



“THE SIGNIFICANCE OF PROFESSIONAL TRAINING AND DEVELOPMENT OPPORTUNITIES TO EMPLOYEES”

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ABSTRACT

Employees are the most important element in an organization, they play a vital role in achieving the goals and objectives of their respective established companies. Some companies say that the compensation and benefits are the most salient factors why they keep their employees in their posts. Most employees, on the other hand, say that their bosses leadership and social skills and how well the company take care of them, with not too much emphasis on the salary and benefits, are the main denominator why they keep their jobs. This research has tickled the mind of an employee himself, taking into consideration the fact that the employer manifests taking good care of the human resource through giving professional training and development opportunities to the employees. Thus, this study elaborates the link between the significance of training and professional development of the employees of College of Business Administration and Entrepreneurship, as of August SY 2018-2019.

Keywords: Professional, training, development, employees

Chapter I

INTRODUCTION

Rationale of the Study

Each year, companies invest millions into training programs because they understand the immense benefits derived from such training. According to one survey, [one third of newly hired staff](#) quit their jobs after the first six months. Most of them cite *lack of skills and job growth* as one of the major reasons they leave.

Another study that was first done in 2006 and repeated in 2011 reveals that career growth is the [second major reason](#) why new accountants choose to stay at their firm, second only to salary considerations. These two statistics are major indications of the importance of employee training in enhancing retention.



In today's competitive environment, it is necessary that all organizations create a work environment which will enhance growth and development. It has become evident that in order to foster the necessary growth and development of employees all organization should develop a career development program in the workplace.

High performing organizations increasingly pay close attention to the validity of their recruitment practices and are becoming equally vigilant about developing their employees in order to ensure they achieve optimum performance both in the present and the future (Meyer & Allen, 2001).

An organizations employee is taken as core assets due to their input toward the existence, growth and development of an organization. In recognition of the pace of changes in the business and economic environment that is presently witnessed, managers and scholars have had to adopt new sources of competitive advantage and profitability. The resource-based view theory regards the firm as a cognitive system, which is characterized by idiosyncratic and context-dependent competences that are core to strategic purpose. These are conditioned by hierarchical capabilities, or sets of routines, involved in the management of the firm's core business processes that help to create value.

Competences typically involve the development of specialist expertise, and firms may become locked into a trajectory that is difficult to change effectively in the short to medium-term (Tushman & Anderson, 2006). Employees have come in to fill this need through being trained and their level of development being enhanced continuously. In addition, organizations need to strive in acquiring human capital that is a unique resource; both difficult to replicate and substitute for. For organizations to acquire a high rate of employee retention, then they should understand, encourage and enable their human capital with personal growth to ensure they acquire self-actualization (Ontario, 2005).

Statement of the Problem

This study attempts to determine the view of the College of Business Entrepreneurship and Accountancy (CBEA) Faculty Members about the Significance of Professional Training and Development Opportunities to employees. Specifically aims to answer the following questions:



1. What is the profile of the respondents relative by occupation to:
 - 1.1. Age
 - 1.2. Gender
 - 1.3. Civil Status
2. What is the top to the least Training and Development preference of CBEA faculty members?
3. What is the result of the Training Needs Assessment given to the CBEA faculty members?

Significance of the Study

In the present ever changing world, current knowledge are basically inadequate to meet up with the dynamic and technical business world. It is therefore a major priority of organizations to acquire skills in accordance with the changing technologies. For this reason most companies take proactive measures for maintaining a reservoir of high technology staff, by continuous training and retraining of their staff.

Training according to Chew (2004), provides employees with specific skills or correct deficiencies in their performance, while development is an effort to provide employees with abilities the organization will need in the future. According to Huselid (1995), providing training and job security by organization are important determinants of employees Retention. Human resource practices, such as training are positively correlated to retention, because the practice 'lock' employees in their jobs- this is called employees retention. This is in agreement with the assertion of Wan (2007) that the only strategy for organization to radically improve workforce productivity and enhance their retention is to seek to optimize their workforce through comprehensive training and development. For organizations to achieve this purpose, they need to plough resources into the training of their personnel so as to be competitive in the near future. Staff that are not trained stand no chance of being promoted and so has a future that is bleak, this makes some employees look for alternative job where their training is guaranteed. According to Samuel and Chipunza (2008), employees consider training, education and development as crucial to their overall career growth and goal attainment and will be motivated to remain and build a career path in an



organization that offers such opportunity. Besides, if staff training is funded by the organization, the employee may develop a moral obligation to give its money worth to the organization by commitment to stay on the job. According to Huselid (1995), training increases the firm specificity of employee skills, which in turns increases employees' productivity and reduces job dissatisfaction, which has bearing on staff retention.

Training and development of internal staff minimizes the cost of selecting, hiring and internalizing people from the labour market. Training and development requires reciprocity especially when organization increases the market value of their employee through training, the staff become encouraged to maintain their jobs and accept more responsibility. Barringer (2005), made a comparison of rapid- growth and slow growth firms, he found out that rapid-growth firms used training of staff to achieve their objectives and put more emphasis on development of staff to a significantly greater extent than their slow-growth counterparts. These contributions by authors show that training is positively related to job satisfaction and staff retention.

Scope and Limitation of the Research

The scope of this study will focus on the Significance of Professional Training and Development Opportunities to employees in the College of Business Entrepreneurship and Accountancy Employees, August SY 2018-2019.

Limitation of the Study

This study is limited by some factors that are likely to be encountered during the course of carrying out the research.

DEFINITION OF TERMS

Career Advancement. Career advancement is one of the most important elements for employee satisfaction and retention at a company. According to Victor Lipman of Forbes, clear opportunities for career advancement are an "especially powerful" employee motivator.

Professional Development. It is learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning



opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage.

Employee.An individual who works part-time or full-time under a contract of employment, whether oral or written, express /or implied, and has recognized rights and duties. Also called worker.

Employee Development. It is defined as a process where the employee with the support of his/her employer undergoes various training programs to enhance his/her skills and acquire new knowledge and skills.

Employer. a person or organization that employs people.

Opportunities. A favorable or advantageous circumstance or combination of circumstances. A chance for progress or advancement, as in a career.

CHAPTER II

RESEARCH METHODOLOGY

Research Design

Since this study aimed at finding the significance of Professional Training and Development Opportunities to Employees amongst College of Business Entrepreneurship and Accountancy Employees (CBEA), SY 2018-2019 the researcher made use of the descriptive co-relational design employing the checklist in gathering data.

Descriptive co-relational designs a method which describes an existing relationship between variables is related and it does so by the use of co-relational.

Respondents of the Study

Respondent	Population	Sample
CBEA EMPLOYEES	64	28
Total	64	28

Data Gathering Tools

The main research instrument used in gathering data was a survey questionnaire informal interviews were also conducted to supplement the data gathered.



The questionnaire consists of two parts. Part I elicited items on the respondent's profile while Part II consist on the checklist.

Data Gathering Procedures

The distribution was done personally by the researcher and had to wait for the checklist to be done to prevent the form getting lost or misplaced.

Statistical Tool

In the analysis of data, contain statistical formula had to use to determine the tendency of the respondents perception the researchers employed the simple frequency counts and percentage distribution for analysis of some other data.

In order to establish the perception of respondent's on the different variables the weighted mean was computed.

Chapter III

RESULTS AND ANALYSIS

This chapter presents the analysis as well as interpretation of the data gathered based on the objectives and hypothesis of the research study.

1.1 Age

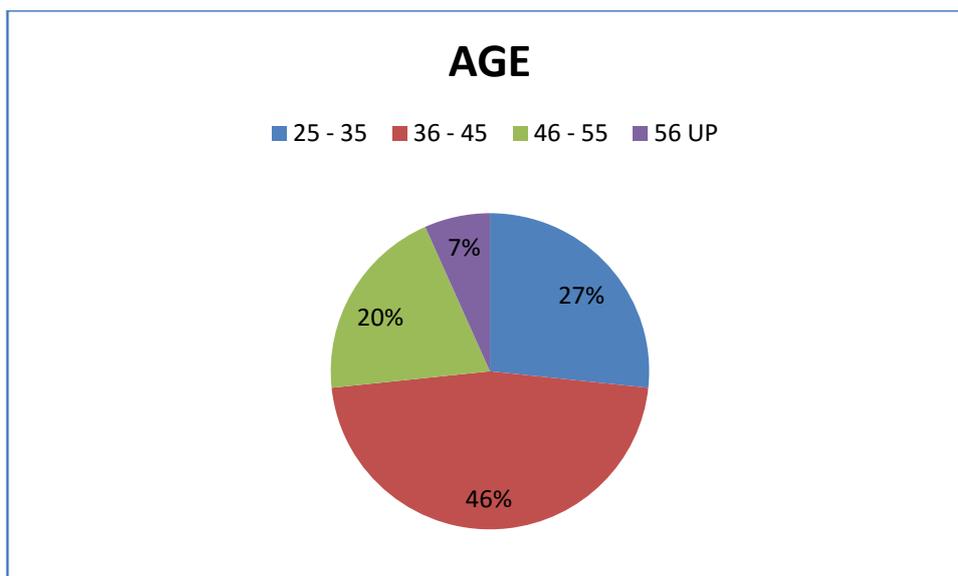


Table 2a

Frequency and Percentage Distribution of the Respondents According to Age



The Pie Chart shows that the majority of the respondents are from age bracket 25-40 years old at 46%. On the contrary, there is only 7% representing 56 years old and up.

1.2 Gender

Frequency and Percentage Distribution of the Respondents According to Gender.

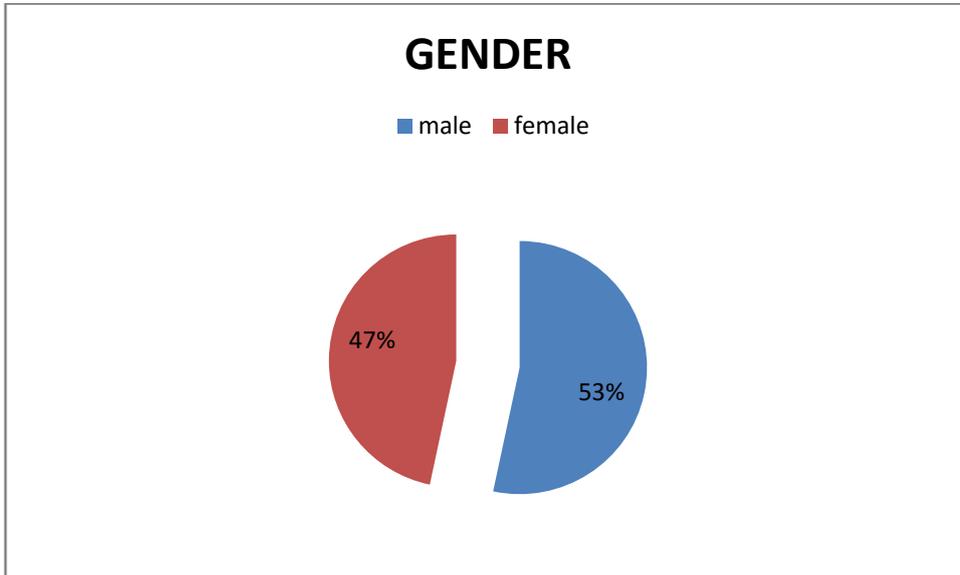


Table 2b

The Pie chart in Table 2b is showing that there are more male respondents than females in the research.

1.3 Civil Status

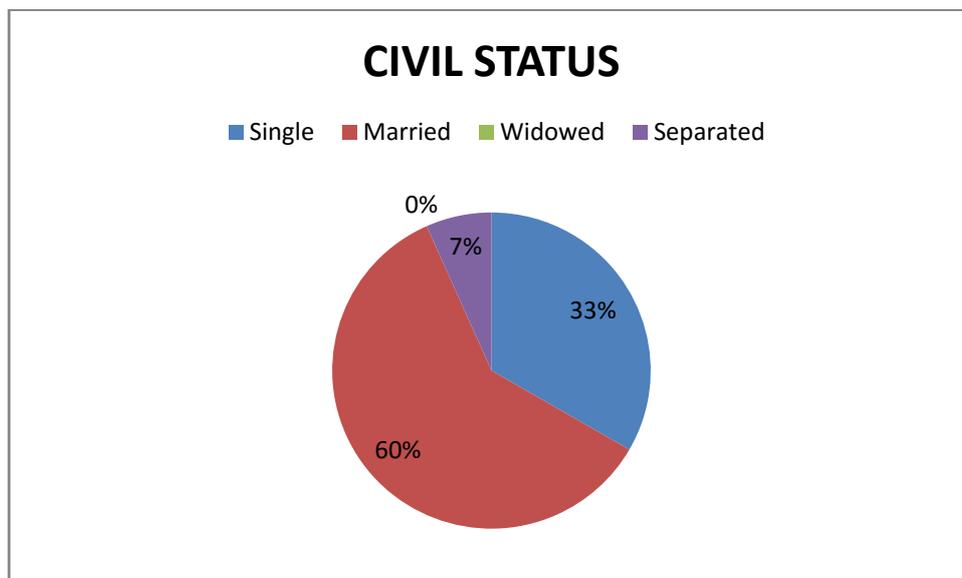


Table 2c

Table 2c is showing that majority of respondents are married and least would be widowed.



1.5 Survey Result

Table 2e

TRAINING NEEDS ANALYSIS

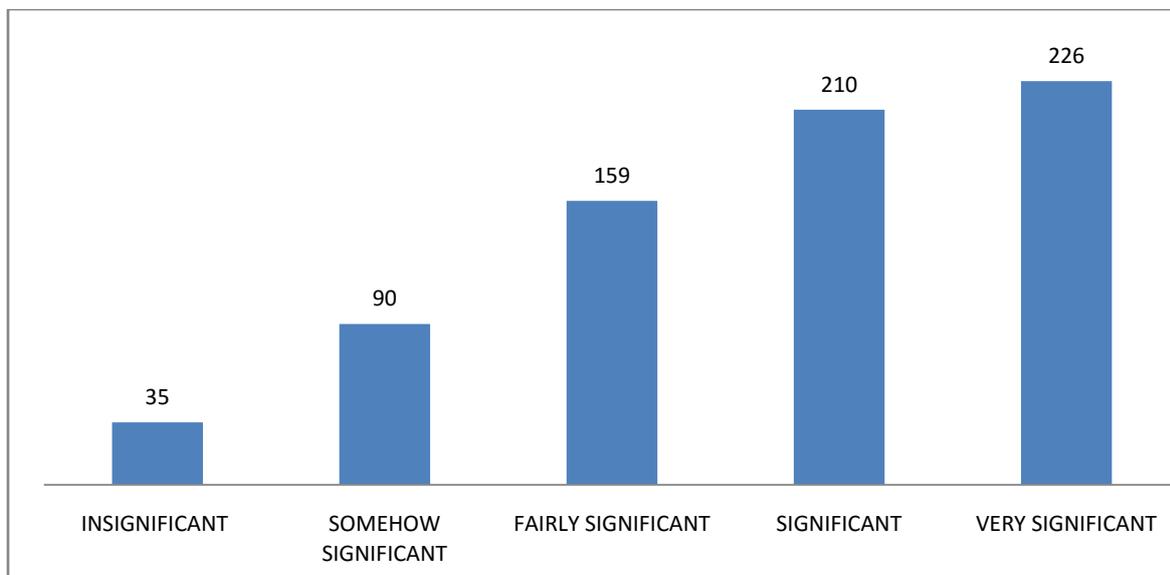
College of Business, Entrepreneurship and Accountancy
(CBEA), SY 2018-2019

NAME(optional):					
AGE:	GENDER:	CIVIL STATUS:	ETHNIC AFFILIATION: () ILOKANO () IBANAG		
HIGHEST EDUCATIONAL ATTAINMENT:		PLACE OF ORIGIN:	() ITAWES () OTHERS_____		
START HERE:					
DIRECTION: Put an (X) mark on the column that corresponds your answer, which legend is below.					
1 - NOT SIGNIFICANT 2 – SOMEHOW SIGNIFICANT 3 – FAIRLY SIGNIFICANT					
4 – SIGNIFICANT 5 – VERY SIGNIFICANT					
ITEM	1	2	3	4	5
Team work	0	1	4	14	11
Communication skills	1	3	6	9	11
Educational planning	2	5	6	5	12
Classroom management	3	3	3	8	13
Proficiency in English language	0	2	7	8	13
Equipment usage and maintenance	1	3	7	14	5
Network support/troubleshooting	2	3	8	11	6
Working with digital and web camera	0	6	11	4	9
Text processing	2	1	3	16	8
Image processing	0	2	7	8	13
Working with spreadsheets	2	3	8	11	6
Designing presentations	1	3	6	9	11
Internet and online activities	2	4	4	11	9



Developing flash animations	3	6	2	9	10
Developing other multimedia products	2	3	6	8	11
Searching for information	2	4	11	7	6
Sharing information	0	6	11	4	9
Designing e-learning content	1	3	6	9	11
Designing e-learning materials	2	4	11	7	6
Designing e-learning layout	3	6	2	9	10
Identifying e-assessment criteria	0	6	11	4	9
Defining e-assessment questions and documents	3	6	2	9	10
Designing and giving feedback	1	3	6	9	11
Developing e-portfolio	2	4	11	7	6
SCORE	35	90	159	210	226

Table 2f





The Table 2f shows that most of the respondents generally values professional training and development opportunities and implies therefore, higher employee retention. During the interview, respondents said that the more they are given or sent to trainings, the longer they stay in the institution because of the following reasons:

1. Return of service
2. Motivation
3. Valuing the efforts of the employer
4. Inspiration to do more

Chapter IV

DISCUSSION

This research shows that the top most topics they need according to the Training Needs Assessment are Classroom Management, Proficiency in English Language, and Image Processing . It is also evident that Equipment Usage and Maintenance got the lowest score, showing that the focus is more on how to be better in the field of teaching. With this, it manifests that respondents are wise to know what they need to become better to their positions and fits them well in the job.

My study is hindered however by the small number and homogeneity of our participants. All of our participants were CBEA employees which gender is almost equal and this may have affected our results. Additional research might examine whether more participants including non-teaching personnel.

Based on this limited analysis, I strongly recommend that employees should grasp and apply trainings because attending professional conferences, summits, workshops and seminars have positive impacts on professionals. They offer an opportunity to develop new professional relationships, meet new friends, gain knowledge and become more successful in your career.

Reasons to Attend Conferences and Workshops:

– **Networking Opportunities**– Building new relationships and meeting new contacts is important to personal and business growth. Relationships with clients, speakers can help you gain knowledge from having meaningful conversations with them.



– **Learning Something New** – Learning about new and more effective ways to accomplish things and gaining more knowledge about business subjects and concepts are all benefits of attending professional development workshops.

– **Becoming an Expert** – Professional Development training enables you to gain more expertise in your field and develop new ideas on ways to improve in your job.

– **Gaining Inspiration** – Meeting new people and learning new things often leads to great feelings of inspiration. You will want to share this new enthusiasm with your staff and peers.

– **Having fun** – Attending workshops and seminars are usually very fun. It's a day away from the office to improve you and most people love connecting with others who share their interests and passions.

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