 2019). Contrary to viewing training as a privilege, Chris-Madu (2020) posits that it is a necessity for building personnel competence and improving performance. 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. Through training and development programs, companies address workforce demand, inspire workers to realize their goals, raises in pay and advancements in career (Gunawan et al., 2023). Moreover, skills erode and become obsolete over a period of time; in order to maintain sustainability, organizations must continue employee training and development and conduct evaluations of its impact. Therefore, investing in training and development is a vital business for lasting success (Chellappa, 2024).

In the Philippines, a study of Tumacole Jr. (2024) revealed the substantial impact of training and development on the job performance of ministry employees in Dumaguete City. Likewise, Dang et al. (2024) similarly supported the notion that training and development significantly impact Solano Local Government Unit (LGU) employees, enhancing their personal and professional attributes and improving performance and work-related skills to above-average levels. On the other hand, Mendoza and Bautista (2020) evaluated training processes within LGUs in Angeles City, Pampanga, while Enoval (2019) examined training impacts in a private information and communications technology company in Metro Manila. However, while the value of training and development has been widely recognized in both global and local contexts, existing studies have largely concentrated on corporate organizations, government agencies, and non-government organizations, leaving some organizational sectors underexplored. Despite the valuable contributions of prior studies, there is a scarcity of research specifically addressing the training and development perspectives of employees within primary cooperatives in the Philippines. While there are two local studies on cooperatives, these did not specifically focus on the benefits gained from the training initiatives of a cooperative. Debasa (2019) focused on assessing the training program and members' satisfaction in a cooperative based in Calamba City, while Cruz (2021) investigated the professional development needs of cooperatives in the CALABARZON region.

It is within this context that a critical research gap emerges. Although several studies have explored employee training and development across various sectors in the Philippines, there remains a notable lack of focused investigation on primary cooperatives, particularly on the benefits gained by employees. This study aims to fill this gap by providing insights into the unique training needs and benefits that employees in this sector perceive. Based on the researchers' knowledge, this study, which considered a primary cooperative as the research locale, is the first of its kind. Thus, this study in the context of a primary cooperative is essential, considering that cooperatives need to make a strong emphasis on employees' training and development to try to survive in the dynamic markets.

This study is centered on one of the largest primary cooperatives in Mindanao in terms of assets, with multiple branches across the island. Mindanao is located in the southern region of the Philippines and is the country's second-largest island. The primary cooperative's lack of evaluation regarding the impact of training and development on employee performance makes it difficult to determine if training programs are achieving their intended goals. Without a clear understanding of the effectiveness of training and development, the primary cooperative risk is investing resources in programs that may not be producing the desired results.

Therefore, this study sought to determine the level of perceived benefits of training and development among employees of a primary cooperative in the Philippines. Specifically, this study assessed the personal profile of the employees-respondents in terms of age, sex, year of service, and current work position. It also determined the level of perceived benefits of training and development in terms of goal achievement, collaboration and communication, quality and

efficiency, and personal and professional attributes. The study also evaluated the significant differences in perceived benefits of training and development when grouped according to the respondents' profiles. Lastly, this study proposed strategies to enhance the perceived benefits of training and development emphasizing the need for customized training approaches to accommodate diverse employee needs.

LITERATURE REVIEW

This section presents literature that emerged through articles and scientific papers published in various electronic and paper publishing channels. The primary focus of this review is on employees' perceived benefits for training and development. Additionally, this review encompasses all the benefits of training and development.

Human Capital Theory

The Human Capital Theory serves as the foundation for understanding how training and development can be perceived as beneficial to employee growth and organizational success in primary cooperatives in the Philippines. This theory posits that investing in employees' knowledge and skills enhances their productivity, leading to better job performance and overall business efficiency (Noe et al., 2017a). Schultz (2015) emphasizes that organizations that invest in human capital development experience long-term benefits, including higher employee engagement and improved service quality, which are crucial for cooperative resilience and competitiveness. Nonetheless, this previous study argues that the realization of these benefits may depend on how training is tailored to the unique needs and demographics of employees, suggesting that a one-size-fits-all approach may not be equally effective for all.

In the Philippine cooperative context, Alon et al. (2019) and Cruz and Reyes (2020) highlighted that training significantly enhances employee service quality, efficiency, and overall job performance, leading to higher member satisfaction and operational effectiveness. Yet, these studies largely focus on training outcomes, with limited discussion on whether employees from varying demographic backgrounds perceive these benefits similarly—a gap this study aims to address. It can also be noted that well-designed training programs boost employee motivation and commitment, reinforcing their role in sustaining cooperative growth and long-term success. Consistent with this, Herjuna et al. (2024) found that training aligned with employees' roles and expectations significantly enhances their sense of belonging and contribution to organizational goals, indicating that employees' perceptions of training may mediate its effectiveness.

Grounded in the Human Capital Theory, this study critically examined the significance of training and development within a primary cooperative in the Philippines by exploring how employees from diverse profiles perceive its benefits. Given that cooperatives rely heavily on member participation and service efficiency, investing in employee training aligns with the theory's assertion that skill enhancement leads to improved productivity and resilience (Noe et al., 2017b; Schultz, 2015). Nevertheless, by integrating recent empirical insights, this study recognizes that demographic diversity may influence how such training investments are received and valued, providing a more nuanced understanding of Human Capital Theory's application in cooperatives.

Benefits of Training and Development to Employee Performance

The success of the organization is directly impacted by maximizing the potential of the employees. Employees who have received training will be more motivated to perform at the top of their abilities, achieve goals, improve collaboration and communication, improve the quality and efficiency of work, and boost their personal and professional attributes. Training is viewed as a critical tool for a company to develop its capacity and achieve its goals (Sasidaran, 2018), and

accordingly, it has a significant and positive effect on work outcomes (Yimam, 2022). 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.

In terms of goal achievement, which refers to an employee's ability to set, pursue, and accomplish work-related objectives effectively, Bell et al. (2017) found that well-designed training enhances employees' alignment with organizational objectives, leading to increased productivity. Similarly, Noe et al. (2017a) asserted that organizations fostering continuous learning achieve higher goal attainment, suggesting a consistent connection between ongoing development and performance. However, while Bell et al. (2017) focused on structured initiatives, Noe et al. highlighted the importance of fostering a learning culture, showing different approaches to achieving similar ends. On the other hand, the present study examined how training helps employees meet targets, handle tasks, seek feedback, and solve problems at work.

Regarding collaboration and communication, these involve the ability to work together harmoniously, share information effectively, and build strong professional relationships. Laco et al. (2024) highlighted that an organization with a strong collaborative culture is well-positioned to reap the benefits of having highly efficient and productive employees. While Laco et al.'s study focused on organizational outcomes, Robbins and Judge (2019) emphasized individual employee outcomes such as improved teamwork, stronger connections, and higher satisfaction. These complementary findings suggest that collaboration and communication, supported by training, benefit both the organization and the individual employees. In the same vein, this study measured employees' ability to communicate effectively, adapt to organizational changes, handle workplace conflicts, and contribute innovative ideas following the training and development that they received.

Quality and efficiency, defined as the standard of work output and the ability to complete tasks with minimal waste, are also influenced by training. The Forbes Human Resources Council (2021) confirmed that continuous skills development reduces errors and enhances task performance, echoing similar findings from studies focusing on manufacturing and service industries. However, unlike the private sector context explored by Forbes, this study considered cooperatives, where service quality directly affects member satisfaction, thereby expanding the application of training effectiveness to cooperative settings. Thus, this research evaluated how training improves work output quality, resource management, time utilization, and compliance with organizational policies.

Training also significantly contributes to career growth and personal development. Garavan et al. (2020) stressed that continuous learning fosters employee confidence and adaptability, focusing on the psychological benefits of training. In contrast, practical aspects such as leadership and problem-solving skills development are emphasized in cooperative settings, highlighting the contextual application of training benefits. Therefore, this study examined how training improves accountability, professionalism, openness to feedback, and commitment to learning.

Moreover, perceptions of training and development effectiveness can be shaped by demographic factors. While Saks and Burke (2018) pointed out that younger employees' value training more for career advancement, Tseng and Kuo (2019) argued that gender and job roles further influence these perceptions, sometimes creating disparities in how training is received. These insights suggest that demographic factors may lead to varying experiences of training benefits, which this study aimed to explore within the diverse context of a primary cooperative, where employees vary widely in terms of their personal and professional profiles.

In consideration of the study's objectives, the authors developed the following null hypothesis. The use of a null hypothesis is justified because it aligns with the assumption that the perceived benefits

of training and development are universally experienced across demographic groups, meaning that factors such as age, tenure, and educational background do not create significant differences in how employees value training. Nevertheless, in light of previous studies that suggest otherwise (Saks & Burke, 2018; Tseng & Kuo, 2019), testing this hypothesis ensures that conclusions are grounded in empirical data. This approach allows for an objective statistical test, where rejecting the null would indicate that demographic factors do influence perceptions, ensuring that conclusions are drawn based on empirical evidence rather than assumptions of variability.

Ho: There is no significant difference in the perceived benefits of training and development when employee respondents are grouped according to their profile.

The null hypothesis assumes that training and development initiatives provide equal benefits to all employees (Ananchenkova & Nikonova, 2023), regardless of age, gender, length of service, position, or education. It allows for an objective test of whether these benefits are perceived consistently across diverse groups. If rejected, it implies that employee differences affect training outcomes and may require tailored approaches; if accepted, it supports the effectiveness and inclusivity of existing programs.

RESEARCH METHOD

This study employed a descriptive-quantitative research design to systematically capture and analyze the perceptions of employees regarding the benefits of training and development initiatives provided by a primary cooperative in Mindanao, Philippines. This research design is appropriate because the study aims to describe and quantify employees' experiences and perceptions without manipulating variables or establishing causal relationships (Creswell, 2016). This design enables the researchers to gather empirical data reflecting the current state of training and development benefits as experienced by employees in their work settings.

The target population of this study consisted of 113 employees from various departments and operational roles across 10 branches situated in major cities within regions 9, 10, and 13 of the Philippines. A census method was employed to include the entire population of employees as respondents, justified by the relatively small and manageable size of the workforce. Since the cooperative has only been operational for less than five years and all employees are relatively new to the workforce, capturing data from all employees provides a comprehensive and accurate representation of their perceptions. This approach ensures that no potentially relevant perspective is excluded, thereby enhancing the richness and representativeness of the collected data.

The questionnaire, adopted from Da-ang et al. (2024), provided a structured approach to assess the perceived benefits of training and development to cooperative employees. Although the original questionnaire was designed for LGU employees, its adaptation was deemed suitable for this study because both LGU and cooperative employees serve community-based stakeholders. Thus, despite organizational differences, both groups engage in service delivery within a community context, justifying the applicability of the tool. Because of some similarities, the researchers considered the same questionnaire to fit the purpose of the study. The questionnaire includes two main sections: demographic information and perceived benefits of training and development. The perceived benefits were measured using a four-point Likert scale, with the following interpretation: 1.00-1.75 = Strongly Disagree, 1.76-2.50 = Disagree, 2.51-3.25 = Agree, and 3.26-4.00 = Strongly Agree. All items are positive statements indicating the impact of training and development on their day-to-day deliverables and activities.

It is important to note that while the questionnaire was adopted from a previously validated instrument, no additional validity or reliability testing was conducted for this specific study. This decision was made because the original authors had already subjected the tool to rigorous validation and reliability assessments within a similar context. Thus, the researchers proceeded

with the assumption that the tool retains its psychometric soundness when applied to a comparable population. Prior to survey administration, informed consent was secured from all participants after explaining the purpose and ethical considerations of the study. The survey questionnaire was prepared in Google Forms for ease of distribution and data collection. To maximize response rates and ensure accessibility, the survey link was sent via electronic mail and Messenger. Data collection spanned two weeks, starting on January 18, 2025.

Confidentiality and privacy were prioritized throughout the research process. A confidentiality statement was prominently included in the survey, reassuring participants that their responses would be anonymized and used solely for research purposes. Ethical protocols were strictly observed, including voluntary participation, the right to withdraw at any time, and assurances of non-retaliation. Upon completion of data collection, responses were screened for completeness and accuracy before proceeding to statistical analysis. Descriptive statistics, including frequency, percentage, and weighted mean, were used to summarize the respondents' profile and perceptions. Furthermore, to determine the significant differences of perceived training and development benefits when employees are grouped according to demographic profile, ANOVA was employed.

FINDINGS AND DISCUSSION

Following the data collection process, this section presents, analyzes, and interprets the data obtained through the questionnaire to address the study's objectives.

Demographic Profile of Respondents

The data collected from 113 respondents regarding their demographic information are presented in Table 1. The responses were categorized into several profile indicators including age, gender, years of service in the cooperative, and current work assignment.

Table 1. Profile of the Respondents

Profile	F	%
<i>Age</i>		
18-29 years old	46	40.7
30-39 years old	63	55.8
49 years old	4	3.5
Total	113	100
<i>Gender</i>		
Female	49	43.4
Male	64	56.6
Total	113	100
<i>Years of Service in the Cooperative</i>		
Less than 1 year	27	23.9
1-3 years	55	48.7
4-6 years	23	20.4
7-9 years	4	3.5
10 years and above	4	3.5
Total	113	100
<i>Current Work Assignment</i>		
Managerial	11	9.7
Supervisory	2	1.8
Rank-and-File	100	88.5
Total	113	100

The demographic data provide critical insights that can inform the cooperative's approach to

training and development. The predominance of younger, rank-and-file employees signals a strong opportunity for training interventions aimed at building technical competencies and fostering career growth. This aligns with the findings of Villanueva and Ramos (2022) who emphasized that training initiatives should be designed based on job classifications, recommending that rank-and-file employees to benefit most from practical, skills-based training, while managerial and supervisory staff require leadership development and strategic planning competencies. Similarly, the study by Lopez and Cruz (2018) supported this notion, advocating for differentiated training approaches to ensure that employees at all levels contribute effectively to organizational goals. On the other hand, the gender composition, with a slightly higher proportion of male employees and tenure patterns dominated by those who are just starting their careers with the cooperative, suggests that training programs should be inclusive, responsive to diverse career trajectories, and strategically aligned with employee needs. These results not only contribute to the growing literature on cooperative workforce development but also reinforce the importance of sustained investment in human capital as a driver of organizational resilience and long-term success (Reyes & Bautista, 2020).

Perceived Benefits of Training and Development

Training and development programs play a crucial role in enhancing employees' skills, productivity, and overall job performance. In the context of primary cooperatives, these programs contribute not only to individual growth but also to organizational efficiency and sustainability. This section presents the findings on the perceived benefits of training and development across four key dimensions: goal achievement, collaboration and communication, level of quality and efficiency, and personal and professional attributes.

Table 2. Level of Goal Achievement

Item Statement	Mean	Interpretation
1. I consistently meet or exceed my performance goals and targets after attending training.	3.19	Agree
2. I effectively prioritize and manage my workload to meet deadlines after attending training	3.32	Strongly Agree
3. I actively seek feedback and take appropriate actions to improve my performance after attending training.	3.31	Strongly Agree
4. I consistently demonstrate the required skills and competencies for my job after attending training.	3.27	Strongly Agree
5. I am proactive in identifying and addressing problems or challenges in my work after attending training.	3.25	Strongly Agree
Goal Achievement	3.27	Strongly Agree

The data in the table indicates that employees perceived training as a significant factor in enhancing their goal achievement towards enhanced job performance. The overall mean score of 3.27, which falls under the "Strongly Agree" category, suggests that training positively influences employees' ability to meet work-related expectations. The findings highlight several key areas where training has had a measurable impact.

To begin with, employees generally agreed, with a mean of 3.19, that training has helped them meet or exceed their performance goals. Although this reflects a favorable outcome, it is also

the lowest-rated item in the study, which may indicate that there is room for improvement in aligning training programs more effectively with the specific performance expectations of employees. This finding is consistent with [Noe et al. \(2017b\)](#), who emphasized that training effectiveness is maximized when it is job-specific and aligned with organizational objectives, leading to measurable performance improvements. Thus, while employees benefit from training, the relatively lower score suggests the need for organizations to recalibrate training designs to ensure stronger alignment with employee performance goals.

In contrast, time management and workload prioritization received the highest mean score of 3.32, with employees strongly agreeing that training has helped them manage deadlines more effectively. This suggests that current training initiatives are particularly effective in providing employees with practical strategies for organizing their tasks and responsibilities. This finding resonates with the study of [Saks and Burke \(2018\)](#), which highlighted that employees who undergo structured management training exhibit greater efficiency and experience reduced workplace stress. Hence, the present result underscores the value of time management training as an essential component of employee development programs.

Another key finding is the employees' strong agreement (mean = 3.31) that training has increased their willingness to seek feedback and act on it to improve their performance. This suggests that training fosters a strong culture of continuous learning and self-improvement among employees. Aligned with the findings of [London and Mone \(2016\)](#), employees who actively engage in feedback-driven learning processes are more likely to develop adaptive skills and sustain high job performance. Therefore, this underscores the role of training not only as a tool for skill acquisition but also as a catalyst for nurturing a feedback-seeking mindset that enhances long-term performance.

Additionally, employees strongly agreed (mean = 3.27) that training has enhanced their ability to demonstrate job-related skills and competencies. This indicates that training effectively builds essential capabilities that are applicable in daily work tasks. Such an outcome is supported by [Kim and Ployhart \(2019\)](#), who found that employees who participate in targeted skills training exhibit greater job mastery and confidence in performing their duties. Thus, this result reaffirms the significance of structured training programs in equipping employees with the necessary competencies to perform effectively.

Furthermore, respondents strongly agreed (mean = 3.25) that they are more proactive in identifying and addressing workplace challenges after receiving training. This demonstrates that training not only develops technical skills but also cultivates critical thinking and problem-solving abilities. As noted by [Bell et al. \(2017\)](#), training interventions that incorporate real-world problem-solving scenarios contribute to higher employee engagement and resilience in facing work-related issues. Hence, this finding emphasizes the importance of incorporating problem-based learning approaches into training curricula to ensure employees are well-prepared to tackle various workplace challenges.

Collaboration and Communication

The importance of building relationships and an effective communication system within the cooperative is essential for the effective delivery of its services. The perceived benefits of training and development in terms of collaboration and communication are shown in Table 3.

Table 3. Level of Collaboration and Communication

Item Statement	Mean	Interpretation
1. I effectively collaborate and communicate with colleagues to achieve common goals after attending training.	3.35	Strongly Agree

Item Statement	Mean	Interpretation
2. I actively contribute innovative ideas and solutions to improve work processes or outcomes after attending training.	3.26	Strongly Agree
3. I effectively adapt to changes and handle new responsibilities or tasks after attending training	3.31	Strongly Agree
4. I actively engage in self-reflection and seek opportunities for personal and professional growth after attending training.	3.35	Strongly Agree
5. I effectively manage conflicts or disagreements with colleagues or clients after attending training.	3.27	Strongly Agree
Collaboration and Communication	3.30	Strongly Agree

Table 3 indicates that employees perceived a strong positive impact of training on their collaboration and communication skills. The overall mean score of 3.30 (Strongly Agree) suggests that training plays a crucial role in improving workplace interactions, problem-solving abilities, and adaptability to changes. These findings highlight several key aspects of workplace collaboration and communication that are influenced by training interventions.

To begin with, employees strongly agreed that training has enhanced their ability to collaborate and communicate effectively with colleagues to achieve common goals. This highlights the role of training in fostering not just individual competence but also teamwork and collective efficiency. Effective communication is widely recognized as a key driver of workplace success, as it facilitates stronger collaboration, reduces misunderstandings, and enhances overall organizational cohesion. Supporting this assertion, [Edmondson and Lei \(2019\)](#) found that organizations investing in communication-focused training programs experience improved team performance and higher productivity due to fewer workplace conflicts and clearer role expectations. Thus, the present findings reinforce the view that structured communication training can serve as a strategic tool for enhancing workplace synergy.

Moreover, employees strongly agreed that they actively contribute innovative ideas and solutions after attending training. This suggests that training fosters a culture of creativity and initiative, enabling employees to approach problem-solving with fresh perspectives. Consistent with the studies of [Carmeli et al. \(2018\)](#), [Gamboa et al. \(2024\)](#), and [Larroza et al. \(2024\)](#), training programs are not only designed to develop technical expertise but also serve as platforms for encouraging creative thinking and innovation. By equipping employees with problem-solving frameworks and decision-making skills, training interventions can lead to greater workplace innovation, which is crucial for maintaining a competitive edge.

Adaptability to change is another significant outcome of training, as evidenced by a mean score of 3.31. Employees feel better equipped to handle new responsibilities and navigate changes in their work environment after attending training. This underscores the importance of resilience and flexibility in today's dynamic workplaces, where employees are constantly required to adjust to evolving demands. The findings of [Pulakos et al. \(2020\)](#) align with this result, emphasizing that organizations implementing structured adaptability training programs experience lower resistance to change and greater employee agility in responding to shifting work conditions. Thus, by fostering adaptability through training, organizations can create a workforce that is not only skilled but also resilient in the face of transformation.

Furthermore, employees strongly agreed that training has increased their engagement in self-reflection and professional growth. This suggests that training encourages employees to engage in continuous learning and self-improvement, reinforcing the link between professional

development and long-term career advancement. Kolb (2017) underscored this perspective, highlighting that experiential learning and reflective practices contribute to enhanced job performance by enabling employees to critically assess their strengths, identify areas for improvement, and take proactive steps toward career progression. Therefore, this finding highlights the importance of incorporating self-assessment and reflection exercises in training programs to reinforce lifelong learning habits.

Another critical area where training has shown a significant impact is conflict management, with employees strongly agreeing that they are better equipped to resolve disagreements with colleagues and clients. Conflict resolution skills are essential in maintaining a productive and harmonious work environment, as they help mitigate workplace tensions and improve professional relationships. In alignment with De Dreu and Gelfand (2018), employees who undergo conflict resolution training develop stronger negotiation skills, greater emotional intelligence, and a higher capacity for collaborative problem-solving. This suggests that beyond improving communication, training can also enhance interpersonal dynamics and workplace harmony by equipping employees with strategies for effectively managing conflicts.

Quality and Efficiency

The quality of services provided by the cooperative is necessary to satisfy the needs of its stakeholders. Table 4 shows how the employees perceive the benefits of training and development in terms of the level of quality and efficiency.

Table 4. Level of Quality and Efficiency

Item Statement	Mean	Interpretation
1. I consistently provide high-quality work outputs or deliverables after attending training	3.33	Strongly Agree
2. I effectively use available resources and tools to perform my job after attending training.	3.33	Strongly Agree
3. I effectively manage my time and prioritize tasks to maximize productivity after attending training.	3.29	Strongly Agree
4. I demonstrate a high level of initiative and proactively identify opportunities for improvement after attending training.	3.35	Strongly Agree
5. I consistently adhere to company policies and procedures after attending training.	3.39	Strongly Agree
Quality and Efficiency	3.34	Strongly Agree

Table 4 demonstrates a consistently high level of quality and efficiency among participants following their training experiences, with an overall mean score of 3.34 (Strongly Agree). These results imply that training and development programs effectively enhance employees' ability to maintain high-quality work standards and operational efficiency, reinforcing the importance of continuous learning in sustaining organizational excellence. This finding aligns with prior studies (Angelina & Meilani, 2023; Briones et al., 2023), which have emphasized that well-structured training programs significantly improve employees' competence, productivity, and overall job performance.

In examining specific indicators, the highest-rated item pertains to adherence to company policies and procedures post-training (mean = 3.39), suggesting that training was particularly effective in instilling compliance and standardizing work practices. This result highlights that beyond skill development, training reinforces organizational values and operational protocols, which are crucial for consistency and risk management. Kim and Park (2017) similarly found that

policy adherence following training is a key predictor of long-term organizational success and reduced operational risks, indicating that such compliance is foundational to a stable and high-functioning workplace.

Equally important, participants reported strong initiative in identifying improvement opportunities (mean = 3.35), indicating that training cultivated not just passive compliance but also active, forward-thinking behavior among employees. This reflects the notion that effective training fosters an innovation mindset, empowering employees to seek continuous improvements in their work. The findings mirror those of [Hughes et al. \(2016\)](#), who noted that comprehensive training programs are instrumental in nurturing proactive behavior and innovation within teams. Hence, the data affirm that training is a catalyst for both performance and creativity.

Additionally, equal mean scores were observed for quality of work outputs (mean = 3.33) and effective resource utilization (mean = 3.33), demonstrating that training yielded balanced enhancements in both the quality of deliverables and the efficiency of using organizational resources. These outcomes are supported by [Ford et al. \(2018\)](#), who demonstrated that training initiatives significantly boost employees' ability to manage and optimize resources, resulting in notable efficiency gains ranging between 25-30%. Furthermore, [Sitzmann and Weinhardt \(2019\)](#) confirmed that such well-designed training programs lead to consistent improvements in work quality and efficiency when aligned with clear organizational standards. Thus, these results confirm the dual benefit of training in improving both process and output quality.

Interestingly, time management and task prioritization, while still positively rated (mean = 3.29), received the lowest score among the indicators, although they still fall within the "Strongly Agree" range. This suggests that although training significantly contributed to time management skills, there may be room for additional focus on this area to maximize productivity. This is consistent with findings by [Martinez and Lee \(2020\)](#), who identified time management as a critical but often challenging aspect of post-training performance. Hence, future training designs may benefit from integrating more intensive modules on time management and prioritization strategies to address this gap.

Personal and Professional Attributes

Table 5 displays the employees' perceptions of the benefits of training and development in terms of their contribution to the development of their relevant personal and professional attributes.

Table 5. Level of Personal and Professional Attributes

Item Statement	Mean	Interpretation
1. I take ownership of my work and demonstrate a high level of accountability after attending training.	3.38	Strongly Agree
2. I am receptive to constructive feedback and use it to improve my performance after attending training.	3.41	Strongly Agree
3. I consistently demonstrate professionalism and ethical behavior in my work after attending training.	3.40	Strongly Agree
4. I demonstrate a high level of initiative and proactively identify opportunities for improvement after attending training.	3.36	Strongly Agree
5. I continuously seek opportunities to enhance my knowledge and skills relevant to my job after attending training.	3.41	Strongly Agree
Personal and Professional Attributes	3.39	Strongly Agree

The results indicate an exceptionally high level of personal and professional development among participants, with an overall mean score of 3.39 (Strongly Agree). These results suggest that training and development initiatives significantly contribute to employees' growth by enhancing both their professional competencies and personal attributes, fostering greater confidence and adaptability in the workplace. This finding is supported by [Na-Nan and Sanamthong \(2020\)](#), who emphasized that continuous training programs not only improve job-related skills but also boost employees' self-efficacy and career satisfaction.

Two attributes tied for the highest mean score (mean = 3.41): receptiveness to constructive feedback and continuous pursuit of knowledge enhancement. This suggests that training and development have successfully fostered a growth mindset and learning orientation among participants. Professional and ethical behavior also scored notably high (mean = 3.40), indicating strong internalization of workplace values and standards. Work ownership and accountability showed strong results (mean = 3.38), while initiative and proactive improvement (mean = 3.36), although still very positive, received the lowest rating among the measured attributes.

These findings resonate with contemporary research in professional development and training effectiveness. [Thompson and Rodriguez \(2021\)](#) found that training programs that emphasize continuous learning and feedback receptivity tend to produce more adaptable professionals, with participants showing 30% higher engagement in professional development activities. The strong scores in professionalism and ethics align with the research by [Wilson et al. \(2019\)](#), who demonstrated that structured training programs significantly enhance ethical decision-making capabilities and professional conduct.

The high scores in knowledge-seeking behavior support findings by [Chen and McGrath \(2020\)](#), who identified continuous learning orientation as a key predictor of long-term career success and adaptability. Additionally, [Patel et al. \(2017\)](#) found that professionals who demonstrate high receptivity to feedback after training programs show enhanced performance metrics and faster career progression compared to their peers.

Significant Differences in the Perceived Benefits of Training and Development according to Profile

Table 6 presents the test on the significant differences in the perceived benefits of training and development when employees are grouped according to their demographic profiles. The null hypothesis set beforehand stated that there is no significant difference in the perceived benefits of training and development when grouped according to profile – age, gender, years of service, and work assignment. ANOVA was used in the analysis.

Table 6. Significant Differences in the Perceived Benefits of Training and Development according to Profile

Benefits of Training and Development	Demographic Profile	p-value	Decision ($\alpha = 0.05$)	Conclusion
Goal Achievement	Age	.450	Accept Ho	NS
	Gender	.488	Accept Ho	NS
	Years of Service	.514	Accept Ho	NS
	Work Assignment	.847	Accept Ho	NS
Collaboration & Communication	Age	.363	Accept Ho	NS
	Gender	.327	Accept Ho	NS
	Years of Service	.556	Accept Ho	NS
	Work Assignment	.762	Accept Ho	NS
Quality & Efficiency	Age	.815	Accept Ho	NS
	Gender	.861	Accept Ho	NS

Benefits of Training and Development	Demographic Profile	p-value	Decision ($\alpha = 0.05$)	Conclusion
Personal & Professional Attributes	Years of Service	.787	Accept Ho	NS
	Work Assignment	.433	Accept Ho	NS
	Age	.806	Accept Ho	NS
	Gender	.784	Accept Ho	NS
	Years of Service	.965	Accept Ho	NS
	Work Assignment	.521	Accept Ho	NS

NS = Not Significant

As can be gleaned from the table, statistical analysis reveals no significant differences across demographic variables, including age, gender, years of service, and work assignment, in how the cooperative employees perceived the benefits of training and development in terms of goal achievement, collaboration and communication, quality and efficiency, and personal and professional attributes. Therefore, the null hypothesis is accepted. It can be noted that all p-values are comfortably above the threshold for a significant value.

For goal achievement, employees, regardless of their demographic characteristics, reported similar perceptions of effectiveness in achieving their goals after each training completion. This suggests that training programs are equally impactful across different employee groups in terms of providing them with all sorts of tools in order to motivate them to perform their roles. It is the goal of every employee in their workplace to be competitive and valuable for the organization. As pointed out by [Upadhyay \(2018\)](#), training and development elevate effectiveness, performance, and stability in employees, helping them to be more engaged in achieving their job roles. In a study conducted by [Shiri et al. \(2023\)](#), they found that when employees participate in training and development, the intention to stay in their current jobs increases because they become more committed and engaged in their work.

Similarly, for training benefits in terms of collaboration and communication, employees, regardless of demographic variable groupings, shared the same opinion. Employees have a high regard for how the cooperative conducted training to equip every team member with the necessary skills to communicate effectively, resolve conflicts, and work cohesively. This finding aligns with previous research suggesting that workplace training generally enhances teamwork and communication skills across diverse employee backgrounds ([Cletus et al., 2018](#)).

The results for quality & efficiency also indicate no significant variations across demographic groups. This implies that employees consistently perceive training as beneficial in enhancing work quality, efficiency, and resource utilization. Completion of training programs helps create a trained workforce, capable of increasing the quality and efficiency of performance of their jobs ([van Assen, 2020](#)).

Lastly, the findings for personal and professional attributes reveal that employees' perceptions of personal and professional growth and development remain consistent across all demographic factors. This suggests that the cooperative's training initiatives are able to build job-relevant competencies and prepare employees for future career growth. This aligns with the findings of [Nor \(2025\)](#) that well-designed and effective training programs equip employees with the necessary competencies to perform their duties effectively.

In general, the study provides empirical support that demographic variables of employees, including age, gender, years of service, and work assignment, do not significantly predict differences in the perceived benefits of training and development. This implies the need for the cooperative to focus on training relevance and accessibility rather than a demographic-specific training agenda. This finding jibes with the study of [Kuknor and Kumar \(2024\)](#), who emphasized that demographic characteristics often have minimal influence on training perceptions when

organizational culture and learning structures are consistent. Similarly, [Patel et al. \(2017\)](#) found that when training programs are standardized and aligned with workplace expectations, perceptions of their benefits remain relatively uniform, regardless of employees' demographic characteristics. In consideration of the benefits of training and development provided to employees regardless of their demographic characteristics, the study supports the assumption of Human Capital Theory that training and development for all employees is to be considered an investment of any organization because well-trained workforce becomes more productive and beneficial resources ([Ananchenkova & Nikonova, 2023](#)).

Proposed Strategies to Improve Perceived Benefits of Training and Development

This section presents proposed strategies to enhance the perceived benefits of training and development, as outlined in Table 7. These strategies are categorized under four key dimensions: goal achievement; collaboration and communication; level of quality and efficiency; and personal and professional attributes. By addressing specific areas for improvement, these recommendations aim to optimize training outcomes, foster a more engaged workforce, and align developmental programs with organizational goals. The proposed strategies relate to the concept of [De Ramos et al. \(2024\)](#) and [Rivera et al. \(2023\)](#) that for an organization to sustain its commitment to providing quality services to its stakeholders, continuous training, performance monitoring, and exploring opportunities for improvement are necessary.

Table 7. Proposed Strategies

Dimensions	Proposed Strategies
Goal Achievement	<ul style="list-style-type: none"> - Conduct targeted goal-setting workshops that align individual roles with organizational objectives. - Implement regular performance review sessions with clear and constructive feedback mechanisms. - Develop and monitor personalized development plans (PDPs) to guide employees in achieving their career and work goals. - Establish reward and recognition programs that are directly linked to goal accomplishment and employee contributions. - Provide leadership training focused on setting realistic goals and monitoring their progress effectively.
Collaboration and Communication	<ul style="list-style-type: none"> - Facilitate team-building activities and inter-departmental workshops to foster camaraderie and trust. - Offer regular communication skills training, including workshops on active listening, giving and receiving feedback, and conflict resolution. - Introduce collaborative tools and platforms such as shared online workspaces and project management systems to improve communication flow. - Establish mentorship or peer-support programs to enhance knowledge-sharing and build stronger relationships among employees. - Promote open communication culture through regular town hall meetings or employee forums where staff can express ideas and concerns.
Level of Quality and Efficiency	<ul style="list-style-type: none"> - Provide continuous improvement and process optimization training, focusing on efficiency, innovation, and practical problem-solving. - Develop and distribute standard operating procedures (SOPs) and best practices manuals to ensure consistency in task performance. - Offer regular skills-upgrading workshops and technical certification programs relevant to employees' roles.

Dimensions	Proposed Strategies
	<ul style="list-style-type: none"> - Implement a structured suggestion system that encourages employees to propose ideas for improving work processes and service delivery. - Conduct time management and productivity workshops to help employees optimize their daily work routines.
Personal and Professional Attributes	<ul style="list-style-type: none"> - Provide soft skills development programs focusing on leadership, emotional intelligence, adaptability, and workplace ethics. - Organize career coaching sessions and personal development seminars that help employees identify strengths and areas for growth. - Offer diversity, equity, and inclusion (DEI) training to enhance interpersonal effectiveness and cultural sensitivity. - Introduce cross-functional training or job rotation opportunities to develop broader professional competencies. - Support participation in external conferences, webinars, or industry-related events to expose employees to new knowledge and best practices.

CONCLUSIONS

The findings of this study reveal several key insights that contribute to the broader discourse on workforce training and development, particularly within the cooperative sector. The demographic analysis identified a predominantly young workforce with a slightly higher proportion of male employees occupying rank-and-file positions who are relatively new in their positions. This implies that the cooperative's workforce reflects a dynamic but relatively early-career employee base that requires sustained developmental support. The study also confirmed that the training and development programs offered by the cooperative were perceived as highly beneficial across all measured dimensions in terms of enhancing employees' skills, competencies, productivity, and overall job performance. Consistent with emerging trends in workforce training, the programs' broad positive impact illustrates the growing emphasis on holistic development rather than focusing narrowly on technical skills.

Furthermore, statistical analysis revealed no significant differences in perceived benefits when respondents were grouped by age, gender, years of service, or work assignment. This suggests that the cooperative's training programs were inclusively designed and implemented, effectively reaching and benefiting employees regardless of demographic profile - a practice aligned with global best practices on equitable workforce development. This result underscores the cooperative's success in promoting equal learning opportunities, a hallmark of progressive human resource development approaches.

From a theoretical standpoint, these findings provide empirical support for Human Capital Theory, which posits that investing in employee development leads to enhanced workforce capabilities and improved organizational performance. The study demonstrates that when employees perceive training as beneficial in multiple dimensions—including personal growth, efficiency, collaboration, and goal achievement—their human capital is enriched, directly aligning with the theory's premise that knowledge and skills are valuable assets that increase organizational value. Moreover, the absence of demographic-based differences in perceptions challenges assumptions that training outcomes vary widely among different employee groups, highlighting the potential of well-crafted programs to bridge experiential and generational gaps.

From a practical perspective, the consistently high perceived benefits indicate that the cooperative should continue prioritizing training investments, particularly in personal and professional development—areas rated most highly by participants. However, specific strategies should be implemented to strengthen areas like goal achievement, which, while still rated highly, showed relatively lower mean scores compared to other dimensions. These may include follow-up

coaching, on-the-job application opportunities, and performance feedback mechanisms to reinforce training outcomes. Additionally, given the youthful and predominantly rank-and-file nature of the workforce, cooperatives should develop targeted programs that address the unique challenges of early-career employees, such as leadership development tracks, communication skills workshops, and customer service excellence training, to prepare them for higher responsibilities. While maintaining inclusivity, customized modules that cater to specific job roles or levels—such as supervisory, technical, or managerial tracks—can further optimize training relevance and impact.

LIMITATION & FURTHER RESEARCH

This study acknowledges several limitations that may affect the generalizability and scope of its findings. Since the research was conducted within a single cooperative organization, the results may not be fully applicable to other cooperatives or organizational settings that differ in size, structure, culture, or workforce composition. The unique context of the subject cooperative may have influenced the outcomes, and other organizations with different operational environments might perceive training benefits differently. In addition, the study relied solely on self-reported data gathered through questionnaires, which could introduce response biases, as employees may have provided socially desirable responses or overestimated the benefits they gained from the training. Thus, the subjective nature of these responses might not fully capture the objective impact of training programs on actual work performance.

Furthermore, the cross-sectional design of the study prevents the analysis of how perceptions of training benefits evolve over time, limiting insights into the long-term effects of the training initiatives. To address these limitations, future research may consider employing longitudinal designs to track changes in training outcomes over extended periods and to assess whether the perceived benefits translate into sustained improvements in job performance. It would also be valuable for future studies to include multiple cooperative organizations, allowing for comparative analysis and a better understanding of how varying organizational contexts influence training effectiveness. Moreover, integrating objective performance indicators, such as employee productivity records or organizational performance data, alongside perception-based measures, could provide a more comprehensive assessment of training impacts. Future research may also explore how specific training methodologies, such as online, hybrid, or face-to-face formats, affect the perceived and actual benefits of training, especially considering the increasing reliance on technology-mediated learning. Additionally, investigating the role of organizational culture, leadership support, and employee motivation in shaping training outcomes would contribute to a more holistic understanding of what drives effective workforce development. Finally, qualitative approaches, such as interviews or focus group discussions, can be employed to gain deeper insights into employees' experiences and uncover underlying factors that influence how training programs contribute to individual and organizational growth.

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