

Scenario-Based Training and Development Design among the Philippine Local Government Units

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Abstract: The study has evaluated the training and development processes of the Philippine Local Government Units (LGUs) particularly on how it affects the level of performances of the employees in different levels. Using the mixed method of research, specifically the Triangulation technique with an intensive statistical application in its evaluation and analysis in different levels of employments and different Local Units of the Philippine Government found out that there is only moderate implementation of the training and development. It only means that there is still a need to develop a training and development program that will enhance the full participations of all employees in fostering an excellent execution of their functions and responsibilities as well as their full potentials in the achievement of the Goals and Objectives of the Local Government Units. Hence, maximize the allocated budgets of the all employees in all aspects of its operations more specifically on enhancing the employees' customer service with convictions and integrity.

The CNM-PDSB Training and Development Model (2021) has been developed to address the need of the Philippine Local Government Units in realizing their visions, missions and goals, hence, giving delights to the customers.

Keywords: Training and Development Design, Local Government Units, Scenario-Based, CNM-PDSB T&D Model, Triangulation

Introduction

The Local Government Unit (LGU) is considered as the cornerstone for intelligent and responsible citizenship (Sarkodie, 2011). Its function is to supply goods and services, determine the specific local needs of the residents, and monitor how these are met. To enhance its efficiency and effectiveness, it is necessary to conduct a training for the personnel development of all its employees at all levels (Learning and Development Plan of Bohol, 2017). These employees are assets or resources to be valued, developed, and utilized in the delivery of basic services to the interest of the public. They must have the necessary skills and knowledge to better serve the people's needs and concerns (Falola, Osibaano & Ojo, 2014). In line with this, a Human Resource Development Office (HRDO) is created for the purpose of attending to the LGU's human resource development function (Aigbepue & Mammud, 2012). Its function is to improve employees' performance, productivity and efficiency, skills and knowledge for their current job role as well as increase their generic skills such as team work, problem solving, and communication (Dabale, Jagero & Nyauchi, 2014). The HRDO is also in charge of organizational development such as fostering of shared attitudes and values, employee career development and motivation, including change management, talent management, and succession planning.

The Human Resource and Development Office ensures that the people employed by the organization are being managed efficiently and effectively and that they are able to contribute toward achieving the goal of the organization. An organization performs best when all the human resource management practices are managed well (Noe, 2019). This improves the human resources (the employees) so that they can be more effective in their roles. The development of employees to produce better output takes in numerous forms such as attending on the job trainings, meetings, self-led education, and training and development (Lussier and Hendon, 2019). Any form of education or training that adds knowledge or skills to one of the organization's human resources is human resource development. Regardless of the form the development takes, it functions

as a means to improve the overall performance and ability of employees in the jobs they are doing and in future positions (Hafeez. & Akbar, 2015).

Employees need to understand the purposes and objectives of the training program to help them improve their skills in the delivery of the services. This program refers to a planned effort by a local government unit to facilitate employees' learning of the job-related competencies, knowledge, skills, and behaviors. The goal of the training program is for the employees to master the knowledge, skills, and behaviors emphasized in trainings and apply them to their daily works (Lussier & Hendon, 2019). Mastery of learning is needed for the employees to address performance issues that lead to improved results. This includes support from the senior staff, create a culture or work environment that encourages learning and knowledge management, provide a wide range of learning opportunities, use of traditional methods and innovative technologies to design and deliver learning, and measure the effectiveness and efficiency of the overall impact of learning through performance-based tasks (Noe, Hollenbeck, Gerhart, & Wright, 2019).

Darcy (2017) mentions that training and development, taken together, helps employees in developing better skills, changing their attitudes toward work, and improving their knowledge regarding their field. The main purpose of training and development is improving the employee competencies so that organization can maximize efficiency and effectiveness of their employees. Some benefits of this program are the increase in the productivity of workers, development of skills, and sustain greater proficiency of work. If employees are to experience effectiveness on the job, they need to acquire and develop knowledge and skills. Training and development is on the processes of investing in people so that they are equipped to perform well. It goes without saying therefore that training and development is an issue that has to be faced by every organization.

According to Armstrong (2018), there are three specific training objectives of employees in an organization. The first objective is to develop the competencies of employees and improve their performance. Second, it helps people grow within the organization in order that, as far as possible, future needs for human resources can be met from within the organization. Third, it reduces the learning duration for employees starting new jobs on appointment, transfer, or promotion, ensuring that they become fully competent as quickly and economically as possible. It is very important, therefore, for the organization to offer systematic training and career development programs for their employees.

In the Local Government Unit (LGU), training and development for the employees, as part of good governance, gives emphasis on sustainability and accountability issues. Some indicators of good governance are measured in various parameters such as participation, transparency, environment, local economic promotion and investment to ensure the general welfare of the public (Tahir, et al. (2014). Training and development equips employees with the necessary and relevant skills, knowledge, and ideas which are needed to perform effectively and efficiently.

The impact of training and development on employees' performance and effectiveness has been a leading area of research in the private sector for years. Most of these researches are for the private sector and companies which are profit oriented. This makes the study very relevant as it targets the public sector. Some organizations express dissatisfaction with their productivity after subjecting their employees through accurate training and development programs. However, the public sector in most developing nations is poor at implementing appropriate training and development; consequently, the organizations are found to be unproductive due to poor performance of employees.

Surprisingly, very limited studies on training and development have been conducted in the public sector, particularly among Local Government Units (LGU) in the Philippines. LGUs are municipalities that are classified into different levels according to population and revenue (Cities and Municipalities Competitive Index, 2017). Employees are required to attend trainings according to the position assigned to them.

The researchers have assessed the impact of training and development in the performance of employees in the Local Government Units (LGUs). This includes description of the performance of the employees, description of training and development, impact of training on the performance of the respondents. Results of the study will provide information on how the training and development programs of selected LGUs in the Philippines should be conducted. It will give a clear view on how the LGUs embark on training and development programs, identify training techniques or methods used, determine the effects of the programs on the performance of their employees and present some of the challenges that hinder the development of the LGUs.

Review of Related Literature

This section reviews relevant literature and studies related to the present study. Related literature helps the researcher understand the topic better because it may clarify vague points about the problem. It also guides the researcher in making comparisons with the findings revealed in other similar studies. The review raises basic issues like, the concepts and definitions of training and development, training and development policy, benefits of training and development, training and development methods, purpose of employee training and development program, training program, designing effective training program, training development and employee performance, employee job satisfaction, evaluation of training and development, methods of evaluation, the relationship between employee and training development program and performance and finally the conceptual framework of the effect of training and development on employees performance.

The Concepts and Definition of Training and Development

Each organization needs to have well-trained and experienced people to perform the activities that must be done in order to achieve organizational goals. In the globally competitive environment where jobs have become complex, the importance of employee training and development has become increasingly important (Tahir, 2014). When jobs are simple, easy to learn, and influenced by only a small degree of technological changes, there is little need for employees to upgrade or improve their skills (Khan, Khan, and Khan, 2011). But the rapid changes taking place currently in sophisticated and complex business environments have created an increased pressure for organizations to readapt the products and services produced, the type of jobs required, and the skills necessary to complete these jobs (Hafeez & Akbar, 2015).

Every employee who receives the necessary training is better able to perform his/her job. He/She becomes more aware of well-being practices and proper techniques for basic tasks. The training may also build the employee's confidence because he/she has a stronger understanding of the industry and the responsibilities of her job. This confidence may push him/her to perform even better and think of new ideas that help her excel (Singh, 2012). Continuous training also keeps employees on the cutting edge of business developments. Employees who are competent and on top of changing business standards help their institutions hold a position as a leader and strong competitor within the business sector (Asfaw, Argaw, and Bayissa, 2015).

Training and development has been defined in several ways by different authors. The main idea that each one of them highlighted in their studies is the workforce capability enhancement. Training is a planned effort to enable employees to learn job-related knowledge, skills, and behavior. Development involves acquiring knowledge, skills, and behavior that improve employees' ability to meet the challenges of a variety of new or existing jobs, including the client and customer demands of those jobs. Development programs often focus on preparing employees for management responsibility (Noe, 2011). Thus, *training and development* is defined as a process of systematically developing work-related knowledge and expertise in people for the purpose of improving performance (Richard, Swanson Elwood- & Holton III, 2008).

Training is the process through which skills are developed, information is provided, and attributes are nurtured in order to help individuals who work in organizations become more effective and efficient in their work eventually. It helps the organization to fulfill its purposes and goals, while contributing to the overall development of workers. Training is necessary to help workers qualify for a job, do the job, or advance which is essential for enhancing and transforming the job, so that the job actually adds value to the enterprise. Training facilitates learning, but it is not only a formal activity designed and encouraged by specially prepared trainers to generate specific performance improvements but a more universal activity, designed to increase capability and capacity and is facilitated formally and informally by many types of people at different levels of the organization. Training should always hold forth the promise of maximizing learning (Swanson & Holton III, 2008).

According to Mahapatro (2010), training is an organized activity for increasing the knowledge and skills of the people for a definite purpose. It involves systematic procedures for transferring technical know-how to the employees so as to increase their knowledge and skills for doing specific jobs with proficiency. In other words, the trainees acquire technical knowledge, skills, and problem-solving ability by undergoing the training program. He also stated that *training* refers to the teaching-learning activities carried on for the primary purpose of helping the members of an organization to acquire and apply the knowledge, skills, and

abilities and attitudes needed by that organization. It is the act of increasing the knowledge and skill of an employee for doing a particular job.

Therefore, training and development activities constitute an ongoing process in any organization. Training is the formal and systematic modification of behavior through learning which occurs as a result of education, development, and planned experience (Armstrong, 2001). According to Dessler (2008) even when employees are carefully selected, it does not guarantee still for the total acceptable training for the employees' performance. This is because while the potential of an employee to perform is one thing, performing is another and therefore, an employee with a high potential to perform may not still perform his job if he does not go through training and development. This is why training for the newly employed starts with organizational orientation.

Samson and Timothy (2014) define *training* as a short-term process utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skills for a definite purpose. The term *development* in this context refers broadly to the nature and direction of change induced in employees as a result of educational and training programs. *Development* means the growth of an employee in all respects that shapes attitudes. The term *training* is generally used to denote imparting specific skills among operative workers and employees and the term "development" is associated with the overall growth of the executives.

The distinction between training and development.

TRAINING

It means learning skills and knowledge for doing a particular job. It increases job skill.

It is generally used to denote imparting specific skills among operative workers and employees

It is concerned with maintaining and improving current job performances. Thus, it has a short-term perspective.

It is job centered in nature.

The role of the trainer or supervisor is very important in training.

DEVELOPMENT

It means the growth of an employee in all aspects. It shapes attitudes.

It is associated with the overall growth of the executives.

Executive development seeks to develop competencies and skills for future performances. Thus, it has long-term perspectives.

It is career centered in nature.

All activities are for "self-development." The executive has to be internally motivated for self-development

Source: Samson and Timothy (2014)

Benefits of Training and Development

According to Mahapatro (2010), employee training and development initiatives can transform organizations by providing extra skills to employees. It not only increases safety and productivity but also leads to higher job satisfaction, which shows up in better organizational performance. Valuable training also includes situational training that provides personnel the skill sets that allow them to make timely, knowledgeable decisions that benefit both the customer and the organization .

The major benefit of employee training is to enhance and improve knowledge, skills, and attitudes in order to obtain higher employees' performance. Cole (in Mozael, 2015) discussed that the foundation stone for human resource management is training as it can be of immense benefit to the individuals as well as organization, in the short and long term. Some of the benefits from employee training are: firstly, it enhances and increases the quality and ability of employees work-related tasks, and eventually achieve change management -- for instance, increasing new skills and information which lead to better understanding among

employees. Secondly, training program provides the possibility for employees to upgrade their career, including enhanced safety and security at the workplace which could lead to reduced employee turnover. Thirdly, one of the advantages of training is the reduced cost and time because a well-trained employee would be able to achieve tasks within a shorter period of time and with minimum cost. Finally, training helps employees to enhance their morale and motivate them to perform their tasks easily.

Athar and Shah (2015) considered that training has important role in the achievement of organizational goal by integrating the interest of the organization and the workforce. The employees are the assets and the most important resources for organizations so that organizations that provide training to their employees increase their productivity. Therefore, training and development is an important function for the survival of any organization.

As a support, Kum, Cowden, and Karodia (2014) stated that effective employee training leads to an increase in quality of goods and services as a result of potentially fewer mistakes. Consequently, accuracy, effectiveness, good work, safety practices, and good customer service can be expected. The researchers concluded in their study that effective employee training leads to an increase in quality as a result of potentially fewer mistakes. Moreover, effective development programs allow for the organization to maintain a workforce that can adequately replace employees who may leave the company or who are moved to other areas.

Training and Development Methods

As mentioned by Armstrong (2018), an organization can determine which techniques to use depending on the needs and objectives of the training in the organization. Among the most commonly used techniques in many organizations are as follows:

Orientation

Orientation is a training technique given to newly appointed staff immediately after being employed. It protects new employees from making costly mistakes; it helps them to understand the general objectives, mission, scope, programs, problems and policies, as well as structure and key members of the organization. Orientation method is also important for the newly employed officers to enable them to gain self-confidence and perform better to meet the desired expectation. The periods may vary from few days to few weeks depending on the situation.

Coaching

Coaching is another training technique often provided by specialists from inside or outside the organization who concentrate on specific areas of skills or behaviors; for example, leadership. It is also something that can happen in the workplace. A human resource (HR) manager or head of the section should be prepared and be able to act as a coach when necessary to see that learning takes place.

Job Rotation

Job rotation is a development technique which involves moving employees to various positions in the organization so as to expand their knowledge and abilities. The method is excellent for broadening an individual's exposure to the organizational operations and for turning a specialist into a generalist. Moreover, it increases individual experiences, allows the staff to absorb new information, and stimulates new ideas.

Lectures, Courses, and Seminars

This technique involves both practical and theoretical teaching process, which could be done within or outside an organization. It is a traditional technique of training employees. Employees go through formal lecture courses and seminars to acquire specific knowledge and develop their conceptual and analytical abilities. Lectures, courses, and seminars benefit from today's technology and are often offered in a distance-learning format. Feedback and participation can be improved when discussion is permitted along with a lecture process.

Workshop/Conferences

The conference method is a development technique used to help employees develop problem-solving skills. It is a series of educational and work sessions. Small groups of people meet together over a short period of time to concentrate on a defined area of concern. These workshops include skills that can be applied immediately in the workplace.

Purpose of Employee Training and Development Program

The purpose of training and development programs in organizations are mainly to improve knowledge and skills, and to change attitudes or behavior. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. To Adams (2002), training makes employees feel that they are part of the organization's family. Training creates a sense of belonging in all employees. It enhances professional development and skills of employees. It also makes knowledgeable workforce with fewer mistakes. Noe (2019) also mentioned other benefits of training such as having better prepared employees to achieve the organizational goals and more productive staff that are able to meet the challenges of change in the organization during learning and work on new programs. He believes that with training activities, while the organization will be more successful at attracting and retaining employees, it already has a pool of employees who are prepared to replace the ones leaving.

Training Programs

From the work of Elnaga and Imran (2013), it was concluded that a training program is the stimulant that workers require to improve their performance and capabilities, which consequently increases organizational productivity. Therefore, training should be designed on the basis of organizations' specific needs and objectives. Effective training is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance. The research affirmed the proposition that training has a positive impact on employee performance.

Conceptual Framework

The proposed model (see Figure 2) is a device in the light of literature review and studies conducted by researchers on employees' training and performance. The concept explains the relationship between employees' training and development and employees' performance. Employees' training and development serves as the independent variable and performance is the dependent variable. It shows that performance is subdivided into employee performance and organizational performance that can be used to develop a proposed training and development program of the organization. It also entails a strategy on how to implement progress derived from the results of the study



Figure 2
Conceptual Framework of the Study.

Statement of the Problem

This study assesses the impact of training and development on the performance of employees of the Philippine Local Government Units (LGUs). Specifically, it seeks to answer the following questions:

1. What is the performance of employees in terms of Individual Performance Commitment Review (IPCR)?
2. What is the description of Training and Development provided for the employees in terms of:
 - 2.1 Classification of Training and Development Programs;
 - 2.2 Types of Training; and
 - 2.3 Methods of Training?
3. What is the extent of implementation of the Training Design Process in crafting the training development program along the following:
 - a. Conducting Needs Assessment;
 - b. Ensuring Employees Readiness for Training;
 - c. Creating a Learning Environment;
 - d. Ensuring Transfer of Training;
 - e. Developing an Evaluation Plan;
 - f. Selecting a Training Method; and
 - g. Monitoring and Evaluating the Program?
4. Is there a significant relationship between LGU employees' performance and training design process?
5. What training and development framework for the LGUs can be deduced from the study?

Methodology Research Design

To realize the objectives of the study, the researcher employed triangulation method (survey, interview, and documentary method) of research. *Triangulation* refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). Triangulation has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources.

The study was based on the collection of both primary and secondary data. Primary data were collected through the use of structured questionnaire that contains relevant questions regarding training and development and employees' performance in the organization.

Sources of Data Locale of the Study

This study was conducted among first class Local Government Units (LGUs) in the Philippines as accorded to their classification of the LGUs based on the revenue of each municipality.

Population Sampling

The target population of the study includes only the employees with plantilla items in various Local Government Units (LGUs) in the Province of Bulacan. Originally, the LGUs of Balagtas, Guiguinto, Norzagaray, and San Ildefonso were included; however, due to COVID-19 pandemic, the questionnaires were not submitted.

Raosoft sample size calculation formula was used to determine the sample population for each Local Government Unit. Random sampling was used in the study. This refers to a sampling method that has the following properties: population consists of N objects, sample consists of n objects, and all possible samples of n objects are equally likely to occur. In this study, it describes how a sample population mean or proportion is estimated, given the survey data from a simple random sample. It is a quantitative measure of uncertainty associated with the point estimate such as the margin of error and/or a confidence interval.

Random sampling was used for those who are available during the survey and quota sampling to limit the number of participants according to the number of samples as identified in the Raosoft program.

Instrumentation and Data Collection

The researcher utilized three (3) types of research instruments which are questionnaire, documentary analysis, and interview.

The Questionnaire

A structured questionnaire was used to determine the impact of training and development on the performance of employees in Local Government Units in Bulacan. The questionnaire is divided into three parts: Part I consists of the personal background of the respondents (gender, educational qualification, position and years of service). Part II includes the description of training and development of local government units such as type of training and development program, methods of training, and training design process. Part III is the impact of training and development on employees' performance in local government units.

Validation of the Instrument

a. The items in the questionnaire were based on the main problem of the study. For part two of the questionnaire, statements were formulated and were rated using the following scale:

- 4 - Highly Implemented
- 3 - Moderately Implemented
- 2 - Partially Implemented
- 1 - Not Implemented

All items in the questionnaire were shown to the researcher's adviser and experts for their comments and suggestions. Revision and changes were made before they were finally tried out and administered among LGU employees not included among the samples for further improvement in language and form. Based on the result of the pretest, the questionnaire was revised.

b. Statistical validation and parallel correlation thru the Pearson product-moment correlation coefficient, a measure of the strength and direction of association that exists between two variables, measured on at least an interval scale, was used.

Administration of the Questionnaire

On January 6, 2020 the researcher distributed the questionnaire to the sample Local Government Units of the province of Bulacan. To ensure a high percentage of return and validity of results, the employees were assured of anonymity. They assured that their responses would not, in any way, affect their municipality or themselves.

Documentary Analysis

Records of the Individual Performance Commitment Review (IPCR) ratings of the previous fiscal year was used in the study. These were requested from the Human Resource Management Office. The researcher has used the statistics in determining the performance of employees based on the range value. The following are the ranges and the verbal interpretation of the performance:

Relative Value	Statistical Limit	Descriptive Interpretation
5	4.20 – 5.00	Outstanding
4	3.40 – 4.19	Very Satisfactory
3	2.60 – 3.39	Satisfactory
2	1.80 - 2.59	Poor
1	1.00 - 1.79	Needs Improvement

Interview

Random selection of respondents interviewed was done to countercheck answered items in the questionnaire. Answers were used in the analysis and interpretation of data.

Tools for Data Analysis

Descriptive statistics was used in the analysis. Qualitative or verbal interpretation of the means was obtained by rounding off the means (using conventional rounding off rules) and assigning the response category corresponding to the rounded value. This includes frequency distribution and percentages aside from weighted and computed means. Specifically, the ranges used are as follows:

Relative Value	Statistical Limit	Descriptive Interpretation
4	3.51 – 4.00 -	Highly Implemented
3	2.51 – 3.50 -	Moderately Implemented
2	1.51 – 2.50 -	Partially Implemented
1	1.00 – 1.50 -	Not Implemented

Pearson Correlation Coefficient and *Linear Regression* were used to determine the causal relationship between training and development and employees' performance. Level of significance was set to 0.05. The decision rule employed is: Reject the null hypothesis if the *p*-value of the computed test statistic is less than 0.05. Otherwise, accept the *H*₀.

All data were computed using Statistical Package for Social Sciences (SPSS) version 20. The researcher asked permission to conduct the study among Local Government Units (LGUs) noted by the Adviser and Dean of the Institute Graduate and Professional Studies with an endorsement from the Office of the Governor. The researcher presented the endorsement letter to the Mayor of each Local Government Unit for approval. Once approved, the questionnaire was distributed among identified employees of the corresponding LGU. Employees were given a week's time to answer the questionnaire. To ensure a high percentage of return and validity of results, the employees were assured of anonymity. They were assured that their responses would not, in any way, affect their municipality or themselves. During the retrieval period of the questionnaire, the researcher checked if all the items are answered properly.

Based on the data gathered, the presentation, interpretation, and analysis of data were performed.

Ethical Considerations

The researcher's made questionnaire and will be validated using content and statistical validation strategy upon approval and recommendation of the research adviser. Content validation is thru appropriate evaluation technique with the aid and help of an expert in the field where the study is anchored from. The research instrument - survey questionnaire will be presented first to the research adviser. Adjustments on the content of the questionnaires will be made based on the recommendation of the research adviser and/or research expert. To test the internal consistency of the items used in the instrument (reliability), a sample of 20 teachers will be part of the pilot test. Cronbach's alpha will be used to test the reliability of the instrument. Cronbach's alpha is a coefficient of reliability (consistency) of the items of a questionnaire. In assessing the Cronbach's Alpha, the value must be equal to or higher than 0.7 to magnify good reliability (Bonett & Wright, 2015). Since the instrument obtained 0.97 or 97% reliability that's that the time the questionnaires were be floated to research participants.

Then after the validation, the manuscript will be submitted to the office of the institutional Research and Publication for plagiarism check before it will be re-submitted to the research adviser for further comments and suggestions for the improvement of the paper before the production for distribution. Since the instrument obtained 0.97 or 97% reliability that's that the time the questionnaires were floated to research participants.

All answered questionnaires has been collected, assessed, and analyzed by the researcher. The results of the study are basically presented in the succeeding chapter including relevant and pertinent discussions to show the relevant findings and results of the study.

Results and Discussions

The average performance rating of the respondents, based on the Individual Performance Commitment Review (IPCR), shows that 29.7% of the respondents got Very Satisfactory results representing 79 employees while 70.3%, the majority of the respondents, are of Outstanding performance representing 187 employees.

The features of the Training and Development Program provided for the employees' include the Classification of Training and Development Programs of which the respondents mostly attended the Orientation classification with 15.1% followed by Professional/Technical/Scientific Classification with 14.1%; Re-orientation with 13.9%; Employee Development with 13.6%; Values Development with 13.2%; Induction with 12.3%; Middle Development Management with 9.1% and the least is Executive Development Program with 8.6% of the respondents and attended the training program as to classification.

On the Types of Training, based on the study, the respondents mostly attended proficiency training with 35.3% followed by technical with 34.8% and the least attended by respondents is developmental with 29.9%. While the Methods of Training with a total of 358 training and development conducted, the respondents attended 213 Outside Training and 145 In-house Training representing 59.5% and 40.5%, respectively. The respondents mostly attended Outside Training.

The extent of implementation of the Training Design Process reveals that As to Conducting Needs Assessment, the findings showed grand means of 3.17, 3.21, 3.23 and 3.07, respectively, with a verbal interpretation of *implemented* and the As to Ensuring Employees' Readiness for Training, it showed grand means of 3.39, 3.28, 3.13 and 3.07, respectively, with verbal interpretations of highly implemented and implemented for the items identified in the questionnaire.

The item As to Creating a Learning Environment, the grand mean values of the evaluations made by the respondents are 3.29, 3.26, 3.27 and 3.14 with a verbal interpretation of highly implemented for the first three items identified in the questionnaire and implemented for the last item. While the As to Ensure Transfer of Training, the grand mean values are 3.19, 3.14, 3.18, and 3.16, respectively, for items 1 to 4 with verbal interpretations of *all implemented*.

As to Developing an Evaluation Plan, the grand mean values are 3.24, 3.27, 3.18, and 3.14, respectively, with verbal interpretations of highly implemented for the first two items and implemented for the last two ones and the As to Selecting a Training Method, the grand mean values are 3.25, 3.20, 3.21, and 3.18, respectively, with verbal interpretations of highly implemented for the first three and moderately implemented for the last item.

And lastly the As to Monitoring and Evaluating the Program, the grand mean values are 3.26, 3.13, 3.15, and 3.15, respectively. Items 1, 2, 3, and 4 have a verbal interpretation of highly implemented and moderately implemented for the first item and the last three items.

There is no significant relationship between LGU employee's performance and training design process as to: (1) Conducting Needs Assessment and Performance; (2) Creating a Learning Environment and Performance; (3) Ensuring of Transfer of Learning and Performance; (4) Developing an Evaluation Plan and Performance; (5) Selecting Training Methods and Performance; and (6) Monitoring and Evaluating the Program and Performance. However, there is a significant positive weak relationship between performance rating and the level of implementation of the process on Ensuring Readiness for Training ($r = 0.128$, $p = .037$). This implies that the performance of the employees and the process of the training design correlate with the way the participants are given preparation prior to attending a certain training. As for the other six features, the employee's performance and the training design process show no significant relationship or correlation at all.

Conclusions

Majority of the respondents had an outstanding performance who were undergone Training and Development Program conducted by the LGUs concerned were attended by a majority of the employees most especially on the orientation session of which most of them attended proficiency trainings conducted outside their place of work.

The extent of implementation of the training design process is generally described as moderately implemented. Unlike the six variables, the features characterizing "ensuring readiness for training" had been complied with before they decided to attend one; hence, there was a positive correlation with the employee's performance, as well as the level of implementation of the training design process. This was not done, however, with conducting needs assessment, creating a learning environment, and other variables

Recommendations

The training and development program should be conducted more regularly so that those who did not achieve an outstanding performance will be given more opportunities to do outstanding jobs.

Full participation of every employee is needed in the different types and methods of training conducted. All sessions from the orientation up to the evaluation part of the program should be attended by the participants.

Local government units should aim to have a full implementation of the training design process to increase the performance level of the employees.

Better strategies that would ensure employees' readiness for training should be implemented. Performance and training design process have to be attuned to the different goal and expectations needed in conducting a training and development program in the different LGUs of the Philippines,

A specific budgetary allocation of the annual budget should be set aside by the government for the human resource development particularly on training and development.

A Proposed Training and Development Framework

The Training and Development Framework is a strategic document designed to give direction and support to the Local Government Units (LGUs) particularly those responsible for Human Resource Management (HRM) units, Strategic Planning units, and Human Resource Management Development Officers.

This is in support to the ongoing training, upskilling, and development of the employees of the public service. The commitment is part of its long-term policy of supporting the development of staff across public service thereby enhancing the overall level of core workplace skills and in turn, the performance of organizations.

Human Resource Performance is a considerable element of total value delivered by the LGUs and is a critical success factor in the provision of quality service to the citizens. Human Resource costs represent a high percentage of total costs involved in service delivery. Therefore, public sector performance and its ability to deliver quality service to all stakeholders depends to a large extent on the knowledge, skills, and behavior of its people. Below is a framework for training and development designed for the Philippine Local Government Units:

Training and Development Framework for The Philippine Local Government Units (CNM-PDSB, 2021 Model)

Objectives	Activities	Strategies	Time Frame	Budget Allocation	Outcome
To identify the LGU business needs and align them with Human Resource and Learning Strategies	Build organizational capability to meet national requirements Address capacity deficit relevant to department core business needs including HR and Information Communication Technology. Provide Quality Customer Service through continuous	Personal development is required to meet business objectives Best practices recognize that learning, human resource, and wider business strategies should be aligned.	January to December (one year)	Care of the LGU concerned	LGU business needs are met

	improvement of tasks assigned.	Departments need to demonstrate their commitment to the implementation of best practices by creating learning agenda that are linked to human resource and business strategies		
	Achieve efficiency through business process improvement initiatives, innovation, and ensuring that necessary skills are in place to advance those activities	Department needs to ensure that the development of people is focused on overall strategy.		
To analyze how the identified Training and Development needs be performed	Use the business planning process to identify the training needs that are aligned with the overall business needs and future development of the department.	Department should conduct rigorous analysis to identify the knowledge, skills, behavior, and attributes that are needed to deliver on business objectives for their organization.	Every implanted training and development program	Knowledge, skills and behavior are developed to deliver business objectives
	Use the Individual Development Commitment Review (IDPCR) to align staff learning needs with business needs, to ensure high performance and to address performance issues or under-performance in a timely manner.			Improved performance
	Use the analysis of needs to explore the knowledge, skills, and behavior required to			Precise baseline data to support business performance improvements.

support business
 performance
 improvements.

To develop strategies for addressing Training and Development needs	Department will identify an on-the-job training and development policy	In consultation with the staff, department will develop efficient and cost-effective Training and Development strategies based on the objective set out in this framework.	January to December	Application of strategies to achieve the learning needs of the employees to the optimum level.
	Develop in-house coaching and mentoring to foster staff development and maximize skills transfer.			
	Use staff manuals, templates, checklist and emerging technologies to support the approach.			
	Use alternative modes of delivery and supplementary approaches.			
	Pursue the possibilities around on-line platforms that are capable of running in an online environment.			
	Identify where training courses, addressing needs common to employees in a department or cross-			

departmentally, can appropriately be used to facilitate knowledge and skills transfer.

To evaluate the Training and Development needs of employees	Align the learning objectives with the business needs Set out in advance clear objectives/expectations for learning outcomes. Evaluate learning rigorously. Benchmark performance levels before and after Training and Development Interventions.	Develop an effective evaluation framework to help focus on Return on Investment (ROI) of training and on delivering most relevant, efficient, and effective program.	Every implanted training and development program	Training and development are aligned with business needs. Clear learning outcomes are accomplished. Return on Investment (ROI) is achieved.
To observe proper ethics and governance in delivering any type of service	Strive to gather more information on the business impact of learning interventions. Incorporate ethics as an integral part of Training and Development Programs. Identify training to meet current or emerging statutory obligations.	Embodies principle of honesty, integrity, and impartiality to ensure that ethics and governance underpin the achievement of organizational objectives.	Every implanted training and development program	Ethics and governance are practiced in their delivery of service.

Ensure that the values of the Civil Service Code of Standard and Behavior are included in induction and other training programs.

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