

ENHANCED TRAINING AND DEVELOPMENT PROGRAM OF MICROFINANCE INSTITUTIONS IN CABANATUAN CITY, NUEVA ECIJA: BASIS FOR STRATEGIC PLAN

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Abstract

This study examines the effectiveness of training and development programs among employees of Microfinance Institutions (MFIs) in Cabanatuan City, Nueva Ecija. This study employed a quantitative-descriptive research design. Data collection was conducted through a survey interview. The respondents in the study were the employees of registered MFIs in Cabanatuan City.

The findings indicate that the MFI workforce is predominantly young and female, with most employees in the early stages of their careers. The evaluation further reveals that the training programs are well-structured, job-relevant, and strategically aligned with organizational goals. Employees strongly agreed that training improved their efficiency, task performance, and branch effectiveness, demonstrating a positive relationship between training and institutional productivity. Moreover, the training programs contributed to higher self-efficacy, independence, and skill application among employees, supporting both individual and organizational growth.

Nonetheless, the study identified scheduling conflicts as a key challenge that hinders full participation and optimal learning outcomes. While the content and delivery of training are effective, misalignment between training schedules and work responsibilities creates time constraints.

Overall, the results affirm that the MFIs' training programs

significantly contribute to employee empowerment and sustainable organizational development. Continued improvements, such as tailoring content to task complexity, integrating continuous learning mechanisms, and aligning training with performance metrics, will further strengthen the impact of these initiatives.

Keywords: Employee Performance, Human Resource Development, Organizational Effectiveness, Strategic HR Planning, Training and Development, Training Evaluation

Introduction

Staff training and development have long been recognized as vital components of organizational growth and employee performance. Their direct influence on productivity, job satisfaction, and institutional success makes them a critical area for strategic planning in any organization. In the evolving global business environment, characterized by rapid technological change and globalization, continuous learning has become essential for both employees and organizations to survive. Companies worldwide are investing heavily in upskilling and reskilling their workforce to maintain competitiveness. However, many training programs fail to achieve their intended impact due to inadequate needs assessment, limited financial support, poor trainee selection, and brief training duration. These challenges highlight the importance of evaluating training effectiveness to ensure that resources yield measurable results and sustain performance improvements.

In alignment with the United Nations Sustainable Development Goal (SDG) 8 on Decent Work and Economic Growth, this study supports the advancement of Goal 8.6, which promotes equipping individuals with relevant skills for employment and entrepreneurship. In the Philippine context, Microfinance Institutions (MFIs) play a crucial role in extending financial access to underserved communities, fostering entrepreneurship, and promoting inclusive economic growth. However, many MFIs face limitations in implementing effective training programs due to scarce resources and the absence of formal evaluation systems. Such constraints often hinder employee development and weaken institutional performance. Addressing these gaps through systematic research can guide human resource development (HRD) planning in the

microfinance sector, particularly in provincial settings such as Cabanatuan City.

Several international and local studies affirm that well-structured training and development programs significantly improve employee competence, motivation, and organizational performance. De Jesus and Fajardo (2022) emphasized that practical training, when aligned with job responsibilities, enhances communication and customer service within lending institutions. Similarly, Khan et al. (2022) found that hybrid training models incorporating e-learning improve employee engagement and digital skills, making organizations more adaptable to technological trends. Research from South Asia and Africa further revealed that continuous, individualized training reduces error rates, improves job satisfaction, and enhances institutional efficiency (Subedi et al., 2024; Afriyie et al., 2024). Collectively, these findings underscore that MFIs benefit most when training programs are ongoing, task-specific, and technology-responsive, an insight this study seeks to localize and apply to Philippine MFIs.

To guide the analysis, the study employs Kirkpatrick's Four-Level Training Evaluation Model, a comprehensive framework that assesses training outcomes across four dimensions: Reaction, Learning, Behavior, and Results. This model facilitates a structured evaluation of how training affects employee attitudes, knowledge, behavior, and organizational outcomes such as productivity and client service quality. Complementing this approach is the Input-Process-Output (IPO) model, which outlines the study's methodological structure. The input phase considers respondents' demographic profiles and training backgrounds; the process phase involves data gathering and analysis using statistical tools such as frequency distributions, percentages, and weighted means; and the output phase produces a strategic, data-driven plan to enhance MFI training programs.

The central aim of this research is to evaluate the current training and development programs of microfinance institutions in Cabanatuan City. Specifically, it seeks to identify the strengths and weaknesses of existing initiatives, examine their impact on employee performance and organizational outcomes, and propose a context-specific, evidence-based training framework. Through this, the study aims to fill a gap in the literature on MFIs in provincial areas and to provide practical insights for strengthening human capital within the sector.

The results of this study are expected to benefit multiple

stakeholders. For MFI administrators and HR practitioners, it will provide a clear understanding of how to optimize training for better performance outcomes. Employees will gain awareness of the importance of continuous professional development for career advancement. Policymakers and researchers will find this evidence valuable for designing effective HRD policies and for future studies. Ultimately, improved employee competence will translate into enhanced client service and institutional productivity, contributing to sustainable growth and inclusive economic development in Cabanatuan City.

Methods

This study employed a quantitative-descriptive research design to examine the training and development programs for employees of Microfinance Institutions (MFIs) in Cabanatuan City and to examine how these programs influence business operations. Data collection was conducted through a survey administered at the premises of participating MFI offices at a time convenient for both employees and management, enabling the researcher to obtain accurate and comprehensive information. This study utilized purposive sampling. The respondents in the study were the employees of registered MFIs in Cabanatuan City. Data analysis tools, including frequency counts, percentages, weighted means, and correlation, were used to summarize responses.

In contrast, thematic analysis was used to interpret open-ended responses and identify common themes related to training challenges and best practices. Throughout the research process, the principles of ethical conduct were strictly observed. Confidentiality of data, voluntary participation, and informed consent were prioritized. All collected information was securely stored and used exclusively for academic purposes.

Results and Discussion

Demographic Characteristics of the Respondent

The results show the frequency and percentage distribution of respondents' ages, revealing that the majority are between 21 and 25 years and 26 and 30 years, each comprising 38% of the total. This is followed by those aged 31–35 years at 22%, while only 2% fall within

the 36–40 age group. This distribution indicates that most Microfinance Institution (MFI) employees in the area are young adults aged 21–30, suggesting a dynamic, adaptable workforce.

The results indicate that the majority of respondents were female, totaling 43 individuals (91% of the population), while only 4 respondents (9%) were male. This reflects a common trend in the microfinance industry, in which women constitute a larger share of the workforce, particularly in front-line roles such as loan officers and relationship managers. According to Armendáriz and Morduch (2010), the sector has historically empowered women as both clients and employees due to their stronger credit discipline and community engagement. Similarly, Ledgerwood (2013) emphasizes that women's participation enhances social performance and institutional outreach, underscoring the importance of gender inclusivity in microfinance development.

The results show that the majority of respondents have 1–3 years of service, accounting for 43% of the total. This indicates that most employees are in the early to mid-career stage, reflecting strong potential for professional growth. The results indicate that 32% of respondents —always| attended over 10 sessions, and 21%—often|attended 6–10 sessions. Meanwhile, 30% attended—sometimes| (less than three sessions), and 9% each reported—rarely or never attending any training. This suggests that while a majority (53%) are actively engaged in training programs, a significant portion (47%) participates inconsistently or not at all.

Table 1. Demographic Characteristics of the Respondents

DEMOGRAPHIC CHARACTERISTICS	FREQUENCY	PERCENTAGE
Age		
21 – 25 years old	18	38
26 – 30 years old	18	38
31 – 35 years old	10	22
36 – 40 years old	1	2
Total	47	100

DEMOGRAPHIC CHARACTERISTICS	FREQUENCY	PERCENTAGE
Gender		
Female	43	91
Male	4	
Total	47	100
Years in Service		
1 – 3 years	20	43
3 - 6 years	13	28
6 years and above	13	28
Less than one year	1	2
Total	47	100
Participation in Training		
Always (more than 10)	15	32
Often (6-10)	10	21
Rarely (3-5)	4	9
Sometimes (less than 3)	14	30
Never (none)	4	9
Total	47	100

Training Evaluation

The table presents the evaluation of training based on employee reactions, showing that all respondents strongly agreed with the statements. The item —The training in my company was well planned, and organizedl obtained the highest weighted mean of 3.55, interpreted as Strongly Agree. According to Noe et al. (2020), reaction-level assessments reflecting participants' satisfaction and perceived relevance are vital for determining motivation and learning outcomes. Similarly, Dessler (2019) emphasized that well-structured training enhances engagement and knowledge retention. Iftikhar and Mahmood (2017) further noted that effective, well-planned training programs improve job performance.

Performance is achieved by developing employees' skills and

competencies. There is a strong consensus among respondents that the company's training initiatives align with employee needs and organizational goals, fostering a capable and motivated workforce (Camilleri, 2018).

Table 2. Training Evaluation

REACTION STATEMENT	WM	VERBAL DESCRIPTION	VERBAL INTERPRETATION
1. The training in my company was well planned and organized.	3.55	Strongly Agree	The training had a significant positive impact on my performance, skills, And confidence
2. The training was of sufficient duration.	3.32	Strongly Agree	The training had a significant positive impact on my performance, skills, And confidence
3. The training methods had a positive impact on my skills.	3.40	Strongly Agree	The training had a significant positive impact on my performance, skills, and confidence
4. The training helped me understand my job better.	3.51	Strongly Agree	The training had a significant positive impact on my performance, skills, And confidence
5. The training was based on identified development needs.	3.47	Strongly Agree	The training had a significant positive impact on my performance, skills, And confidence
TOTAL	3.45	Strongly Agree	The training had a significant positive impact on my performance, skills, and confidence

Perceive Effects of Training on the Respondents

Results indicate that the majority of respondents strongly agreed that the training improved our branch's performance, with a weighted mean of 3.45. This suggests that training enhances employee competence, thereby reducing the need for close supervision as employees gain a clearer understanding of their roles and expected outputs. According to Armstrong and Taylor (2020), practical training fosters employee confidence and independence. In the case of microfinance institutions (MFIs), Jehanzeb and Bashir (2013) highlight that training enhances operational efficiency and service quality. Moreover, as Aguinis (2019) notes, applying acquired knowledge to work-related tasks reinforces learning and boosts performance. Thus, strategically aligned and well-executed training programs cultivate a culture of continuous improvement and accountability within organizations.

Table 3. Perceived Learnings of the Respondents from the Training

LEARNING STATEMENT	WM	VERBAL DESCRIPTION	VERBAL INTERPRETATION
1. The training helped me know how to apply my skills in the organization.	3.32	Strongly Agree	The training had a significant positive impact on my performance, skills, And confidence
2. The training improved my understanding of my work responsibilities.	3.40	Strongly Agree	The training had a significant positive impact on my performance, skills, And confidence
3. The training increased the effectiveness of the four-branch performance.	3.45	Strongly Agree	The training had a significant positive impact on my performance, skills, and confidence
4. The training reduced the need for constant supervision.	3.26	Strongly Agree	The training had a significant positive impact on my performance, skills, And confidence

5. The training helped me clearly understand my work output expectations.	3.36	Strongly Agree	The training had a significant positive impact on my performance, skills, and confidence
TOTAL	3.36	Strongly Agree	The training had a significant positive impact on my performance, skills, and confidence

Perceived Effects of the Training on the Behavior of the Respondents

The table indicates that the training provided to employees extends beyond performance improvement, with the statement 'I am better prepared to perform my job responsibilities' obtaining the highest weighted mean of 3.40. This suggests that training significantly influences employee behavior by enhancing confidence, self-perception, and readiness to fulfill job duties, thereby improving productivity. Bandura (1997) emphasizes that training enhances self-efficacy, enabling employees to perform tasks effectively and handle challenges with greater initiative. Similarly, Saks and Burke (2012) found that successful training fosters behavioral change through increased confidence and motivation. Kraiger, Ford, and Salas (1993) further note that a sense of preparedness strengthens psychological empowerment, directly contributing to higher performance. In the context of MFIs, a confident and well-prepared workforce ensures consistent service delivery and strengthens overall organizational effectiveness.

Table 4. Perceived Effects of the Training on the Behavior of the Respondents

BEHAVIOR STATEMENT	WM	VERBAL DESCRIPTION	VERBAL INTERPRETATION
1. I feel more confident in my job performance due to	3.31	Strongly Agree	The training had a significant positive Impact on my performance,

training.			skills, and confidence
2. I am motivated to apply the skills I learned.	3.38	Strongly Agree	The training had a significant positive impact on my performance, skills, and confidence
3. I am better prepared to perform my job responsibilities.	3.40	Strongly Agree	The training had a significant positive impact on my performance, skills, and confidence
4. I realized the need for more training to improve my knowledge and skills.	3.34	Strongly Agree	The training had a significant positive Impact on my performance, skills, and confidence
5. I am confident in recommending this training to my colleagues.	3.31	Strongly Agree	The training had a significant positive Impact on my performance, skills, and confidence
TOTAL	3.35	Strongly Agree	The training had a significant positive impact on my performance, skills, and confidence

Perceived Results of the Training on the Work Performance of the Respondents

The table shows that the training programs had a significant positive impact on employees' performance, knowledge, and service delivery. The statement "I became more efficient and effective in my assigned tasks" received the highest weighted mean of 3.55, indicating strong agreement among participants that training improved their productivity and work efficiency—this reflects not only skill enhancement but also increased confidence and self-efficacy. According to Bandura (1997), self-efficacy enables employees to pursue challenging goals and persist despite difficulties, whereas Noe (2020) emphasizes that practical training strengthens the application of knowledge and adaptability. These results align with Kirkpatrick's Four-Level Training Evaluation Model, particularly the Results level, which measures tangible outcomes such as improved service quality and productivity (Kirkpatrick & Kirkpatrick, 2006). Hence, training that

develops both technical and soft skills significantly enhances overall organizational effectiveness.

Table 5. Perceived Results of the Training on the Work Performance of the Respondents

RESULTS STATEMENT	WM	VERBAL DESCRIPTION	VERBAL INTERPRETATION
1. The training contributed to the overall productivity of our branch.	3.37	Strongly Agree	The training had a significant positive impact on my performance, skills, and confidence.
2. The training helped improve my individual work performance.	3.36	Strongly Agree	The training had a significant positive impact on my performance, skills, and confidence.
3. I became more efficient and effective in my assigned tasks.	3.55	Strongly Agree	The training had a significant positive impact on my performance, skills, and confidence.
4. The training helps me improve my product knowledge of the company's products and services.	3.32	Strongly Agree	The training had a significant positive impact on my performance, skills, and confidence.
5. The training has led to better customer service and satisfaction.	3.31	Strongly Agree	The training had a significant positive impact on my performance, skills, and confidence.
TOTAL	3.38	Strongly Agree	The training had a significant positive impact on my performance, skills, and confidence

Summary of Training Evaluation

The table summarizes the training program's evaluation using Kirkpatrick's Four-Level Training Evaluation Model: Reaction, Learning, Behavior, and Results. The Reaction level obtained the highest weighted mean of 3.45, interpreted as "Strongly Agree",

indicating that participants had a highly favorable impression of the training, finding it engaging, relevant, and well-organized. According to Kirkpatrick (1994), a favorable reaction is essential because it fosters learning and overall training success. The Behavior level registered the lowest weighted mean of 3.35, still within the "Strongly Agree" category. This suggests that participants effectively applied the knowledge and skills acquired during training to their work environment, confirming the program's practical relevance. Saks and Burke (2012) assert that behavioral change is a key indicator of successful training, particularly when reinforced through follow-up or coaching.

With an overall mean of approximately 3.39, the training program is deemed highly effective from the employees' perspective. The consistent "Strongly Agree" ratings across all levels demonstrate that the training significantly enhanced employee performance, confidence, and productivity, achieving both learning and organizational objectives.

Table 6. Summary of Training Evaluation

SUMMARY OF TRAINING EVALUATION	WM	VERBAL DESCRIPTION	VERBAL INTERPRETATION
1. Reaction	3.45	Strongly Agree	The training had a significant positive impact on my performance, skills, and confidence
2. Learning	3.36	Strongly Agree	The training had a significant positive impact on my performance, skills, and confidence.
3. Behavior	3.35	Strongly Agree	The training had a significant positive impact on my performance, skills, and confidence
5. Results	3.38	Strongly Agree	The training had a significant positive impact on my performance, skills, and confidence.
TOTAL	3.39	Strongly Agree	The training had a significant positive impact on my performance, skills, and confidence

Training Challenges

The table shows that although the training programs were generally perceived as beneficial, employees identified several challenges, most of which were rated as slightly challenging. The highest weighted mean of 2.62 corresponded to the statement. The training schedule is demanding to align with my work responsibilities, leading to time constraints and suggesting that scheduling conflicts were the primary barrier to effective participation. According to Noe (2020), training programs should be integrated into the existing work environment, as poor alignment between training schedules and job duties can hinder engagement and learning retention. Salas et al. (2012) note that time-related stress can impair participants' ability to absorb and retain information. Overall, while training was only slightly challenging (total WM of 2.45), its effectiveness could be enhanced by addressing scheduling issues, aligning content with job relevance, incorporating practical learning activities, and ensuring up-to-date training materials.

Table 7. Training Challenges Encountered

CHALLENGES	WM	VERBAL DESCRIPTION	VERBAL INTERPRETATION
1. The training schedule is demanding to align with my work responsibilities, leading to time constraints.	2.62	Challenging	The respondent finds the task moderately difficult, recognizing that it requires considerable effort but is manageable with some adjustments or support.
2. The training content is too generic and does not address the specific challenges of my job role.	2.38	Slightly Challenging	The respondent perceives the task as somewhat complicated, though it is not overwhelming and may be handled with minimal effort or minor changes.
3. I have limited access to training materials due to issues like language barriers or format limitations.	2.44	Slightly Challenging	The respondent perceives the task as somewhat complicated, though it is not overwhelming and may be handled with minimal effort or minor changes.

4. There is insufficient support or guidance from supervisors or trainers during or after the training.	2.47	Slightly Challenging	The respondent perceives the task as somewhat complicated, though it is not overwhelming and may be handled with minimal effort or minor changes.
5. I experience difficulty in retaining and applying the knowledge gained from the training sessions.	2.4	Slightly Challenging	The respondent perceives the task as somewhat complicated, though it is not overwhelming and may be handled with minimal effort or minor changes.
6. The training programs are not regularly updated to reflect the latest trends, technologies, or regulatory changes in the microfinance industry.	2.42	Slightly Challenging	The respondent perceives the task as somewhat complicated, though it is not overwhelming and may be handled with minimal effort or minor changes.
7. There is a lack of practical, hands-on experience during the training, making it difficult to Apply what I have learned in my job.	2.45	Slightly Challenging	The respondent perceives the task as somewhat complicated, though it is not overwhelming and may be handled with minimal effort or minor changes.
TOTAL	2.45	Slightly Challenging	The respondent perceives the task as somewhat complicated, though it is not overwhelming and may be handled with minimal effort or minor changes.

Training Best Practices

The table shows that the training practices implemented by microfinance institutions (MFIs) are highly effective and well-received by participants. The statement "The training materials provided are relevant and aligned with the daily responsibilities of my job" recorded the highest frequency of 47, reflecting unanimous agreement among respondents. This demonstrates that the training is job-oriented and contextually relevant, making it more applicable and impactful, according to Salas, Tannenbaum, Kraiger, and Smith-Jentsch (2012).

Practical training programs are those closely integrated with the work environment, as this enhances learning transfer, retention, and motivation.

Likewise, high agreement was also recorded for the statements. Experienced and well-informed trainers lead the training sessions. Training courses are updated periodically. Training sessions comprise practical exercises, each with a frequency of 46. These elements are recognized as best practices that strengthen training effectiveness. Noe (2020) emphasizes the importance of credible trainers and regularly updated materials, while Kirkpatrick and Kirkpatrick (2016) highlight the value of practical exercises in reinforcing learning and bridging theory with practice.

The statement —Training materials are accessible to all employees, wherever they are, or whatever their job in the MFI (frequency 45) reflects the institution's strong commitment to inclusivity and equal access to learning opportunities, an essential component of a learning-oriented culture (Armstrong & Taylor, 2014). Additionally, the item "The training programs are aligned with the organizational goals and mission of the MFI" (frequency 46) underscores the strategic integration of training within institutional objectives, consistent with Goldstein and Ford's (2002) assertion that alignment enhances long-term organizational performance and competitiveness.

Overall, the consistently high frequencies across these indicators suggest that MFI maintains an advanced, strategically aligned training system that effectively supports both individual and organizational development. Continuous reinforcement through monitoring, feedback, and the integration of modern learning approaches, such as digital tools or mentorship programs, can further sustain high performance and adaptability in a changing business environment.

Table 8. Training Best Practices

BEST PRACTICES	FREQUENCY
The training materials provided are relevant and aligned with the daily responsibilities of my job	47
Knowledgeable and Experienced trainers conduct the training sessions.	46

Training programs are regularly updated to reflect changes in industry trends and regulations.	46
The training materials are accessible to all employees, regardless of their location or role within the MFI.	45
The training sessions include practical, hands-on exercises. help apply what has been learned.	46
The training programs are aligned with the organizational goals and the mission of the MFI.	46

Conclusion

The study concludes that the training programs implemented by microfinance institutions (MFIs) in Cabanatuan City are generally effective in enhancing employee performance, confidence, and overall organizational productivity. The findings indicate that the MFI workforce is predominantly young and female, with most employees in the early stages of their careers. This demographic composition offers substantial potential for professional development and for adapting to structured training initiatives. However, varying levels of participation suggest the need for more flexible and inclusive training opportunities to ensure equitable access and engagement.

The evaluation further reveals that the training programs are well-structured, job-relevant, and strategically aligned with organizational goals. Employees strongly agreed that training improved their efficiency, task performance, and branch effectiveness, demonstrating a positive relationship between training and institutional productivity. Moreover, the training programs contributed to higher self-efficacy, independence, and skill application among employees, supporting both individual and organizational growth.

Nonetheless, the study identified scheduling conflicts as a key challenge that hinders full participation and optimal learning outcomes. While the content and delivery of training are effective, misalignment between training schedules and work responsibilities creates time constraints. Addressing these logistical barriers through flexible, blended, or modular learning formats can enhance participation and

knowledge retention.

Overall, the results affirm that the MFIs' training programs significantly contribute to employee empowerment and sustainable organizational development. Continued improvements, such as tailoring content to task complexity, integrating continuous learning mechanisms, and aligning training with performance metrics, will further strengthen the impact of these initiatives. By adopting a dynamic and inclusive training framework, MFIs can sustain long-term performance gains, promote professional growth, and foster a culture of lifelong learning within the organization.

Recommendations

The researchers recommended implementing the suggested strategic and action plan to improve MFIs' staff training further.

Suggested Strategic Plan

STRATEGIC GOAL	ISSUE ADDRESSED	STRATEGY	ACTIONS
1. Enhance Training Duration and Content Effectiveness	—The training was of sufficient duration.	Conduct a training needs assessment to match training length with content depth.	- Evaluate feedback on training duration across departments.- Adjust session lengths based on complexity (e.g., split complex topics over multiple shorter sessions).- Include pre- and post-training assessments to monitor effectiveness.- Pilot revised training sessions and collect real-time feedback.
2. Promote Independence and Minimize Need for Supervision	—The training reduced the need for constant supervision.	Strengthen the practical components and self-directed learning within the training.	- Integrate real-life scenarios, simulations, and role-playing.- Develop post-training guides/manuals for independent reference.- Assign mentors to new employees to reinforce learning and reduce supervisory demand.-

			Conduct follow-up evaluations to assess reduced supervisory intervention.
3. Build Employee Confidence and Advocacy for Training	I feel more confident in my job performance due to training. I am confident to recommend this training to my colleagues	Create an inclusive and empowering learning environment.	- Feature employee testimonials in training materials.- Encourage peer-to-peer training recommendations.- Introduce self-assessment tools to track progress and boost self-efficacy.- Recognize and reward participation and progress. employee
4. Improve Customer Service Outcomes Through Training	The training has led to better customer service and satisfaction.	Align training with customer service standards and performance metrics.	- Use customer feedback data to shape training modules.- Train employees on handling various customer scenarios and soft skills.- Incorporate KPIs (e.g., Net Promoter Score) pre- and post-training to measure impact.- Conduct refresher training every 6 months based on updated customer insights.
5. Improve Training Accessibility and Scheduling Flexibility	The training schedule is difficult to align with my work responsibilities, leading to time constraints.	Adopt flexible, blended training formats.	- Offer training sessions in both synchronous and asynchronous formats.- Create a rotating schedule or shift-based training to accommodate operational demands.- Launch an online training portal for self-paced learning.- Encourage team leads to include training in shift planning.

Action Plan

OBJECTIVES	IMPROVEMENT ITEM	ACTIVITIES AND ACTION STEPS	COLLABORATIVE STRATEGIES	TIME COVERAGE	RESPONSIBILITY CENTER	FINANCIAL APPROPRIATION	MONITORING SCHEME	ACHIEVEMENT INDICATORS
To optimize the duration and depth of training modules.	Training was of sufficient duration.	Conduct training needs analysis. Redesign training modules based on complexity. Pilot modular sessions with feedback loop.	HR Department with Department Heads	Q3–Q4 2025	Training and Development Unit	₱50,000 (module redesign + trainer hours)	Pre- and post-training surveys. Participant feedback forms	90% of participants agree that the training duration is appropriate
To reduce employees' dependence on supervision post-training.	Training reduced the need for constant supervision.	Incorporate scenario-based exercises. Provide job aids and digital manuals. Assign peer Mentors.	Supervisors and Senior Staff	Q3 2025	Operations and HR Units	₱30,000 (materials and mentorship incentives)	Supervisor reports. Reduction in supervisory interventions	80% report reduced need for supervision post-training
To boost employee confidence and willingness to recommend the training.	Employees feel more confident and are willing to recommend the training.	Conduct confidence-building workshops. Use testimonials and peer learning. Implement a recognition system for training completion.	HR with the Marketing and Communications Team	Q3–Q4 2025	Training and HR Units	₱20,000 (workshops, certificates, tokens)	Training evaluations, Peer recommendation rate	85% of employees report increased confidence, 75% recommendation rate
To improve customer service outcomes through training.	Training has led to better customer service and satisfaction.	Add customer handling modules. Use role-playing and feedback sessions. Track service	HR and Client Service Departments	Q3–Q4 2025	Customer Relations and Training Units	₱25,000 (training tools and feedback system)	Customer satisfaction surveys, Client feedback	90% customer satisfaction rating maintained or improved

		performance metrics.						
To address time constraints caused by training schedules.	The training schedule is demanding to align with work responsibilities.	Develop flexible, shift-based schedules. Launch asynchronous online modules. Coordinate with team leads for integration.	IT, HR, and Team Leaders	Q4 2025	Training, HR, and IT Units	₱40,000 (LMS setup and support)	Attendance tracking, Feedback on accessibility	95% Participation rate: Reduced complaints on scheduling

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